

# Pupil premium strategy statement – *Pictor Academy*

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	126
Proportion (%) of pupil premium eligible pupils	30.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2022/2023 to 2024/2025
Date this statement was published	December 24
Date on which it will be reviewed	July 24
Statement authorised by	Jo Williams Head of School
Pupil premium lead	Kerry Butler
Governor / Trustee lead	Jess Porter

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59, 510
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£59, 510

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. We believe that by supporting pupils and their families in meeting their physical and social-emotional needs, reducing anxiety and improving feelings of security, that we will see them flourish both academically and as members of our community.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they ultimately require to be prepared for adulthood.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The emotional and mental health needs of our pupils and families (including attachment difficulties, anxiety relating to individual responses to their environment), their ability to self-regulate and ability to engage in learning. This has been identified through PP behaviour analysis data, staff feedback and reports, and the use of the assessment traffic light system.
2	Our pupils need specific teaching to enable them to progress socially, learning to accept, and engage with others and learning how to communicate with them.
3	Analysis of the needs of our pupils reveals a high number with significant sensory needs that impacts on their ability to access learning in all areas.
4	Through observations and conversations with pupils and their families, we

	find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. This has been impacted further by the cost of living crisis.
5	Through conversations and meetings with pupils' families we find that parents/carers require help/documentation from school in order to access support or are unaware of the support available and benefit from help finding it. Many of our pupils have significant needs that put significant pressure on the family environment. Supporting improved quality of life for families is an important role of the school.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved engagement in learning	Pupils will be developing/secure in 80% of their EHC annual targets. This includes positive progress made towards communication targets and SaLT aims which has supported pupil's access to and engagement across the curriculum.  Evidence gathered through Evidence for Learning and specifically the use of the Engagement Model shows pupils engage well with learning experiences offered.
Increased ability of pupils to self-regulate	The Behaviour Lead will have the capacity to provide consultation to teachers, teaching assistants and parents/carers to collaborate on highly personalised regulation strategies.  Strategies to support regulation will be further embedded in the school curriculum and evidence of these approaches will be apparent in the school environment as well as in behaviour and attitudes. The impact will be evident within reports, learning journeys and through achievement of EHC annual targets.
Improved self-esteem and emotional resilience, with a reduction in pupil anxiety	Impact will be evidenced through behaviour analysis, school attendance data, Evidence for Learning, achievement of EHCP targets and observations of relationships between staff and pupils.
Through a range of social and interactive activities disadvantaged pupils will have	Through observations and discussions with pupils and their families.

greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	
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## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Flexible, enhanced staffing to allow for higher staff/pupil ratios, smaller learning groups and increased opportunities for social interaction	<p>The EEF toolkit refers to the extensive evidence of the high impact that improved communication has on achievement. The school vision for 'autonomous communication' is extended through purposeful, curriculum-focused dialogue and interaction. Specific communication needs are highlighted through EHCP outcomes and support is targeted.</p> <p>Small group tuition has also been shown to be effective in improving attainment. This is referred to in the EEF toolkit but we have also seen evidence within school of improved engagement and learning when pupils work in smaller groups. Evidence shows that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	1, 2, 3
CPD for teaching staff on the Equals Curriculum, Intensive Interaction, Rebound Therapy, Tacpac and Trauma Related Practice to help pupils with emotional regulation	<p>According to the EEF toolkit, therapeutic social and emotional learning approaches have a positive impact on additional progress in academic outcomes and the importance of being able to effectively manage emotions is beneficial to children and young people even when it doesn't translate into academic scores.</p>	1, 2, 3

## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Speech and Language therapy across the school. A proportion of PP funding is used to increase SaLT provision by employment of a Speech Therapist 3 days per week and an Assistant Speech Therapist 3 days per week	<p>Effective SaLT leads to</p> <ul style="list-style-type: none"> <li>Improved fluency, articulation and understanding according to the child's preferred mode of communication</li> <li>Where appropriate improved coordination and strength of speech muscles;</li> <li>Improved auditory processing and phonological awareness skills</li> <li>Improving literacy and pre-literacy skills;</li> </ul>	1, 2, 3
½ day play therapy provided per week in school by a Qualified Play Therapist to identified pupils. This allows for three pupils at a time to undertake a block of twelve sessions which will be extended if necessary on review.	Schaefer, 1993 suggests that play is as important to human happiness and well-being as love and work. Play therapy offers pupils the opportunity to help them cope with difficult emotions and find solutions to problems (Moustakas 1997, Schaefer 2005)	1, 2

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 24,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	1, 3

<p>Parent Support Advisor employed by the school for 2 days per week to</p> <ul style="list-style-type: none"> <li>-build relationships with parents, including coffee mornings</li> <li>-provide support to parents in finding the help they need at home</li> <li>-work alongside parents to implement strategies used in school within the home</li> </ul>	<p>The EEF toolkit describes the positive impact parental engagement has on improving attainment and particularly note the importance of supporting parents in assisting their children's learning or their self-regulation.</p>	<p>1, 5</p>
<p>Funding assisted places on the 5 day Residential Outdoor Activity break to Bendrigg for those who wouldn't otherwise be able to attend</p>	<p>Each year we clearly see the positive benefits on academic learning and beyond of this experience at Pictor Academy. Every year we see those pupils who take part in the trip gain confidence in their own abilities as they take a trip away from home, some for the very first time, and engage in challenging activities which they are successful in achieving. The impact goes beyond those who attend the residential week with other pupils in school engaging in talk about the pictures they see displayed through the year following the trip.</p>	<p>1, 2, 5</p>

**Total budgeted cost: £ 59,510**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our internal assessments during 2023/24 indicated that disadvantaged pupils academic and wider development outcomes were in line with non-pupil premium children.

We used pupil premium funding to help provide wellbeing support and targeted interventions where required to meet individual needs.

#### **Improved engagement in learning**

Progress in engagement in learning for PP pupils is in line with Non-PP with examples seen on Assessment for Learning. Evidence shows that PP pupils follow a highly personalised curriculum based around their individual needs, abilities and interests to support learning and engagement, in line with non-pp pupils. Additional support to develop communication skills has promoted pupil's voice, agency and engagement in a wider range of curriculum activities.

#### **Increased ability of pupils to self-regulate**

There are no significant differences in number of behaviour incidents between PP and Non-PP pupils and in some cases, observations and detailed monitoring of behaviour incidents recorded provide evidence of an increase in ability for PP pupils to co-regulate and self-regulate. Improved communication skills have supported pupil's to express themselves more appropriately thus supporting their self-regulation skills.

#### **Improved self-esteem and emotional resilience, with a reduction in pupil anxiety**

All interventions including hydrotherapy, rebound therapy and play therapy led by Jennie Dubowitz play therapist from Longford Park School, have been carefully monitored and tracked with positive personalised outcomes for our pupils. They have all engaged well and are able to have their individual sensory and emotional needs addressed in a safe environment or activity.

**Through a range of social and interactive activities disadvantaged pupils will have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.**

Disadvantaged pupils are able to engage more within the wider community and prepare for adulthood which is evidenced through observation and discussions with parents led by our Family Support Worker Marisa Vasquez.

### Externally provided programmes

Programme	Provider
N/A	