



Lea Hall Academy

Pupil Premium Strategy Statement

2022-23

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.

School overview

Detail	Data
School name	Lea Hall Academy
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	93%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Melanie Keating Headteacher
Pupil premium lead	Melanie Keating
Governor / Trustee lead	Helen Redican

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,025
Recovery premium funding allocation this academic year	£28,478
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£31,000
Sports Premium	£16,310
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	£155, 813 (£139,503 minus Sport Premium) Total above

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium is funding to help improve education outcomes for disadvantaged learners in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other learners. The recovery premium provides additional funding in the 2022 to 2023 academic year to support education recovery due to the pandemic. Building on the pupil premium, the recovery premium funding will help schools to deliver evidence-based approaches for supporting disadvantaged learners. At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

At Lea Hall Academy all members of staff and Local Academy Council are committed to providing the highest quality education for all our learners regardless of background or barriers to learning in all aspects of school life. We accept responsibility for 'socially disadvantaged' learners, and we are committed to meeting their pastoral, social and academic needs within the school environment. We are a special school serving learners with 'social, emotional, mental health needs'. Pupils SEMH needs are the primary barrier to progress and achievement that we must support our learners to overcome. As such, our approach is designed to ensure that we can provide an education that is evidence informed and tailored to the educational requirements of each individual learner.

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 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	Individual Special Educational Needs of pupils Each of our pupils has individual learning needs and experiences different challenges to their learning.
2	Evidence suggests that some of our disadvantaged learners make less progress from their starting points when entering school and some gaps are likely to have widened due to Covid-19 in particular strands of the curriculum.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their

	needs than their peers, including non-verbal, limited language and social interaction difficulties.
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.
5	Our observations show difficulties with engaging families of our disadvantaged learners in comparison with their peers. Consequently, it can be challenging for disadvantaged learners to be ready, willing and able to learn. Some of the home learning opportunities are not explained enough to reinforce learning happening in school.
6	Evidence suggests that pupils' emotional well-being, behavioural needs and mental health needs of the pupils means that they struggle to access learning. Learners need high quality, specialist needs led interventions to support and teach them safe co/self-regulation strategies. Our assessments, observations and discussions with pupils and families also demonstrate that the education, wellbeing, and wider aspects of development of many of our pupils have been impacted by the pandemic. These findings are backed up by several national studies.
7	Opportunities to learn outside the classroom. Through observations and conversations with pupils and their families, we find that our pupils are less likely to have opportunities to access outdoor learning.

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 attainment for disadvantaged pupils in all subjects, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments
Improved attainment in reading	Assessment of phonics and reading skills show improved performance, as demonstrated by our reading assessments.
Improved language comprehension for disadvantaged pupils so that they can independently comprehend relevant texts.	Assessment of pupils' language comprehension through A-E and 'Accelerated Reader' shows a reduction in the disparity in outcomes between disadvantaged pupils
Disadvantaged pupils 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. Progress logged in Personal Development books.

Improved attendance for our disadvantaged pupils to maximise learning opportunities provided at school.	Attendance levels for our disadvantaged pupils are in line with the rest of their peers.
Ensure that homework and remote learning is accessible and bridges learning between school and home.	Pupils and their families are able to access training and resources to support learning at home.
Pupils will be supported, as appropriate, with their emotional wellbeing, behavioural and mental health needs.	Through observations with pupils reduction in number of recorded behavioural incidents.
Pupils will access learning outside the classroom	Through observations and discussions with pupils.
Families will be engaged and active partners with their child's learning.	Through observations and discussions with 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Cost
15 days equivalent CPD and training for staff delivered by a behaviour specialist.	There are ongoing and new developments in the recommended language and strategies that staff can use to support pupils with SEMH needs. Highly trained specialist staff will ensure that the learning environment is set to optimise pupils learning and will be better able to support and teach pupils if they become triggered and escalate.	1,2, 3, 4, 5, 6, 7	£6,300
Purchase of an additional ½ day per week of Speech and Language Therapist (SALT) time.	<p>The Royal College of Speech and Language Therapists state speech and language therapists (SLTs) provide life-improving treatment, support and care for children rcsltwhat-is-slt-factsheet.pdf</p> <p>The National Institute for Health and Care Excellence also provide evidence to demonstrate the effectiveness of speech and language therapist support benefits of</p>	3	£9,000

