



## **Pupil Premium 2019-20 Report**

The barriers to learning for our disadvantaged students are:

- Poor attendance at school
- Non-engagement in lessons
- High levels of anxiety
- Deprivation
- Lockdown

### **Impact of expenditure 2019 – 20**

During this academic year, we have used targeted funding to support our most vulnerable students to attend school, access learning remotely due to Covid-19 national lockdown and receive additional support (including specialist therapeutic support) to progress in line with their peers. In order to achieve the desired outcomes, we have continued to embed Our Philosophy of Education: The ASD MODEL ©, focusing equally on:

- Academic progress
- Specialist support
- Development of life skills

Significant investment was made into the commissioning of specialist therapeutic support and resources including Educational Psychology, Psychotherapy, Occupational Therapy (including the installation of a specialist sensory spaces) and Speech and language Therapy. Additionally, the role of Family Adviser has been used to support families entitled to FSM (identified and supported through EHAT).

### **Last year:**

- 62.5% of students referred for Psychotherapy support were entitled to Pupil Premium

- 37.5% of students referred for Occupational Therapy support were entitled to Pupil Premium
- 20% of students referred for Educational Psychology support were entitled to Pupil Premium
- 42.8% of students referred for SALT support were entitled to Pupil Premium.
- 17 Families were supported via an EHAT. Of these, 10 were entitled to Pupil Premium

## **Monitoring**

We will continue to monitor the deployment of funds and their impact on students' progress through:

- Teachers' assessment of individual students' progress
- Attendance monitoring
- Middle Leaders' quality assurance
- Senior Leadership Team focus on seeking best value for money
- Governors' monitoring of Pupil Premium use
- Any external advice received

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