



Pupil Premium Strategy

2020 – 21



| Summary Information | | | | | |
|--|----------------|--|----|---------------------------|-------|
| School | Pictor Academy | | | | |
| Academic year | 2020/21 | Total PP budget* | | £51,100 | |
| Total number of pupils* | 120.4 fte | Number of pupils eligible for PP* | 38 | Total % PP pupils* | 31.5% |
| *PPG is calculated using numbers from the Jan'20 census and is paid in quarterly instalments in July '20, October '20, Jan '21 and April '21; funding figure quoted based on info from Arbor | | | | | |

| Current Attainment (summer 2020) | | | |
|---|---|-------------------------------------|--|
| | Pupils eligible for PP (Pictor) | Pupils not eligible for PP (Pictor) | All pupils with SEN (National average) |
| % achieving expected standard or above in reading, writing & maths (end of KS2) | Pupil progress was not analysed in the usual way as the majority of pupils were not in school between March and July due to the global pandemic. End of KS assessments did not take place. On return to school in September, pupils will be reassessed against their individual targets; new priorities for learning may be identified, and progress made during lockdown celebrated. This may influence interventions, particularly related to anxiety. | | |
| % making at least expected progress in reading | | | |
| % making at least expected progress in writing | | | |
| % making at least expected progress in maths | | | |

| Main Barriers to Educational Achievement | |
|--|---|
| B1 | High number of pupils with significant sensory needs – impacting on ability to access learning in all areas |
| B2 | Significant number of children with limited emotional resilience and low self-esteem – impacting on motivation and engagement with learning |
| B3 | Poor expressive language – impacting on all areas of learning |
| B4 | Physical difficulties that impact on recording of learning – literacy and numeracy in particular |
| B5 | Emotional & mental health needs of pupils and families (including attachment, separation anxiety & anxiety relating to the virus/hygiene/personal safety) – impacting on pupils' attendance and ability to be emotionally ready for learning. |

Planned Expenditure

| Desired outcome (linked to barrier) | Action/approach and costs | Personnel | Rationale | Review dates | How impact will be measured |
|--|---|-------------------------------------|--|------------------------------|--|
| <p>Pupils to be able to regulate their sensory difficulties in order to access learning throughout the school day (B1)</p> | <p>Sensory OT consultation and advice provided within each class. Observations made, general advice and strategies provided. £75 per hour plus travel time/expenses 16 classes, 3 hours per class (including written strategies) = £3,600 + travel time/expenses</p> <p>Individual resources subject to advice from sensory OT £200 per class = £3,200 + additional monies for specific furniture if needed eg rocking chairs have been successful in other special schools locally</p> <p>Opportunities for individual assessments if necessary, and additional interventions. £350 per assessment, £75 per hour intervention/review with staff + travel costs</p> | <p>SA/KL SensoryWise OT</p> | <p>A significant number of pupils attracting pupil premium have sensory needs that impact on their ability to engage with learning. Teaching teams' understanding of this impact is good and we have been able to put some strategies in place. These were mainly situated indoors and the current pandemic means a lot of learning is now happening outdoors. Specialist support from a sensory OT will provide additional ideas for supporting pupils within the school day. Specific class support means advice will be better targeted towards pupils and build on the understanding teaching teams already have within this area. Targeted supplies can then be purchased and used appropriately.</p> <p>The ultimate aim is to have a resident OT at Pictor and this input will help guide the needs of our population and provide further understanding for financial planning</p> <p>Some pupils have funding for an assessment through their EHCP but a second block of interventions is rare. Pupils who need individual sensory OT support will be identified through annual reviews/observations from time in class with the sensory OT. Possibly 5 pupils</p> | <p>Feb 2021 Jun 2021</p> | <p>Termly assessments following input, pupil voice, staff voice, PLGs on Efl</p> |
| Total budgeted cost | | | | | £ 13,000 |

