

# Pupil premium strategy statement – Leycroft Academy 2024-2025

This statement details our school's use of pupil 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	56% (95 pupils) Reception: 2 Year 1: 6 Year 2: 14 Year 3: 17 Year 4: 13 Year 5: 26 Year 6: 19
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2022-2023
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
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	£ 128,000
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<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>	
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>	£128,000

## Part A: Pupil premium strategy plan

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 2024-25 is 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.

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 resources 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
<p>Pupils can use a range of communication systems to aid their understanding and to develop functional and expressive communication skills.</p>	<p>Pupils will make expected or above expected progress in their communication targets.</p> <p>Children will be able to communicate effectively re their needs, preferences, and emotions.</p> <p>There will be a reduction in incidents as children will have access to a means of positive communication to express themselves.</p>
<p>Improved attainment for disadvantaged pupils in all subjects, notably reading, relative to their starting points as identified through baseline assessments.</p>	<p>Pupils will make expected or above expected progress in their curriculum targets.</p> <p>Pupils will demonstrate an ability to read for purpose and for pleasure, showing a love of reading.</p>

<p>Children develop their resilience, confidence and independence – and know how to keep themselves physically and mentally healthy.</p>	<p>Children will confidently try new experiences and activities and develop some of these into regular hobbies and interests outside of school.</p>
<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>

## 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: £60,000

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.	<p>OT work with staff teams to develop appropriate OT programmes for individuals. OT reports, advice and guidance to feed into the annual review process to inform outcomes and actions.</p> <p>programmes will impact on pupil readiness for learning and enable progress to be made.</p>	1,2
Purchase of 2 day per week Speech and Language Therapist Support.	Speech & Language team 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
Sherborne	<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</p>	1



	<p>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 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>	
Comms champions		

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

Budgeted cost: £ 9,000

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: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Educational Psychologist support</i></p>		<p>1-4</p>
<p>Steve Brown</p>	<p>Gain deeper understanding of the Special Educational Needs of students in schools and practical ways to support them</p> <p>Enable staff to have a broad overview of SEND in school- Autism, including Early Years and PDA (extreme demand avoidance).</p> <p>Enable staff to develop understanding of Sensory differences and the impact on behaviors.</p>	

	Executive functioning and its influence on behaviors for learning and organisation. Dyslexia, Tourette Syndrome, ADHD, SLCN and DCD, attachment. Positive Behaviour Strategies.	
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# Part B: Review of the Previous Academic Year

## Outcomes for Disadvantaged Pupils

### To implement Occupational Therapy Support to address pupils sensory needs to support them in and out of the classroom

Leycroft Academy's pupils all have a diagnosis of Autism which results in most children having sensory processing difficulties, requiring a high level of sensory need. Therefore, it is essential to first address our pupils' sensory needs to support them being ready to learn. It is equally important to differentiate sensory input to meet a child's sensory needs as is for any other form of learning.

Occupational Therapy is a specialist area of knowledge that goes beyond the daily input within a classroom level. Therefore, external OT input is valuable to all at Leycroft Academy as it focuses on a key area of regulation that is essential to balance prior for communication, academic and social skills to be developed.

The input of external OT knowledge into Leycroft Academy stemmed via class audits, giving a whole school overview. Leycroft had two contracted OTs who focused on approximately three classes per term, completing class audits. Class audits and feedback gave an opportunity to upskill staff pedagogy, encouraging class teams to identify why there was a sensory need and how best to meet that need. Broadening class teams' understanding of physical and sensory input enables staff to actively input these methods into practise with a stronger knowledge base, meaning the practise is more specific and consistent, empowering staff to take responsibility within a key regulation skill.

Following the class audits, the OTs presented their findings to SLT and the behaviour lead. The feedback enabled classrooms to be re-designed for a consistent universal offer, linking in with the Leycroft SHINE approach to positively manage behavior. This shaped classroom areas expectations, ensuring all classes have a:

Calm Area

Movement Area

All classes are equipped with

- A trampette
- Weighted Blankets
- Beanbag
- Chewies
- Ear defenders
- Massage Tools
- Therapy ball
- Blinds for windows

The results of the audit are helping shape classroom environments to better meet the sensory needs of pupils.