	speech and language therapy Search results page 1 Evidence search NICE		
Enhanced subscription to Educational Psychology Service (36hrs).	<p>This enhanced subscription supports us to develop an understanding of complex situations to address a wide range of developmental issues from birth to early adulthood such as:</p> <ul style="list-style-type: none"> • Enhancing Teaching and Learning • Complex Special Educational Needs • Understanding and Managing Challenging Behaviour • Organisational Change Management • Early Years • Adult Learning and Professional Development • Assessment and Intervention with Young Adults (19-25) • Parenting Support and Family work 	1,2, 3, 4, 5, 6, 7	£4995
Occupational Therapy SLA (1 Day per fortnight)	<p>Occupational therapists (OTs) work with children in special schools to help them develop functional skills for everyday life in the areas of self-care, life skills, schoolwork and play.</p> <p>Children who attend Lea Hall Academy will have access to occupational therapy services.</p> <p>Children needs will be assessed provide assessments in the following areas:</p> <ul style="list-style-type: none"> • developmental skills • play skills • self-care and life skills • fine motor skills, including hand-writing, typing and recording work in class • sensory processing skills • gross motor and co-ordination skills • visual perception skills • specialist equipment needs (hoists, slings, seating, adapted cutlery/pens, etc) • digital assistive technology and alternative and augmentative communication. <p>These assessments are carried out by observing the student in the classroom and playground and obtaining information from</p>	All	£17,460

	<p>parents and the teaching staff. Appropriate formal (standardised) assessments may be used.</p> <p>The occupational therapy input may be provided in the form of:</p> <ul style="list-style-type: none"> • individual therapy sessions • groups run in class • sessions run with other professionals working in the school (ie physiotherapist, speech and language therapist, etc) • classroom programmes, delivered by the class team • provision of assistive equipment, where appropriate • setting up home activity programmes • liaison and monitoring with school staff • training for school staff and parents. 		
<p>Animal Therapy</p> <p>Huggle pets in the community and Stronger Minds.</p>	<p>Animal therapy focused work will support and work alongside individuals and groups to improve mental health, combat loneliness, challenge behavioural issues and promote psychological wellbeing. The focus of this therapy will be incorporating social integration and skills development for children, young people and adults through emotional and social wellbeing sessions.</p>	1,2, 3, 4, 5, 6, 7	£5000

Targeted academic support (for example, tutoring, one-to-one support structured interventions) £11021

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted cost
<p>Engaging with the National Tutoring Pro-gramme and Tute to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Tute - Tute</p>	1, 2, 5, 6	<p>TUTE costs 4500 + Contribution to Covid led tutoring £6521 = total £11021</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	
X 2 Pastoral Support Officers	Pastoral Officers provide proactive and reactive support to all LHA pupils. Pastoral officers meet children's social, emotional, mental health and behaviour needs by providing bespoke and individualised interventions, restorative approaches, and behaviour policy work.	1, 2, 3, 4, 5, 6, 7	£53,600
X 1 Sensory Intervention Sports Coach	The Sensory Sports Intervention Coach will develop sensory sports intervention programmes for individual pupils and targeted groups of pupils. Sessions will be a mix of parkour, calisthenics, and cardio and strength training. There will be a strong focus on sensory driven motor movement and somatic skills in as well as teaching the benefits of building a healthy lifestyle through developing good eating habits and instilling a lifetime love for physical, mind and body connection.	1, 2, 3, 4, 5, 6, 7	£30,000

Other spend:

- Occupational Therapy Equipment etc...£10,000
- General Resources: £5,000

Total budgeted cost: £155,813

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 2021 to 2022 academic year.

There is growing evidence around the impact of school closures due to Covid-19 on the learning outcomes of pupils. Within the UK learners have made less academic progress compared with previous year groups and there is a large attainment gap for disadvantaged learners, which seems to have grown (Education Endowment Foundation).

The impact of Covid-19 at our school has disrupted the teaching of all areas and had an adverse impact on most learner's 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 learners were not in school, via our remote learning strategy and our extended pastoral and therapeutic provision.

Our assessments and observations suggested that for many learners, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required ensuring all pupil premium learners were supported to:

1. Re-establish positive relationships with adults
2. Manage feelings and their behaviour, whilst re-establishing routines and structures
3. Re-visit learning and then build upon their knowledge, skills and understanding

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.