

Pupil premium strategy statement

This statement details Reach Academy'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	Reach Academy
Number of pupils in school	42
Proportion (%) of pupil premium eligible pupils	68%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022- 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Hannah Lord Head Teacher
Pupil premium lead	Matthew Long
Governor / Trustee lead	Alison Black

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,505
Recovery premium funding allocation this academic year (including tutoring)	£6000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£16,505

Part A: Pupil premium strategy plan

Statement of intent

Reach academy is a 42 place KS3 Alternative Provision for pupils in Kirklees, educating and supporting pupils who have been permanently excluded from their mainstream settings or are at significant risk of permanent exclusion.

With an ever-changing cohort, the number of pupils eligible for pupil premium funding varies throughout the year, however we consider all our pupils to be disadvantaged and support their learning and SEND needs on an individual, needs led basis. At Reach Academy we target the use of pupil premium funding to ensure that all of our vulnerable and disadvantaged pupils receive the highest quality of education to enable them to become engaged, confident learners and active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background;
- Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally;
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum;
- Develop confidence in their ability to communicate effectively in a wide range of contexts;
- Enable pupils to look after their social and emotional wellbeing and to develop resilience;
- Access a wide range of opportunities to develop their knowledge and understanding of the world;
- Ensure all pupils move onto their next educational provision equipped with the support and skills needed to successfully continue their learning journey.

To achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access high quality first teaching;
- Ensure appropriate, accurate baseline assessment of pupil need at the start of their placement and at timely intervals thereafter;
- Provide targeted intervention and support, as identified through baseline assessment outcomes, to quickly address identified gaps in learning including the use of small group work and 1:1 support where needed;
- Target funding to ensure that all pupils have access to educational visits and first-hand learning experiences;
- Provide opportunities for all pupils to participate in enrichment activities including sport and music;

- Ensure all pupils have daily access to a nutritional breakfast and lunch to ensure no child goes hungry;
- Ensure all staff have access to high quality CPD to support pupils wide ranging SEND requirements, with an emphasis on supporting pupils social, emotional and mental health difficulties (SEMHD);
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom, taking into account their SEMHD.

Challenges

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

Challenge number	Detail of challenge																																	
1	<p>Social, emotional and mental health difficulties impact on pupils' ability to access learning as identified through pupils' Boxall profiles. Pupils Boxall profiles indicate all pupils are working below or significantly below the expected 'norms' when compared to their peers. Research suggests that pupils need to be functioning close to the 'norms' within at least strands A to E in order for them to be able to access learning and support.</p> <table border="1"> <thead> <tr> <th>Boxall strand</th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>12</td> <td>5</td> <td>6</td> <td>9</td> <td>5</td> </tr> <tr> <td>Non-PP</td> <td>14</td> <td>7</td> <td>8</td> <td>14</td> <td>7</td> </tr> <tr> <td>Norm</td> <td>19</td> <td>11</td> <td>10</td> <td>17</td> <td>8</td> </tr> </tbody> </table> <p>Average reading age gains over placement:</p> <table border="1"> <thead> <tr> <th></th> <th>Accuracy</th> <th>Comprehension</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>1.5 years</td> <td>1.5 years</td> </tr> <tr> <td>Non-PP</td> <td>1.8 years</td> <td>1.7 years</td> </tr> </tbody> </table>	Boxall strand	A	B	C	D	E	PP	12	5	6	9	5	Non-PP	14	7	8	14	7	Norm	19	11	10	17	8		Accuracy	Comprehension	PP	1.5 years	1.5 years	Non-PP	1.8 years	1.7 years
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2	<p>Baseline assessments at the start of a pupil's placement indicate that pupils have wide ranging gaps within reading, writing and maths. Pupils' entry data last year indicated that all pupils were working at least 1 year below their chronological age with some pupils being up to 6 years below.</p> <p>Average pupil baseline (on entry to Reach):</p> <table border="1"> <thead> <tr> <th></th> <th>English</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>2</td> <td>1</td> </tr> <tr> <td>Non-PP</td> <td>2a</td> <td>1a</td> </tr> <tr> <td>National average</td> <td>3b</td> <td>3b</td> </tr> </tbody> </table>		English	Maths	PP	2	1	Non-PP	2a	1a	National average	3b	3b																					
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3	<p>There has been an increase in the number of pupils with speech, language and communication difficulties. Where needed, pupils are referred and supported by the Complex Communication and Interaction (CCI) team or Speech and Language service. Pupils baseline data also</p>																																	

	<p>suggests over 50% of pupils have a below average oracy score which also impacts on their progress and attainment in other literacy areas.</p> <p>Pupils with below average oracy baseline:</p> <table border="1"> <tr> <td>Non-PP</td> <td>54%</td> </tr> <tr> <td>PP</td> <td>68%</td> </tr> </table>	Non-PP	54%	PP	68%
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4	<p>Attendance and punctuality is a significant barrier to learning. Last year, average pupil attendance was 67.3 %. Although pupils made on average 6.58% improvement in their attendance compared to their previous setting, further improvement in attendance are needed to improve their overall attendance rate.</p>				
5	<p>Due to the complexity and vulnerability of many pupils and their families at Reach Academy, their access to wider opportunities within their community and beyond is limited, resulting in low aspirations and limited engagement levels within school and beyond.</p>				

