

Courtyard AP Academy Our Pupil Premium Strategy

| Number of pupils and pupil premium grant (PPG) allocation | |
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| Total number of pupils on roll | 16 |
| Number of pupils benefitting from PPG | 16 |
| Total amount of PPG received (£) | £17,820 |

At the Courtyard AP Academy we are dedicated to improving the life chances of our children and providing opportunities for everyone to excel. We have an excellent track record of learners making strong progress and developing a 'love for learning'. Many learners face considerable barriers to learning including complex family situations, medical conditions, social and emotional difficulties and experiences of failure. Pupil premium funding is used in order to close the gap, to inspire, to raise aspirations and to improve life chances. All learners tell us that they are happy, secure and making progress. They have been given opportunities that allow them to believe that they can be successful and achieve their full potential. The impact of pupil premium is measured in a range of ways for example through behaviour for learning data, academic tracking data and learner voice questionnaires.

PPG projects at CAPA

Project:

Impact:

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| Daily breakfast club | Attendance and punctuality continues to be given a high profile across the school. Behaviour for learning data shows an improvement in 'is socially aware of what is going on' and 'is able to listen attentively and be respectful' in the vast majority of learners. There continues to be positive feedback from parent groups and children. Breakfast club helps to foster the feeling of family and community and provides learners with the opportunity to interact in an informal setting whilst developing a sense of belonging. |
| Break time fruit snack | Learner questionnaires show that all learners feel that the Courtyard helps them to be healthy. Learners are able to make informed choices and understand what it means to have a healthy and balanced diet. |
| Forest school | A large investment has been made in forest school and this incentive has helped to engage the most vulnerable and hard to reach learners. It has provided additional out of classroom learning opportunities. Feedback from learners shows that they enjoy these sessions and it has supported them to take risks in their learning which is reflected in our behaviour for learning data. |
| Enrichment activities | Enrichment activities and trips outside school to the theatre for example help to broaden the horizons of our learners and to raise aspirations. Motivation has increased which has impacted positively on learner progress. PASS data shows that all learners are happy to be at school and they tell us that their learning is fun and interesting. Learners are growing in confidence and over time, 'relationship with self' improves significantly. Enrichment questionnaire capture the impact of these experiences where learners tell us that they feel more confident as a result *see enrichment graphs. |
| Swimming | Weekly swimming lessons have enabled our learners to stay active and to gain a life skill. Lessons have reduced stress in learners and have promoted health and wellbeing. |
| Attendance incentives | Learners receive medals, trophies and certificates for good attendance at school which helps to motivate them. Displays in the lunch room have raised the profile of attendance across the school and learners are keen to improve. Learners tell staff that the more that they are in school, the more they learn. Attendance has improved significantly in some cases for example from 19% to 87%. |

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| Staff training & CPD | Staff have received a wide range of training including RWI, behaviour for learning and Lego therapy. This training has enabled staff to deliver interventions across the Courtyard which have increased engagement from learners and promoted progress. CPD opportunities have developed the knowledge, skills and understanding of staff of learners with SEMH. The quality of teaching and learning is outstanding which is evident in OFSTED feedback, challenge partner reviews, learning walks and work scrutiny. This has had a significant impact on engagement across the curriculum and a 'love for learning' has been fostered. The use of solution focused approaches with learners has meant that they are now able to reflect on their learning and behaviour and suggest next steps. Incorporating 'Blanks' levels of questioning across the curriculum has increased access to the curriculum and has met the individual needs of learners. All staff also participated in reading comprehension training which has enabled them to feel more secure when supporting learners. |
| Art therapy | Learners tell us that they feel this is valuable opportunity to be listened to on a 1:1 basis. This intervention has helped learners to make sense of their experiences and has helped them to change their narrative of themselves and as a result, they increasingly perceive themselves to be successful learners. There is a correlation between learners that access art therapy and an increase in their engagement with the curriculum. |
| Residential trip | An annual residential trip for year 5 and 6 has helped to build resilience, inspire, motivate and challenge our learners and has raised aspirations. Learners tell us that it helps to build their confidence and support their achievement. |
| Quigley online tracking | This system has enabled us to rigorously track learner progress and to implement a robust assessment cycle, which is analysed and used to target individual learners. Learners are also able to contribute to their assessment and understand what they need to do next in order to improve. Our data shows that on entry to the Courtyard learners' attainment is well below what is expected for their age and all learners make significant progress relative to their starting points *see progress graphs. |
| Rising stars assessment | Out termly Rising Stars assessment in reading and maths help us to measure progress that learners are making. They also identify gaps in learning which are planned for using a personalised approach. Learners take ownership of and monitor their own progress by referring to the next steps in their books. This empowers learners and they tell us that they have a belief that they can be successful. Pass data is very positive and demonstrates that learners feel that their work is well pitched for them. Tracking data graphs show that learners are making strong progress and that the gap is closing. |

