

Pupil Premium Strategy 2024-25: December 2024 Impact Review

Barriers to future attainment for pupils eligible for Pupil Premium	Desired outcomes
<ul style="list-style-type: none"> • Adverse Childhood experiences leading to gaps in SEMH • Communication barriers – speech and language • Financial constraints preventing families from allowing pupils to take part in enriching activities inside and outside of school. • Parental engagement in school life • Emotional distress • Lack of a healthy lifestyle • Low academic baseline and slow progress in learning in the core subjects • Literacy and Numeracy • Special Educational Needs • Attendance • Medical conditions 	<ul style="list-style-type: none"> • Educational offer that closes the gaps in SEMH • Emotional stability and Wellbeing through a developed Personal Development Curriculum • Increase pupil resilience and positivity through targeted intervention • Increased progress in core subjects for pupils who are falling behind • Graduated response to SEN, which results in pupils achieving their full potential (<i>see ISP's</i>) using the Stages Model, 'Know more, Remember More' and Provision Mapping • Improvement in Literacy and Numeracy through a detailed Lit/Numeracy strategies • Reduction in authorised and unauthorised absences for targeted pupils, including high challenge • To increase the engagement in learning as a result of correct signposting to therapies and counselling services using the Provision Mapping software • Provision Mapping clearly shows targeted support and impact

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 Provision Mapping software	EHCP review and ISP SMART targets to specifically address the gaps And include regular parent and pupil feedback Staff training in trauma informed practice continues Heavy involvement from the Educational Psychologist and evident on the CPD calendar and robustness across the Trust SEN CPD	<ul style="list-style-type: none"> • Significant number of pupils with less than 90% attendance remains high • Differentiation in planning doesn't fully consider/meet needs of the pupils as it doesn't apply the best adaptive strategies • EHCPs are out of date and require EP support and change to pastoral and welfare structure including professional reports • Escalated behaviours because of increased complex cases being referred to Sutton House Academy • Staff gaining further skill in Provision Mapping continues 	Quality assurance on teaching and learning and the triangulation table outcomes Stages Assessment data Outcomes Scrutiny of behaviour and attendance data Continue to adapt the timetable to better to support the needs of the pupils Provision	AB/RWY/ LS	Termly – Triangulation scrutiny	£6,000 (CPD included)

Dec 24: Provision Mapping software is now in full circulation but it still does not signpost, and then establish, key forms of intervention that will improve attendance, reduce behaviours and support the offer where GLHs need to be 30 periods a week. Timetable continue to be adapted and further include enrichment but the blended and collaborative offer needs to be fully explored in Spring 1 and key pupils identified for it. All EHCP meetings/reviews are to schedule. Sutton House Academy has established a Team Around the School to better work with external professions for additional support and guidance. Trust SEN calendar now absorbed into own establishments. EP services and their time has now been agreed for Spring 1 2025. SENCO and Headteacher reaching out to external professionals to strengthen the CPD and training for all staff and particularly, new staff.

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. Mental and Physical wellbeing addressed through a robust and holistic Personal development curriculum	<p>Continuation of half-termly themes for assemblies, classroom foci (including themed planning) and weekly certificates – lead role allocated</p> <p>Extra-curricular activities at all key stages to help support social and emotional development; physical and mental wellbeing</p> <p>Therapy and counselling services are better matched to pupil needs and closing emotional and social gaps using the Provision mapping software</p>	<ul style="list-style-type: none"> • The trend over time in our Baseline Assessment shows that pupils are less ready to start school, socially and emotionally. • The growing number of pupils requiring emotional support due to a lack of self-confidence and / resilience and complexities of cases • Good progress was made during 2023-24, 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 2024-25. Build upon using the 9 Stage Model and Provision Mapping • When specific attention is directed at looking at the combinations and adaptive changes continue with the academy timetable 	<p>Continued whole school focus driven through the Academy Development Plan 2024-25, monitored half-termly by SLT and termly by governors.</p> <p>SLT / Academy Council reports, indicate increase in positive behaviour and progress</p> <p>Pupil feedback from questionnaires, interviews indicate increased positive behaviour.</p> <p>Good use of the G4schools Personal Development/Gatsby Benchmark criteria being supported and completed over time</p>	AB	<p>Pupil Interviews half termly</p> <p>Half-termly review</p> <p>Pupil Questionnaire termly</p> <p>Parent Questionnaire termly</p>	£8,000

