

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	St Andrew's Academy
Number of pupils in school	152
Proportion (%) of pupil premium eligible pupils	33.55%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	September 2023
Date on which it will be reviewed	Updated January 2024
Statement authorised by	Melsa Buxton – Executive Head Updated statement: David Braybrooke – Jan 2024
Pupil premium lead	Sam Summer Rell – Assistant Head Sadie Hampton Inclusion and Pastoral Lead
Governor / Trustee lead	Simon Mosley - IEB Shaw Education Trust Updated statement: Melsa Buxton - AC

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,900
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£75,900

## 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. We are ambitious for our young people and want them to achieve the highest possible degree of personal independence, we believe in preparing all our students for a smooth transition into life after school, where we want them to live purposeful and fulfilling lives and be active participants in and contributors to society.

We aim to focus on:

1. Complex needs; understanding, cognition, developmental and learning.
2. Communication and Interaction.
3. Understanding Sensory Processing Difficulties.
4. Social Emotional and Mental Health.
5. Employability and Work Related Learning.

At the heart of St Andrew's approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

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.

### Challenges

Challenge number	Detail of challenge
1	Our disadvantaged pupils are worked at comparative levels of attainment to pupils across the school; but we want to continue to ensure that this is maintained. At St Andrew's we use EFL (Evidence for Learning) to monitor and evaluate pupil progress and we want to ensure and train staff so that they are confident is using this software to clearly identify gaps in attainment and then implement robust strategies to support any barriers to learning and 'close the gap'.
2	Our disadvantaged pupils may experience some difficulties with communication and we need to ensure that all pupils have the opportunity to express their opinions and make clear choices with



	regards to their learning journey and their aspirations for the future. At St Andrew's we want to ensure that all pupils have their voice heard through the annual review process by implementing a Person Centred Approach.
3	Ensure that all staff have a wider understanding of the Sensory processing difficulties some of our disadvantaged pupils and other pupils within the school may face.
4	Disadvantaged pupils often have difficulties successfully engaging with and making progress within our PSHE frameworks, as do a majority of all students across key stages. Our aim is to ensure that the PSHE curriculum is robust and addresses key mental health issues that have become more prevalent as a result of the COVID pandemic.
5	All pupils, including disadvantaged pupils, have opportunities to engage in the Work Related Learning aspect of the curriculum and pupils have access to the world of work and appropriate and meaningful work experiences.

## 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
To ensure Parents understand the complex needs of their children	<ul style="list-style-type: none"> <li>All parents will have had the opportunity to attend parents support meetings/workshops to build confidence, develop skills and gain knowledge of; supporting behaviours that challenge, ensure smooth transitions into and out of St Andrew's etc.</li> </ul>
To allow all pupils to record their 'pupil voice' as part of the annual review process.	<ul style="list-style-type: none"> <li>For all pupils to have made a contribution to their Annual Review following a person centred approach, by contributing their 'Pupil Voice'.</li> <li>Pupil's will have recorded their voice as part of the annual review process in one of a number of ways; by attending the meeting in person, by completing a questionnaire with support, or by recording their views and thoughts via a digital platform.</li> </ul>



<p>To support and promote the wider understanding of the sensory processing difficulties of our pupils.</p>	<ul style="list-style-type: none"><li>• Identify pupils that need additional support through observation and assessment so that sensory needs are correctly identified and plans in place to support individual pupils to develop appropriate self-regulation strategies.</li><li>• Staff to be correctly trained in delivering sensory diets and supporting pupils.</li><li>• Appropriate resources to be evident in classrooms/ external areas for general and targeted use.</li></ul>
<p>To develop a wellbeing team to support the mental health and wellbeing of pupils.</p>	<ul style="list-style-type: none"><li>• Data analysis from behaviour log (CPOMs) will evidence a reduction in behaviour incidents.</li><li>• Data from EFL plus observation and parental feedback and pupil voice will evidence that pupils are showing improved levels of wellbeing and emotional security.</li><li>• Support provided by school/signposted by school to be tailored to family need.</li><li>• PSHE lessons will be planned to support the progress in this area for all students, pastoral support for students to support them.</li></ul>
<p>To offer a range of work experiences and work related learning opportunities for pupils.</p>	<ul style="list-style-type: none"><li>• Through discussion with pupils build on a range of work experiences and work related learning opportunities in a number of areas to extend scope of experience.</li><li>• Pupils demonstrate interest and engagement with a range of work experiences and begin to identify skills and needed for key jobs.</li></ul>

