

# Pupil Premium Strategy Statement 2020-21

## School Overview

Metric	Data
School name	Medeshamstede Academy
Pupils in school	119
Proportion of disadvantage pupils	42.8% (51 pupils)
Pupil premium allocation this academic year	£64 850
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	Laura Ives
Pupil premium lead	Laura Ives

## Disadvantaged pupil progress scores for last academic year

All pupils are performing below age related expectations and were below national average scores. All pupils have an Education, Health and Care Plan with communication and interaction (autism) as their main presenting need. Pupils met the small step targets towards the long term (1-2 year outcomes) of their EHCP.

## Strategy aims for disadvantaged pupils

Measure and Score
<p>All pupils in receipt of Pupil Premium make expected progress in relation to their EHCP and the long term outcome (1-2 years or end of key stage) for the 4 areas of need:</p> <ul style="list-style-type: none"> <li>• communication &amp; interaction</li> <li>• cognition &amp; learning (pupils make at least expected progress for reading, writing and maths in line with their yearly person centred target).</li> <li>• sensory &amp; physical</li> <li>• social, emotional and mental health</li> </ul>
<p>All pupils leave at the end of year 11 with qualifications for functional skills or GCSE (where appropriate) in core subjects of maths and English.</p>

Measure	Activity
<p>Priority 1: communication and interaction needs</p>	<p>Ensure we diminish the gap between disadvantaged pupils and their peers in all teaching groups for language and communication, oracy and phonics.</p> <p>Raise outcomes for pupils who are under-achieving, specifically disadvantaged pupils, through: staff CPD, quality first teaching and research-based autism strategies:</p> <ul style="list-style-type: none"> <li>• TEACCH (all learners)</li> <li>• Intensive Interaction (pre-formal learners/pre-verbal learners)</li> <li>• Colourful Semantics (pre-formal and semi-formal stage learners)</li> <li>• PECS, PODD books and augmented communication (pre-formal stage learners)</li> <li>• Daily phonics teaching (Letters and Sounds – all learners below ARE)</li> <li>• Attention Autism (pre-formal and semi-formal stage learners)</li> </ul>
<p>Priority 2: Cognition and learning needs</p>	<p>Provide a structured catch-up recovery programmes for disadvantaged pupils in Reading, Writing and Maths to ensure gaps in learning are identified and addressed through:</p> <ul style="list-style-type: none"> <li>• 'Switch On' reading and writing targeted intervention (semi-formal and formal stage learners)</li> <li>• Smart English (formal stage learners – secondary phase)</li> </ul>

	<ul style="list-style-type: none"> <li>• 'Social Thinking' to support reading comprehension skills so that readers can infer meaning from texts (formal stage learners)</li> <li>• Targeted catch-up intervention for maths (formal stage learners – secondary phase)</li> </ul>
Priority 3: Social, emotional and mental health (SEMH) needs	<p>Deliver targeted metacognition and self-regulation strategies to increase independence using the curriculums of:</p> <ul style="list-style-type: none"> <li>• Attention Autism (pre-formal and semi-formal stage learners)</li> <li>• Think Social (semi-formal and formal learners)</li> <li>• Zones of Regulation (pre-formal and semi-formal learners)</li> <li>• Targeted support for play and interaction (all learners)</li> </ul>
Priority 4: Sensory and Physical needs	<p>Deliver outdoor activities to promote holistic child development, and deliver intervention to meet the sensory and physical needs of disadvantaged learners through:</p> <ul style="list-style-type: none"> <li>• Forest school</li> <li>• Sensory circuits</li> <li>• Daily sensory mile</li> </ul>
<b>Barriers to learning these priorities address</b>	<p>MHA is an all through special academy serving children with communication and interaction difficulties (autism) as their main presenting need, although they will have needs in all 4 areas of SEND. It is these disabilities which are the primary barrier to progress and achievement that we must support our pupils to overcome, including those who are in receipt of Pupil Premium. All pupils have an EHCP and class sizes are small (averaging 8 pupils) that are grouped according to their stage not age to follow a curriculum and assessment appropriate to their individual needs. Pupils can be described as pre-formal, semi-formal and formal learners according to their developmental stage. As such our approach is designed to ensure that we are able to provide an education of the quality necessary to make sure that having SEND as described above, and being in receipt of Pupil Premium, is not a double disadvantage.</p> <p>To support the academy to achieve this we align our practice with the recommendations set out in the Education Endowment's guide to the Pupil Premium. In particular the comment "<i>Good teaching is the most important lever schools have for improving outcomes for disadvantaged pupils. Using the Pupil Premium to improve quality teaching benefits all students and has a particularly positive effect on children eligible for Pupil Premium.</i>"</p> <p>A further challenge faced by our pupils is accessing the opportunities to be able to apply what they have successfully achieved within school, in less familiar contexts beyond the classroom, academy and with different people. As such enabling our pupils to access opportunities across different environments in the academy and beyond is a key way of supporting them to overcome barriers to future success and in preparation for adulthood.</p> <p>There is a clear teaching sequence of interventions provided for pre-formal through to formal learners addressing the 4 areas of need within the EHCP and SEND Code of Practice. This means all pupils are supported to overcome barriers associated with autism and their characteristics of learning for:</p> <ul style="list-style-type: none"> <li>• Social Communication Difficulties (receptive &amp; expressive language)</li> <li>• Restricted or Repetitive Behaviours and Interests</li> <li>• Sensory Processing</li> <li>• Learning Styles: <ul style="list-style-type: none"> <li>○ Difficulty with implicit teaching</li> <li>○ Attention</li> <li>○ Auditory processing</li> <li>○ Executive functioning</li> <li>○ Theory of mind</li> </ul> </li> </ul>
<b>Projected Spending</b>	£ 64 850