At Leycroft, our children's needs spread across a broad spectrum. Therefore, the Audits separated what is part of the universal offer and which sensory input is bespoke. Some pupils were identified as requiring further specialist resource i.e. a Zoomer Rocker; weighted vest; compression vest etc. These Specialist resources were purchased and distributed accordingly.

OT input also enabled class teams to think about not only the classroom environment and resources, but also individualised timetables beyond the classroom. Pupils who required further physical / sensory input received planned time within their day to receive what they needed. Examples of this were:

Pupil A: Pupil A required three individualised movement breaks per day built into their timetable

Pupil B: Pupil B required sensory room access every day upon arrival to school

Pupil C: Pupil C needed an individualised sensory diet to maintain regulation throughout their school day.

**Pupils can use a range of communication systems to aid their understanding and to develop functional and expressive communication skills.**

Over the course of the 2022-2023 academic year, The communication champions conducted a whole school audit with the support of a qualified speech and language therapist. This involved reviewing resources, environments, and observations in every class and then producing a report which was shared with senior leaders.

The communication champions worked intensively with targeted teachers identified within the audit and by the Senior Leadership Team to conduct monthly coaching sessions followed-up with identified targets and an action plan for communication development bespoke to each class.

Communication resources were also developed bespoke to class needs such as creating communication supports for going out for food and drink, cleaning the vehicles, gardening, and mental health and well-being.

The following areas for development identified in the communication audit have now been achieved:

- Less Visual clutter in classes.
- Staff are using visual Timelines or schedules on a more consistent basis.
- Objects and photos of reference used more consistently.
- Pupil portraits are readily available and up to date.

## Sherborne

### Sherborne Developmental Movement Practice in Leycroft Academy

A dedicated Sherborne practitioner was appointed during the 2023-24 academic year. Towards the end of the year a Sherborne Developmental Movement practice programme was rolled out, to support the developmental and learning needs of our students with Autism Spectrum disorder (ASD). Sherborne offers a structured, movement-based framework that fosters children's physical, social, and emotional growth.

Observations have shown Sherborne has had a significant impact on students. At Leycroft It promotes: Physical development, through guided movements, students have shown improved coordination, balance, and motor skills.

Social interaction partnered activities have helped build trust and relationships among peers.

Emotional growth, students have become more confident and self-aware as they explore their movement capabilities in a safe space.

There is evidence to show

- pupils have improved their attention spans and improved focus during and after sessions, which translates into more productive learning experiences.
- Improved Balance and Walking through the activities focused on posture and stability which facilitates students to build core muscles required for maintaining balance.
- Gross Motor Skill Development, tasks such as rocking, rolling, partner-supported walking and

jumping encourage children to develop foundational skills for independent mobility.

- many students have grown more confident, exploring movement independently and discovering their capabilities.
- Enthusiasm, willingness to participate, even among students who were initially hesitant.

### SHINE approach

Leycroft's SHINE approach has positively transformed interactions and behaviour management with the intention to effectively support communication and understanding. Leycroft Academy is on a development journey where the entirety of the behavior management system has been re-defined to provide a deeper understanding of our pupil's; their interests, needs and depiction of what individuals are communicating.

### Escalation Cycle and Behaviour Plans

Prior to launching Leycroft's Shine approach, the pre-existing behaviour system consisted of having Risk Reduction Plans [RRPs] and Restraint Risk Reduction Plans [RRRPs] which detailed triggers and supportive interventions. However, when discussing these plans with staff it became apparent that these documents were not effective for purpose. Staff found it difficult to identify the differing purpose between the two documents and were not confident to recall relevant information from the plans; proving them to be ineffective.

