



**Pupil premium
strategy statement
2021-2022**

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	Leycroft Academy
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Emma Rees, Headteacher
Pupil premium lead	Emma Rees
Governor lead	Moira Gilligan (chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,050 inc sports premium
Recovery premium funding allocation this academic year	£24,015
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£46,044
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£191,109

Part A: Pupil premium strategy plan

Statement of intent

We have a high proportion of pupils who are economically disadvantaged. All our pupils have EHCP's for their cognition and learning needs and autism. Many pupils in addition live restricted lives due to their family's perception of their learning difficulties. Our disadvantaged pupils made similar levels of progress in core subjects to their peers. However, all of our pupils made less than expected progress due to the effects of Covid 19. Our mission: Leycroft Academy aims to foster the development of young people by meeting their needs and giving them the confidence and competence to lead independent, purposeful, and enjoyable lives. We use pupil premium to overcome barriers to learning for our disadvantaged pupils. We do this through family support, speech and language therapy, occupational therapy as well as behaviour support including Educational Psychology input.

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Social opportunities
- Mental health needs

At the heart of our 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.

We will also provide disadvantaged pupils with support to develop independent life and social skills

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

The aim of this Pupil Premium strategy is to also identify barriers, however small, that impact on pupil academic progress and outcomes. For our pupils this includes fostering a readiness to learn through developing increasing levels of independence, removing or reducing behavioural barriers, encouraging our pupils to use self-help techniques where possible and most importantly developing our pupils' verbal and non-verbal modes of communication to enable them to engage with others in order to learn, be safe and be part of their school and local community.

We aim to:

- Raise the in-school attainment and progress of both 'disadvantaged' pupils (those attracting Pupil Premium funding) and their peers
- Reduce the progress gap between the school's 'disadvantaged' pupils and those not in receipt of Pupil Premium

This plan is to be reviewed annually or sooner if new interventions are found which prove more beneficial to our pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	We need to continue to deliver effective family support, behaviour support and occupational therapy and mentoring to address pupils' barriers to learning which prevents them from accessing a full entitlement curriculum, being fully participating members of the community and can access a curriculum which prepared them for life after school.
2	We need to develop the teaching of a range of communication strategies to enable our learners to enhance their communication so they can learn more and remember more. Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
3	We need to develop consistently high-quality teaching of communication therefore developing pupils' ability to communicate with expressive and receptive language and in written form, to enable them to catch up from learning lost during Covid and to accelerate their learning.
4	Our observations show difficulties with engaging families of our disadvantaged learners in comparison with their peers. As a consequence, it can be challenging for disadvantaged learners to be ready and prepared to learn, physically, practically and emotionally. Some of the home learning opportunities are not explained enough to reinforce learning happening in school.

5	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.
6	Opportunities to learn outside the classroom Through observations and conversations with pupils and their families, we find that our pupils are less likely to have opportunities to access outdoor learning.

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
Family support reduces persistent absence and increased engagement in learning.	80% of referred pupils reach 90% plus attendance. 80% of referred pupils demonstrate accelerated progress in core subjects.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
Behaviour support enables the pupils to access the learning and build and maintain relationships.	Several case studies of pupils with RRP's/RRRP's show improvement in engagement and relationships.
Pupils will access learning outside the classroom	Through observations and discussions with pupils.

Activity in this academic year

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: £48,455

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted cost
<p>Recruit a communication Teaching and Learning Responsibility lead role to develop and improve whole school total communication strategy and provide support to families to ensure consistency between home and school</p> <p>The lead will engage with our SALT to develop this strategy in line with individual pupil EHCP outcomes</p>	<p>Evidence shows that children with ASC require a total communication environment to encourage their development in this area. This development is further improved when home and school work together in meeting pupils individual speech and language needs</p> <p>Resource-5-A-Total-Communication-Approach.pdf (ncse.ie)</p>	2,3	£24,015
<p>Purchase 2 days per week of Speech and Language Therapist (SALT) time</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	2, 3	£22,440
<p>CPD training</p>	<p>One of the most recognised augmentative communications strategies recommended for children with autism is PECs – training to be provided for Communication lead to enable dissemination of training and parental workshops</p>	2,3, 1, 5	£2000

