



# Pupil Premium Strategy 2017-18

**Yeoman Park Academy  
Pupil Premium Strategy 2017 - 18**

## **Average Attainment (Pupil Premium)**

		<b>Pupil Premium</b>	<b>Non-Pupil Premium</b>
<b>Number of Students</b>		<b>34</b>	<b>28</b>
<b>Average Attainment change</b>	<b>English</b>	<b>35</b>	<b>56</b>
<b>(as a % of a level)</b>	<b>Reading</b>	<b>38</b>	<b>65</b>
	<b>Writing</b>	<b>34</b>	<b>68</b>
	<b>Receptive</b>	<b>30</b>	<b>34</b>
	<b>Expressive</b>	<b>22</b>	<b>31</b>
	<b>Maths</b>	<b>35</b>	<b>65</b>
	<b>Number</b>	<b>36</b>	<b>71</b>
	<b>Measurement</b>	<b>38</b>	<b>56</b>
	<b>Geometry</b>	<b>34</b>	<b>70</b>
	<b>Citizenship</b>	<b>56</b>	<b>71</b>
	<b>PSHE</b>	<b>45</b>	<b>68</b>

There is an interesting pattern which shows that pupil premium students have an average attainment which is *higher*, roughly one level above non-pupil premium students. However non-pupil premium students are catching them up making greater progress but at a lower level. This is because using the most effective model of a dedicated tutor using 1:1 / small group sessions has paid dividends. Action Points: This model is now being used for all students.

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Pupil Premium Funding is money allocated to schools by government for the specific purpose of supporting children aged between 5 and 16 years from disadvantaged backgrounds, to ensure they have equal access to educational opportunity and improve achievement.

The Pupil Premium grant is given to pupils who have registered for free school meals in the last 6 years (FSM6), or are Looked After Children (LAC). This money is additional to the main Academy budget.

Funding started in 2011/12 and has increased year on year.

This year, 2017 /18 Yeoman Park Academy has been allocated £37,925

An additional £103 of funding is also allocated for Early Years Foundation Stage?

41% of pupils across Academy are eligible for Pupil Premium (36 out of 88 on role)

Each Academy has the freedom to decide how to spend the money to maximize the impact on pupil progress and attainment.

### **Strategy and principles**

At Yeoman Park Academy we recognize that for our pupils their biggest barrier to learning is their learning difficulty and associated complex needs, such as physical, medical and behaviour. Our focus is to minimise these by enhancing the existing provision to aid pupil achievement and allow our pupils to participate in activities out of Academy that will develop their application of skills in real life social situations and help them become members of the wider community. We do this in an individual and targeted way to raising the attainment of this group of children and 'close the gap' in achievement.










At Yeoman Park Academy we have decided to target 4 main areas:

- Providing opportunities for pupils to generalise their skills in social situations.
- Developing communication skills – listening and speaking and understanding.
- Occupational Therapy, providing support and strategies to enhance pupil development.
- Providing Math's, Reading and Writing 'Focused Learning' opportunities individually or in groups.

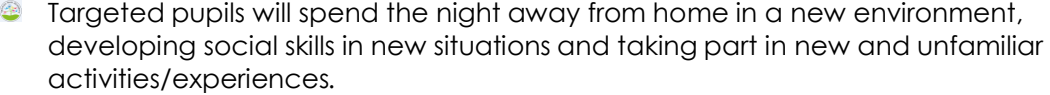
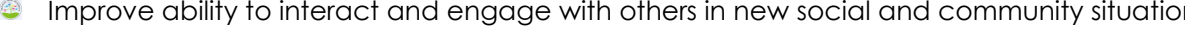



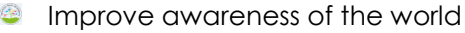
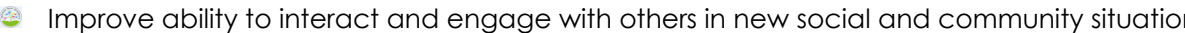



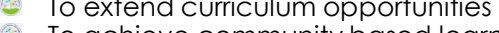

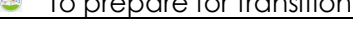
The EYFS funding is used to develop quality of staff and provision through Continuing Professional Development. 2 members of staff will attend a Mary Barlow play course to enhance skills in the development of early play skills.

