



Pupil Premium Strategy 2018-19

Evaluation & Impact

Yeoman Park Academy Pupil Premium Strategy 2018 - 19

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, 2018 /19 Yeoman Park Academy has been allocated £37,925

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

38 % of pupils across Academy are eligible for Pupil Premium (33 out of 88 on role). This figure does not include post 16 discretionary funding.

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.





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 & strategies programmes provided by Occupational Therapy throughout the year</p> <p>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 & emotional state which will have an impact on their engagement on tasks/with people and their readiness to learn.</p> <p>Establish a class sensory bag to meet basic needs</p>	<p>£11,000</p>	<ul style="list-style-type: none">  Raise the Pupil Premium group assessment levels in school, ensuring attainment remains comparable to that of non-pupil premium pupils.  Continue to Increase levels of engagement in all aspects of Academy life.  Continue to improve self-esteem and confidence to learn and achieve.  Improve self-confidence, nonverbal communication, listening, expression and comprehension skills.  Develop pupil's emotional resilience so that they are able cope in groups and work with others  Improve social interaction.
<p><i>Evaluation of Impact: Over the year the OT has assessed pp pupils who are new to school and provided them with a Sensory Profile identify what pupils are doing to self-regulate. This forms the basis of an exercise programme and a series of activities the pupils can undertake during periods of high anxiety or during session such that they are able to engage more readily in sessions. The profile is also used as the basis of behaviour plans for preventative strategies.</i></p> <p>Recommendation: Continue 2019-20</p>		

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<p>'Focused Learning opportunities', in Maths, Reading and Writing - Individually or in groups through 1 to 1 teaching using Switch on reading & writing and Numicon</p>	<p>£22,092</p>	<ul style="list-style-type: none">  Improve pupil skills, knowledge and understanding in Reading Writing and Maths.  Raise the Pupil Premium group assessment levels in school, making attainment comparable to the non-pupil premium pupils in Reading, Writing and Maths.  Increase levels of engagement in all aspects of Academy life
<p><i>Evaluation of Impact: Over the year we have worked closely with Redgate Primary Academy & Pat Evans (DALP) Literacy advisor to invest in read/write Inc. This has been delivered via 1:1 sessions and a reading/writing profile has been completed via B-Squared for each student. 1:1 work has proved extremely effective in raising attainment and fostering an interest in reading or in creating a sensory profile of a student (if working below P4). The staff member in charge has moved schools after introducing numeracy activities.</i></p> <p>Recommendation: Continue 2019-20. Recruit a Pupil Premium Literacy/Numeracy Model.</p>		
<p>Snack/Curriculum Enhancement Ongoing throughout year To develop number and social skills, daily 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>	<ul style="list-style-type: none">  To make sure basic needs are met and that pupils are ready to learn
<p><i>Evaluation of Impact: Ensuring students are ready to learn is an essential part of their learning journey (see Yeoman Park Curriculum for Learning Journey). A previously undertaken survey indicated that most pp students had not had opportunity to or were not ready to have breakfast. We have seen improved social skills (PSHE), improved communication opportunities and decreased incidents at the start of the day by giving students time to decompress and have their basic nutritional needs met. There have also been opportunities for students to deliver groceries to classes during the week.</i></p> <p>Recommendation: Continue 2019-20</p>		

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<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.</p> <p>Access to the Community for Children with Complex Needs – throughout the year</p>	<p>£2,714</p>	<ul style="list-style-type: none">  Improve ability to interact and engage with others in new social and community situations  developing independence and life skills  Increase levels of engagement in all aspects of Academy life  Improve self-esteem and confidence to learn and achieve.  Improve awareness of the world <hr/> <ul style="list-style-type: none">  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  To develop appropriate behaviour  To extend curriculum opportunities  To achieve community-based learning awards  To prepare for transition
<p><i>Evaluation of Impact: We have positively discriminated our pp & PMLD students ensuring that they have at least fortnightly visits as parents struggle to find suitable venues to take students out, in addition some parents will not take students out due to behavioural issues making them socially isolated. Most students access the community on a regular basis demonstrating an improvement in PSED social skills and communication. We have also established friendships with shops in the community.</i></p> <p>Recommendation: Continue 2019-20</p>		
<p>Equipment Purchases (Numicon, Switch on Reading & Writing, EYFS resources, Touch Chat apps and iPad, switches and sensory equipment) As required throughout year</p>	<p>£Remainder</p>	<ul style="list-style-type: none">  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><i>Evaluation of Impact: Any remainders in monies have been used to purchase sensory equipment, OT recommended items (each class has a weighted blanket for example) and individual pieces of equipment to improve literacy and numeracy skills.</i></p> <p>Recommendation: Continue 2019-20</p>		

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Pupil Premium (Measured by FSM) Attainment & Progress

2018-2019 Summer

English	Cohort Size	Summer Term Progress Initial-Final		Progress
Pupil Premium	24	95% of P6	2% of P7	+07
Not	36	31% of P6	38% of P6	+07

Maths	Cohort Size	Summer Term Progress Initial-Final		Progress
Pupil Premium	24	93% of P6	100% of P6	+07
Not	36	36% of P6	42% of P6	+06

PSHE	Cohort Size	Summer Term Progress Initial-Final		Progress
Pupil Premium	24	92% of P6	100% of P6	+08
Not	36	100% of P5	7% of P6	+07

Average progress is 07% of a Level (Year) for pupils in receipt of pupil premium & 07% for those who are not. The cohort size for those in receipt of pupil premium is smaller than those who are not. Over time we have been actively closing the gap between both sets of students and this is the first term where progress has been nearly identical.