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

Budgeted cost: £2915

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Cost
<p>Virtual reality headsets including training</p> <p>VR headsets can be used as part of a cross curricular approach. It will enable the children to experience different setting to support in their learning. When there are different topics relating to the seasons or events from the past, the children will have the chance to explore many scenes It can be used to support in all areas of learning with all ages across the school.</p>	<p>Virtual reality (VR) and augmented reality (AR) have helps teachers educate, motivate, and increase classroom interaction for students of all ages and abilities by making learning more accessible, memorable, practical, and engaging.</p> <p>How VR and AR can be Used to Support Students with Special Needs Tech & Learning (tech-learning.com)</p>	4,5	£2915

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

Budgeted cost: £139,739

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training. Occupational therapist two days a week</p> <p>£34,200+£1000+£2,982</p>	<p>We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.</p> <p>Research evidence to date supports the effectiveness of occupational therapy in a school setting. The World Federation of Occupational Therapists (2016) state that OTs should be included in education in order to support and promote full participation and wellbeing of diverse students by supporting their strengths and finding solutions to reduce or remove learning activity limitations and participation restrictions</p>	<p>1,5</p>
<p>Recruit a Family Support Supporting parental engagement in their children's learning (£20,885)</p> <p>Continue to provide additional behaviour support provided by a behaviour consultant 5 days/mth (£11,646)</p>	<p>There is significant research, nationally and internationally, to suggest that parental involvement in children's learning is positively related to achievement – National College for School Leadership</p> <p>How to involve hard to reach parents : encouraging meaningful parental involvement with schools (publishing.service.gov.uk)</p> <p>The Department of Education sets out the principles underpinning an effective whole school strategy for attendance</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>Parental Engagement - Evidence from Research and Practice.pdf (educationendowmentfoundation.org.uk)</p>	<p>1, 4, 5</p> <p>1, 4, 5</p>

<p>Educational Psychology (£5599)</p>	<p>Positive behaviour management for SEND pupils, helping them emotionally self-regulate and develop strategies to cope in their environment.</p> <p>Improving Behaviour in Schools Evidence Review.pdf (educationendowmentfoundation.org.uk)</p> <p>Educational Psychology can support pupils and staff in better understanding the SEMH needs of our pupils. Targeted training can be provided around specific areas of expertise such as attachment and PDA – this will help staff better understand how to manage behaviour that challenges and provide them with a toolbox of strategies to implement when requires. The Educational Psychologist can also support and provide training to families where needed.</p>	<p>1, 4,5</p>
<p>Play therapy/Learning through play, targeted individual support (referral basis) as well as whole school opportunities/group sessions</p> <p>£17,100</p>	<p>Helping Children - Play Therapy UK</p>	<p>4,5</p>
<p>Malachi Family Support 1 day/wk £9,900</p>	<p>There is significant research, nationally and internationally, to suggest that parental involvement in children’s learning is positively related to achievement – National College for School Leadership</p> <p>How to involve hard to reach parents : encouraging meaningful parental involvement with schools (publishing.service.gov.uk)</p>	
<p>Other External contractor Family Support 0.5 days/wk £2,936</p>	<p>There is significant research, nationally and internationally, to suggest that parental involvement in children’s learning is positively related to achievement – National College for School Leadership</p> <p>How to involve hard to reach parents : encouraging meaningful parental involvement with schools (publishing.service.gov.uk)</p>	

<p>Develop playground and Outdoor learning spaces</p> <p>.</p> <p>£33,491</p>	<p>Learning outside the classroom is an essential part of our curriculum offer, especially as we come out of lockdown and work with pupils who have been unable to access the outdoors.</p> <p>Council for Learning Outside the Classroom</p> <p>https://www.lotc.org.uk/</p>	<p>1,4, 6</p>
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Total budgeted cost: £191,109