Therefore, as part of Leycroft's SHINE approach the Escalation Cycle [*appendix 1*] was introduced, enabling teaching staff to actively think about the stages of emotional escalation, shaping the new Behaviour documents from Wellbeing Passports to Green Plans [Stage 1]; RRP's to Amber Plans [Stage 2]; and RRRPs to Red Plans [Stage 3]. Reference to Escalation Cycle helps staff develop the pedagogy behind the stages of emotion with the intention to aid their understanding of the pupil's emotional experience.

The behaviour plans have purposefully been re-branded to represent a tier of need which reflects the tier of provided provisions to meet individual need.

Green Plans represent the universal provision that is on offer to all pupils within their day-to-day class experiences. Therefore, all pupils have a green plan outlining what calm and dysregulation looks like for them as well as de-escalation strategies.

Amber Plans are for those pupils who have been identified as needing more individualised support to co-regulate using planned de-escalation strategies. Currently, we have 90 children on Amber Plans.

Red Plans is the next tier within the behaviour plans. They are for those pupils who are likely to reach their peak of crisis and are identified of possibly requiring a Restrictive Physical Intervention. Red Plans have a clear, planned strategy for staff to know their role in how to effectively de-escalate behaviour, staffing knowing 95% is de-escalation. Currently, we have 18 children on Red Plans.

Since the introduction to these re-designed plans, staff appear to have a clearer understanding of the tier of need as well as understanding the planned strategies to support each pupil personally, whilst keeping themselves and others safe. These plans are a working document that get regularly evaluated and updated.

Leycroft's Shine Tier System developed in conjunction with the behaviour plans; encouraging class teams to actively take responsibility of behaviour management within the Universal Provision Offer; enabling the opportunity to develop staff skillset and practice. The implementation of the tier system has provided a clear process for staff, alerting them to the development of support and expands the staff thinking process which ultimately enables pupil to be appropriately triaged to ensure they get what they need.

## Behaviour Culture

Prior to the SHINE input, the culture around behaviour was perhaps viewed as erratic due to the incoherent system with old, wordy plans not being functional as a working document. With the continuous implementation of pedagogy; termly behaviour training from an external behaviour specialist [SBBT]; concise, clear behaviour plans; as well as a tiered support system; the culture has a calmer, more confident approach as staff feel more knowledgeable and confident to appropriately manage and support behaviours of concern with a supportive environment where further help can be sourced if required.

## Recording of Behaviours of Concern

Leycroft's SHINE approach also re-evaluated how behaviour was tracked and recorded. It became apparent that the previous behaviour recording system of using CPOMS made it difficult for an in-depth behaviour analysis. Therefore, our new Recordings of Behaviours of Concern was developed. This proves highly effective as it is quick for staff to use; details descriptions of behaviours; pupil involvement; injuries; safeguarding as well as collating information through a variety of ways. Having behaviour data now inform areas of development, training needs, data informed decisions, delivery of provisions and bespoke interventions. This has been a significant development of how behaviours of concern are tracked and supported.

## Alternative Provision

The SHINE journey has explored how to support all pupils at Leycroft. The universal offer, along with the behaviour plans are great at supporting the majority of Leycroft's cohort within the classroom environment. For the small percentage of pupils on roll at Leycroft, there is an alternative level of need. Therefore, with thought and an ever-evolving process an alternative provision was created for the differing level of need; resulting in an alternative provision.

The alternative provision consists of one class with multi-functional learning environments, including a class work-based room; calming space; role play area; sensory break out space; an outdoor area; as well as movement circuit area. The alternative provision has a high staff to pupil ratio with a bespoke curriculum which heavily supports regulation, life skills and executive functioning skills. This is proving highly effective for pupils.

## Pupil Impact:

Pupil A – Pupil A took up to an hour to transition when entering school in the mornings now walks into school independently

Pupil B – Pupil B would reach crisis peak multiple times a day has now reduced to reaching crisis peak to as few as three times a term.

Pupil C – Pupil C previously did not mix with other children and was out of class for the duration of last academic year. Pupil C could not cope being within a class with other children. Pupil C is now actively accessing all learning areas happily amongst peers and sharing learning and social experiences with 7 or more peers.