| Desired outcome (linked to barrier) | Action/approach and costs | Personnel | Rationale | Review dates | How impact will be measured |
|--|---|-------------------------|--|-------------------------------|---|
| <p>To reduce pupil anxiety and improve self esteem and emotional resilience (B2, B5)</p> | <p>Training for at least two members of staff in school as Mental Health First Aiders £300 each for online course</p> | <p>SA TH KB</p> | <p>A significant number of pupils attracting pupil premium had been identified by teaching staff as having low self esteem and difficulties with anxiety prior to lockdown. The current pandemic has magnified these difficulties for some pupils.</p> | <p>Feb 2020 June 2020</p> | <p>Behaviour incident reports, parental voice, pupil voice, staff voice</p> |

| | | | | | |
|----------------------------|--|--|---|--|--|
| | <p>Supply cover for staff to attend online course 4 days @ £?? Per day</p> <p>Consider 'My Happy Mind Early Years', a science and research based program of activities which includes ideas for staff wellbeing Costs TBC</p> <p>Purchase annual license for online specialist music program for pupils with SEND – Charanga music scheme £195</p> | | <p>Training at least two members of staff in school to be Mental Health first aiders would play a key role in providing support, resources and ideas to support the mental health of our pupils.</p> <p>The 'My Happy Mind' has been successfully introduced at Longford Park and would provide teachers with specific activities to do with pupils. These are designed with busy teachers in mind and therefore easy to implement. They also provide support for parents, and provide ideas to improve staff wellbeing. Improving staff wellbeing will have a positive impact on pupils.</p> <p>Music improves wellbeing and provides opportunities for pupils to be creative and achieve. Charange provides teachers with a model of how to plan and deliver high quality music sessions. Materials and resources are stimulating and highly appropriate for our pupils</p> | | <p>Improved engagement evidenced through EFL</p> |
| Total budgeted cost | | | | | £2,195 |

| Desired outcome (linked to barrier) | Action/approach and costs | Personnel | Rationale | Review dates | How impact will be measured |
|--|--|------------------|---|-----------------------|--|
| For pupils to begin to communicate confidently using Snap Core on ipads (B2, B3) | <p>Identification of pupils who would benefit from the use of a communication aid to be made with Specialist Speech therapists. Individual ipads purchased and Snap Core app installed. Snap Core app £48.99 ea Ipad and case £252 + £18 + p&p = £2700</p> <p>Targeted training for TA3s and other interested staff to ensure more than one member of the staff team can create boards on Snap Core. Provided by Specialist SaLT</p> | SA LS | Snap Core is an app that has been introduced in school and used successfully with a number of pupils. It enables pupils to communicate clearly with both staff and other pupils. Our experiences with the app in school have already shown that by using it we are enabling pupils to engage with each other, rather than them needing an adult to interpret their speech for them. | Feb 2020 June 2020 | Observations captured in EFL, staff voice, |

| | | | | | |
|----------------------------|------|--|--|--|---------------|
| | £800 | | | | |
| Total budgeted cost | | | | | £3,500 |

| Desired outcome (linked to barrier) | Action/approach and costs | Personnel | Rationale | Review dates | How impact will be measured |
|---|--|------------------|---|-----------------------|--|
| For pupils to record their learning using Clicker in order to overcome the physical difficulties that impact on this recording (B2, B4) | Identification of pupils who need more access to an ipad with Clicker than can be provided through the class ipad alone Clicker Sentences and Clicker Connect both £59.99ea Clicker Connect symbols £74.99 Ipad and case £252 + £18 + p&p | SA LS | Clicker Sentences and Clicker Connect are apps starting to be used in school to enable those pupils with physical difficulties to be able to record their learning in literacy and numeracy. Each class has one ipad with key learning apps, including Clicker but this may not be sufficient in all classrooms. In school our pupils do better in reading and number compared to writing so training has been put in place to encourage use of Clicker to promote composition in particular. | Feb 2020 June 2020 | Observations captured in EfL, staff voice, |
| Total budgeted cost | | | | | £600 |