Interventions are reviewed termly with teachers to ensure they are having the intended impact and pupils are making expected progress. Throughout the year, a whole Academy Mapping Document is maintained. This tracks interventions activities and opportunities, intended and actual impact on attainment for all pupils.

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Activity / Opportunity / When	Allocation	Intended impact Statements
<p>Provision of assessment advice &amp; strategies programmes provided by Occupational Therapy throughout the year By providing strategies for education staff to implement which will help them to support children with Sensory processing difficulties to manage their own challenging behaviour &amp; emotional state which will have an impact on their engagement on tasks/with people and their readiness to learn.</p>	<p>£11,000</p>	<ul style="list-style-type: none"> <li> Raise the Pupil Premium group assessment levels in school, ensuring attainment remains comparable to that of non-pupil premium pupils.</li> <li> Continue to Increase levels of engagement in all aspects of Academy life.</li> <li> Continue to improve self-esteem and confidence to learn and achieve.</li> <li> Improve self-confidence, nonverbal communication, listening, expression and comprehension skills.</li> <li> Develop pupils emotional resilience so that they are able cope in groups and work with others</li> <li> Improve social interaction.</li> </ul>
<p>Evaluation:</p> <p><i>OT input continues to have an impact on all students across school. The principals and practice continue to be used with all students. The assessment of students by the OT enables strategies to be put in place quickly, self-regulation routines established and students generally being ready to learn earlier.</i></p> <p><b>Continue next year</b></p>		
<p>'Focused Learning opportunities', in Maths, Reading and Writing - Individually or in groups through 1 to 1 teaching using Switch on reading &amp; writing and Numicon</p>	<p>£22,092</p>	<ul style="list-style-type: none"> <li> Improve pupil skills, knowledge and understanding in Reading Writing and Maths.</li> <li> Raise the Pupil Premium group assessment levels in school, making attainment comparable to the non-pupil premium pupils in Reading, Writing and Maths.</li> <li> Increase levels of engagement in all aspects of Academy life</li> </ul>
<p>Evaluation:</p> <p><i>Over the past 3 years attainment in reading &amp; maths number has improves. The model of small group and individual work has been successful and the TA employed maintains records.</i></p>		


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<b>Continue next year</b>		
Residential Visits throughout year through providing the opportunities for 2/3 day residential visit e.g. Hagg Farm for end of key stage 2, 4 & 5 pupils	£2,056	
<p>Evaluation: It has become increasingly difficult to staff residential visits. It is suggested that monies are still allotted for extended day trips but the residential visits are not continued.</p> <p><b>Discontinue</b></p>		
Educational Visits – ongoing throughout the year To provide 'real life' experiences outside of school, offering opportunities to interact with members of the public in the wider community to enrich the curriculum and extends learning opportunities.  Access to the Community for Children with Complex Needs – throughout the year	£2,714	    
		      

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Evaluation: It is recognised that students need to be confronted with real life situations and experiences especially for students who cannot easily access the community. The average attainment in PSHE has demonstrated an increase in social skills.

**Continue**

<p>Snack/Curriculum Enhancement Ongoing throughout year To develop number and social skills on a daily basis in snack sessions. Making choices and using money in Academy and the local community. Snack and cooking sessions develop learning opportunities across the whole curriculum</p>	<p>£1,935</p>	<p> To make sure basic needs are met and that students are ready to learn</p>
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Evaluation: Meeting the basic needs of the students continues to be important and ties in with the work undertaken in being ready to learn.

**Continue**

<p>Equipment Purchases (Numicon, Switch on Reading &amp; Writing, EYFS resources, Touch Chat apps and iPad, switches and sensory equipment ) As required throughout year</p>	<p>£Remainder</p>	<p> Improve ability to interact and engage with others in new social and community situations  developing independence and life skills  Complete areas of Aim Awards Accreditation</p>
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Evaluation: Resources continue to be required for small group and 1:1 work.

**Continue**