

SHA: Pupil Premium Strategy 2021-22

Review of the 2020-21 academic year

Total pupil premium allocation for 2021-22 academic year £47,000

1. *Embedded the Supra Curricular timetable which allows learners to improve their social independence*
2. *Proved greater external opportunities including Careers Advice and Guidance working closely with Local Authority*
 3. *Improved LSA support and 1:1 provision for very hard to reach pupils*
 4. *Improved SEND learning resources and recruitment of an Inclusion and SEND Manager*
5. *Improved sensory resources and sensory surroundings including outdoor learning space and playgrounds*
 6. *Providing more counselling and therapy services through the Supra Curricular*
7. *Improvements in core skills across the whole school and Year 11 grades and particular focus on those achieving 5 x L2 qualifications*
8. *Improvements across the school due to the use of Lexia and Reading Interventions based on WRAT scores*
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. *ISP targets and Stages Model driving decisions around 'Getting It Right For Every Child'*

Summary information			
Financial Year	2021-22	Total Pupil Premium budget Received £47,000	Dates for internal reviews of this strategy and received figure update Termly Dec 2021/March 22/June 22
Total number of pupils	60	No. pupils eligible for Pupil Premium 42	
Strategy 2020-21			
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 • Greatly improved communication through targeted Speech and Language Intervention and therapy through the Supra Curricula • Emotional stability and Wellbeing • Increase pupil resilience and positivity through targeted intervention • Healthier lifestyles and choices for targeted pupils through the Supra Curricular • 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) using the Stages Model</i> • Improvement in Literacy and Numeracy through a detailed Lit/Numeracy strategy specifically looking at PPG vs NPPG and WRAT score information • Reduction in authorised and unauthorised absences for targeted pupils. • To increase the engagement in learning as a result of correct signposting in Supra 	

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 Learn Assessments	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. Heavy involvement from the Educational Psychologist and evident on the CPD calendar	<ul style="list-style-type: none"> • Significant number of pupils with less than 90% attendance and further attendance concerns borne out of Covid • Differentiation in planning doesn't fully consider/meet needs of the pupils • EHCPs are out of date and require EP support and change to personnel • Escalated behaviours because of mix of pupils within the same learning environment - deemed unsafe 	Quality assurance on teaching and learning and the triangulation table outcomes Stages Assessment data Outcomes Scrutiny of behaviour and attendance data Change in the School timetable to better to support the needs of the pupils	PB/JOC	Termly – Triangulation scrutiny	£5,000 (CPD included)
Increase pupil resilience and positivity socially and emotionally. Mental and Physical wellbeing addressed	Continuation of half-termly themes for assemblies, classroom foci (including themed planning) and weekly certificates Supra Curricular activities at all key stages to help support social and emotional development; physical and mental wellbeing	<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 is increasing borne out of Covid and trauma precipitated • Outstanding progress was made during 2020-21, with improvements evident in 	Continued whole school focus driven through the Academy Development Plan 2021-22, monitored half-termly by SLT and termly by governors. SLT / Academy Council reports, indicate increase in positive behaviour and progress	JOC	Pupil Interviews half termly Half-termly review Pupil Questionnaire termly Parent Questionnaire termly	£5,000

	Therapy and counselling services are better matched to pupil needs and closing emotional and social gaps	<p>behaviour for learning across school. Pupils have a developing awareness of the characteristics required to be positive learners, which can be built on during 2021-22. Build upon using the 9 Stage Model</p> <ul style="list-style-type: none"> When specific attention is directed at looking at the combinations 	<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/counselling and/or physical health or mental health intervention</p>			
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	<p>Firebreak Course</p> <p>Gym</p> <p>Funding of clubs (Breakfast Club)/ visits</p> <p>FSM</p> <p>Holiday Clubs/Schools</p>	<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>	JO/MW/ JW	Termly report to Academy Council	£12,000

<p>Emotional Stability</p> <p>Therapeutic Intervention</p> <p>Clay therapist</p> <p>Dog therapist</p> <p>Group Counselling</p> <p>Speech and language therapy</p> <p>Individual Counselling</p>	<p>Access to weekly counselling sessions with in school trained counsellor through the Supra</p> <p>A strengthened Therapeutic offer -Supra</p> <p>Access to weekly speech and language therapy with a trained speech and language therapist - Supra</p> <p>Access to occupational therapy</p>	<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 	<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>AB/SC/JO C</p>	<p>Half-termly report to SLT</p>	<p>£15,000</p>
<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</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>	<p>AB/PB</p>	<p>Half termly reviews by Academy Council and feedback to ALT meeting</p>	<p>£10,000</p>