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 students.

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	Unified Academy
Number of pupils in school	75
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Annabelle Thomas Principal
Pupil premium lead	Reece Nicholls Assistant Principal
Governor / Trustee lead	Barbara Macintosh Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,895
Recovery premium funding allocation this academic year	£21,460
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery premium funding carried over from previous year	£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	£83,355

Part A: Pupil premium strategy plan

Statement of intent

At Unified Academy we recognise all of our students, not just those eligible for pupil premium, are vulnerable to under achievement due to their SEND relating to their social, emotional and mental health. It is therefore, pertinent for the school to consider additional strategies when planning effective interventions to maximise the impact of this funding for pupil premium students or any other students that the school has legitimately identified as disadvantaged.

Our aim is to use pupil premium funding to ensure that all students, irrespective of their background or the challenges they face, make good progress from their starting points. We will use a highly personalised approach that caters to the different needs and abilities of our students in order to secure the best possible outcomes for them.

Our aim for pupil premium and catch up funding is embedded in our overall school improvement and development plans, which for 2021-22 focused on the following areas:

- Improve attendance through honest, open and regular communication between the school and families.
- Accelerate achievement for students throughout the school, via the provision of better resources, improved curriculum and quality first teaching.
- Improve standards of behaviour and emotional wellbeing within the school.

Our strategy for maximising the impact of this funding is based on a combination of personalised use of funds for individuals but also on whole school incentives which will be to the benefit of all students.

We will also provide disadvantaged students with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

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 students.

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with students and families demonstrate that the education, well-being and wider aspects of development of many of our disadvantaged students have been impacted by the pandemic to a greater extent than for other students. These findings are supported by several national studies.
2	Our assessments show that disadvantaged students generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged students experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged students.
3	Assessments, observations and discussion with students indicate that disadvantaged students generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects.
4	Our attendance data indicates that disadvantaged students exhibit more erratic attendance due to changing or challenging home circumstances, historic barriers to education or a disrupted educational history.
5	Assessments, observations and discussion with students indicate that students need to develop learning behaviours that allow them to access the curriculum and become more aspirational.

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 outcomes for disadvantaged students in all subjects, notably English and Maths, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25. An increase in the number of disadvantaged students entered for GCSE subjects, particularly English and Maths. For those that are entered, results show a reduction in the attainment gap between disadvantaged students and their peers.
Continued positive progress for disadvantaged students across academic and non-academic assessments	Assessment and progress data will demonstrate that the attainment gap between non-disadvantaged and disadvantaged students will reduce to the point of being non-existent.
Improved reading comprehension among disadvantaged students across the school.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
To achieve and sustain improved well-being for all students, including those who are disadvantaged.	Sustained high levels of well-being from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged students. • Overall attendance to school showing a significant increase.
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all students being no more than 20% • the percentage of all students who are persistently absent (50%) being below 5%
Disadvantaged students can access a range of digital devices both in school and at home if necessary as well as the specific teaching required to make use of this.	Observation and records of school devices and students to whom they are assigned. The digital school external curriculum and ICT curriculum planning will show that students are equipped to use any devices they have been assigned.

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: **£14,945**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create capacity forsubject leads to develop their curriculum area and upskill non subject specialists delivering their subject.	The education inspection framework: overview of research January 2019 (P12), emphasises the importance of support for teachers that have to teach outside their subject specialism, in order to maintain positive outcomes for students. https://www.gov.uk/government/publications/education-inspection-framework-overview-of-research	1,2
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_searchh&search_term	1, 2, 3
Developing metacognitive and self-regulation skills in all students. This will involve ongoing teacher training and support and release time.	Teaching metacognitive strategies to students can be an effective method to help students become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,2
Careers trips and fairs in line with the Gatsby Benchmarks.	A broad and balanced careers curriculum including access to employers is statutory for all students in the UK. SEN students in particular need opportunities to develop this knowledge and skill set as the world of work is far harder to access for young people with additional needs. At Unified Academy we aim to develop the careers curriculum to include: employers and advisors to come into school to work with the	1,4,5

| | students as well as various trips to meet with employers and visit FE providers.

