Statement of pupil premium strategy for Blackfriars Academy 2019-20

1. Summary information

School	Blackfriars Academy				Type of SEN **Immersive Pathway (PMLD)** **Exploratory Pathway (SLD)** **Questioning Pathway (MLD**	Generic special
Academic Year	2019-20	**Total PP budget**		£38335	**Date of most recent PP Review**	Internal - September 2019
Total number of pupils	107 BFN roll in total	**Number of pupils eligible for PP (Years 7-12 only)**		59/107 Students **55%**	**Date for next internal review of this strategy** Paperwork: To be reviewed at Standards Committee – Jan 2020 / BP to review 2020 March / April	April 2020

2. Current attainment

	Pupils eligible for PP	*Pupils not eligible for PP*
% achieving targets in communication where students have a Communication target as part of their EHCP(Immersive, Exploratory and Questioning pathways)	100% 95% on, 5% above target	87% 13% below, 87% on target
% achieving targets in English **Whole school**	98% 2% below, 14% on, 84% above target	97% 3% below, 20% on, 77% above target 100% pupils above target
Immersive Pathway	100% pupils above target	94% 6% below, 41% on, 53% above
(Where it is delivered as an identified curriculum subject) **Exploratory Pathway**	91% 9% below (1 pupil), 36% on, 55% above target	100% 6% on, 94% above target
Questioning Pathway	100% 12% on, 88% above target	100% 6% on, 94% above target

	Pupils eligible for PP	
% achieving targets in maths **Whole school**	100% 6% on, 94% above target	100% 22% on, 78% above target
% progress specific to school setting – maths PP (numbers are so small, difficult to separate and have meaningful data)	Immersive Pathway 100% above Exploratory Pathway 100% achieving – (18% on, 72% above) Questioning Pathway 100% Achieving – (12% (2 pupils) above)	Immersive Pathway 100% Exploratory Pathway 100% Achieving – (50% on, 50% above) Questioning Pathway 100% Achieving – (100% above)
% progress specific to school setting – Communication- EHCP PP **(numbers are so small, difficult to separate and have meaningful data)**	Immersive Pathway 100% on Exploratory Pathway 100% on Questioning Pathway 94% 83% on 11% above	Immersive Pathway 100% on Exploratory pathway 82% on (8% below, 1 pupil) Questioning Pathway 85% on

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A. **B.**	**Literacy levels and numeracy levels** are low, all students at Blackfriars have a disability that impairs the way that they learn in some way, this may be because they have e.g. autism, a mental health condition or global development delay. Over 2/3 of the cohort come to BF from special primary schools where there is an emphasis upon social and communication skills. The majority have been disapplied from SATS. If they have been in a mainstream school, they have very often been working 1:1 outside of the classroom.
C.	**Communication** – 13 students in the Immersive Pathway with complex needs are in receipt of PP. The majority are non-communicative or have very limited ability to speak; 17 students in the Exploratory Pathway have severe needs and their level of communication is limited; 26 students in the Questioning Pathway have communication and /or speech and language issues and 2 students have impairments requiring the use of specialist communication aids.
D.	**Physical disabilities** – 24 students in receipt of PP have a pronounced physical disability in addition to their learning disability. Their physical disabilities impede learning (lack of fine and gross motor skills, auditory and visual impairments etc.)

External barriers

D.	**Parental engagement** – the majority of parents are extremely supportive of Blackfriars, however, there are some students who would make greater progress if parents were able to support their cognitive, social and emotional development.
E.	**Mental health** – lack of access to mental health services – students struggle to access the services that they require to enable them to manage their difficulties (eg, anxiety, eating disorders, depression etc).

F.	**Lack of access to appropriate external accreditation** – exam boards following directives from central government are reducing the number of courses that are internally assessed or offer continual assessment eg, changes to GCSE syllabi and the Functional Skills changes initiated in this academic year - 2019/20 which will make the syllabus more challenging.	
G.	**Poor financial resourcing from the LA limits the number of teaching assistants in class** – reducing the capacity of the school to give targeted support consistently on a very small group or 1:1 basis.	

4. Outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	Improved outcomes particularly for pp on the Exploratory pathway working towards / achieving communication targets on EHCP	% of students meeting or exceeding their targets for communication illustrates the continuing improvements for pp in the Exploratory pathway pp / non pp - Currently 100% v 87%.
B.	To understand the challenges and potential in communication for the non-verbal students in the Expressive and Questioning pathway which will lead to effective interventions being put in place. Exploratory pathway students assessed using the British Picture Vocabulary Index (BPVI) to measure both expressive and receptive understanding and staff adapt teaching to include interventions to help close the gap. Grid 3 communication app is being used extensively in SJ's communication class .CPD training for Immersive teachers and TAs in Immersive and Exploratory Pathway to develop greater understanding of Makaton, PODD and Grid 3..	% of students meeting or exceeding their targets for communication illustrates the on-going improvements for pp in the Questioning pathway pp / non pp - Currently 100% v 87%
C.	Fewer students falling behind because of mental health issues	Reduction in number of students having time off / unable to complete coursework or exams because of mental health issues
D.	Parental engagement –Parents to engage with supporting their children's cognitive development through consultation and liaison with school staff thus ensuring students meet their potential	Pupils who have undertaken SATS at primary schools with a very aspirational flight path will achieve their target (9 students)

5.	6. Planned expenditure						
Academic year			**2019-20**				
	The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i.	**ii. Quality of teaching for all**						
Desired outcome	**Chosen action/approach**	**What is the evidence & rationale for this choice?**	**How will you ensure it is implemented well?**	**Cost**	**Staff lead**	**When will you review implementation?**	
Improved basic literacy skills	Regular sessions on Lexia software – personalised approach to literacy. Revision of phonics phase 1-5 with personalised approach, Cued articulation. Multi Sensory Language Programme (MSLP). Reciprocal reading Initiative delivered in class 1:1	Personalised, specifically supports those with dyslexia. Success of it last year. Gap analysis identified that some students not responding to Lexia, therefore TA employed to deliver cued articulation 1:1 or in small groups. Multi-Sensory Language Programme is also delivered within classroom in small groups. Reading programmes are delivered 1:1 within class.	CM has increased PPA to enable her to monitor whole school approach. Regular testing; 1/2 termly data drop	£6000	CM	½ termly	
Improved basic numeracy skills	Personalised approach to basic number work: Numicon and bespoke curriculum	Personalised, specifically supports those with dyscalculia.Review and comparison with various maths programmes tailored to needs of pupil– more personalised .	JG has increased PPA to enable her to monitor whole school approach. Regular testing; 1/2 termly data drop	£2500	JG	½ termly	
Analysis of data, identifying gaps	Training for new data analyst in skills required to manage SIMS and Datasec	New data analyst – requires training to ensure effective delivery of data to staff Data drops every half term require experienced data analyst to analyse effectively and identify any gaps	JG reports directly to Principal and Academy Council sub-committee on Standards	£1500	JG	½ termly	
				Total budgeted cost		**£10,000**	
iii.	**iv. Targeted support**						
Desired outcome	**Chosen action/approach**	**What is the evidence & rationale for this choice?**	**How will you ensure it is implemented well?**		**Staff lead**	**When will you review implementation?**	

Students will start to develop the ability to self-regulate by having an awareness of how to de-stress (or to know what to request for others to facilitate to support them)	Therapeutic approaches • Rebound • Yoga • Aromatherapy • Mindfulness	Access to a range of therapeutic approaches underpin the approach to whole pupil care, mental health and resilience training for pupils across the three pathways.	ROC will monitor through EHCP reviews; behaviour & safeguarding data	£1900	ROC	Termly
Students in the Immersive Pathway will develop their ability to communicate: eye gaze, choice making, etc	Staff use 4D room to support multi-sensory approach	4D room acquired with sponsorship room but complex to use – need to embed skills by increasing familiarity & confidence	AOC, CS & AP meet regularly to review progress & effectiveness of staff training	£1900	AP	½ termly
				Total budgeted cost		**£3.600**

v.	vi. Other approaches (including links to personal, social and emotional wellbeing)					
Desired outcome	**Chosen action/approach**	**What is the evidence & rationale for this choice?**	**How will you ensure it is implemented well?**		**Staff lead**	**When will you review implementation?**
Improved stability of students with mental health or behavioural issues	Employment of clinical psychologist to work 1 days a week in school to support students and their families. She also supports staff in their development of strategies to support students in class	Extremely successful last three years – support enabled students not to be consumed by their mental health needs. Dr also supports staff when dealing with most complex students. Absolutely necessary because of the collapse of mental health services in LA	Weekly meetings with Dr	£10,000	ROC	Termly
Students with communication difficulties are enabled to find their 'voice' & begin to make greater progress. Grid 3	Employment of speech and language therapist to provide bespoke support for students struggling with communication issues	Therapist provides very specialised support	Termly meetings with Therapist. Individual reports on students, feedback from parents at Annual Reviews	£7000	ROC	Termly
Students with communication difficulties are able to use appropriate technology effectively to find their 'voice' & begin to make greater progress	Employment of ICT Manager to support with AAC provision (technical solutions to communication difficulties)	ICT Manager provides very specialised support	Termly meetings with ICT Manager. Individual reports on students, feedback from parents at Annual Reviews	£2000	ROC	Termly

