

Pupil Premium Strategy Statement: TBAP Unity Academy 2018-2019

1. Summary information

School	TBAP Unity Academy		
Academic Year	2018/19	Total PP budget	£19,635
Total number of pupils	85	Number of pupils eligible for PP	21
		Date of most recent PP Review	15/9/18
		Date for next internal review of this strategy	01/07/19

2. Background /Current attainment

Unity Academy is a Special School catering for learners with Education, Health and Care Plans relating to Social, Emotional and Mental Health. We aim to ensure that all learners have equal opportunities to achieve their best possible life chances, irrespective of social economic background.

We understand that the aim of PPF is to support schools in raising the attainment levels of the most disadvantaged learners and to 'close' or 'narrow' the gap' that exists nationally. To this end, the Department for Education (DfE) provides additional Pupil Premium Funding (PPF) to all schools based on the learners:

- who are currently eligible for Free School Meals (FSM)
- who have been eligible for FSM at any time in their last 6 years (known as Ever 6)
- who are Looked After Children (LACs/CLAs)
- who are children of Armed Forces Personnel

As a school, we recognise that it is not the funding itself that will improve achievement and attainment, but how it is used. The Department for Education (DfE) expects us to use PPF appropriately and to be accountable for the decisions we make. The school LAB members and Trust Trustees – who are judged by Ofsted as part of its assessment of the Leadership and Management of the school – must ensure that rigorous monitoring of PPF is in place and that it is managed efficiently and that staff and resources are deployed effectively in order to benefit all groups of learners.

Our Pupil Premium Policy states that PPF must be used to support those learners for whom the grant is eligible. However, it is difficult to spend PPF on the improvement of teaching and learning without benefits impacting on other pupils. Additionally, it is morally difficult to exclude a child who is not on FSM from accessing any initiatives if they could clearly benefit from them. However, we are also clear in the way that interventions are targeted to ensure FSM learners benefit from PPF.

Of the current learners in receipt of PP, 3 are LAC and all have an EHCP for SEMH. The majority of the learners fall well below the National Expectations academically due to a range of complex needs. The expenditure of PPF is based on a number of factors and reviewed regularly; it involves not only the school team but also external professionals present at both LAC/PEP and annual review meetings. The Head of School monitors the impact of PPF and feeds back termly to the LAB. Attendance of this cohort of learners is also monitored and reported termly. All students at Unity have a statement or EHCP and most fall well below the national Expectations academically due to a range of complex needs.

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

- A. Due to significant levels of anxiety (ASD) some students find it very difficult to access the school environment.
- B. Baseline levels for many areas of development, particularly the core areas, are below age-related expectations with, Spelling ages Communication, Language Understanding and Speech being significantly below.
- C. Many pupils come from homes that are unable to support a positive reading culture and do not have access to quality books, computers and reading opportunities; this alongside SEND leads to lower spelling abilities.
- D. Many pupils do not have access to additional opportunities that are needed to provide an enriched education and basic life skill experiences leading to successful employment and the ability to cope independently within society in the future.

External barriers (issues which also require action outside school, such as low attendance rates)

- A. Students attend the site from a wide area many travelling by taxi for extended periods.
- B. Pupil attendance, although improving, is a weakness and is below the national average at 84.47%
- C. Interaction with parents is limited due to distance and limited transport for some.
- D. Ensuring that pupils educated off site are accessing their allocated education.

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Extend opportunities for students to visit the wider community linked to curriculum eg theatre, museum and visits to local shops using public transport. Introduce riding & swimming.	Students have an enriched curriculum experience and develop life skills.
B.	Improve levels of comprehension through direct speech and language intervention work.	Improved levels of comprehension and language
C.	Increase opportunities for all students with reading and access to a wide range of reading materials.	Reading ages improve and student knowledge.

D.	Increase the progress in spelling across all age groups with the implementation of Sound Training. Initial assessment of all students and then targeted intervention.	Improved spelling ages over the intervention programme.
E.	Increase the rate of attendance through direct work by LSP's with the family including termly visits to the home and daily calls where required. Support from the link EP's and EWO.	Reduce the % of Persistently Absent pupils who are eligible for the grant so that it matches other groups. Increase the % of families engaging with the school and student progress.

5. Planned expenditure/ Action/Interventions

Academic year 2018/19

i. Proposed Action for 2018/19

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve spelling ages	Appointment of literacy champion and development of Sound programme and intervention.	The Sound training programme has been used across the TBAP Trust with significant success. Targets intervention for certain learners with regular assessment should show progress.	New co-ordinator appointed. Regular assessments of pupil's progress using WRAT. Improved spelling ages.	CH/KC/FW	Summer 2019
Improve opportunities for reading both at school and home.	Structured times for reading allocated to the timetable. Development of a library and opportunity to borrow books. Access to IT for some learners at home	Many students have limited access to reading within the home environment this will have an added impact of raising reading ages. Identified through LAC/EHCP professional meetings.	Time tabled on school curriculum. Reading age assessment.		Summer 2019
Development of language and communication skills	Appointment of a peripatetic SALT to assess and set targets to be implemented by LSP's.	SALT needs highlighted through baseline initial WRAT testing and previous EHCP plans,	Monitored by the DOAL within school and wave leader for intervention.	LD	Termly
Access to educational visits for all both day visits and residential.	To ensure that all children are able to attend the residential visits both locally and in the wider community to develop knowledge and life skills.	It is well documented in a number of case-studies showing that for disadvantaged pupils, greater gains are made in academic learning when they are faced with new challenges in adventurous settings.	Development of life skills and improvement in well-being. Deputy to monitor. Introduction of weekly riding & swimming lessons.	All staff responsible for recommendations in their subject areas. LD	Review Summer 2019.
Extended curriculum opportunities.	Introduction of weekly swimming lessons and three weekly riding. Individual music lessons.		Monitoring of pupil well-being / development of skills swimming/music	SF swimming/ Music HS	Riding £20 per child per week. £ Rental of pool & lessons £660 PA

September 2018

Increase the rate of attendance for those eligible for the grant.	Allocate time for designated LSP to monitor attendance and make home contact.	To improve learner attendance, direct contact with a named professional develops family relationships.	Monitored by BSP regularly reporting to HOS.	BSP/SSM	Termly (music £8,500 PA) Reviewed daily.
Total budgeted cost					

The progress of PP learners is measured against the TBAP 5 basket of indicators and can be as follows:

Formative & Summative Data

- Subject overview of PP against non PP learners

Attendance

- Progress from starting points
- Comparisons against non PP learners
- Termly % for PP group v Non PP learners

Behaviour

- Behaviour points analysis by term and whole year for PP learners
- Overview of exclusion with comparisons against non PP learners
- PASS survey info to be included to compare progress of PP learners v non PP learners

Literacy

- Progress from starting points based on Lexonik (and other interventions)
- Comparisons against non PP learners

Destinations

- Info pertaining to College visits, applications, interviews and placement that are agreed for PP learners
- Comparisons against non PP learners

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