

## SHA: Pupil Premium Strategy 2020-21

*Review of the 2019-2020 academic year*

*Total pupil premium allocation for 2019- 2020 academic year £49,005.00*

1. *Improving the Enrichment timetable*
2. *Providing greater external opportunities*
3. *Improved LSA support and 1:1 provision*
4. *Improved SEND learning resources*
5. *Improved sensory resources*
6. *Providing more counselling services*
7. *Improvements across the whole school and Year 11 grades*
8. *Improvements across the school due to the use of Lexia*
9. *Implementation of the 9 stages model has allowed the school to make learning more pupil centred and identifies the specific interventions needed for each child*
10. *Creation of interventions teams, learning hub and welfare teams, driven by their EHCP and ISP targets*

Summary information						
Financial Year	2020-21	Total Pupil Premium budget Received	£48,610.00	Dates for internal reviews of this strategy and received figure update		
Total number of pupils	53	No. pupils eligible for Pupil Premium	41	Termly Dec 2020/March 21/June 21		
Strategy 2020-21						
Barriers to future attainment for pupils eligible for Pupil Premium			Desired outcomes			
<ul style="list-style-type: none"> <li>Adverse Childhood experiences leading to gaps in SEMH</li> <li>Communication barriers – speech and language</li> <li>Financial constraints preventing families from allowing pupils to take part in enriching activities inside and outside of school.</li> <li>Parental engagement in school life</li> <li>Emotional distress</li> <li>Lack of a healthy lifestyle</li> <li>Low academic baseline and slow progress in learning in the core subjects</li> <li>Literacy and Numeracy</li> <li>Special Educational Needs</li> <li>Attendance</li> <li>Medical conditions</li> </ul>			<ul style="list-style-type: none"> <li>Educational offer that closes the gaps in SEMH</li> <li>Greatly improved communication through targeted Speech and Language Intervention and therapy</li> <li>Emotional stability</li> <li>Increase pupil resilience and positivity</li> <li>Healthier lifestyles and choices for targeted pupils</li> <li>Increased progress in core subjects for pupils who are falling behind</li> <li>Graduated response to SEN, which results in pupils achieving their full potential(<i>see ISP's</i>)</li> <li>Improvement in Literacy and Numeracy through a detailed Lit/Numeracy strategy specifically looking at PPG vs NPPG</li> <li>Reduction in authorised and unauthorised absences for targeted pupils.</li> <li>To increase the engagement in the counselling service</li> </ul>			
Planned expenditure						
i. Access for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of impact	Cost
Quality of Education based on better identification of gaps in EHCP plans and ISPs. Using the Readiness to	EHCP review and ISP SMART targets to specifically address the gaps 9 stage Model assessment esp. during the Covid period to identify further trauma Staff training in trauma informed practice	<ul style="list-style-type: none"> <li>Significant number of pupils with less than 90% attendance and further attendance concerns borne out of Covid</li> <li>Differentiation in planning doesn't fully consider/meet needs of the pupils</li> <li>EHCPs are out of date and require EP support</li> </ul>	Quality assurance on teaching and learning and the triangulation table outcomes Readiness to Learn Assessment data Outcomes Scrutiny of behaviour and attendance data	PB/JOC	Termly – Triangulation scrutiny	£3,000

Learn Assessments		<ul style="list-style-type: none"> <li>Escalated behaviours because of mix of pupils within the same learning environment - deemed unsafe</li> </ul>	Change in the School timetable to better to support the needs of the pupils			
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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of impact	Cost
Increase pupil resilience and positivity socially and emotionally.	<p>Continuation of half-termly themes for assemblies, classroom foci (including themed planning) and weekly certificates</p> <p>Enrichment activities at all key stages to help support social and emotional development.</p> <p>Therapy and counselling services are better matched to pupil needs and closing emotional and social gaps</p>	<ul style="list-style-type: none"> <li>The trend over time in our Baseline Assessment shows that pupils are less ready to start school, socially and emotionally.</li> <li>The growing number of pupils requiring emotional support due to a lack of self-confidence and / resilience is increasing borne out of Covid</li> <li>Better progress was made during 2019-20, with improvements evident in behaviour for learning across school. Pupils have a developing awareness of the characteristics required to be positive learners, which can be built on during 2020-21. Build upon using the 9 Stage Model</li> <li>When specific attention is directed at looking at the combinations</li> </ul>	<p>Continued whole school focus driven through the Academy Development Plan 2020-21, monitored half-termly by SLT and termly by governors.</p> <p>SLT / Academy Council reports, indicate increase in positive behaviour</p> <p>Pupil feedback from questionnaires, interviews indicate increased positive behaviour.</p> <p>SIS surveys demonstrate positive progress in at least one key area of social and emotional development as a result of better targeted therapeutic intervention</p>	JO	<p>Pupil Interviews half termly</p> <p>Half-termly review</p> <p>Pupil Questionnaire termly</p> <p>Parent Questionnaire termly</p>	£5,000

ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of Impact	Cost
Equal access to enrichment opportunities within and outside of school and FSMs	Firebreak Course Gym Funding of clubs (Breakfast Club)/ visits FSM Holiday Clubs/Schools	<ul style="list-style-type: none"> <li>Disadvantaged children who take part in extra-curricular clubs, eat breakfast have higher KS2/3/4 results than those who do not.</li> </ul>	<p>Pupil interviews to feedback on activities indicate positive participation.</p> <p>Behaviour incidents reduce, Academic engagement increases.</p> <p>Gaps are identified and close</p>	JO/BW/ AP	Termly report to Academy Council	£17,000
Emotional Stability Therapeutic Intervention Play therapist Art therapist Occupational health Speech and language therapy Counselling	<p>Access to weekly counselling sessions with in school trained counsellor.</p> <p>A strengthened Therapeutic offer.</p> <p>Access to weekly speech and language therapy with a trained speech and language therapist</p> <p>Access to occupational therapy</p>	<ul style="list-style-type: none"> <li>Counsellor has a proven track record of success supporting pupils and their families with a range of emotional difficulties.</li> <li>Speech and language therapy has a proven track record of success in supporting pupils with their needs</li> </ul>	<p>Weekly meetings with counsellor to review progress. Social and emotional targets are achieved.</p> <p>Feedback from pupils indicates increased emotional stability.</p> <p>Feedback from parents indicates positive trend with regards the identified student's mental health.</p>	AB/SC/JO C	Half-termly report to SLT	£18,000

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of Impact	Cost
<p>Increased progress in core subjects</p> <p>Improved Literacy and Numeracy for PP pupils and elimination of gaps between PP and non-PP</p>	<p>One-to-one intervention with experienced teaching assistants or teachers.</p> <p>Small group intervention with experienced teaching assistant.</p> <p>Additional teaching assistant support in class.</p> <p>Academy wide Literacy and Numeracy strategy. Lexia system to be increased for targeted Intervention.</p>	<ul style="list-style-type: none"> <li>Monitoring and evaluation of literacy strategy and reading across the Academy</li> <li>Parental feedback.</li> <li>Improved Literacy and Numeracy improve academic performance.</li> </ul>	<p>Half-termly tracking of pupils.</p> <p>Evaluation of pupil needs provision maps.</p> <p>Literacy and Numeracy strategy to be reviewed as part of Teaching and Learning monitoring.</p>	<p>AB/AC</p>	<p>Half termly reviews by Academy Council and feedback to ALT meeting</p>	<p>£6,000</p>

<p>Reduction in authorised and unauthorised absence for targeted pupils.</p> <p>Attendance Strategy</p> <p><b>Catch Up Premium to support</b></p>	<p>First response protocols followed and logged.</p> <p>Senior Leadership Team to follow up with telephone calls.</p> <p>Contingency plan for getting child to school made with parent, staff to collect by minibus.</p> <p>Involvement of Pupil Attendance Support Team.</p>	<ul style="list-style-type: none"> <li>• Learning is stalling for two pupils due to low attendance.</li> <li>• Inability to get children to school is often cited as a reason for absence.</li> </ul>	<p>Attendance will improve in line with national expectations.</p>	<p>JO/AC/KP /SC</p>	<p>Termly attendance report to ALT and AB scrutiny.</p>	<p><b>£14,400</b></p>
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