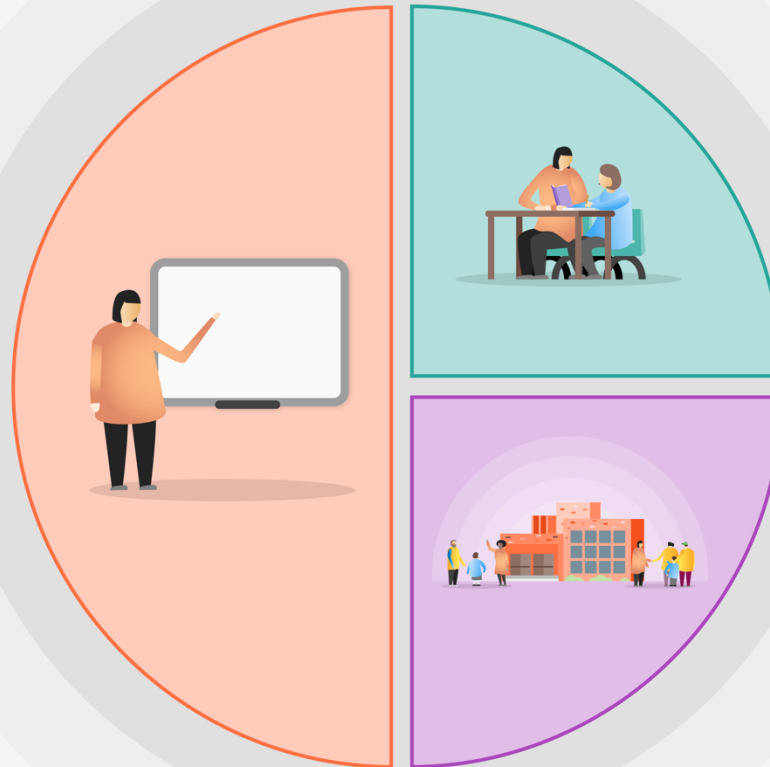


1 Teaching

- An investment in Nisai Learning for one pupil who is unable to attend school at the moment.
- Nisai History GCSE invested in for one service-pupil who has a passion and incredible interest in the subject.
- Small group interventions with children (1:1, 1:2, 1:3) to enhance teaching and learning.
- Specific resources to help teaching (IDL Cloud)
- Employment of extra teaching assistant (Summer Term), to support disadvantaged pupils.



2 Targeted academic support

- Laptop purchased for secondary age child for home learning (Current Year 9 – moving to GCSE learning next year).
- Accelerated Reader to invest in children's reading engagement and comprehension.
- Star Maths and Star Literacy for assessment purposes.

3 Wider strategies

- Supporting Family with food vouchers during the COVID-19 pandemic.
- Investment in Lego Therapy equipment to use with pupils.
- School Uniform
- Scooter for therapy work.
- Horse riding sessions.
- Supplement school meals
- Cooking ingredients
- Snacks / breakfast for pupils.
- Drawing for Talking

Explaining your choices

Thinking about the key priorities that you have identified, try to answer the three questions below. We recommend focusing on at most three priorities – perhaps one in each part of the tiered model.

How do you know that the priorities you have identified get to the root of the issue and are amenable to change?

The Covid-19 Pandemic has been detrimental to everyone and we have ensured that the support that we have given our disadvantaged children has not only supported them on academic, social and emotional levels, but more importantly, ensuring that the children and their families have felt supported, even when not in school, through increased contact and providing extra food vouchers to ensure families were able to access any resources that were needed throughout the period of the pandemic. Examples of this was the purchase of a laptop for one pupil, whilst for many, it was having access to Online Learning and communication tools.

What evidence have you looked at to help you systematically explore programmes and practices?

The Education Endowment Foundation has been instrumental in providing ideas and evidence to support our choices in school, however, the most important evidence we gather is that from the pupils and their families. We spend a lot of time as staff, communicating with family as well as external services to best support the pupils at Cumbria Academy for Autism.

Some of the choices that we have made to support pupils, are derived from the therapy perspective; whilst others boost their academic achievement. Autism Education Trust (AET) Targets are at the centre of everything we do, which help us assess the social and emotional progress of our pupils. As a result, some of our PPG is invested in activities to support this too.

How confident are you that the proposed activities are a good fit and feasible for your school?

We feel that as with everything that we do at our school, we will try things, embed them, but if they are not suitable for our children, we will change them accordingly. Due to the nature of this year and the pandemic, our approach to supporting pupils has been one that we have ensured staff have been involved in to make sure individuals were supported as appropriately as possible.