

## Pupil premium strategy statement 2021/22

At Ash Trees Academy, we provide aspirational and meaningful outcomes for all of our pupils. Our objectives for disadvantaged pupils are to be able to provide them with the same opportunities, experiences and chances of success as their non-disadvantaged counterparts. We place an emphasis on progression in areas of Preparation for Adulthood as well as academic areas. We aim to provide our pupils with rich opportunities to develop their social and independent skills whilst exposing our pupils to experiences that enhance their learning. We feel strongly that no child's opportunities at school should be restricted because of their socio-economic background.

We have a mixed cohort of pupils with a substantial number from complex backgrounds that have been made more difficult since the pandemic. This may have impacted upon communication, regulation and social skills and poor physical and mental health. In order to address these wide and varying needs, our pupil premium strategy plan is multifaceted.

Our Strategic Plan, written in 2021 aims to support our pupils in terms of the recovery curriculum, with an emphasis on sensory regulation and communication. Our Strategic Plan also has clear areas for academic improvement. In particular, addressing improvements in speaking and listening (communication as a whole) skills development and some areas of mathematics so pupils can make progress in core areas of the curriculum. Sensory input is key to our pupils as it allows them to be regulated and therefore access their learning. Regulation is a multifaceted approach which incorporates Future Steps (Occupational Therapy) and our Behaviour Intervention Lead with a focus on viewing behaviour as communication and supporting this through Emotion Coaching and targeted class support/interventions.

We also continue to invest in valuable work with our multi-disciplinary teams, Educational Psychologists, CAMHS/CYPS, Occupational Therapists, Speech and Language Therapists and our own teams who are there to provide communication support, behavioural support, support for physical and mental health needs, as well as attendance issues that are specific to our learners' contexts.

Our key principles of collaboration means that much of our planned work will come from our leadership teams working across the Trust and our use of Trust wide resources. We will audit our current gaps in achievement and use evidence based approaches to close gaps and measure impact. Our learners must be able to achieve good outcomes that will support life chances, whilst being able to develop independence, work related skills and self-confidence that will enable them to have a brighter future after their time in our Trust.

## School overview

Metric	Data
School name	Ash Trees Academy
Pupils in school	171
Proportion of disadvantaged pupils	42%
Pupil premium allocation this academic year	£96,840
Academic year or years covered by statement	2021-22
Publish date	September 2021
Review date	February 2022
Statement authorised by	Rachel Hargreaves
Pupil premium lead	Lauren Banks
Governor lead	Carolyn Morgan

## Disadvantaged pupil barriers to success

Dysregulated behaviours when pupils become heightened due to their sensory needs not being identified, and met, within the school environment meaning loss of learning time.

Communication difficulties which can result in emotional needs going unmet, causing pupils to become distressed and/or heightened and disengage with their learning.

Parents/families reluctant to engage with educational professionals, due to previous break downs in relationships and misunderstanding around educational provision, which can result in poor attendance.

## Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupils to achieve progress goals in communication (speaking and listening)	Speaking and listening data will reflect 70% of pupils make progress in terms of their S&L targets. (data taken from EFL)	Summer 22
Pupils make at least expected progress in maths.	70% of pupils make good progress in terms of Ascent Maths framework. (data taken from EFL)	Summer 22

### Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
Pupils make good progress in relation to their EHCP outcomes inclusive of Preparation for Adulthood outcomes (PLGS)	85% of pupils make good progress towards their EHCP outcomes (PLGS – taken from EFL)	Summer 22
Improve attendance of pupils inline with academy AIP.	Attendance will increase to 91%:	Summer 22
Pupils will be regulated and engaged with their learning within the learning environment as their sensory needs will be met.	Future Steps data will reflect increased engagement.	Summer 22
Pupils will respond to and use, emotion coaching/zones of regulation, to support and reinforce their behaviour and develop communication skills to support use of emotion coaching.	Behaviour watch will reflect reduced level 3 behaviours. Reduced PIS.	Summer 22

### Teaching priorities for current academic year

Aim	Evidence of impact	Target date
Communication strategies embedded into classroom practice to engage all learners.	Speaking and Listening data – 70% of pupils achieving their goals	Spring 22
Embedded sensory processes within the classroom practice to support regulation and engagement with learning.	Pupils make good progress inline with their maths/English and PLGS targets.	Spring 22

### Targeted academic support for current academic year

Measure	Activity
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Priority 1	Communication environment peer reviews across the Trust and identification of resources and strategies to support each classroom and individual pupils.
Priority 2	Future Steps referral system in school to design sensory programmes for individual pupils for classroom staff to deliver.
Barriers to learning these priorities address	Pupils presenting with dysregulated behaviours due to communication needs going unidentified/unmet.
Projected spending	Future Steps: £24,500 Communication: £5,000 Individual classroom resources – sensory/regulation/PLGS £3580

### Wider strategies for current academic year

Measure	Activity
Priority 1	Classroom strategies and individual pupil support with regards to Emotion Coaching/Zones of Regulation and strategies to support pupil regulation to complement FS programme.
Priority 2	Support for vulnerable families to build relationships with school, engage with school and classroom team and increase pupil attendance to 91%.
Barriers to learning these priorities address	Pupils struggling to engage with classroom environment and building relationships with parents to support pupils and their behaviour.
Projected spending	Behaviour Intervention Lead: £26,000 Attendance lead: £15,000

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Having resources to support sensory regulation that are ready and accessible in classes.	A larger classroom budget for sensory tools to support the independent use of regulation resources without having to rely on shared spaces.
Targeted support	Speech and Language services advise strategies that are often individualised. A large proportion of SLD pupils have had SALT withdrawn.	Designated, in house speech and language support through our own ELKLAN trained assistant.
Wider strategies	Some pupils have barriers to learning that are unique and require a specialised programme.	Behaviour support lead can run individual and small group intervention sessions to support specific, targeted areas.

