

## 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	St Andrew's Academy
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	29%
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	January 2022
Date on which it will be reviewed	October 2022
Statement authorised by	Melsa Buxton – Executive Head
Pupil premium lead	Sam Summer Rell – Assistant Head Sadie Hampton Inclusion and Pastoral Lead
Governor / Trustee lead	Simon Mosley - IEB Shaw Education Trust

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,472
Recovery premium funding allocation this academic year	£11,310
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	£47,782

## 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 2021-2022

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
CPD for staff; Positive behaviour support training for new staff and Refresher for all staff	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.	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	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
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	1,2,3,4



	<p>capacity to intervene and provide early support.</p> <p>To support staff and parents with training, advice on a regular basis and sign posting with strategies etc.</p>	
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

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 Interventions		1,2,4
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: £ 47,782**

## 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.

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

*During 2020-2021 many of the pupil premium strategies were disrupted due to Covid-19. The impact of this disruption on our pupil premium pupil's is evident as they were not able to benefit from any of our planned interventions and wider strategies.*

*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. However it was challenging to provide appropriate support to many of our pupils online.*

*Our observations and assessments suggested that for many of our pupils, being out of school, away from familiar staff and their peers, uncertain about the future and the world around them, has been detrimental to well-being and mental health to varying degrees. We used pupil premium funding to help support our pupils back into an engaging and exciting curriculum with as many opportunities to make up for lost learning, experiences and community inclusion as possible, as well as providing well-being support and targeted interventions where required.*

### 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	