| Desired outcome (linked to barrier) | Action/approach and costs | Personnel | Rationale | Review dates | How impact will be measured |
|--|--|--------------------|---|-----------------------|--|
| For pupils to learn specific social skills within focused learning sessions (B2, B3, B5) | Implementation of Social Skills scheme of work using additional TA staffing to enable best practice and focused teaching. Additional resources such as appealing lego for Lego Therapy sessions | CG SA CG | With direct teaching, pupils with autism can make significant progress in social interactions. Lego-based therapy is a social development program for pupils with autism. It supports pupils in learning to communicate with others, express their feelings, change their behaviour and develop problem solving skills. | Feb 2020 June 2020 | Observations captured in EfL, staff voice, |
| Total budgeted cost | | | | | £14, 520.75 |

| Desired outcome (linked to barrier) | Action/approach and costs | Personnel | Rationale | Review dates | How impact will be measured |
|---|---|------------------|--|---------------------|------------------------------------|
| To continue to improve communication with families and build strong relationships with parents/carers. (B1, B2, B5) | Parent Support Advisor 1.5 days per week £9,284.25 | AT CG | Many parents/carers have stated they feel there is sometimes limited support available for parents/carers of children with SEN outside of school meaning parents/carers can feel isolated which impacts on their relationship with their child(ren). Our Parent Support Advisor supports parents with transport issues, advice on a variety of subjects and is available for parents to share concerns and difficulties that they don't want to talk to anyone else about. | Apr 2020 | parental voice, staff voice |
| Total budgeted cost | | | | | £9, 284.25 |

| Desired outcome (linked to barrier) | Action/approach and costs | Personnel | Rationale | Review dates | How impact will be measured |
|---|---|------------------|--|---------------------|--|
| To provide breakfast for those pupils whose home routine/eating issues mean they come to school not having eaten (B1, B2, B5) | Provide healthy breakfast in class. This may need to be extended for whole class to promote good self esteem and may be used to promote social interactions £100 | SA | Meeting a pupils' physiological needs are necessary for learning. Some of our pupils are more reluctant eaters at home, or have disrupted routines that mean they come to school without breakfast | Jul 2021 | staff voice, termly assessments in EFL |
| Total budgeted cost | | | | | £100 |

| Desired outcome (linked to barrier) | Action/approach and costs | Personnel | Rationale | Review dates | How impact will be measured |
|--|--|------------------|---|----------------------|--|
| For pupils identified as potentially benefiting from play therapy to address mental health issues, particularly anxiety, to access this therapy (B2, B3, B5) | Identify pupils who would likely benefit from the approach. Repurpose parents' room as a play therapy room. Allocate time with play therapist. | SA | Many of our pupils in receipt of pupil premium struggle with anxiety which impacts on their engagement with learning. 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) | Feb 2021 Jul 2021 | staff voice, pupil voice, feedback and monitoring by play therapist, termly assessments in EFL |

| | |
|----------------------------|---------------|
| Total budgeted cost | £6,000 |
|----------------------------|---------------|

| Desired outcome (linked to barrier) | Action/approach and costs | Personnel | Rationale | Review dates | How impact will be measured |
|---|---|------------------|--|---------------------|--|
| To work with the virtual school to identify specific individual needs for LAC pupils (B1, B2, B5) | Purchase of specific, individualised resources/interventions to address the targets identified for pupils - £1800 This money is applied to from the Virtual School and is in addition to the PPG | SA | Termly PEP meetings establish the needs of the individual pupil. This spend is agreed between carers, school and the virtual school. | Jul 2021 | PEP meeting records, pupil voice, parent voice, staff voice, termly assessments in EFL |
| Total budgeted cost | | | | | £1,800 |

Additional Detail

The Head teacher has overall responsibility for the attainment and progress of Pupil Premium children although ensuring the progress of eligible pupils and evidencing this is a whole-school priority. The Pupil Premium lead in school is responsible for monitoring the impact and value for money of all additional support. Impact of the spending of Pupil Premium monies is monitored closely by The Sovereign Trust.

This strategy will be reviewed termly (December, March & July) and a report produced to show impact for each term where possible.

The total budgeted spend for the year is £51,100 + £1800