

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Cumbria Academy for Autism
Number of pupils in school	55
Proportion (%) of pupil premium eligible pupils	24% (13/55)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Richard Aindow Headteacher
Pupil premium lead	Isabelle Evans
Governor / Trustee lead	Andrew Wallam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12, 120
Recovery premium funding allocation this academic year	£6 000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£18 120

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Social progress
- academic progress
- Progression to further education or supported living
- Employability
- Social opportunities

At the heart of our approach is high-quality student centred approach to learning based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum in conjunction with their ASC needs.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Post Covid staff and students developing working in teams and build resilience of students
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
3	Increased anxiety as a result of both students ASC and COVID-19
4	Difficulty with working routines due to historic experiences in previous settings and sensory issues associated with their ASC
5	Children who are not prepared for learning (Need fed, provided with snacks and have the appropriate equipment to learn.)
6	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Enhance the Teaching and Learning by defining the Subject coordinator role in school.	Observation will show an improvement in teaching and learning within the school
Improve the quality of pedagogy and leadership skills of staff.	Observable quality in all planning and teaching and learning
Improve the outcome of pupils.	Comparable results between disadvantaged and non disadvantaged pupils. "Level the playing field"

Enhance the wellbeing of students	Support all pupil wellbeing with a personalised curriculum delivery as appropriate based on need
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£7 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop Subject Coordinator role	There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)	1
CPD for teaching staff on developing pupils' mental models.	Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge: Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)	1
Coordinators source materials to support learning	Benefits of using PA - concrete pictorial abstract approach https://www.tes.com/teaching-resources/blog/examining-cpa-approach-primary-maths	1, 2
Storyboards and soft presentation boards to support planning early literacy, maths and language development	https://www.pathstoliteracy.org/story-boxes-and-story-boards-students-multiple-disabilities	,

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Star maths and accelerated reader in all classes KS1-3 to support improvements in basic maths and reading</p>	<p>The recommendations represent ‘lever points’ where there is useful evidence about language and literacy teaching that schools can use to make a significant difference to pupils’ learning</p> <p>https://www.renaissance.com/products/accelerated-reader/evidence/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1, 4</p>
<p>20 minute sessions on language comprehension from a lead practitioner for disadvantaged pupils that require further support. Each pupil receives two sessions per week for one term.</p>	<p>Understanding the meaning of a text requires a combination of word recognition and language comprehension:</p> <p>Learning to Read: “The Simple View of Reading” National Center on Improving Literacy</p>	<p>2</p>
<p>Engaging with the National Tutoring Programme or in school tutoring</p>	<p>Due to the needs of the students the tutors will be sourced from people they know in school and staff will take on additional responsibility for this</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>

Individualised instruction online and in class support bespoke pathways and encourage focus and support developing resilience	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction Resources purchased to support students with learning on bespoke pathways	1, 4
Purchase revision resources to support students with exams	Students provided with hardware, resources and access to key educational visits through Pupil Premium funding. to support with revision for exams	3, 4, 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6 120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	3, 4
All students have the best start in the morning by providing breakfast club	Whilst the evidence for this approach is variable anecdotal the students are more able to focus on learning once they have had breakfast and therefor make more progress https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast#:~:text=There%20is%20no%20evidence%20that,is%20lower%20and%20less%20secure.	5, 6
Training secondary pupils to use public transport.	Independent Travel Training is likely to enhance pupils' social and employment opportunities:	

<p>This will involve CPD and release time for two staff members.</p>	<p>Department for Education (publishing.service.gov.uk)</p>	
<p>All students will have a sensory profile created by an occupational therapist (OT). Resources will be purchased for students under the guidance of the OT to support readiness to learn and self regulation</p>	<p>https://harkla.co/blogs/special-needs/sensory-tools-school</p> <p>https://www.autism.org.uk/advice-and-guidance/professional-practice/sensory-classroom</p>	<p>3, 4 6</p>

Total budgeted cost: £18 120

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

We have worked successfully towards many of the targets, however Covid had a significant impact on the year. To this end we have developed from the good practice of last year on Literacy, communication and academic practice to align our pupil premium strategy with our whole school key objectives.

Externally provided programmes

Programme	Provider
The Western Excellence in Learning and Leadership (WELL) project, funding 2020/2022	

Service pupil premium funding (optional)

Measure	Details
Students were supported with bespoke online Curriculum to support their learning styles and interests	Nisa used for external online learning Student registered for GCSE at CAA