## School overview

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| **Metric** | **Data** |
|  School name | Cumbria Academy for Autism |
| Pupils in school | 40 Children |
| Proportion of disadvantaged pupils (or those classed as LAC or Service Children) | 28% (11 Children) |
| Pupil premium allocation this academic year | £10,155 |
| Academic year or years covered by statement | 2020-21 |
| Publish date | November 2020 |
| Review date | October 2021 |
| Statement authorised by | Richard Aindow |
| Pupil premium lead | Sarah Kirkbride |
| Governor lead | Lynne Thornton |

## Class Breakdown of PP Children

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Class** | **Number of children in class** | **Number of PP eligible children** | **Number of eligible service children** | **Number of LAC** | **% of Class PP** | **% of Class Service Children**  | **% of Class LAC** |
| **Group 1** | 7 | 1 | 0 | 0 | 14% | 0% | 0% |
| **Group 2** | 6 | 1 | 1 | 0 | 17% | 17% | 0% |
| **Group 3** | 5 | 2 | 0 | 0 | 20% | 0% | 0% |
| **Group 4** | 6 | 0 | 0 | 1 | 0% | 0% | 17% |
| **Group 5** | 8 | 3 | 0 | 0 | 38% | 0% | 0% |
| **Group 6** | 8 | 1 | 1 | 0 | 13% | 13% | 0% |

## Disadvantaged pupil barriers to success

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| Generally poor attendance due to school avoidance, anxiety issues, health issues.  |
| Outcomes and progress can be significantly related to issues that children may encounter as a result of their ASC. These may be behaviours that challenge, anxiety issues, communication issues or sensory aversions.  |
| Low self-esteem and self-confidence, low aspirations and low expectations as a result of ASC diagnosis and previous experiences in school or in social situations.  |
| The impact of the COVID 19 pandemic and how it has affected individuals and their families.  |

## Due to the COVID-19 pandemic, many of our priorities have stayed the same, with an emphasis shifting to the importance of supporting pupils and their families during the pandemic; ensuring those working from home had access to food and resources whilst ensuring Safeguarding and contact with pupils was a priority beyond all others. We also needed to ensure that those still attending the school were challenged and that teaching and learning remained as consistent as possible under the circumstances we were presented with.

## Strategy aims for disadvantaged pupils - academic achievement

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| **Aim** | **Evidence of impact** | **Target date**  |
| To develop key literacy skills for those children who are behind ARE.  | Children will show progress (at their own level). Close the gaps between PP and non-PP students. |  |
| Continue to develop the library and reading areas in school to ensure that children feel they have access to books that suit their interests and ability to engage. | Children will engage in home reading. Reading levels will be baselined and monitored showing progress. Accelerated Reader will be used to monitor reading comprehension (quizzes) and progress.  |  |
| Children will be more engaged with the writing and are able to access literacy using a range of equipment (through writing, tablets, computer software etc) | Use of Purple Mash to give alternative ways of working.Clicker and IDL cloud used to support literacy skills, particularly in low attainers.Child engagement in work. Develop key skills for PP children in Primary and lower secondary end of school. |  |
| To develop confidence and understanding through effective teaching and learning in all academic areas.  | Children will show progress (at their own level). Close the gaps between PP and non-PP students. |  |
| To ensure that learning environments and resources are fit for purpose and suit individual children and their needs.  | Children are engaged in their learning. Behaviour is generally good for pupils. Individual attainment and progress to continue.  |  |

## Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

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| **Measure** | **Activity** |
| To support the challenging behaviours of our children.  | Fewer behaviour incidents recorded in school. All new staff to be trained at Level 1 in Team Teach Interventions and support to be put in place to support positive behaviour. |
| To provide children with experiences and opportunities beyond the classroom environment.  | Use of immersion suite to prepare children for activities outside of the school grounds.Children to visit other schools to develop social interaction opportunities. Visits to places that support learning as well as social experiences to be sought.  |
| Improved attendance from that in previous settings.  | Regular meetings with parents.Ensuring children feel supported and understood. Good communication strategies in place.  |
| Improved communication with parents  | SeeSaw to be set up as a whole school approach moving forward. Regular emails, texts and phonecalls to keep parents informed regarding progress and behaviour. |
| An environment that helps learning.  | Staff amend their practices and environments where appropriate to reduce over-stimulation and ensure children are best prepared for learning. Develop Mental Health Training in school.  |
| Ensure children are ready to learn. | Relevant materials accessible for learning.Children provided with snacks / breakfast where needed on arrival to school.  |
| Reduce ratio of children to staff to improve outcomes.  | Temporary employment of staff members to help close the academic, social and emotional gaps for our pupils.  |

## Teaching priorities for current academic year

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| --- | --- | --- |
| **Aim** | **Evidence of impact** | **Target date**  |
| Literacy Interventions | * 1:1 Literacy Support
* Phonics Support
* Speech and Language Therapy
* Support in place throughout the school where needed.
* Read Write Inc resources (some)
* Clicker Software
* IDL Cloud
* Accelerated Reader
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| Other academic interventions | * Nisai History (GCSE)
* Nisai English
* Nisai Maths
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| Communication | Use of Texting Service (Arbor), Seesaw, Tapestry.EmailPhonecalls |  |
| Projected Spending  |  |  |

## Targeted academic support for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Ensure effective communication with parents to improve parental engagement throughout the school. (Working in partnership with one another)Texting, Email, Tapestry and Seesaw.  |
| Priority 2 | Develop opportunities to engage children in areas that they show particular talents / strengths. |
| Barriers to learning these priorities address | Low self-esteem / confidence.Reluctance to visit other places.  |
| Projected spending | Tapestry – £99Seesaw – FreeTexting allocation – £200Purchase of laptop for one child working from home. - £433.94Temporary employment of staff members – £8197.99Accelerated Reader - £1629.12Nisai History - £167.50Nisai English & Maths GCSE - £955Star Maths- £290.47 |

## Wider strategies for current academic year

| **Measure** | **Activity** |
| --- | --- |
| Priority 1 | Children to gain access to a range of external services, including SALT, Counselling, Nutritionist etc.  |
| Priority 2 | Social and Life Skills Opportunities. Music Therapy, Trips, Experiences to enhance learning.  |
| Barriers to learning these priorities address | Poor self-confidence, Low levels of concentration to engage with programmes and strategies.  |
| Projected spending | **Mable**SALT – 1 session per week (£40) x 20 weeks for 3 children. (£2400) – *Therapy Budget*Music Therapy / Lessons - £1662.50Lego Therapy - £17.18Ear defenders for children struggling with sensory needs: £10.95Supplementing Food costs for pupils - £900Supporting a family with food during period of difficulty: £260 |

## Monitoring and implementation

| **Area** | **Challenge** | **Mitigating action** |
| --- | --- | --- |
| Teaching | Ensuring time and relevant CPD is given to staff.  | Use of INSET days and looking for courses linked to priorities to be identified by SLT and staff.  |
| Targeted support | Looking for slots in the timetable to provide important interventions.  | Timetables for some staff to be altered to accommodate this.  |
| Wider strategies | Begin to develop middle-leadership roles.  | SLT to begin restructure to allow for this to happen.  |
| \*\*Please see attached Pupil Premium Review Document for further information on monitoring and implementation  |

## Review: last year’s aims and outcomes

*Although we have worked successfully towards many of the targets, many of them needed further work due to the COVID-19 Pandemic, hence why there are some similarities throughout this report.*