

## **1. Progress of pupil premium students**

This year the Academy has changed its assessment systems which allows us measure 'what we value' not 'value what we measure'.

The diversity and multiplicity of the needs and abilities of the learners in Yellow and Blue pathway means that a standard assessment scale, with a predetermined set of level descriptors is impossible to create or use. This means that it is not possible to use numeric data to compare the progress of our learners to 'national statistics' or to 'similar' learners in others schools or to each other. Our assessment of these learners has therefore been Ipsative this year, which means we compare learners with themselves at a previous point in time, describing what they can do now compared to what they could do before.

We have chosen to use MAPP (Mapping and Assessing Pupil Progress) as it allows us to assess in a flexible way and is a sharper indicator of progress. Progress is measured against learning intentions which are linked to 6 curriculum areas of the Yellow and Blue pathway programme.

Within the Red pathway teachers are using Progression Steps, which is an observation-based assessment framework for students engaged in subject specific learning.

In Yellow and Blue pathway, the large majority of pupil premium students (75%) met teacher expectations. 38% exceeded expectations and 13% greatly exceeded. Although there was a percentage discrepancy between pupil premium and non-pupil premium students in meeting teacher expectations (75% PP versus 91% non-PP) in reality this is a difference of only one student due to the size of cohort.

In Red pathway, the average percentage progress of pupil premium students was 32% in English and 30% in Maths. For non-pupil premium, this was 32% in English and Maths. This demonstrates there is no significant gap between non-pupil premium and pupil premium students.

Pupil Premium money this year has enabled us to fund resources to support students 'readiness to learn' which has enabled them to be engaged and ready to learn. This has included access to an occupational therapist, Thrive sessions, SCERTS approach (social communication, emotional regulation and transactional support), CATS therapy (child and adolescent therapy service) and access to our family liaison support officer.

## **2. Attendance (Impact of Family Support Officer LY)**

There is no significant gap between the attendance of pupil premium students and non-pupil premium students (3.7% gap). Lyn Younger, Family support officer closely monitors the attendance of students working closely with the local authority.

## **2. Behaviour for Learning and social emotional well-being**

12 pupil premium students have had individual THRIVE sessions and all have made progress against their individual targets which have focused on social, emotional wellbeing.

Three pupil premium students accessed therapy from a CATS counsellor (Child and Adolescent Therapy Solutions). There has been a significant improvement in two of

these students' ability to self-regulate their emotions in school and make positive behavior choices when faced with demands or challenges. The third child has gained a better understanding of his identity and place within his family.

Eleven pupil premium students have benefitted from the investment into the SCERTS programme. SCERTS recognises that learners, particularly those on the autism spectrum, require social communication (SC) and emotional regulation (ER) learning to be embedded across their curriculum. It also highlights the important role of the adult in supporting students to successfully interact or manage challenging situations. Since implementing SCERTS principles into some of our classrooms we have seen a significant increase in spontaneous peer to peer interaction and a significant reduction in emotional dysregulation leading to challenging behaviour. Students benefitting from SCERTS are much more likely to be able to express how they are feeling and know which 'tools' from their toolkit they could use to regulate

### **3. Outdoor Learning**

All key stage 3 students have accessed Forest school lessons, all Yellow pathway students have a Forest school lesson once a week and 4 pupil premium KS4 red students can choose it as part of their Foundation Learning options, a total of 46 students in all.

Having outdoor learning lessons has benefitted the pupil premium students in a number of ways. It has promoted physical, social, emotional, mental health and wellbeing, so that students have been ready to learn. It has challenged students to develop resilience, independence and problem-solving skills, which in turn has built self-esteem and confidence. As a result, the pupil premium students have made good and outstanding progress in line with non-pupil premium students.

### **4. Breakfast clubs**

Research shows that the provision of a breakfast club for disadvantaged children has many benefits. These include promoting a healthy lifestyle, providing social opportunities and improving behaviour and readiness for learning. It provides a consistent and safe environment when students first arrive at school, marking the start of the school day and providing staff with the opportunity to triage and address any issues that have arisen since the previous day.

### **9. Access to Occupational Therapist**

34% of students have accessed support from the Occupational Therapist, either through a new referral for assessment or on a monitoring and review basis. This has had a significant impact on school's ability to meet their varied needs, particularly in the area of sensory integration and regulation. As a result, students are more engaged in the curriculum with increased concentration and focus. Provision for their sensory needs is embedded into classrooms through the use of sensory resources and this ultimately results in improved outcomes and achievement.