

## Pupil premium spending Gosberton House Academy 2018-2022

### SUMMARY INFORMATION

Type of special educational needs and disability	Mainly social communication and interaction	Date of most recent pupil premium review:	June 2019
		Date of next review:	Dec 2019
Total number of pupils:	95	Total pupil premium budget:	£62,000
Number of pupils eligible for pupil premium:	31		

### STRATEGY STATEMENT

The core approaches that are currently implemented and how these will contribute to closing gaps

- Early intervention and support
- Kinesthetic and visual mediation
- Over-learning, small step approaches
- Effective parental pupil school support.
- Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.

The overall aims of your pupil premium strategy

- To reduce attainment gap between the school's disadvantaged pupils and others
- To raise the in-school attainment of both disadvantaged pupils and their peers

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Active engagement
B	Making connection across learning
C	Flexibility of thought and action

### ADDITIONAL BARRIERS

#### External barriers

D	Physiological needs- sleep, self-help skills, nutritious food
E	Safety and security-health, family, stability
F	Psychological needs- friendship, family, intimacy, esteem, confidence

Specific outcomes	
A	To create an environment of sustainable learning through meaningful engagement
B	For 100% of pupils to achieve their CASPA guidance targets

## Planned expenditure

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Impact and sustainable outcome

SSAT Meaningful Pathways project	SSAT support to enable the school to continue to evolve best practice 'Active Engagement' strategies - awareness, curiosity, investigation, discovery, anticipation, initiation, persistence - Attention Autism Curiosity Autism EEF/LLP Mobilise feedback and marking embedding	SSAT project EEF Teaching and learning toolkit NFER report on supporting the attainment of disadvantaged pupils Ofsted's reports on pupil premium progress in comparison to non-pupil premium pupils	Integral to SDP Assess Plan Do Review cycle- three times per annum	SLT	
Total budgeted cost:					£32,650
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Impact and sustainable outcome

*Family Engagement projects including Tapestry [ home/school liaison system] activity days; parenting programmes, Dads, Mums, Lads, Lasses	Engaging families in leading their child's learning	Leading Parent Partnership criteria EEF Teaching and learning toolkit NFER report on supporting the attainment of disadvantaged pupils	Year Planner Weekly plus inputs Termly review Tapestry comments review Parent view-annual	Senior Leaders and Forest School/ Sports Leads	
*Community engagement- including affiliation to the Scouting Association; Learning Outside the Classroom ethos	Enrichment Legacy building	Maslow's hierarchy- growth needs- love and belonging, self-esteem, self- actualization NFER report on supporting the attainment of disadvantaged pupils	Medium Term Curricular Plans Weekly input Pupil voice	LOtC and Scouting Schools lead	
Total budgeted cost:					£10,500
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Impact and sustainable outcome
**Subsidised Breakfast Club/ fruit	Address physiological needs - readiness to learn	Maslow's hierarchy-physiological needs; readiness to learn	Daily Pupil voice Active-engagement staff reports	Breakfast Club lead	

*Subsidised extended day, lunch time and after school enrichment activities	Address physiological needs - readiness to learn	Maslow's hierarchy- growth needs- love and belonging, self-esteem, self- actualization	Weekly Pupil voice Take-up Skills transference analysis	Senior support staff	
*Subsidise the cost of school visits/ curricular access [ including subsidies for family access-working within LOtC and LPPA principles]	Curricular enrichment; skills generalisations; engagement; family engagement	EEF Teaching and learning toolkit Maslow's hierarchy- growth needs- love and belonging, self-esteem, self- actualization NFER report on supporting the attainment of disadvantaged pupils LOtC criteria	Medium Term Curricular review	SLT	
**Subsidise the cost of school uniform/ PE kit/ book bags/ back packs	Physiological needs	Maslow's hierarchy-physiological needs; readiness to learn	As needed	SLT	
*Subsidise cookery contributions and special food 'challenges'	Healthy living, independence	EEF Teaching and learning toolkit Maslow's hierarchy-physiological needs; readiness to learn	Weekly	Cookery lead	
*Family and multi-professional liaison - attendance issues	Engagement with life-long learning	LPPA criteria	As required	SLT	

*Environment access e.g. SPELL approach.	Reducing barriers to active engagement	NAS	Daily NAS reviews	Communication and Interaction lead Sensory lead	
Total budgeted cost:					£18,850

## ADDITIONAL INFORMATION

In this section you can annex or refer to additional information which you've used to support the sections above.

