

Pupil premium strategy statement – Leycroft Academy

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2025
Date this statement was published	November 2022
Date on which it will be reviewed	October 2025
Statement authorised by	Bren Taylor (LAC Chair)
Pupil premium lead	Miss J M Kiernan Interim Headteacher
Governor / Trustee lead	Bren Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,345
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£53,000
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£187,345

Part A: Pupil premium strategy plan

Statement of intent

Leycroft Academy is a primary aged special school for pupils with a diagnosis of Autistic Spectrum Disorder and other associated difficulties including communication, interaction and learning difficulties. All of our pupils have Education Health Care Plans and due to the complexity of their needs, it is not possible to identify the degree to which their achievement is affected by social background.

Barriers to learning are primarily developmental with a focus placed on enabling pupils to acquire communication and independence skills and develop socially so that they are able to experience and interact more with their environments within school, home and the wider community.

Pupil Premium funding has been allocated to support achievement in its widest sense.

- Deprivation is one of several barriers for some of our students and should be considered in the context of other more significant barriers such as severity of impairment.
- We will ensure that all impacts of deprivation for Pupil Premium students are considered when identifying target areas for input, including life chance limitations associated with severely disabled people.
- Additional support in school, whether in the form of staffing or resources, is seen as part of the ongoing teaching and learning integrated into the routines of the school.
- Approaches appropriate to need are planned for within classroom teaching unless a student has levels of complexity that require a different approach, in which case bespoke solutions and applications will be identified and implemented.

A high level of staffing and small groups allows for both personalised learning and ensuring that groups are having rich learning experiences which they would otherwise struggle to access. The school continues to place a high emphasis on participation as a driver of good outcomes for our children. The school ensures that our children are learning in the wider environment and accessing new learning to stimulate, motivate and develop independence.

The three key objectives that are targeted for PP are:

1. Participation
2. Progress and Achievement
3. Wellbeing

The key principles for each objective are:

Participation

For our children this links to engagement with our curriculum which is designed to teach communication and interaction through development of 'oracy', enable emotional regulation and have a rich learning environment. Participation with our curriculum will provide opportunities to improve personal independence and life chances for children as they move into the next stage of their education.

Progress and Achievement

At Leycroft this means robustly understanding what children 'know' and how they can be moved on to their 'next steps' of learning. This means children make observed, personalised progress towards their personal areas of independence. Fundamentally, it means children are able to articulate to others their wants, needs, likes and dislikes using their own voice 'oracy'.

Wellbeing

A holistic approach to student wellbeing, encompassing mental health, self-esteem, behaviour, relationships, safeguarding and attendance.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils generally make slower progress in relation to personalised targets. They are not always well supported outside of school. Limited experiences also impact on skills acquisition.
2	A proportion of disadvantaged pupils exhibit more complex learning needs when compared with peers.
3	A proportion of disadvantaged pupils have other barriers to learning some come to school hungry; some have social and emotional barriers; and some have low self-esteem and/or low aspirations for themselves. Our ongoing evaluation also indicates that the wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than their peers.
4	Attendance has been a challenge for the school, particularly for key disadvantaged pupils, with rates of absence and persistent absence higher than their peers.

5	A proportion of our disadvantaged children display increased dysregulation around the school due to more complex social communication and emotional regulation delays. This means these children will find engagement and participation with the curriculum more difficult.
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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
Disadvantaged pupils generally make slower progress in relation to personalised targets. They are not always well supported outside of school. Limited experiences also impact on skills acquisition.	<p>Pupils continue to make progress against identified outcomes. EHCP's include clear long-term aspirations for our pupils. Learning walks and lesson observations show that teaching refers to pupils EHCP targets. Learning walks and lesson observations show that staff use appropriate modes and levels of communication that match pupils needs, allowing them to communicate through every part of the school day</p> <ul style="list-style-type: none"> ● Continued evaluation of progress towards personalised learning evidenced in Evidence Collection alongside progress information from assessment. ● Progression information reported and shared with families at Annual Review/parent consultation meetings. ● Co Production for target setting in place, priorities in line with identified outcomes on EHCP are reviewed thoroughly
Disadvantaged pupils with the most complex learning needs make progress proportionate to more advantaged complex learners.	<ul style="list-style-type: none"> ● pupils are making progress from starting points in areas identified as priority for personalised learning targets. ● Evidence about progression from starting points, if reviewed periodically, is contributing to evaluation of pupil progression, impact of teaching and learning as well as development of engagement or identified skills.

	<ul style="list-style-type: none"> ● Middle leaders ensure progress from starting points is triangulated through learning conversations and class visit cycles. <ul style="list-style-type: none"> ● 80% of pupils across school achieve their expected levels of progress in reading. ● 80% of pupils across school achieve their expected levels of progress in maths. ● MDT input is regular and thorough. Staff work proactively with professional partners to identify barriers to wellbeing as well as safeguarding issues ensuring that pupils' families are well supported.
<p>To improve the mental and physical health of disadvantaged learners</p>	<p>No students arriving at school hungry.</p> <ul style="list-style-type: none"> ● Low self-esteem and/or low aspirations addressed through MDT input including EP or CAMHS and PSHRE curriculum.
<p>Attendance for disadvantaged pupils in line with more advantaged learners of similar health/behaviour profiles.</p>	<p>Students' complexity as a barrier to attendance is mitigated - students with complex needs are attending school and accessing education.</p> <ul style="list-style-type: none"> ● Attendance in line with policy thresholds. ● Multi agency approaches to persistent absentees established. ● FSW input in place. <p>Attendance levels of referred pupils improves. Levels of engagement in learning of referred pupils improves.</p>
<p>Disadvantaged student behaviour data in line with more advantaged peers.</p>	<p>Students are regulated and able to access learning in class. Increase in training from EP service for staff ensures:</p> <ul style="list-style-type: none"> ● Proactive strategies are in place to support readiness for learning, several case studies of pupils with RRP's/RRRP's show improvement in engagement and relationships. <p>Engagement and teaching and learning.</p> <ul style="list-style-type: none"> ● Clear decrease of contextualisation of impact of any reactive strategies or use of quieter areas is evident, evaluated and scrutinised. This includes