Mentoring	KE provides regular mentoring sessions for students – drop ins, lunch-time sessions	Some students have short term 'crises' where they need to speak to an experienced adult who can support them emotionally. KE providing this 'service' for many years – vital for students' mental well-being.	Regular feedback sessions to SLT	£5000	AP /ROC	Termly
Financial support for students to engage in extra-curricular activities / sporting fixtures / residentials and trips	Swimming, sporting fixtures, drama and arts, residentials and visits supported	These activities build self-esteem, students do not always have access through parents etc	Reports from staff to ensure no child misses out	£735	AP/RO C	Termly
				Total budgeted cost		**£29450**
Total cost of interventions for 2019-20 = £10,000 + £3,600 + 24,735 = £38,335						

Previous Academic Year				
Desired outcome	**Chosen action/approach**	**Impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**
i.				
proved basic literacy skills	Regular sessions on Lexia software – personalised approach to literacy Cued articulation	82% of students working on Core 5 have gained 1 Lexia level or more Students have gained from 0 to 8 full levels - the average gain is 2.05 levels 4 students have fully completed the programme 86% of students working on Strategies have gained 1 Lexia level or more Students have gained from 0 to 8 full levels - the average gain is 2.75 levels 2 students have fully completed the programme *All six pupils receiving 1:1 phonics interventions using cued articulation (duration of 15 mins per pupil daily) all progressed from phase two to phase three of the programme.* End of year data illustrated that only 2% (1 child) of students did not meet their expected target, 98% were in line and 84% exceeded their target – school target was 73%	Lexia sessions to be moved & integrated into timetable to relieve pressure on network and formalise into a lesson	£6000
Improved basic numeracy skills	Personalised approach to number work, with Numicon, Prodigy and Hegarty Maths.	Numicon and Prodigy met the needs of the KS3 & 4 cohort, with Hegarty Maths supplementing the bespoke stretch and challenge for GCSE cohort in KS4 End of year data illustrated that only 2% (1 child) of students did not meet their expected target, 98% were in line and 96% exceeded their target – school target was 62%	CPD training linked to delivery of the GCSE course informed and further enhanced classroom practice across the key stages. The root and branch review of the automated off the shelf programmes used in the Academy. Numicon and more directed 1:1 interventions piloted in the last academic year have proved to be successful for both pp and non pp.	£2500
Analysis of data, identifying gaps	Specific time allocated in the deployment, preparation and analysis of data .	JG has spent time looking at more effective data systems that enable us to track PP students in real time. We are now using DCPro in line with SET but system is not currently providing the in-depth analysis that we need	JG to continue to work with DCPro and DP (SET) to develop appropriate rigorous data systems that provide the level of analysis required at the push of a button	£1500

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
Students in the Immersive Pathway will make more progress in being able to track, follow objects, engage in sensory experiences, point etc	Staff use 4D room to support multi-sensory approach	ICT Manager trained Complex needs teachers to use 4D room to use programmes to help students to track objects and engage more fully. 'Students with PMLD will make more progress in being able to track, follow objects, engage in sensory experiences, point etc.' Data dashboard The embedding of the 4D room and related activities has taken place across the PMLD classes with groups timetabled and staff training given. The pupils' response to the stimulation, interaction and cause and effect elements of this immersive experience has been incredibly positive – with a response from all pupils at their individual level. This is evidenced in photos and video clips and against their skills on the continuum.	Potential of 4D room to be furthered explored with Manager and teachers, finance to be used to release teachers to train	£1900

ii.

