

Yeoman Park Academy Pupil Premium Strategy Statement 2021-22

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Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Yeoman Park Academy
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-22
Date this statement was published	Sept 21
Date on which it will be reviewed	July 21
Statement authorised by	Courtney Hoop
Pupil premium lead	Courtney Hoop
Governor / Trustee lead	Pete Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,280
Recovery premium funding allocation this academic year	£10,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£48,720

Part A: Pupil premium strategy plan

Statement of intent

At Yeoman Park Academy, all pupils have a learning disability and when socio-economic indicators are taken into account this can put certain pupils at a further disadvantage.

To minimise the impact of the disadvantages our ultimate aim is to ensure all our pupils are able to communicate, access their full curriculum entitlement by having their sensory needs, emotional needs and resource needs met.

Our pupil premium strategy works towards our aims, by providing interventions and support via trained staff and by ensuring consumable resources support the implementation of the curriculum.

Our strategy will be pupil led and meet their needs and strengths. This means we can use interventions that are relevant to the pupil.

Challenges

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

Challenge number	Detail of challenge
1	Our pupils through the nature of their learning difficulties have limited communication and language skills.
2	Our observations and discussions with families show that some pupils have a limited ability to self-regulate which results in behaviours.
3	Our assessments and observations of the pupils show that when they have sensory overload their ability to engage with tasks is impaired.
4	Our pupils through the nature of their learning difficulties have limited social interaction skills
5	Through observations, assessments, and discussions our pupils have limited thinking skills (working memory)
6	Through discussions with families indicate that the pupils have limited life experiences outside their home environment
7	Our assessments and discussions with pupils and families indicate that many lack regular routines in the home and families struggle to engage in their child's education
8	Through discussions with families, we know that some parents with their own learning disabilities and/or mental health issues
9	Through discussions with families, we know that some households have limited disposable income to support their child's education
10	Through monitoring we know that some pupils have had Adverse Childhood Experiences

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,000 £20,400 £17,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching staff on developing children's thinking and problem-solving mental models	<ul style="list-style-type: none"> Teaching staff's pedagogical approach has a significant impact on outcomes for children To access their world, children need to be able to think for themselves and problem solve. 	1-10
Recruitment: Employ TA G4 0.65 to delivers interactive story/music sessions to encourage engagement with book/stories and develop communication skills	<ul style="list-style-type: none"> Develop metacognition & self-regulation skills Develop early phonic skills Develop collaborative learning approaches Small group tuition Teaching Assistant Interventions 	
Recruitment: Employ TA G4 0.65 to deliver social interaction opportunities via PE and games to encourage engagement with others and to develop communication and social skills	<ul style="list-style-type: none"> Develop metacognition & self-regulation skills Develop collaborative learning approaches Physical Activity Small group tuition Teaching Assistant Interventions 	

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

Budgeted cost: Costed above

Intended outcome	Success criteria
TA class teachers and to liaise with class teachers, SALT and Behaviour Lead such that all information held is up to date.	All pupils have a current Communication Profile in class file.

<p>PP pupils progress in communication accelerated</p> <ul style="list-style-type: none"> a. Pupils have accessible communication strategies b. Pupils are able to communicate needs and wants c. Pupil's communication skills are transferrable across the curriculum 	<p>PP pupils will have a 'voice' and be able to exert their autonomy</p> <p>Pupils will make expected or better than expected progress in communication (evidenced through qualitative & quantitative data via B-Squared)</p>
<p>PP pupils progress in 'reading' accelerated</p> <ul style="list-style-type: none"> a. Pupils are more confident 'readers' b. Pupils are more confident at decoding c. Pupils reading skills are transferrable across the curriculum 	<p>PP pupils will be confident at reading/pre-reading skills</p> <p>Pupils will make expected or better than expected progress in communication (evidenced through qualitative & quantitative data vis B-Squared)</p>
<p>PP pupils progress in cognition accelerated</p> <ul style="list-style-type: none"> a. Pupils are able to think for themselves with more confidence b. Pupils are able to solve simple problems with more confidence 	<p>PP pupils will demonstrate an increased confidence in their thinking and problem solving</p> <p>Pupils will make expected or better than expected progress in thinking and problem solving (evidenced through qualitative & quantitative data via B-Squared)</p>
<p>PP pupils have their sensory & emotional needs met and are ready to learn</p>	<p>PP pupils are regulated and engage with learning</p>
<p>PP pupils are able to access the full curriculum</p>	<p>PP pupils will access and engage with a full curriculum offer</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: As Above