## Review: last year's aims and outcomes

Aim	Outcome
Ensure PP pupils make progress in all areas of the curriculum commensurate to abilities and can access remote learning. This includes strategies to encourage children back to school and supporting the attendance of children.	Progress was impacted by a second lockdown, staff reverted to home learning which centred around EHCP outcomes. 91.9% of pupils made progress in terms of their EHCP outcomes.
PP pupils develop an awareness of their emotions, leading to self-regulation of behaviour. This improves access to learning	Physical interventions reduced by 68% in Autumn 20 in comparison to Autumn 19, this reduction continued throughout the academic year.
Pupil Premium pupils assessed needs are identified within the EHCP as measurable targets, which lead to specific personalised interventions.	All EHCP outcomes are now on EFL with tracked evidence specific to an in class intervention against each one (PLG).

49% of pupils accessing Future Steps are pupil premium. Sensory resources have been ordered for every class so a designated space is available for pupils throughout the school day.

Identified Communication assistant has undertaken PECS training and is due to undertake ELKLAN training this term. Is liaising with Stockton SALT lead.

Communication and Interaction PLGS – audit of evidence on EFL, observations carried out and information collated to deliver training 24.1 and designated PLG time identified in every pupil's school day.

DHT is booked on to Emotion Coaching training (2 day) in Spring 2.

Autumn EHCP Data – prior to purchase of sensory equipment and Communication assistant:

PP	14%	75%	11%
Non PP	19%	74%	6%

Autumn 2020		Autumn 2021		Overall % Increase/Decrease
Physical Interventions	12	Physical Interventions	18	+50%
Level 1	132	Level 1	38	-70%
Level 2	500	Level 2	276	-45%
Level 3	55	Level 3	43	-22%
Bullying	0	Bullying	0	-
<b>Total</b>	<b>699</b>	<b>Total</b>	<b>375</b>	<b>-46%</b>
Positive Slips	114	Positive Slips	46	-59%

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Although PIs have increased this term, this relates predominantly to one specific pupil and is a level 1, hair pull behaviour. Interventions have taken place and Autumn 2 saw a reduction in these. Level 3 behaviours continue to decrease with sensory regulation as provided by FS supporting this.

**Bi-annually Progress Data- Early Indications**

Assessment progress data headlines using Ascent Trust Target Setting Rationale.

BEP = Below Expected Progress

MEP = Making Expected Progress

AEP = Above Expect Progress

(Not all percentages total 100 due to rounding.)

**Pathway 2a:**

%	Reading	Reading PPG/Non-PPG	Writing	Writing PPG/Non-PPG	Number	Number PPG/Non-PPG
BEP	4% (2)	5% (1)/3% (1)	5% (2)	0% (0)/7% (2)	8% (3)	5% (1)/11% (2)
MEP	67% (32)	58% (11)/72% (21)	63% (26)	57% (8)/67% (18)	24% (9)	26% (5)/21% (4)
AEP	29% (14)	37% (7)/24% (7)	32% (13)	43% (6)/26% (7)	68% (26)	68% (13)/68% (13)

**Pathway 2b:**

%	Reading	Reading PPG/Non-PPG	Writing	Writing PPG/Non-PPG	Number	Number PPG/Non-PPG
BEP	80% (16)	86% (6)/77% (10)	59% (13)	50% (4)/64% (9)	36% (10)	22% (2)/41% (8)
MEP	20% (4)	14% (1)/23% (3)	36% (8)	38% (3)/36% (5)	36% (10)	44% (4)/32% (6)
AEP			5% (1)	13% (1)/0% (0)	29% (8)	33% (3)/26% (5)

**Headlines:**

- Pathway 2a pupils out performing Pathway 2b, due to target setting rationale. Pathway 2a are expected 1 step progress by end of year and Pathway 2a 1 step at the mid-year point.
- Within Pathway 2a, Number has 92% MEP and better with the significant proportion making better than expected progress at this stage. Reading has a slightly higher percentage of pupils MEP and better (96%) than Writing (95%), with a slightly larger cohort with 7 more pupil included in the data collection.
- Within Pathway 2b, Reading and Writing large proportions of pupils are not making the expected level of progress at this stage. Several factors have contributed to this including the English Baseline in October (due to change of assessment), significant staffing impact of Covid in early Spring and an early data collection. This impact has not been as extensive in Maths with 65% MEP and better, due to the consistent assessment system and longer period of time between data collect points. Number remains significantly lower than Pathway 2a data at this stage.
- Teaching of Reading and phonics is a focus for school improvement this year, with impact to be seen during Summer Term 2022.
- 1 class missing from initial data analysis, due to teacher illness, so deadline date extended.