## Activity in this academic year 2023-2024

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: Pupil Premium Budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for staff; Positive behaviour support training for new staff and Refresher for all staff</p> <p>Trauma and Attachment training for staff to ensure best practice is shared across the school.</p>	<p>The school has a positive behaviour support ethos and uses PROact SCIP to ensure that all staff have a consistent approach and knowledge of positive behaviour support, behaviour strategies to support the implementation of the schools behaviour policy.</p> <p>All staff are aware of how trauma and attachment can affect pupils and have strategies to support the understanding of the impact of trauma and attachment.</p>	3,4
Collect Pupil Voice to inform what is working and what needs developing	Providing feedback is well evidenced and has high impact on learning outcomes. Following the Code of Practice that highlights pupils voice should be listened to and all pupils should have an input into decisions regarding their education, we want to ensure that we are capturing pupil voice effectively and not just playing lip service to the idea – we want pupils to feel heard. Family support worker allocated time to run the students council and collate pupil voice and feedback/surveys.	1,2,3,4 &5
To further embed our PSHE curriculum across the whole school ensuring consistency of approach and purchasing additional resources.	The curriculum is topic based and by having appropriate resources staff will be able to develop and enhance pupil engagement with the curriculum. The curriculum is very person centred and links into the individual needs of our cohort of students. We recognise that threads of PSHE are woven throughout the curriculum to support pupil's well-being and emotional resilience.	1,2,4

	Funding provided for the Children's Mental Health Week.	
Additional hours for Family Support Worker	Due to the high percentage of our pupils and families that require support, employing our own family support worker is an extremely valuable resource and increases our capacity to intervene and provide early support. To support staff and parents with training, advice on a regular basis and sign posting with strategies etc.	1,2,3,4
Additional hours for Sensory Occupational Therapist	To assess and produce sensory diets for those pupils who need them to address their sensory processing needs. To support with therapeutic interventions to ensure that pupils are being to co-regulate and be ready to engage in their learning.	1,2,3

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

Budgeted cost: £11,310 + £9,120 = £20,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
To commission a Music specialist to offer a range of sessions to pupils	To develop pupil's engagement, self-esteem, and confidence. We have recognised that music is key to engaging many of our learners in a variety of ways; supporting sensory processing, as a way of communication and as a way to develop emotional co-regulation.	1,2,4
To commission specialist teacher to support and deliver Reading and Maths	To further close the gap for pupils who we feel may need additional support and interventions.	1,2,4

Interventions		
To commission specialist Therapies/ Interventions for pupils	<p>To develop a range of skills linked to pupils individual needs; early communication, sensory, interaction and engagement alongside academic subject knowledge.</p> <p>To support nurture and wellbeing work undertaken in school – target specific children who have been identified as needing greater input.</p>	1,2,3

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

Budgeted cost: Pupil Premium Budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students to have the opportunity to engage in a wide range of Outdoor Learning Activities and/or the Bronze Duke of Edinburgh Award	To provide a broad and engaging curriculum for pupils to maximise learning, social and physical development opportunities. Our experience tells us that offering new and exciting ways to engage our young people offers them the opportunity to develop lifelong learning and the opportunity to develop new skills in a safe and supported environment.	1,2,3,4
Offer all students the opportunity to access Residential trips and activities in the local and wider community	To provide a broad and engaging curriculum for pupils to maximise learning, social and physical development opportunities. Positive opportunities to engage in in activities that will support pupils cultural, moral and spiritual development and provide breadth of experience/ cultural capital.	1,2,3,4
To offer a wide range of opportunities for Parental engagement	Based on our own experiences we have identified the need to offer an open door policy to parents and the wider school community. Following on from the pandemic we need to create a culture in inclusion and welcome all back to school to play an active role in the school community.	1,4,5

**Total budgeted cost: £75,900**



## 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 2023 to 2024 academic year.

*Our assessment system showed that our disadvantaged pupil's academic outcomes in Maths and English are on par with those of their peers.*

*We reduced the impact on academic outcomes by our resolution to maintain a high quality, innovative curriculum even when pupils were not in school, through tailored resources provided by class teams.*

Pupil Premium Focus area;	Impact	Evidence
<ul style="list-style-type: none"> <li>To ensure Parents understand the complex needs of their children.</li> </ul>	<p>We have commissioned a survey to better understand what further input and support parents require from outside agencies and we are working towards engaging a number of outside speakers to provide support and information on relevant subjects including finances and power of attorney.</p> <p>We have had a great success rate in securing input from parents and careers in all pupils' annual reviews across all year groups including phase transfer reviews. We have had positive feedback that parents feel listened to and that their person centered review process is a positive one that puts the young person at the center of all we do. In addition to this it enables all involved in the support and care of that young person best understand what that support looks like and how we can all work together to help understand the complex needs of our young people and how best to support them in Preparation for adulthood.</p> <p>Staff are now sharing the learning journey that our pupils are</p>	<p>EHA's completed</p> <p>Attendance at Annual Reviews and parents evenings.</p> <p>Parental feedback</p> <p>EFL parental engagement</p>

