

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Pictor Academy
Number of pupils in school	118
Proportion (%) of pupil premium eligible pupils	25.42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Andrew Taylor, Executive Headteacher
Pupil premium lead	Sarah Anderson
Governor / Trustee lead	Paula Higginson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,350
Recovery premium funding allocation this academic year	£11,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£51,370

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 the virus/hygiene/personal safety and anxiety relating to individual responses to the environment) has impacted on pupils' attendance, their ability to self-regulate and ability to engage in learning. This has been identified through PP attendance figures in 2020/21, staff feedback and reports, and the use of the assessment traffic light system implemented to aid Covid recovery which looks at levels of engagement in learning.
2	Analysis of our progress data shows that our pupils made less progress in social communication skills due to disruption to their peer groups and social opportunities. Our pupils need specific teaching to enable them to progress socially, learning to accept and engage with others and being taught 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 pandemic.
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 impact on both their ability to learn/engage in the home environment and on their families.

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	<p>Pupils will be secure in 80% of their EHC annual targets.</p> <p>Using Lynn McCann, 2020, traffic light system of level of tolerance and demand, pupils will mainly be functioning in the green zone.</p>  <p>See https://www.evidenceforlearning.net/learningshared/recoverycurriculum13-katie-fielding/ for further details</p>
Increased ability of pupils to self-regulate	Zones of Regulation will be embedded in the school curriculum and evidence of this teaching strategy will be apparent in classrooms as well as the way our pupils behave. 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 use of SDQ questionnaires where appropriate, and within learning journeys, staff and

	pupil voice and achievement of EHC annual targets
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.	Through observations and discussions with pupils and their families.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£25,876**

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 oral language interventions have on achievement. Learners' use of vocabulary, articulation of ideas and spoken expression is extended through purposeful, curriculum-focused dialogue and interaction. Specific spoken language difficulties 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 Zones of Regulation to help pupils with emotional regulation	<p>According to the EEF toolkit, 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: £6,375 + £500 = £6,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Provision of additional technology such as ipads in order to engage identified pupils in learning/communication with others	For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum: Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	1, 2

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

Budgeted cost: £1600 + £ 14,719 + £2,300 = £18, 619

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 lap pads, tunnels, weighted jackets, rocking chairs and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	1, 3
Parent Support Advisor employed by the school for 2 days per week to	The EEF toolkit describes the positive impact parental engagement has on improving attainment and particularly note the importance of	1, 5

<p>-build relationships with parents, including coffee mornings</p> <p>-provide support to parents in finding the help they need at home</p> <p>-work alongside parents to implement strategies used in school within the home</p>	<p>supporting parents in assisting their children's learning or their self-regulation.</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: £51, 370

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 indicated that disadvantaged pupils academic and wider development outcomes were in general below what was anticipated.

Our assessment of the reasons for these outcomes points primarily to the impact of Covid-19. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high quality curriculum, even when pupils were not in school, via resources created by teaching staff. However, it was challenging to provide support to our pupils online as many will not engage in 'school' learning within the home environment.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support had a significant impact on behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

Pupils to be able to regulate their sensory difficulties in order to access learning throughout the school day

To reduce pupil anxiety and improve self esteem and emotional resilience

Covid-19 continued to significantly impact on the provision of sensory circuits. Detailed baseline assessments of pupils' individual targets were made on their return to school in September. This allowed for new priorities for learning and/or engagement in learning to be identified, and progress made during lockdown celebrated. Many pupils experienced anxiety and we introduced a traffic light system of levels of tolerance in order to calculate the amount of engagement they could manage in a day. This reduced over the year. Further information about the recovery curriculum can be found at <https://www.evidenceforlearning.net/recoverycurriculum/> Although training was delayed for members of staff in school to train as Mental Health First Aiders this is now in process.

For named pupils to begin to communicate confidently using Snap Core on ipads

Ipads and the relevant software were purchased and pupils were able to extend their communication skills, making a wider range of requests, using a wider range of vocabulary and commenting on actions and in play with both adults and peers. This is evidenced in pupil learning journeys and reports.

For pupils to record their learning using Clicker in order to overcome the physical difficulties that impact on this recording

Covid-19 had a significant impact on the success of this target.

For pupils to learn specific social skills within focused learning sessions

Again, Covid-19 had a significant impact on this target with additional TAs unavailable.

To continue to improve communication with families and build strong relationships with parents/carers

In addition to our Parent Support Advisor other staff were also able to provide regular communication and support, including home learning, to our families. We take particular pride in the support we were able to offer during lockdown.

To provide breakfast for those pupils whose home routine/eating issues mean they come to school not having eaten

Pupil learning journeys capture the positive impact this has had on engagement in learning and healthy eating. Using a desensitisation hierarchy, and starting with foods the pupil would eat, they are now eating a range of fruit and healthy cereals at the start of the school day as well as now eating a hot school dinner.

For pupils identified as potentially benefiting from play therapy to address mental health issues, particularly anxiety, to access this therapy

Pupils were identified as benefiting from play therapy and this was provided by Jennie Dubowitz from Longford Park. They have all engaged well and are able to explore their individual concerns in a safe environment.

To work with the virtual school to identify specific individual needs for LAC pupils

Play therapy and music lessons have been provided via the Virtual School to improve self esteem. Termly PEP reports show the positive impact this has had and learning journeys demonstrate good engagement with learning.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. This includes achieving the Leading Parent Partnership accreditation and developing enhanced provision for pupils with sensory needs by maximising access to safe spaces in times of dysregulation. As a school we enhance our speech and language therapy provision by employing a Specialist Speech and Language Therapist for three days a week. This allows us to provide more support for pupils with social communication difficulties.