

## Pupil premium strategy statement 21/22

As we come out of the pandemic, we are getting a much clearer picture of the impact the pandemic has had on our most vulnerable young people. Attendance rates are showing a substantial gap in our secondary provisions between our disadvantaged children and our non-disadvantaged. Rates of persistent absenteeism are of particular concern and we need to work within our new attendance policy to identify creative ways to reduce persistent absenteeism rapidly.

There are challenges in progress rates across the Trust where we need to close gaps, particularly in literacy and communication. All our schools have a focus on oracy, reading and writing as part of their improvement plans and we will be particularly focus on outcomes for our disadvantaged young people, ensuring quality first teaching, whilst also ensuring that our teachers are well-trained and subject leadership and understanding of the curriculum are strong. We are also investing in Speech and Language Assistants across our schools who will be vital in ensuring our communication strategy is well-delivered.

There are no significant gaps in behavioural data for our young people because we direct PPG funds to support sensory regulation and ensure that all our colleagues are well-trained in de-escalation and the use of emotion coaching. We have moved away from a bought in service for OT to appointing our own team. We will be using PPG funding to ensure that this change is well-managed and ensure that there is seamless provision for our young people.

Finally, we are developing a programme in each academy that aims to develop even closer parent partnerships that impact positively on outcomes for young people. This will ensure that all children have advocates, that we share progress from home and from school and develop a sound understanding about the needs of each and every child.

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 2022 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 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	172
Proportion of disadvantaged pupils	40%
Pupil premium allocation this academic year	£91460
Academic year or years covered by statement	2022 - 23
Publish date	September 2022
Review date	February 2023
Statement authorised by	Graeme Musson
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/reading)	Reading data and Speaking and Listening data will reflect 70% of pupils make progress in terms of their S&L targets. (data taken from EFL)	Summer 23
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 23

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

<b>Aim</b>	<b>Evidence of impact</b>	<b>Target date</b>
Pupils make good progress in relation to their EHCP outcomes inclusive of Preparation for Adulthood outcomes (PLGS)	At least 85% of pupils make good progress towards their EHCP outcomes (PLGS – taken from EFL)	Summer 23
Improve attendance of pupils inline with academy AIP and reduce rate of persistent absentees.	Persistent absentee rate will reduce from 16.2%.	Summer 23
Pupils will be regulated and engaged with their learning within the learning environment as their sensory needs will be met.	EHCP data as above.	Summer 23
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 23

### Teaching priorities for current academic year

<b>Aim</b>	<b>Evidence of impact</b>	<b>Target date</b>
Communication strategies embedded into classroom practice to engage all learners and embed a love of reading.	Reading and Speaking and Listening data – 70% of pupils achieving their goals	Spring 23
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 23

### Targeted academic support for current academic year

<b>Measure</b>	<b>Activity</b>
Priority 1	Communication environment peer reviews across the Trust and identification of resources and strategies to support each classroom and individual pupils.

Priority 2	Occupational Therapy programme that is trust based, with an OT assistant on site to supporting in the designing and implementation of 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	Occupational Therapy Assistant - £18,961 Communication Assistant - £13,878 Sensory equipment as determined by OT - £10,000 Individual classroom resources – sensory/regulation/PLGS £5000

### Wider strategies for current academic year

Measure	Activity
Priority 1	Increase parental engagement in the pupil learning through means such as learning workshops, coffee mornings and parent consultations. Impact measured via parental feedback.
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	Attendance lead: £18,604

## 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 SALT trained assistant. MDT approach to supporting pupils that is in house.
Wider strategies	Some pupils have barriers to learning that are unique and require a specialised programme.	OT programmes in place, followed and adapted. MDT approach across school. Behaviour support lead can run individual and small group intervention sessions to support specific, targeted areas.

## Review: last year's aims and outcomes

Aim	Evidence of impact	Review
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)	95% of pupils made good progress in relation to EHCP targets.
Improve attendance of pupils inline with academy AIP.	Attendance will increase to 91%:	Attendance sat at 91.4% though persistent absentees remained a concern at 16.2%
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. BW data.	Whilst PIs did not decrease this was the first academic year of 3 without closures. This continues to be a priority in terms of physical sensory regulation and emotional regulation support.
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.	A pupil well being lead has now been appointed to run alongside the behaviour lead.

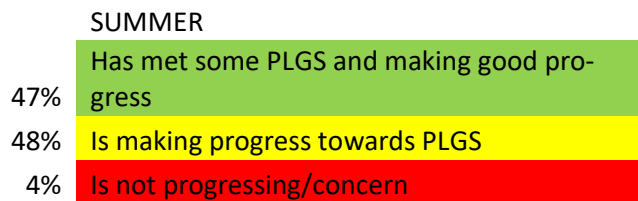
			Number of Physical Interventions	Total number of students
		19/20	69	13
		20/21	23	10
		21/22	37	13

### Teaching priorities for current academic year

Aim	Evidence of impact	Actions
Communication strategies embedded into classroom practice to engage all learners.	Speaking and Listening data – 70% of pupils achieving their goals	Recruitment of SALT asst in line with priorities
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.	Recruitment of OT asst in line with priorities.

### REVIEW OF TEACHING PRIORITIES

ECHP data



	Green	Yellow	Red
PP	50%	45%	5%
Non PP	45%	51%	4%

**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)

- English data encapsulates communication strategies being used in classes.
- Pathway 2a pupils out performing Pathway 2b, due to target setting rationale, PPG pupils are in line with this as it exceeds non PPG progress in 2b. Pathway 2a are expected 1 step progress by end of year and Pathway 2a 1 step at the mid-year point where non PPG progress out performs PPG progress.
- 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.

**Pathway 1:**

%	Footsteps:	Stepping Out:	Pathway 1:
Pupil No.	20	19	39
BEP	30% (6)	63% (12)	46% (18)
MEP	5% (1)	11% (2)	8% (3)
AEP	65% (13)	26% (5)	46% (18)

- Similar cohort size within each Pathway 1 Assessment Framework.
- Pupils working towards Footsteps assessment have a larger proportion making better than the expected level of progress which at this stage of the year is 4 or more statements. 70% of pupils making expected progress against targets or better.
- Within Stepping Out 37% of pupils making expected progress against targets or better, with a larger group not making the expected 9 statements by this stage in the year.