Include:

- Analyse School Performance [CASPA] and other internal assessment [Bsquared/ SATS/ Bsquared Autism]
- Evidence from the education endowment foundation (EEF) [Families of Schools database](#)
- Results of staff and pupil consultation
- Analysis of attendance records
- Ofsted report 2019

## Review of expenditure

### PREVIOUS ACADEMIC YEAR

Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned	Cost
SSAT Meaningful Pathways project Year 2	Evolve Best Practice 'Active Engagement' strategies	<p>Analysis of individual pupil's profiles-identification of strengths and development areas- personalised planning / delivery approaches</p> <p>Roll out of Attention/ Curiosity Autism strategies and approaches across school for individuals and groups.</p> <p>Foundation Stage/ KS One curricular approach analysis - delivery through differentiated 'active-engagement' approaches- what does this look like at GHA?</p>	Clarification of what active engagement looks like for groups, cohorts, individuals and how we can maximise opportunities to use these strategies for cognitive and social development [ across all areas of daily life in school; next step to generalize across the school; to support families ]	£27,650
Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost
*Family Engagement projects including Tapestry [ home/school liaison system] activity days; parenting programmes, Dads, Mums, Lads, Lasses		Rolling prog of staff accreditation to be able to deliver accredited Parenting Progs [NAS]	Increased number of staff able to deliver programmes; increased number of programmes running annually Next step- sustainability	£3,000



*Community engagement- including affiliation to the Scouting Association; Learning Outside the Classroom ethos		Continuation of Scouting Schools- community engagement	Next step- strive to continue to enhance engagement with local scouting groups; revamp scouting schools board to evidence annual rolling prog and impact	£7,500
Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
**Subsidised Breakfast Club/ fruit		Enhanced cognitive progress	Addressing physiological needs [calm routine to start the day] enhancing readiness for learning	£1,900
*Subsidised extended day, lunch time and after school enrichment activities		Flexibility of thought and action	Enhancing social engagement; rehearsing emerging social communication skills in an increasing variety of 'safe' environments; broadening interests	£6,700
*Subsidise the cost of school visits/ curricular access [ including subsidies for family access-working within LOtC and LPPA principles]		Flexibility of thought and action- able to enjoy 'new' experiences	Enhancing flexibility of thought and action -enabling youngsters to enjoy new experiences; reducing anxiety	£4,500

**Subsidise the cost of school uniform/ PE kit/ book bags/ back packs		Self-esteem; sense of belonging Self-organisational skills	Sense of 'belonging'-seeing oneself as part of a community	£1,500
*Subsidise cookery contributions and special food 'challenges'		Health lifestyles	Essential to be around foods and food handling to expand tolerance of proximity of different foods [aromas, taste, texture etc.] Essential to teach healthy habit/food hygiene from a very early age	£2,200
*Family and multi-professional liaison - attendance issues		Engagement with learning	Supporting families to be aspirational for their youngsters	£1,000
*Environment access e.g. SPELL approach.		Environmental accessibility	Enhancing access to learning; reducing distraction; increasing active-engagement	£6,000

2018-19 national moderated results

	Mathematics (59 pupils)		Language and Literacy	
	Non FSM (22 pupils)	FSM (37 pupils)	Non FSM (20 pupils)	FSM (36 pupils)
Above expectation	18%	30%	10%	28%
At expected level	73%	67%	80%	64%
Below expected level	9%	3%	10%	8%