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
Social, emotional and mental health	<p>All pupils will demonstrate progress with their SEMH needs as measured through their Boxall profiles.</p> <p>Pupils will successfully engage with purposeful, targeted intervention to support their SEMH needs.</p>
Reading, writing, maths	<p>Academic attainment will improve, narrowing the gap between baseline data and current attainment.</p> <p>All pupils will make progress across the curriculum in line with their individual targets.</p>
Speech and language	<p>Disadvantaged pupils will have access to speech and language therapy. This will ensure that they can fully access their curriculum offer and narrow academic gaps.</p>
Attendance and punctuality	<p>Ensure attendance of disadvantaged pupils is at least above the KPI of 82% with a value-added score of at least 15%.</p>
Access to wider opportunities	<p>Pupils will have a wide and varied access to educational visits and visitors, broadening their experiences and improving aspirations.</p> <p>All pupils will access a high-quality careers</p>

	programme that supports the development of high aspirations and improved life chances.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.

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

Budgeted cost: £ 1057.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Dyscalculia screening</i>	<p>Ensure that pupils with dyscalculia are identified and effective strategies and interventions are delivered in a timely fashion</p> <p>Approximately 5-8% of school-age children have memory or other cognitive deficits that interfere with their ability to acquire, master and apply mathematical concepts and skills. Research suggests the prevalence of dyscalculia to be around 5%.</p>	2,3,5
<i>Metacognition training</i>	<p>Ensures that all staff are able to have an understanding of what pupils need to achieve in order to learn effectively</p> <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3
<i>Purchase of provision mapping.</i>	<p>Staff will be able to map pupil SEN and SEMH progress more effectively.</p> <p>Provision Mapping allows us to monitor, evaluate and plan the development of provision, increase access for disadvantaged groups, secure the entitlement of all learners and raise achievement and standards.</p>	1,2,3

Targeted academic support

Budgeted cost: £ 6200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Prison Me? No way</i>	Pupils will have an understanding of the dangers of making the wrong choices and the impact this can have on their future life.	1,5
<i>Forest school training</i>	Staff to access training to enable them to effectively deliver sessions in the Forest school improving self-esteem and reducing SEMH incidents. Research suggests that children and young people are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being.	1,3,4,5
<i>Geeks Rooms</i>	Pupils develop computing and communication skills accessing programming and IT based sessions.	1,2,4,5
<i>Boxing sessions</i>	Pupils develop positive self-esteem, strategies to support SEMH and physical fitness accessing weekly sessions.	1,2,4,5

Wider strategies

Budgeted cost: £ 9247.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Parent engagement activities</i>	Improved attendance for parents involved. Increased engagement with parents who are involved with activities.	4,5
<i>Careers visits</i>	Ensures pupils gain clarity of career pathways. Pupils will gain a clear plan of what they need to do to achieve the next steps of their career goals.	1,4,5

<i>Recruitment of Safer Schools Officer</i>	Ensure positive relationships are developed with Police, challenging negative stereotypes and reducing SEMH incidents in and out of school.	1,4,5
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Total budgeted cost: £ 16505

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.

Units of Sound was purchased in November to support literacy interventions. Lexia was purchased and used by all pupils to support literacy development. This was used in school and remotely for those needing remote learning due to Covid. Sessions are timetabled daily for all pupils. Ratio gains data has shown the reading programmes in place have had a significant impact on pupil progress for 65% of the cohort and useful impact for 30% of the cohort.

Funding was used to enable our pupil and family engagement officer the resource to support parents and pupils both onsite and in pupil homes to improve engagement and encourage attendance post Covid 19. Despite the impact of Covid on some pupils' attendance, value added showed an increase attendance of 6.5% on average last academic year.

Boxing sessions were accessed by up to 15 pupils each week, and over 35 pupils over a term, at a local Boxing Club. This has led to improved self-esteem of the pupils involved and helped support attendance.

Over 40 pupils accessed forest school sessions and/or Geek Rooms to support their re-engagement with school following lockdown. Pupils had the opportunity to engage with other peers and staff in an outdoor/alternative setting where they can take part in a variety of practical, hands-on learning experiences and have their SEMH needs supported through 1:1 and whole group support. Engagement with the sessions has been high and supported an improvement in attendance for pupils.

Two staff were identified as Oracy champions and led on developing oracy across school as part of the Voice 21 project - a year-long project to develop the oracy of pupils. Whole school training, led by our oracy champions, has developed their knowledge and skills in the teaching of oracy and used assessment tools to benchmark and track pupil progress. The use of this progress data will be further developed next academic year to support pupil provision and need.

Seesaw is now being used as a resource in school to capture pupils' learning and allow for verbal feedback. It can also be used for pupils to access homework and remote learning where needed and as a communication tool between pupils, parents and staff as needed. Hegarty Maths and Mangahigh are used as a resource for remote learning – tasks can be set for pupils to complete independently alongside teacher led sessions.

Externally provided programmes

Programme	Provider
Computer programming	Geeks Rooms
Forest school	Greenman Forest schools

Boxing	Rawthorpe Boxing Club
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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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