

# Pupil premium strategy statement 2021-22

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	Notton House Academy
Number of pupils in school	49
Proportion (%) of pupil premium eligible pupils	61.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	1 Year
Date this statement was published	18 <sup>th</sup> October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Michelle Reysenn
Pupil premium lead	Linda Hawkey
Governor / Trustee lead	Trystan Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,070
Recovery premium funding allocation this academic year	£9,135
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£46,205

## Part A: Pupil premium strategy plan

### Statement of intent

At Notton House Academy, we support all of our pupils. We do this by providing high quality teaching, supplemented by interventions to support vulnerable learners as and when required. The strategic leadership team and governing body (Academy Council) monitor the impact of all spending and interventions, including Pupil Premium.

The mental health and well-being of our pupils is our top priority. Many of our pupils have experienced high numbers of Adverse Childhood Experiences/ traumas in the past. The Pupil Premium Grant spend prioritises this area through the use of outside provisions and support personnel to build resilience, relationships and acceptance of things that have happened in the past with support to move forward. The attainment of the majority of our PPG students is below Age-Related Expectations and so increasing progress is also a priority. We employ an extra Learning Facilitator to support vulnerable learners with SLCN. In addition, we have subscriptions to online platforms to promote student engagement.

### Challenges

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

Challenge number	Detail of challenge
1	Mental Health and well-being issues caused by ACES and past trauma
2	Emotional literacy/ development as identified in Education, Health and Care Plans
3	Prior attainment - majority of our disadvantaged pupils are achieving at below age-related expectations, particularly in English
4	Sensory needs - identifying and supporting these in pupils, both based on EHCP outcomes and our own observations of needs

### 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
Every Pupil will have improved mental health and well-being	Thrive scores will have improved and be able to show clear targets for continuing to move the pupil forwards.
To ensure that disadvantaged pupils make progress in line with expectations.	Our internal assessment data shows that pupils are making expected progress. Disadvantaged pupils' attainment is at least in line with that of other pupils.
Every pupil will be better able to identify the emotions they are feeling, and to be developing strategies to manage their emotions in an appropriate way	There will be less incidents of dysregulation and the need for RPI's will have decreased.

## 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: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Buy in Read Write Inc Fresh start reading program, all the resources to run this program including reading books and online subscription. 1 Day of staff training on the program.	Notton House needs to have a reading scheme that meets the new DFE / OFSTED requirements. This programme is evidence based and designed to use with pupils with SEND.	3
Buy in Read Write Inc Spelling program, including all teaching materials, pupil activities and online subscription.	Notton House needs to have a spelling scheme that meets the new DFE/ OFSTED requirements. This scheme is evidence based and designed to use with pupils with SEND.	3

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Learning facilitator in middle school.	Extra staffing allows for more 1:1/ personalised support for individual pupils.	1,2, 3
Subscriptions to online learning platforms; Read, Write Inc and Sumdog	In 2011, The Babson Survey Research Group, in the USA, looked at research carried out into online learning and found that this has been shown to be an effective method of learning since the 1990's. At Notton we find that boys are often more willing to participate with learning on computers and are more motivated and engaged.	3

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

Budgeted cost: £25,205

Activity	Evidence that supports this approach	Challenge number(s) addressed
Care Farming/ Farm Therapy	The research of Balluerka et al (2014) showed that teenagers in residential care who have suffered adverse childhood experiences displayed a more secure attachment after undergoing animal assisted therapy. Many of the activities carried out on the Care Farm involve working with the animals closely. Murray et al (2019) carried out research into care farming and found that there was evidence of improvement of depression and anxiety as well as those taking part feeling a sense of achievement, fulfilment and belonging.	1, 2
Cultural mentor	Armitage et al (2020) carried out a review of the body of research into youth mentoring. They found that this can improve outcomes across academic, behavioural, emotional and social areas of young people's lives. <i>'The impacts are small but never the less significant'</i> . It was found that better outcomes occurred when mentors and mentees were carefully matched and this is significant around cultural aspects such as shared values, beliefs and interests.	1,2,3

Sand tray/ Music therapist	Sand play therapy is one of the most widely applied therapy methods used internationally, with considerable evidence for efficacy and effectiveness according to Roeslar, (2019). This article states that working with children with trauma, distress and disabilities is especially applicable.	1,2
Provide uniform for new pupils who's families are in financial hardship	In 2017 Trutex, in association with the Diana Award, conducted research into the wearing of uniforms and found that 7/10 children believe wearing a uniform helps them to fit in at school. The DFE also state that uniforms play a valuable role in contributing to the ethos of a school.	1
Occupational Therapist assessments, advice and support for pupils	The Royal College of Occupational Therapy promotes the use of OT's in schools using targeted interventions and using their knowledge and skills to promote environments, relationships and activities that foster the development and well being of children.	1,3

**Total budgeted cost: £46,205**

## 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.

- Improved behaviour, engagement, attendance; attendance 2020-21 is 72.3% compared to 70.8% in 2019-20 for PPG students.
- Exclusions at 0 for 2020-21.
- Reduced no of incidents; RPIs reduced from 81 in 2019-20 to 32 in 2020-21.
- Students develop resilience, self-confidence and self-esteem to ensure that they can challenge themselves; All pupils in receipt of PPG and educated on site made an increase in their Thrive assessment, of these 8 pupils increased their percentage within the strand they are in and 9 pupils completed a strand and had a percentage increase in their assessment.
- Maths progress for pupils in receipt of PPG has stabilised at 72%,
- \*English progress for pupils in receipt of PPG has increased from 33% to 40%
- \*\*Reading ages improvements have decreased from 71.4% to 38.5% for pupils in receipt of PPG
- The percentage pupils with improved spelling ages has increased from 52.3% to 61.5%.
- (\*School closure due to Covid cases resulted in several periods of remote learning for pupils. Pupils were generally more willing to engage with on line learning/ remote learning activities in Maths such as Tassomai or Sumdog than in Literacy. Pupils are joining Notton with lower literacy levels than in previous years and it has been much harder to engage them with learning in Literacy.
- \*\* 5 pupils have not been at Notton long enough to have a 6-month assessment to show reading/ spelling age progress, 7 pupils are at limit of reading age test, 3 pupils are post 16 and did not do reading/age tests)

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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?	