	embarking on a weekly basis through our Evidence for Learning app– parents can see and engage in what their son/daughter is learning and engaging in and they in turn can share any progress or achievements made at home.	
<ul style="list-style-type: none"> <li>To allow all pupils to record their 'pupil voice' as part of the annual review process.</li> </ul>	<p>All pupils are actively encouraged to share their 'pupil voice' in whatever format best suits their needs and abilities as part of the person centered annual review process.</p> <p>We have different formats via which pupil voice can be recorded and shared in meeting and all pupils are given the choice as to whether or not they would like to attend part or all of their annual review. Pre review formats have been designed to meet the communication and comprehension needs of pupils so they can be supported and their views can be heard and shared with parents and careers.</p>	<p>Annual Review process</p> <p>Student council</p>
<ul style="list-style-type: none"> <li>To support and promote the wider understanding of the sensory processing difficulties of our pupils.</li> </ul>	<p>The Sensory Occupational Therapist (OT) has continued to support the school on a 2 day a week program to offer assessment and interventions for the current caseload of pupils. This additional day has expanded the scope of support and has offered more high quality support to the pupils who would benefit it the most.</p> <p>Through the efforts of the Sensory OT we have also secured the support of and in house TA to shadow and further implement and deliver sensory interventions to an increased number of pupils who we have identified would benefit from further more sustained input and interventions.</p> <p>The implementation of a wide variety of interventions activities and resources to deliver the personal, physical and emotional well-being of our pupils has had a huge impact on their overall development and their ability to remain focused and engaged in their learning and engagement in</p>	<p>Sensory OT assessments and reports.</p> <p>Sensory OT support and resources/ interventions</p> <p>Sensory Processing training and development.</p> <p>Staff feedback, pupil and parent voice.</p>

	<p>education. This holistic approach has not only enriched their educational progression but has also contributed to their overall well-being. It has allowed our pupils to access a wide range of activities both in the class and in the wider school and local community by ensuring they are more regulated and ready to engage with their learning and by ensuring we are working successfully towards preparation for adulthood outcomes and helping them achieve their full potential.</p>	
<ul style="list-style-type: none"> <li>To develop a wellbeing team to support the mental health and wellbeing of pupils.</li> </ul>	<p>The Pastoral lead and the family support worker have made a very positive contribution to the schools ability to provide holistic support to our parents, careers and families as well as the pupils themselves, by implementing high quality mental health and well-being initiatives.</p> <p>At St Andrew's Academy the PSHE curriculum underpins everything we teach. It is present in every daily activity and is a core area of learning for all students in our school. We support our students in their learning by identifying and teaching to individual learner needs, ensuring that all abilities and ages are being taught the skills and knowledge they will need to safely and effectively engage with the world around them and lead active and fulfilling lives. Our aim is for PSHE education to provide an opportunity to enhance skills such as perseverance, self-respect, conflict resolution, emotional intelligence and team work. This area of learning lays the foundations for long term well-being and contributes to our students' spiritual, moral, social and cultural development. It has a key role in supporting safeguarding, behaviour and personal development.</p> <p>The emphasis of our curriculum is upon developing skills through a cross curricular approach in particular linking with food preparation, science, meal times, trips out in the community and</p>	<p>Family support worker</p> <p>Children's Mental Health Week</p> <p>PSHE curriculum</p>

	work experience opportunities. It will also encompass the teaching and learning of Global citizenship and British values, hoping that our students develop the values and attitudes towards helping create a more secure, just and sustainable world.	
<ul style="list-style-type: none"> <li>To offer a range of work experiences and work related learning opportunities for pupils.</li> </ul>	<p>Here at St Andrew's we offer a focused and varied program of learning from year 7 to year 13 that includes a wide range of work related opportunities both in school and out of school. Talentino (ks3) taught sessions, D of E (ks4) , Skills builder (KS5) and the futures curriculum. Create opportunities for meaningful Employer Encounters, Information Assemblies- that allow students to be more involved in their future choices, Volunteering and running our own enterprises and Community projects. Careers lead has a subject development plan, Careers lead works on the Gatsby Benchmarks improving scores termly. We have a great school Careers page where students, parent's careers and Employers can see our goals and the offer our students bring.</p> <p>The students at St Andrew's Academy have a wide range of severe learning difficulties. In certain respects this can make certain tasks and experiences more difficult for them to access and as such appropriate staffing support is provided by school to ensure that students are able to get their needs met and excel in the workplace. Our students can however be ideal candidates to support your workforce. They are hardworking, passionate, have a keen eye for detail and show a strong motivation towards task completion. Nationally, the employment rate for adults with severe learning difficulties is 17.6%, a number which falls to 6% for those in paid employment. For this reason it is vital that our students are provided with the opportunities to</p>	<p>Support for Heart of the Park Café – including equipment.</p> <p>Funding for the Futures fair to support Pupils to understand the opportunities for then to move onto Post 19.</p> <p>Work Placement Opportunities for all pupils</p>

	<p>develop their skills in order to maximise their chances of accessing paid employment in the future.</p> <p>Our aim is to work with individual employers to determine the specific skills and attributes that they require in their employees, and then work to develop these skills in our students. We recognise that each placement is different, providing unique opportunities for development and so by tailoring the learning for each student we are able to maximise the benefits to both the students and the employer.</p>	
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
N/A	