	<p>significant impactful change to the environment to support regulation.</p> <p>Learning walks and lesson observations show that staff use appropriate modes and levels of communication that match pupils needs, allowing them to communicate through every part of the school day</p>
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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: £ 14,163

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improvements in theoretical understanding of staff on social communication and emotional regulation EPS delivered CPD whole staff</i>	<p>Teaching and learning evidence will show an increase in engagement.</p> <ul style="list-style-type: none"> ● Behaviour data analysis will demonstrate the impact of staff being able to respond to and support children with complex communication needs and dysregulation. 	1, 2 and 5
<i>Curriculum Core TLR development to support curriculum improvements – autism strategies and communication/literacy</i>	Teaching, learning, and assessment data indicate a curriculum in which children have improved participation and meeting key communication, literacy and numeracy milestones.	1 and 2

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

Budgeted cost: £112, 451

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>The environment within the school develops a Total Communication ethos with recognition of the importance of emotional regulation.</i></p> <p><i>SLA contracts for MDT</i></p>	<p>Impact data from MDT work shows that communication strategies, the voice of the child and regulation of the child are indicators of improvement e.g. data shows reduced frequency of challenging behaviour and pupil individual safety plans are effective in reducing numbers of incidents.</p>	<p>1, 2 and 5</p>
<p><i>Attendance strategy is implemented rigorously across the school.</i></p> <p><i>FSW in place</i></p>	<p>Vulnerable register and data analysis shows for children who have been identified an improvement in their overall attendance.</p>	<p>4</p>
<p><i>Children who are experiencing barriers to engagement with their school/learning e.g. poverty, social/emotional barriers, self-esteem, mental health, anxiety have access to a planned approach to support.</i></p> <p><i>FSW in place</i></p>	<p>Vulnerable register and data analysis shows for children who have been identified as at risk have planned interventions in place that enable these risks to be reduced.</p>	<p>3</p>

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

Budgeted cost: £60,731

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Improve emotional regulation across the school environment</i></p>	<p>Children can transition with independence across the school, and this is evidenced by a reduction in number of dysregulated children during transitions within the day</p> <p>Children can identify and use calm spaces with increasing independence as part of their coping strategies</p> <p>Children have planned movement/sensory breaks as part of their individualised timetables to promote self-regulation and enable them to be ready to learn</p> <p>Children can access their preferred regulation objects with ease, and this enables them to be regulated and participating in their learning</p>	<p>3 and 5</p>
<p><i>Curriculum Core Develop resources and experiences in-line with curriculum priorities of communication, literacy, numeracy, and play-based learning</i></p>	<p>Teaching, learning and assessment evaluations show that the curriculum is meeting the needs of children and they have made progress in their end of year learning goals.</p>	<p>1 and 2</p>

Total budgeted cost: £ £187,345

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to Covid-19, there were periods when Leycroft Academy was open only to the most vulnerable and those children of key workers; our community participation offer was risk assessed and curtailed accordingly. This required the original expenditure to be re-evaluated so that funding could be used more effectively. A number of our pupils spent large periods of the year shielding (due to them being extremely clinically vulnerable). We also had a number of pupils who had to self-isolate so were accessing our home learning offer. Children and young people in receipt of pupil premium make progress in line with the whole cohort in terms of progress through their personalised assessments. The 3 key areas that continue to be targeted are:

- Teaching and Learning
- Participation
- Progress and Achievement

Teaching and Learning

Analysis of behaviour data has shown that those in receipt of pupil premium appear to have, on average, a greater need for social communication and emotional regulation development. SLT have therefore agreed that pupil premium funding should be used to support the continued development of communication and emotional regulation. The MDT is a vital way for this work to be targeted at the whole school level, support class teams, improve partnership with parents by identifying needs and strategies. Some funding will be used to purchase specialised equipment to support specific learning objectives for identified children and young people to ensure they can access learning safely and comfortably, other funding will be directly targeted to the environment and the challenges this presents for children's regulation. The development of the school curriculum

Participation

Analysis of the curriculum has shown that although those in receipt of pupil premium access the community, the scope and variety differs. SLT has therefore agreed that pupil premium funding should support students to widen their learning experiences. Due to the pandemic we will be risk assessing carefully all aspects of participation and be looking within the school to see how we can expand the curriculum opportunities for our children and help them to engage more fully in the learning process.

Progress and Achievement

Although all students made progress against their individual targets, we would like to provide and evidence enhanced opportunities for application of communication and emotional regulation to different contexts. This includes experiencing play, progressing further in physical development and enjoying more time with peers in joint meaningful activities.