

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Sky Academy
Number of pupils in school	73
Proportion (%) of pupil premium eligible pupils	64.38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 This is a one year plan due to a planned increase in PAN for next academic year and need and numbers are as yet unknown
Date this statement was published	April 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Bex Jones, Headteacher
Pupil premium lead	Bex Jones
Governor / Trustee lead	Gus Grimshaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,800
Recovery premium funding allocation this academic year	£14,241
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£57,041

Part A: Pupil premium strategy plan

Statement of intent

Sky Academy is a specialist day school that provides education for boys who have an EHCP based on an SEMH/SCLN diagnosis of need. We currently have 76 boys on roll, historically approximately 55% of the school cohort have been eligible for pupil premium.

Our students were particularly affected by the Covid lockdowns due to their SEND and socio-economic needs. Social isolation, unpredictable routines and increased time spent in often difficult home environments have particularly had impact upon our most disadvantaged youngsters, most of whom have attachment and communication and interaction difficulties.

The approach taken at Sky when working with young people is very individualised – identifying personal barriers to growth and then putting in place appropriate support to enable a young person to overcome them. For the majority of students at Sky the barriers a young person faces are a combination of environmental and intrinsic and we aim to work contextually to overcome both.

Regarding pupil premium expenditure, we reflect upon previous year's qualitative and quantitative data to identify the top barriers to engagement for our most disadvantaged students and then put in place a solution focused implementation plan to mitigate against these.

The strategies implemented are linked where possible to long term whole school development – however this specific plan only covers one academic year due to our planned expansion next year by 50% and we do not yet know the demographic of our new cohort.

The impact of our strategies is evaluated through our school plan, do review impact reporting cycle.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance
2	Below ARE Reading/Literacy Levels
3	Attachment and emotional literacy difficulties
4	Poor communication and interaction skills
5	Difficult home and community environment

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attendance for PP students.	No PP students are on 0% attendance. All PP students are actively engaging with Sky staff on a daily basis.
Improved literacy levels	PP students will make accelerated progress in targeted intervention work.
Improved engagement with learning	Reduction in numbers of students out of planned sessions, decrease in episodes of dysregulation, increase in pupil attainment.
Improved levels of emotional regulation	Reduction in numbers of students out of planned sessions, decrease in episodes of dysregulation, accelerated progress in targeted intervention work.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,716.31

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of an Academy Lead for Reading Across the Curriculum Post to co-ordinate and deliver whole school literacy intervention work	One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2

Implementation of Read Write Fresh Start and associated literacy resources and CPD for staff.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £31,324.69

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of two trained ELSA's to support the emotional development and regulation of students.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://www.elsanetwork.org/elsa-network/evaluation-reports/ https://www.ehcap.co.uk/content/sites/ehcap/uploads/NewsDocuments/325/Somerset-Project-Report-20187.PDF	3,4, 5
Continuation of Breakfast Club across the school to ensure students have a healthy meal and the opportunity to eat together in nurture groups.	https://www.kumon.co.uk/blog/the-importance-of-breakfast-for-children/ https://www.eatright.org/food/nutrition/healthy-eating/5-reasons-your-teen-needs-breakfast https://www.cambridge.org/core/journals/nutrition-research-reviews/article/systematic-review-of-the-effect-of-breakfast-on-the-cognitive-performance-of-children-and-adolescents/82FE2D456F27AB7FBB1BC58BB146D1A8	3, 4, 5
Development of Sensory regulation spaces to enable students to self-regulate, or co-regulate when heightened	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3708964/ https://nationalautismresources.com/school-sensory-rooms/	3, 4, 5
Creation of two Outreach Support Workers to work with young people and their families who are experiencing difficulties accessing onsite to maintain the links with school and to work to overcome barriers to attendance and achievement.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://www.ehcap.co.uk/content/sites/ehcap/uploads/NewsDocuments/325/Somerset-Project-Report-20187.PDF	1,3, 4, 5

Total budgeted cost: £57,041

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The previous year's pupil premium plan had been designed around the assumption of young people attending Sky onsite and was looking to implement a system of cognitive intervention work. Unfortunately, the Covid 19 pandemic meant that this was no longer the priority support system required for PP premium students within the school.

The staff that were being funded via pupil premium were therefore redirected into a mobile outreach group – carrying out home visits, distributing and collecting work packs, carrying our family support sessions face 2 face (socially distanced) and supporting remote learning.

The feedback from parents and young people was positive – parents felt connected to Sky, and the attendance including B codes for many students increased during this period as barriers such as transportation, and school-based anxiety were removed. However, attainment in terms of specific cognitive intervention work did not take place as had been intended.

This feedback has been fed into our current plan in terms of the focus upon literacy, outreach workers and developing emotional literacy and attachment.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
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N/A	
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Further information (optional)

The pupil premium strategy at Sky is part of a school wide strategy to manage increased numbers and need across the school during a post pandemic period of rapid growth in PAN. The emphasis within the school is on appropriately targeting intervention work and implementing systems for measuring impact to ensure practice is effective and cost efficient.

Once numbers and cohort demographic are known for 22-23 the impact data from this year will be used to plan next years' strategy – it is expected to continue to have similar foci to 21-22.