https://www.sec-ed.co.uk/best-practice/case-study-careers-and-sen-pupils-1/ | |

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

Budgeted cost: **£35,125**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1:1 support for academic progress outside of EHCP entitlement. Targeted tuition to assist with student's 'catch up' particularly in Maths and English, and the creation of a tutor role to provide additional academic support.	Some students require additional support to enable them to 'catch up' on missed learning. This is not only due to the pandemic but a large number of students at Unified Academy have missed large proportions of schooling for various reasons. This additional support will also improve students' self-esteem and ambition for the future. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp https://www.sen-help.org.uk/the-system/sen-support/	1, 2, 5
The purchasing of devices for individual students to use across the curriculum in school and at home. As well as specialist ICT qualifications from an online external provider for individual students.	Studies have shown that disadvantaged students do not have access to the technology and therefore often the technology industry based careers that their non-disadvantaged peers have access to. As part of our tailored curriculum for all individual needs and the special interests of our students, we pay for specialist ICT qualifications on top of the ICT core curriculum. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1, 2, 5
Purchase and implement an appropriate reading programme that can be utilised for all students in addition to targeted intervention for our lowest level readers.	Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Studies have shown that disadvantaged students may receive additional benefits from being taught how to use reading and reading comprehension strategies. https://www.gov.uk/government/publications/t	1, 2, 3, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
	he-reading-framework-teaching-the-foundations-of-literacy https://improvingliteracy.org/brief/learning-read-simple-view-reading https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Increased vocational curriculum offer for KS4 students and those harder to engage on school site through accredited vocational courses (construction and mechanics) from external providers	Use of alternative provisions utilises student's areas of interests to facilitate high level outcomes and increased attendance. Students who access targeted vocational offers are also able to use these qualifications to transfer successfully to post 16 provisions. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/585550/Alternative_provision_effective_practice_and_post-16_transition.pdf	2, 4, 5

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

Budgeted cost: **£33,285**

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLA with local authority inclusion team to work with attendance officer and home school link workers (HSLWs) to increase parental participation and improve attendance.	The EEF state that improving parental engagement in their children's education can add on average four additional months' progress over the course of a year. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 4
Increase capacity in the therapeutic intervention department in order to support the development of students' learning behaviours and increase the amount of interventions on offer, (ELSA, CAL, Drum and Music, Draw and Talk, Healing together, SaLT, OT, drama therapy, counselling).	All students at Unified Aademy are eligible for additional support and therapeutic interventions ranging from ELSA, Drum and Music, healing together and canine assisted learning. Oftentimes students require a greater level of therapeutic input that they are eligible for, so we provide this as an additional support to help them develop their independence, well-being and communication in line with our school vision. The EEF state that social and emotional learning approaches can add on average four	1, 3, 5

| | additional months' progress over the course of a year.

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour- interventions

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and- emotional-learning

Canine-assisted reading programs for children with SEND

Students with special educational needs in the inclusive classroom: social integration and self-concept: European Journal of Special Needs Education: Vol 18, No 2 (tandfonline.com) | |
|---|---|---|
| Further develop the implementation and embedding of positive reinforcement, use of a reflective and restorative approach to behaviour management. Continual staff training on Trauma informed practice and de-escalation to continue to improve student's behaviours for learning. | Unified Academy follows a nurture-based reflective and restorative approach with all students, which includes educating students about appropriate behaviour and responses, rather than using a consequence-based approach.

https://www.surreycc.gov.uk/people-and-community/restorative-practice

https://www.iirp.edu/defining-restorative/social-discipline-window

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf

https://www.emotioncoachinguk.com/what-is-emotion-coaching | 1, 5 |
| Therapeutic intervention programme delivered by

the secret garden sanctuary farm for targeted students to improve wellbeing, self-esteem, attendance and reduce negative behaviour incidents. | Various studies have shown that animal therapy builds on a concept called the human-animal bond, which describes people's desire to interact with and relate to animals. For many people, by interacting with a friendly animal, they can form a bond with them. This bond can produce a calming state in the person.

The positive interactions with an animal may lead to benefits in the mind and body, such as | 1, 4, 5 |

| | reduced stress and an overall more balanced mental and emotional state.

https://www.medicalnewstoday.com/articles/animal-therapy#what-it-is

https://www.scielosp.org/article/ssm/content/raw/?resource_ssm_path=/media/assets/aiss/v47n4/a04v47n4.pdf | |

Total budgeted cost: £83,355

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.

Please see separate published report detailing the impact of the Pupil Premium Strategy in 2020/21

Unified Academy Pupil Premium Action Plan 2020/21

Externally provided programmes

Programme	Provider
CAL	Canine Assisted Learning
Mechanics	Skidz (The Skills Hub)
Construction	Skills and Integrated Learning Centre (SILC)
Animal Therapeutic Interventions	Secret Garden Sanctuary
Tuition Programme	Winchmore Tutors

Service pupil premium funding (optional)

Measure	Details
N/A	