

## Pupil premium strategy statement – Leycroft Academy 2022-2023

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	49% (84 pupils) 64 female 20 Male Reception: 2 Year 1:6 Year 2: 8 Year 3: 14 Year 4: 23 Year 5: 19 Year 6: 12
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024 2022-2023
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Paddy Jones Headteacher
Pupil premium lead	Paddy Jones
Governor / Trustee lead	Chris Pullen

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 141,000
Recovery premium funding allocation this academic year	£ 50,000
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0,000
<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>	
<b>Total budget for this academic year</b> <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>	£ 191,000

## Part A: Pupil premium strategy plan

### Statement of intent

**Our vision:** To enable children to understand the world around them and the talents within them, so they can become fulfilled individuals and active compassionate citizens.

Here at Leycroft all pupils have an Education Health Care plan indicating a broad spectrum of barriers to learning. As a school we are committed to both raising targeted academic achievement as well as equally supporting the much wider needs of all our disadvantaged pupils. Pupils come to the school with a very wide and diverse range of additional needs. These broad spectra of needs, as well as varying individual circumstance, means that pupil outcomes are not so easily attributed to socio-economic disadvantage as a single causal factor.

As so many of the pupils at Leycroft can experience multiple barriers to learning, (cognitive, physical, communication or sensory needs) although our plan seeks to reduce any identified gaps in academic achievement between different groups of pupils, of equal importance is the support to the whole school community for these wider holistic barriers. We are focusing on a range of initiatives to support the wider needs of:

- Engagement in learning
- Communication
- Social Interaction

The school also recognises that strong links between school and home are fundamental to pupils' success. We recognise that this is even more important following a time where direct parental access to school has had to be limited. Hence providing parental training opportunities, alongside developing access to shared learning opportunities for parents and carers will also feature in this year's plan.

Communication and PSHE are key areas that challenge our pupils; difficulties in these areas are a barrier to accessing learning opportunities. Supportive techniques and resources are used throughout the school day to help the children overcome difficulties in these areas.

Autism and related sensory issues also have an impact on many pupils making it difficult for them to access learning opportunities and develop their independence and life skills at school and within the wider community.

The aim of Pupil Premium in 2020-21 was to ensure that children in receipt of Pupil Premium make progress in line with other pupils in the school. However, we also recognise the need to maintain high standards for all and therefore the end of key stage targets are ambitious for all pupils building on previous successes.

### **Intent:**

To use pupil premium to provide the additional teaching and learning resources and support that our children require to make the best progress that they can.

To close and / or prevent any gaps in the progress made by children in receipt of FSM with those that do not.

To enhance the provision of the LA's core offer through providing additional time / personnel and / or resources and therapies that are not in the core offer, but which benefit children with SEND. E.g. Speech and Language Therapy.

**Implementation:**

We will identify which services, resources and training facilitates the provision of the appropriate additional support. We will ensure that best value requirements are met when sourcing and purchasing services and resources. We will match the appropriate additional support with the individual children who have been identified as needing this from their assessment data analysis.

The children's progress in communication, PSHE and independence is enhanced when they learn alongside peers and generalise their skills with each other and in different contexts. As such, it is recognised that the majority of interventions and re- sources are delivered to pupils within their groups / pairs throughout the day and in different areas. This inevitably means peers who are not directly entitled to pupil premium benefit from such additionality, but this is as well as them, not instead of, or at the detriment of, and is therefore considered to be a positive aspect

**Impact:**

We measure the progress of all of our children through a robust and detailed assessment system. The individual targets for every child are set in key curriculum areas and barriers to learning in line with their EHCP outcomes. These targets are closely monitored and adapted accordingly: if a child exceeds them, they are challenged to progress to the next step, if they are struggling to achieve them, other interventions and additional support is put in place.

## Challenges

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

Challenge number	Detail of challenge
1	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.
2	Communication, interaction and engagement skills are significantly lower for the majority of pupils (pupil premium and non-premium) as a result of pupils' special educational needs. Pupils have a range of communication and interaction needs – including being non-verbal, having limited language and understanding, needing to use Makaton and speech output devices, social communication difficulties. Many pupils have difficulties in following instructions and processing information.
3	Pupils reading abilities are below age expected and comprehension skills hinder their ability to be functionally Literate
4	Pupils mathematical abilities are below age expected and hinder their ability to be functionally Numerate

## 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
Pupils can use a range of communication systems to aid their understanding and to develop functional and expressive communication skills.	Pupils will make expected or above expected progress in their communication targets.  Children will be able to communicate effectively re their needs, preferences, and emotions.  There will be a reduction in incidents as children will have access to a means of positive communication to express themselves.
Improved attainment for disadvantaged pupils in all subjects, notably reading, relative to their starting points as identified through baseline assessments.	Pupils will make expected or above expected progress in their curriculum targets.  Pupils will demonstrate an ability to read for purpose and for pleasure, showing a love of reading.
Children develop their resilience, confidence and independence – and know how to keep themselves physically and mentally healthy.	Children will confidently try new experiences and activities and develop some of these into regular hobbies and interests outside of school.