Dec 24: Personal Development and Key Stage Assemblies (weekly certificates) have been mapped out. Personal development supports KPIs within National Curriculum RSHE/PSHE in all key stages and EPDA. Extra-Curricular and enrichment activities still remain a firm national/international celebration and leading up to key dates within the year – see calendar, X. SHA need to embrace therapy within the offer and more blended learning opportunities across all key stages. 100% 2023-24 achieved their destinations. Pupil progress remains good (triangulation table). Pupil questionnaires remain positive but do sight homework as an area for development

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	Boxing Funding of clubs (Breakfast Club)/ visits FSM Holiday Clubs/Schools Academic Review Days ICT Platforms Swimming Football coaching	<ul style="list-style-type: none"> Disadvantaged children who take part in extra-curricular clubs, eat breakfast have higher KS2/3/4 results than those who do not. 	<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>	SLT (PB)	Termly report to Academy Council	£18,000

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
Emotional Stability Therapeutic Intervention Speech and language therapy including EKLAN Individual Counselling	Access to weekly counselling sessions with in school trained counsellor A strengthened Therapeutic offer and Personal development offer seen within the timetable P5 every day and embedded through the adaptive strategies Access to in lesson speech and language therapy with a trained onsite speech and language therapist	<ul style="list-style-type: none"> Counsellor has a proven track record of success supporting pupils and their families with a range of emotional difficulties. Speech and language therapy has a proven track record of success in supporting pupils with their needs and addressing EHCP outcomes 	<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> <p>Academic Review meetings identify how well interventions are having</p>	SLT	Half-termly report to SLT and AC	£18,000

Dec 24: Enrichment at Sutton House Academy includes; Boxing weekly, Build A Bike and Nuclear Races (key cohorts identified), Elite Football Coaching for both SHA and Pilot Pupils. Theatre and Cinema Trips, DoF KS4. Counselling services continue to be offered to those in need. SHA must reinforce its offer through the use of specialist therapeutic services. Academic Review/Parents Evenings and Parent Events remain strong with Christmas and Halloween workshops including Fetes and charity events. More KS3/4 pupils identified for early entry to exams and assessments and pupil and parent surveys remain positive. SHA need to work through their Team around the school meeting to forge stronger links with the medical and social care professionals.

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 using Read Write Inc phonics, lexia, White Rose, Mathletics and TT Rockstars</p>	<p>Embed within the Curriculum offer</p> <p>Targeted Literacy and numeracy support</p> <p>Additional teaching assistant support in class.</p> <p>Academy wide Literacy and Numeracy strategy.</p> <p>Lexia system to be increased for targeted Intervention.</p> <p>Literacy and Numeracy Platforms embedded</p>	<p>Monitoring and evaluation of literacy strategy and reading across the Academy</p> <ul style="list-style-type: none"> • Parental feedback. • Improved Literacy and Numeracy improve academic performance. 	<p>Half-termly tracking of pupils.</p> <p>Evaluation of pupil needs provision maps -SEN</p> <p>Literacy and Numeracy strategy to be reviewed as part of Teaching and Learning monitoring.</p>	RWY/JL	Half termly reviews by Academy Council and feedback to ALT meeting	£6,000

Dec 24: Progress within core fluctuates (English and Maths) as the school tries to stabilise recruitment and retention. Parallel Learning Trust and Academy Counsellors continue to support the school in this quest. Phonics remains a strength of the school. More pupils have achieved L1 and L2 English and Maths Functional Skills. PP continue to marginally, outperform those who are not PP. White Rose Maths is embedded within the Academy. SHA needs to design more sophisticated models of targeted intervention.