

# Pupil premium strategy statement: TBAP Unity Academy

1. Summary information					
School	TBAP Unity Academy				
Academic Year	2016/17	Total PP budget	£15,813	Date of most recent PP Review	06 Feb 2017
Total number of pupils	38	Number of pupils eligible for PP	11	Date for next internal review of this strategy	09 Sept 2017

2. Current attainment
All students at Unity have a statement or EHCP and most fall well below the national Expectations academically due to a range of complex needs.

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
	Due to significant levels of anxiety (ASD) some students find it very difficult to access the school environment.
	Baseline levels for many areas of development, particularly the prime areas, are below age-related expectations with, Spelling ages Communication, Language Understanding and Speech being significantly below.
<b>C.</b>	Many pupils come from homes that are unable to support a positive reading culture and do not have access to quality books and reading opportunities, this alongside SEND leads to lower spelling abilities.
<b>D.</b>	Many pupils do not have access to additional opportunities that are needed to provide an enriched education and basic life skill experiences leading to successful employment and the ability to cope independently within society in the future.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>A</b>	Students attend the site from a wide area many travelling by taxi for extended periods.
<b>B</b>	Pupil attendance, although improving, is a weakness and is below the national average at 84.47%
<b>C</b>	Interaction with parents is limited due to distance and limited transport for some.
<b>D</b>	Ensuring that pupils educated off site are accessing their allocated education.

#### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	Extend opportunities for students to visit the wider community linked to curriculum eg theatre, museum and visits to local shops using public transport.	Students have an enriched curriculum experience and develop life skills.
	Improve levels of comprehension through direct speech and language intervention work.	Improved levels of comprehension and language
	Increase opportunities for all students with reading and access to a wide range of reading materials.	Reading ages improve and student knowledge.
	Increase the progress in spelling across all age groups with the implementation of Sound Training. Initial assessment of all students and then targeted intervention.	Improved spelling ages over the intervention programme.
	Increase the rate of attendance through direct work by LSP's with the family including termly visits to the home and daily calls where required.	Reduce the % of Persistently Absent pupils who are eligible for the grant so that it matches other groups. Increase the % of families engaging with the school and student progress.

5. Planned expenditure					
Academic year	2016/17				
i. Proposed Action for 2016-2017					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve spelling ages  Improve opportunities for reading both at school and home.	Appointment of literacy champion and development of Sound programme and intervention.  Structured times for reading allocated to the timetable. Development of a library and opportunity to borrow books.	The Sound training programme has been used across the TBAP Trust with significant success. Targets intervention for certain learners with regular assessment should show progress.  Many students have limited access to reading within the home environment this will have an added impact of raising reading ages.	New co-ordinator appointed. Regular assessments of pupil's progress using WRAT. Improved spelling ages.  Time tabled on school curriculum. Reading age assessment.	CH/KC	Summer 2017
Development of language and communication skills	Appointment of a peripatetic SALT to assess and set targets to be implemented by LSP's.	SALT needs highlighted through baseline initial WRAT testing and previous EHCP plans,	Monitored by the DOAI within school and wave leader for intervention.	SAR	
Access to educational visits for all both day visits and residential.	To ensure that all children are able to attend the residential visits both locally and in the wider community to develop knowledge and life skills.	It is well documented in a number of case-studies showing that for disadvantaged pupils, greater gains are made in academic learning when they are faced with new challenges in adventurous settings.	Development of life skills and improvement in well-being. DOL to monitor	All staff responsible for recommendations in their subject areas. LD	Review Summer 2017.
Increase the rate of attendance for those eligible for the grant.	Allocate time for designated LSP to monitor attendance and make home contact.	To improve learner attendance, direct contact with a named professional develops family relationships.	Monitored by SSM regularly reporting to HOS.	SSM	Reviewed daily.
<b>Total budgeted cost</b>					