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| 1:1 targeted support | There has been increased participation and accelerated progress as a result of 1:1 support. LSPs are trained to work in partnership with class teachers enabling learners to access and engage with the curriculum effectively. Our evidence shows that for the vast majority of learners the gap closes in a short space of time *see progress graphs. Additional support has resulted in some KS2 learners making above expected progress at the end of the key stage. It has also facilitated vastly improved access to the curriculum which in turn has had a positive impact on learners sense of self. In addition, learners who have been described as 'disruptive' and at risk of permanent exclusion in mainstream school, engage well across the curriculum and make strong progress. |
| Behaviour for learning | The conceptual rationale which underpins our work is based on research conducted by Ellis and Todd and is a method that has encouraged us to focus on the purpose and outcomes of behaviour management. As a result, we focus on what we can do to promote effective learning and use strategies that have an impact on achievement and progress. Weekly behaviour for learning sessions provide our learners with the opportunity to explore relationships with self, others and curriculum. They have an increased understanding of what it means to be a good learner and know that they need to do in order to achieve. It has also supported learners to prepare themselves for transition into secondary school or back into mainstream. Learners are able to use solution focused approaches in order to identify areas of strength and development and to suggest next steps. |
| Partnership with outside agencies | We have worked in partnership with educational psychologists who have enabled us to successfully meet a wide variety of learner needs, have facilitated problem solving sessions, have provided perspective and supported us to be able to interpret psychological assessments. All staff have a very good understanding of the needs of the learners which is reflected in the strategies and teacher behaviours used within the classroom. |
| Lego therapy | There has been a vast improvement in learners' receptive language. It has also had a positive impact on verbal expressions by defining terms, describing, comparing and contrasting items and events. This has been reflected in increased access to the curriculum and an improvement in speaking and listening skills. |

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| Pupil Parliament | Learners have developed an understanding of how citizens can influence decision making through a democratic process. As a result, they show a deep understanding of the process and are able to devise different ways in which learners can contribute for example, naming the school chickens, deciding on additional resources for playtime, improving the range of reading books and changing the breakfast club menu. Learners have also developed improved ownership of the school and feel influential which in turn improves their relationship with self. Behaviour for learning data shows that learners are more able to take responsibility for their learning. One learners stated, 'Being on Pupil Parliament was a fun experience and made me feel helpful. We did loads of things to help the school community'. (KD) |
| Tea parties | Learners are given the opportunity to socialise in ways that they may not have the opportunity to outside school. They also participate fully in the preparation of the tea parties by deciding on the menu and preparing the food for parents, carers and other visitors. They tell us they feel empowered and enjoy these events and this is supported by feedback from parents and carers. |
| Rites of passage | We plan and deliver opportunities to gain life experiences and this is reflected in learning for example when learners visited China Town for Chinese New Year and ate a Chinese meal. This experience was reflected in their writing which was detailed and rich. Learners receive letters in the post for example which has meant that they feel held in mind by Courtyard staff. They tell us in their surveys that they feel valued. Learners are given a learning space of their own with additional resources to meet their needs and this improves their independence which is reflected in their behaviour for learning data. Learners have an increased ability to set themselves goals, which has empowered them. Learning about personal hygiene and dental health has improved the learners understanding and has led them to feeding back that the Courtyard helps them to be healthy. Workshops from external partners have supported the delivery of high quality 'real life' learning. |
| Garden project | The school garden project has enthused learners who are keen to make positive contributions to their school community. They enjoy planting and harvesting vegetables and it has helped them to understand that they can make healthy choices. Feedback from learners in their questionnaires shows that they feel school helps them to be healthy. |