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching staff on developing children's thinking and problem-solving mental models/EQUALS early maths / early communication	Teaching staff's pedagogical approach has a significant impact on outcomes for children To access their world, children need to be able to think for themselves and problem solve.	3,4,5,8,10
Recruit TA – PE, Movement & Interaction Lead	Pupils may have sedentary lifestyles. They struggle to interact with other pupils. Pupils engage with short focused physical activities.	1,2,3,4,5,7
Recruit Music TA – Music 'Storyteller' Communication & Interaction Lead	Increasing the staff ratio in class allows more intensive interaction with pupils. A dedicated staff member can work on bespoke stories and interactive opportunities for pupils.	1,2,3,4,5,6,10

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group activities based around PE/Games activities	Pupils are likely to engage when taking part in fun physical activities such as sensory circuits	1,2,3,4
Small group activities based around a story	Pupils are able to access and engage with their environment and people around them	1,2,3,4
Group drumming (Djembe) sessions empowering the pupils with a voice.	Positive engagement of pupils	1,2,5,

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

Budgeted cost: Literacy £2000, Music resources £2000, THRIVE £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual activities based around THRIVE	THRIVE practice allows an individual approach to pupils	2, 10
Interactive sessions including parents	Parent feedback requesting help with interacting with their children	6,8,9
Enhance the sensory regulation equipment available for PP children and fund staff training	Sensory equipment is needed to ensure children with sensory processing disorders can regulate themselves and thereby engage in learning	1,2,3 & 4
PP used to support the curriculum in areas where non-PP pupils would make a monetary contribution to enable full delivery of the curriculum. <ul style="list-style-type: none"> • consumables for sensory play • consumables for breakfast/snack/cooking sessions subsidy of educational visits	To successfully implement the curriculum and enable children to have a full curriculum offer it is necessary for the academy to subsidise consumables and educational visits.	6 & 9
Enhance literacy / library resources	Increases engagement with materials that are of interest to a child	
Enhance music resources	Enables children to have a voice even if they are non/pre verbal	

Total budgeted cost: £ (48,720) - £3,000 - £20,400 - £17,350 – £8,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Aim	Outcome
<p>Focused learning opportunities for communication, reading & writing to raise attainment in Communication & Interaction / English</p>	<ul style="list-style-type: none"> • The academy has moved from Makaton symbols to widget symbols to ensure consistency with NHS Speech & Language Therapy resources • Communicate in Print has been upgraded to the latest version. • Communication profiles have been completed for all pupils in conjunction with the class team. • Aided Language Boards (ALBs) have been created for a multitude of different situations to enable the children to communicate. The boards are all personalised to ensure they are accessible and engaging for the child. • ALBs are displayed outside the classroom in key areas so as children can communicate their needs such as drink/toilet/coat. • Support was given to parents during the lockdown to continue developing the communication skills of their child. This was delivered via symbol packs and videos on how to use symbol exchange.
<p>Occupational Therapy provision to assess, advise & provide a sensory diet program to increase engagement to task</p>	<ul style="list-style-type: none"> • Advice was given by the OT on regulation of emotional state and engagement to task and as a result, this developed the children's cognition and learning and communication and interaction. • Children have achieved sensory motor skills through accessing a sensory diet and sensory circuits. Children's emotional health wellbeing has been addressed through the implementation of a sensory diet or 'Zones of Regulation' • The OT has delivered two twilight sessions to all staff on the theory and practice of sensory regulation.

<p>To provide breakfast/snack to ensure children are ready to learn and develop communication skills around choosing</p>	<ul style="list-style-type: none"> • By providing breakfast and snacks through the day, the children are ready to learn, as they are state of satiety. • Children have developed independence and life skills by: <ul style="list-style-type: none"> ○ developing 'reading' skills ○ developing and improving self-help skills around eating and drinking ○ being empowered to make positive choices ○ by exchanging money for food (role play) ○ making their own food ○ developing social skills through working together and eating with their peers
<p>To enhance the curriculum resources to enable children to have consumables to take part in sensory play and take part in DT lessons</p>	<ul style="list-style-type: none"> • Many of the children are sensory learners and require consumables that are safe to ingest and play with. • Children have continual access to sensory resources which in turn has developed engagement to task, communication, thinking and personal development skill