

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Academic year 2021/2022 saw a return to something close to normality in terms of our provision after the pandemic. This meant that our pupil premium strategy could be fully implemented to give our most vulnerable learners the best chance of succeeding against their targets.

The end of academic year data presented below demonstrates the progress made during 2021/2022 for all of our pupil premium learners against their peers.

Figure 1: Engagement for Life

| | Social interaction | | | Cognitive | | |
|-----------------------|---|---|---------------------|---|---|---------------------|
| | Number of Learners who made expected progress | Number of Learners who made below expected progress | % Expected progress | Number of Learners who made expected progress | Number of Learners who made below expected progress | % Expected progress |
| Overall | 47 | 8 | 85% | 46 | 9 | 84% |
| Learner Premium PP | 26 | 5 | 84% | 27 | 4 | 87% |
| Not PP | 21 | 3 | 87.5% | 19 | 5 | 79% |

Figure 2: Foundations for Life

| | Communication and Interaction | | | Problem Solving and Thinking Skills | | |
|-----------------------|---|---|---------------------|---|---|---------------------|
| | Number of Learners who made expected progress | Number of Learners who made below expected progress | % Expected progress | Number of Learners who made expected progress | Number of Learners who made below expected progress | % Expected progress |
| Overall | 120 | 4 | 97% | 115 | 9 | 93% |
| Learner Premium PP | 71 | 0 | 100% | 67 | 4 | 94% |
| Not PP | 49 | 4 | 92% | 48 | 5 | 91% |

Figure 3: Learning for Life

| | Literacy | | | Numeracy | | |
|---------|---|---|---------------------|---|---|---------------------|
| | Number of Learners who made expected progress | Number of Learners who made below expected progress | % Expected progress | Number of Learners who made expected progress | Number of Learners who made below expected progress | % Expected progress |
| Overall | 102 | 23 | 82% | 111 | 14 | 89% |
| PP | 63 | 15 | 81% | 70 | 8 | 90% |
| Not PP | 39 | 8 | 83% | 41 | 6 | 87% |

End of year analysis of the above data informs us our pupil premium learners made better or similar progress than their peers. This can be attributed to the impact of the approaches implemented within our pupil premium strategy statement as indicated below:

Numeracy and Literacy specialists were allocated time to: upskill class teachers, deliver training sessions and provide targeted intervention support to identified pupils. The result being all of our pupil premium learners have made similar or better progress than their peers in literacy and numeracy/equivalent subjects. Our data also supports the impact the numeracy and literacy specialists had on our learners from term 1 to term 3 where there was noticeable progress made as indicated in the below table:

Figure 4: % increase of learners making expected progress from term 1 to 3

| Pathway | Subject/strand | % increase of those learners making expected progress from term 1 to 3 |
|-----------------------------|-----------------------------------|--|
| Engagement for Life | Social interaction | 16% |
| | Cognition | 16% |
| Foundations for Life | Communication & Interaction | 25% |
| | Problem Solving & Thinking Skills | 28% |
| Learning for Life | Literacy | 13% |
| | Numeracy | 13% |

Our Extended Leaders used their allocated time to further extend and support the learning experiences of pupil premium learners. Learner progress review meetings were held each term with Senior and Extended Leaders where the progress of our most vulnerable learners was reviewed and strategies put in place to increase the % of learners making the necessary progress. Figure 4 supports the impact of allocating time to Extended Leaders and the success of deploying the necessary resources to assist with the progress made from term 1 to term 3.

Our pupil premium strategy continued to part fund the role of a Speech and Language Therapist (SaLT). Pupil premium learners identified as requiring high priority SaLT received support based on their initial assessment, these pupils either received 1:1 support or classroom support to embed strategies. In addition, our SaLT upskilled staff on The Derbyshire Language Scheme and the Blanks Levels of Questioning that can be

used to assess the types of questions a learner understands and their verbal reasoning skills. Staff were able to tailor activities and language levels more appropriately, which increased overall pupil understanding and potential for learning as evidenced by our percentage of learners making the expected progress in literacy/equivalent subject (figures 1-3).

The Behaviour Support Practitioners continued to have an impact on our learners through working with class teachers to determine the function of behaviours and identify possible environment triggers to target behaviours. Behaviour Support Plans (BSP's) were then devised and implemented with support and training provided to applicable class teachers to ensure strategies were consistently applied. The impact of this support is indicated below:

Figure 5% Whole school total incidents:

| Term | 20 – 21 (395 on roll) | 21 – 22 (428 on roll) |
|--------|-----------------------|-----------------------|
| Autumn | 235 | 225 |
| Spring | 142 (COVID-19) | 173 |
| Summer | 223 | 167 |
| Total | 600 | 565 |

- Number of incidents has reduced despite an increase in numbers on roll.
- Number of incidents have reduced over the terms showing that BSP's and capable environment expectations are having a positive impact.

The pastoral team and attendance officer has tracked attendance and worked with pupil premium families to identify barriers to attendance and has supported them through home visits and via various communication methods. Other interventions included running workshops, holding parent meetings and liaising with other supporting agencies. As a result of these interventions our pupil premium attendance (**85.7%**) was similar to non eligible pupils (**86.5%**).

Our pupil premium strategy also focused on a variety of wider strategies to add value to the learner journey and to increase cultural capital. The strategies focused on a range of activities that our learners may not get to experience outside of school life. For example, funding was used to subsidise Open Theatre to deliver various projects across the Academy including non-verbal drama. Teachers reported that the impact of these wider initiatives allows our learners to express themselves and explore creativity in a way that is suitable to them. It is also an opportunity for our learners to develop their communication and problem solving skills as is evidenced in figures 1-3.