## Teaching priorities for current academic year

Aim	Target	Target date
<b>Progress in Phonics</b>	Pupils reach expected standards in phonics at end of Y2 (as pupils are below ARE)	June 2021
<b>Progress in Reading</b>	Achieve progress measures in line with their expected end of year target for reading and EHCP outcome.	Sept 2021
<b>Progress in Writing</b>	Achieve progress measures in line with their expected end of year target for writing and EHCP outcome.	Sept 2021
<b>Progress in Maths</b>	Achieve progress measures in line with their expected end of year target for maths and EHCP outcome.	Sept 2021
<b>Improve language and communication development including social interaction skills for the most vulnerable pupils.</b>	Achieve progress measures in line with their expected end of year target and EHCP outcome.	Sept 2021

## Targeted academic support for current academic year

Measure	Activity
Priority 1: Communication and interaction needs	Use Connecting Steps: B Squared and AET standard strategies to embed targeted support to help with catch up and recovery learning. Implement Think Social end of term assessment.
Priority 2: Cognition and learning needs	Use Connecting Steps: B Squared and AET standard strategies to embed targeted support to help with catch up and recovery learning. Deploy 2 members of staff in the role of reading champions in each academy phase to carry out targeted phonics, Switch On and Smart English intervention and assessments.
Barriers to learning these priorities address	Addressing specific needs and provision contained within EHCP through person centred planning and targeted support will help ensure all children make their expected progress this year.
Projected spending	£ 14 800

## Wider strategies for current academic year

Measure	Activity
Priority 3: Social, emotional and mental health (SEMH) needs	Deploy behaviour and well-being leader to deliver targeted support of Zones of Regulation and Think Social curriculums and end of term assessments. Deploy DSL to deliver family liaison to support children and their families with SEMH issues and collaborate with other agencies and professionals for targeted family support. Deploy academy educational psychologist for whole staff training regarding neurological approaches to SEMH needs.
Priority 4: Sensory and physical needs	Deploy physical development coach (primary phase) to deliver sensory circuits and sensory mile interventions. Deploy PE coach (secondary phase) to deliver PE curriculum, sports and games. Deploy Outdoor learning leader to deliver Forest School and sensory and physical interventions for outdoor learning.
Barriers to learning these priorities address	Addressing specific needs and provision contained within EHCP through person centred planning and targeted support will help ensure all children are regulated, ready to engage and learn well in order to make expected progress this year.
Projected spending	£ 50 000

## Monitoring and Implementation

Area	Challenge	Mitigating Action
Teaching	Ensuring time and support is given to allow for professional development of teaching and support staff.	Use of INSET days, Partnership with AET & NAS, online training sessions, webinars and in-house expertise. Engagement model is implemented for pre-formal stage pupils.
Targeted support	Ensuring diagnostics are taking place and extra support staff for each class of 8 are deployed to deliver interventions.	Assessment is used to identify gaps in learning, and implement targeted support by teaching assistants. Termly bench marks for the individual pupil are met through pupil profile data ensuring pupils are on track to meet the longer term outcomes of their EHCP. Support staff deliver targeted intervention and are not deployed as 'velcro models'.
Wider strategies	Engaging with families who are facing challenges and gaining support from other services	Support is given to ensure that all pupils have full access to broad educational experiences, such as Forest School, sensory and physical activity, competing in sporting events, preparing for adulthood and career-linked events. In-house expert in emotional support and family support is deployed.

## Review: Last year's aims and outcomes

Aim	Outcome
Close the gap between disadvantaged and non-disadvantaged pupils.	There is good evidence that the gap between disadvantaged and non-disadvantaged pupils is closing. All pupils were supported with access to a laptop during school closure. All families completed the addition of section M to the EHCP during school closure which ensured provision to meet needs was maintained and transferred to the home setting during school closure.
Targeted intervention to aid progress in reading.	There is good evidence that children made good progress through reading interventions.
Support for children and their families with SEMH needs.	Forest school, sessions with the outdoor learning leader and other specialists supported children and their families. Support through family liaison was particularly effective during school closure and disruption of the pandemic.