

## 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	Snowfields Academy
Number of pupils in school	85
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22
Date this statement was published	November 21
Date on which it will be reviewed	July 22
Statement authorised by	Dee Pickerill Principal
Pupil premium lead	James Doddington Vice Principal
Governor / Trustee lead	Simon Weedon

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,145
Recovery premium funding allocation this academic year	£10,560 tbc
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£28,705 tbc

## Part A: Pupil premium strategy plan

### Statement of intent

All of our students at Snowfields Academy have a diagnosis of Autism and an EHCP with autism as their primary need. As such, all of our students are disadvantaged, not just those in receipt of pupil premium.

Due to the complex nature of their needs, autism and any related issues such as ADHD, sensory needs, epilepsy etc. may present as the biggest barrier to our disadvantaged students' learning, not just their socio-economic disadvantage. Students who are not in receipt of pupil premium funding will benefit from the use of this fund, alongside their peers who are.

Our students have complex needs; they require highly structured and personalised approaches to their learning, personal development and emotional well being. Some of our students are Emotionally Based School Avoiders (EBSAs), and need a highly personalised approach to school attendance and engagement. Many of our students have high levels of anxiety which further impact their learning and well being. Due to their needs, all of our students have social communication difficulties which are supported by our Head of Therapy/SALT and our class teams.

Our pupil premium funding will be used to support students, in receipt of pupil premium funding and others, to reduce their barriers to learning, close any achievement gaps and support with their personal development and well being.

### Challenges

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

Challenge number	Detail of challenge
1	Academic achievement
2	Cultural capital
3	Behaviour
4	Well being
5	Personal development

## 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
1. Close any gaps in attainment for pupils in receipt of PP across all subjects	No significant gaps between those in receipt of PPG and others
2. Offer opportunities for trips and other cultural enrichment through part funding for those in receipt of PP, include funding for Duke of Edinburgh	All students take part in a curriculum which is rich in cultural capital leading with years 7, 8 and 9 taking part in an offsite course of activities. We will develop the Duke of Edinburgh offer during this academic year for Key Stage 4 from September 2022
3. To improve behaviour in order to reduce barriers to learning for those in receipt of PP and others.	No significant disparity between those in receipt of PP and others although individuals may present with challenges in line with their ASD diagnosis which are not due to their socio-economic background
4. All students, and especially those in receipt of PP to be supported to develop and maintain good levels of wellbeing and emotional resilience	Head of Therapy will have developed a more formalised approach to meeting emotional and well being needs using a universal/targeted/specialist approach. Train an additional 1 or 2 ELSAs. Fund upkeep for Willow, Snowfields' wellbeing dog
5. Provide funding to support our Unicef Rights Respecting application which would promote and recognise that our students are "respected, their talents are nurtured and they are able to thrive"	Emily Stone will have led Snowfields Academy to be awarded Unicef's Rights Respecting Silver award. Funds available will purchase any resources required to support this.

## 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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attainment: enhance the skill set of all staff to deliver and support highly effective teaching and learning through a highly effective CPD offer to include external providers	No significant gaps between PP and others	1
Cultural Capital: Part-fund trips for those in receipt of PP. Funding towards resources to support the delivery of DoE	All students can access trips and events as part of the wider academy curriculum	2
Behaviour: Part-fund a Student Support Manager	SSM will support with the delivery of behaviour strategies and will work under the direction of the behaviour lead teacher and senior leaders	3
Wellbeing and emotional development: Train a teacher as a student mental health first aider. Funds towards the upkeep of Willow, academy wellbeing dog	Trained teacher in place who supports students with their mental health needs working alongside the Head of Therapy who leads on this area.	4
Personal Development: funding to provide any required cover for the leadership of Rights Respecting and provide an allowance for any required resources or events to facilitate and promote the successful award at silver level	Successful award at Silver level	5

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 16,705 towards costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
Student Support Manager will work with students to deliver their learning out of class when they are unable to access learning alongside their peers, and support with reducing barriers to learning which will see an increase of time in class	Where students' behaviour support plans indicate they should learn outside of the class for the rest of the lesson due to the impact on the learning of others this will be facilitated by the SSM in order for Tas to continue to support learning in class.	1, 3

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,000 towards costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
School wellbeing dog	Students will be greeted by Willow to ease difficult transitions into school at the beginning of the day. Students will also have the opportunity to work for allocated time with Willow as an incentive/reward	4

**Total budgeted cost: £28,705**

## 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.

Outcome 1: There were no externally validated outcomes for 2020/21.

Teacher assessments show that students in receipt of PPG performed in line with other students across core subjects.

Outcome 2: All students took part in activities within the local community. Dof E was not introduced as the Member of Staff who was trained to lead the programme moved on. As a very small cohort of teachers there was nobody suitable to cover this vacancy

Outcome 3: Analysis showed that students in receipt of PP had slightly higher behaviour incidents than their peers The behaviour needs are attributed to their individual needs in line with their diagnosis and not attributed to their social deprivation. Our Behaviour Lead Teacher worked closely with students, families and staff to develop a culture of reviewing all behaviour incidents and addressing individual needs.

Outcome 4: A tiered approach which identifies universal needs, targeted needs and specialist needs for mental health and wellbeing has been developed with appropriate interventions and support which recognises this. Challenge Partners, May 2021, recognised our provision for the Mental Health and Wellbeing of Young People with ASD as an Area of Excellence. 2 x additional ELSAs were trained.

Outcome 5: Not achieved. The planned opening of Cranbrook College, an additional campus which will extend and double the offer at Snowfields Bearsted necessitated a delay in our application as the offer would need to be embedded across both colleges, Bearsted and Cranbrook.

### 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	

## 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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*