<p>Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for the next stage in their development.</p>	<p>Children will be able to confidently access shops, leisure and entertainment services within the community.</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: £84,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement Occupational Therapy Support to address pupils sensory needs to support them in and out of the classroom.  £40,000	OT work with staff teams to develop appropriate OT programmes for individuals. OT reports, advice and guidance to feed in to the annual review process to inform outcomes and actions.  programmes will impact on pupil readiness for learning and enable progress to be made.	1,2
Purchase of 2 day per week Speech and Language Therapist Support.  £29,000	Speech & Language team (Startalkers) to conduct assessments, implement targets and provide support to staff (support staff to aid daily communication and teaching staff to maximise opportunities to incorporate SPLC targets into their daily teaching).	1,2



<p>Sherborne £3200</p>	<p>Movement experiences are fundamental to the development of all human beings and are particularly important to people with special needs. The input or 'feeding in' of movement experiences has to be concentrated and more continuous if people who are challenged in special ways are to realise their potential.</p> <p>Sherborne Developmental Movement is an approach to teaching and working with movement that is both accessible, especially by people with minimal movement experience, and yet relevant at a very sophisticated level, particularly to people with a background in P.E or dance.</p> <p>This approach based on the philosophy and theory created by Rudolf Laban (Pioneer and founder of Modern European Dance and movement analysis) was devised by Veronica Sherborne after having worked closely with Laban for 2 years. Her approach to teaching movement is firmly rooted in both observation of how children play in the normal course of their development and then grounding these observations in the philosophy and theory of Laban's movement analysis.</p> <p>Awareness of self:</p> <p>This is gained through movement experiences that help the person concentrate so that they become aware of what is happening to their body, listening via touch and by feeling of inner physical sensations rather than by our usual way of looking and thinking. This helps lessen self-criticism and allows people to grow in terms of self-esteem and confidence both a physical and emotional level.</p> <p>Awareness of others</p> <p>The next step is to begin to learn to move around and interact with others in ways</p>	<p>1</p>
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	<p>that encourage the further development of trust and the building of positive relationships. These movement experiences enable the person to be appropriately supported while being encouraged to explore their unique creativity through shared movement activities.</p>	
<p>Emotion Coaching  £2000</p>	<ul style="list-style-type: none"> <li>• Emotion Coaching is for all children - it has been used successfully with children from many different cultures and with additional needs, including ASC, speech, language &amp; communication difficulties, ADHD and English as an additional language.</li> <li>• Emotion Coaching has been identified as the key practice to support children by nationwide evaluations of Attachment Aware and Trauma Informed interventions.</li> <li>• Add it to your existing practice. Not committing to continual external input. No additional equipment is required, you become the resource!</li> <li>• Cascading training model means you don't need to train all staff at once, but that all staff are trained. This enables high quality and ongoing CPD for all staff members, including non-teaching staff.</li> <li>• Staff feel more confident to deal with emotionally challenged and challenging children.</li> <li>• Once confident in your practice you can easily share Emotion Coaching with parents and carers.</li> </ul>	<p>1</p>

<p>Steve Brown</p>	<ul style="list-style-type: none"><li>• Gain deeper understanding of the Special Educational Needs of students in schools and practical ways to support them</li><li>• Enable staff to have a broad overview of SEND in school-Autism, including Early Years and PDA (extreme demand avoidance).</li><li>• Enable staff to develop understanding of Sensory differences and the impact on behaviors. Executive functioning and its influence on behaviours for learning and organisation. Dyslexia, Tourette Syndrome, ADHD, SLCN and DCD, attachment. Positive Behaviour Strategies.</li></ul>	
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

**Budgeted cost: £ 8,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidise 2x day equivalent staff from Open Theatre to deliver various projects across the Academy including non-verbal drama.</p>	<p>Research from the Department of Education states too many young people from disadvantaged backgrounds never get the chance to take part in activities outside of school. As a result, they lose out on the benefits – increased confidence which helps social interaction, a real aspiration to go onto higher or further education, more soft skills and a sense of wellbeing and belonging. Playing team sports, doing voluntary work, joining a youth club or singing in a band are also vital in developing networks – which those from affluent backgrounds often have ready-made.</p>	<p>1,2,3,4</p>

**Wider strategies (for example, related to attendance, behaviors, wellbeing)**

**Budgeted cost: £44,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Positive Behavior Support Champion. £41,000	The Education Endowment Foundation provides research on the importance of behaviour strategies in schools: Improving_Behaviour_in_Schools_Evidence_Review.pdf (educationendowmentfoundation.org.uk) Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)	1
<i>Educational Psychologist support</i>  £3000		1-4