Desired outcome	Chosen action/approach	Impact	Lessons learned	
Improved stability of students with mental health or behavioural issues	Employment of clinical psychologist to work 2 days a week in school to support students and their families. She also supports staff in their development of strategies to support students in class	Early Identification of potential low mood, concentration difficulties, anger and anxiety enabled early intervention in the first half term for 4 pupils entering Year 7, supporting parenting, toileting, high anxiety levels, behavioural issues, PTSD, and past bullying. 29 students had a therapeutic input from Juliet, waiting an average of 1-6 days (although Psychologist provides on –the- day support if SLT contact her) Staff also receive support if needed.	Dr provides an invaluable amount of support for staff teaching students with mental health or behavioural difficulties and the students. Service to be continued next year.	£9255

Students with communication difficulties are enabled to find their 'voice' & begin to make greater progress	Employment of speech and language therapist to provide bespoke support for students struggling with communication issues	Through the support of the speech therapist we employ, classroom staff have been supported to introduce strategies to encourage the interaction and communication skills of various individuals. In PMLD JM is now consistently signing 'please' to request, AsA is responding to the use of photos to structure his day and to make choices reducing his frustration and allowing him some control. All AAC users have a plan that is shared with staff saying how to communicate with them and what to encourage and develop. There is an ipad group that meet to develop their skills on a communication app in a social situation to make it fun and engaging.	MA provides an invaluable amount of support for staff teaching students with communication difficulties and students who struggle to speak. Service to be continued next year.	£2500
Students with communication difficulties are enabled to find their 'voice' & begin to make greater progress	Employment of ICT manager to support assistive technology and access to the curriculum	Students are assessed by the ICT Manager and ATAAC team and the appropriate resources are put in place. There are pupils using Neos, laptops, monitors to enlarge the whiteboard screen, roller balls and an Eye Gaze system. These are embedded and then become the normal way of working for the pupil who can then use this system in exams as well as daily in class. This helps pupils who struggle physically to hand write or access a computer to do so independently and to be able to write at a greater length as it is less tiring – this is empowering and helps them to have ownership and pride in their work.	CS provides an invaluable amount of support for staff teaching students with communication difficulties and students who struggle to speak. Service to be continued next year.	£2000
Mentoring	KE provides regular mentoring sessions for students – drop ins, lunch-time sessions & after school	KE has seen 13 students for sustained mentoring that has enabled them to re-integrate into the classroom and maintain positive relationships with parents and carers. Strategies are shared with teaching staff as well as parents and carers	KE provides an invaluable amount of support for students who are experiencing day-to day crises in friendships etc.	£5000
Financial support for students to engage in extra-curricular activities / sporting fixtures / residentials and trips	Swimming, sporting fixtures, residentials and visits supported	All of Class 5 were able to attend Bendrigg because fees for the residential were supplemented by PP funding Trips to other schools to take part	Support from PP funding will continue to support students for whom opportunities would not be open because of lack of parental income	£3500

Engagement in Achievement for All Programme	Tracking and national comparisons of PP students	Support of mentor enabled us to evaluate different approaches to tracking soft skills and decide upon 'Evidence for Learning' app. She supported our analysis of PP progress.	Programme is complete	£2000

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

In the financial year 2015-16, the school received £46,970 for Year 6 (3 students) and Year 7-11 (47 students), who were registered

In the financial year 2016 -17, the school received £46,035 for 52 students who were registered.

In the financial year 2017-18, the school received £ 46.035 for 47 who were registered.

In the financial year 2018-19, the school received £ 43,050 for 49 who were registered as of 01/19

BLACKFRIARS

	2015-16 PP students meeting the indicator		2015-16 Non-PP students meeting the indicator		2016-17 PP students meeting the indicator	2016-17 Non-PP students meeting the indicator	2017 -18 PP students meeting the indicator	2017-18 Non-PP students meeting the indicator	2018 -19 PP students meeting the indicator	2018-19 Non-PP students meeting the indicator
	Number	%	Number	%	%	%	%	%	%	%
Expected and above progress in English	10	83.33%	11	78.57%	86%	**75%**	98%	94.87%%	100%	87%
More than expected progress in English	7	58.33%	9	64.29%	57%	**58%**	98%	87.18%	86.7%	71%
Expected and above progress in Maths	11	91.67%	11	78.57%	100%	**92%**	98%	99.38%	97.8%	97%
More than expected progress in Maths	9	75.00%	8	57.14%	73%	**67%**	90%	97.84%	97.5%	79%
Expected and above progress in Science	9	75.00%	9	64.29%	Not Available		97%	90.57%	88%	84.3%
More than expected progress in Science	5	41.67%	5	35.71%	Not Available		86%	83%	86.4%	63.2%

Number of PP students in Y11	12
Non PP	14