

Pupil premium strategy statement 2022-23

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	176
Proportion (%) of pupil premium eligible pupils	26.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 2
Date this statement was published	September 30 th 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Debbie Biggenden, Academies Director
Pupil premium lead	Dee Pickerill

Governor / Trustee lead	Simon Lockwood
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,625
Recovery premium funding allocation this academic year	£ 45,264
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>Pupil Premium: £24,625</p> <p>Recovery Premium Funding: £22,632</p> <p>Total: £47,257</p>

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
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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
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
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 continue to fund and develop this offer across both Bearsted and Cranbrook colleges and will introduce a co-curricular offer for students in Years 10 & 11 which is linked to their vocational learning.
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
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 and Otis, Snowfields' wellbeing dogs

<p>Provide funding to support our Unicef Rights Respecting application for the Silver Award, which will promote and recognise our students are “respected, their talents are nurtured and they are able to thrive”</p>	<p>Emily Stone will have led Snowfields Academy to be awarded Unicef’s Rights Respecting Silver award. Funds available will purchase any resources or cover required to support this.</p>
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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: £32,632

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attainment: enhance the skill set of all staff to deliver and support highly effective teaching and learning through a highly effective CPD offer which includes external providers where appropriate</p>	<p>No significant gaps between PP and others</p>	<p>1</p>
<p>Attainment: part-fund 2 x HLTAs to lead interventions and support whole class teaching</p>	<p>No significant gaps between PP and others Close any gaps from Covid</p>	<p>1</p>

<p>Cultural Capital: Part-fund trips for those in receipt of PP. Funding towards resources to support the delivery of DoE</p>	<p>All students can access trips and events as part of the wider academy curriculum</p>	<p>2</p>
<p>Behaviour: Part-fund a Student Support Manager</p>	<p>SSM will support with the delivery of behaviour strategies and will work under the direction of the behaviour lead teacher and senior leaders</p>	<p>3</p>
<p>Wellbeing and emotional development: Train a Cranbrook College teacher as a student mental health first aider. Provide funds towards the upkeep of Willow and Otis, academy wellbeing dogs</p>	<p>Trained teacher in place who supports students with their mental health needs working alongside the Head of Therapy who leads on this area. A wellbeing dog at each college to support with students' attendance, learning and wellbeing</p>	<p>4</p>
<p>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</p>	<p>Successful award at Silver level</p>	<p>5</p>

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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</p>	<p>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.</p>	<p>1, 3</p>

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

Budgeted cost: £2625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School wellbeing dog</p>	<p>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</p>	<p>School wellbeing dog</p>
<p>Fund hire of college vending machines and purchase of items for the vending machines</p>	<p>Students earn stamps for good behaviour for learning; the stamps convert into tokens which can be spent on items selected by the students in the vending machine.</p>	<p>Behaviour and wellbeing</p>

Total budgeted cost: £ 47,257

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met

Across the curriculum PPG broadly performed in line, or above that of non PPG. Year 8 PPG underperformed in 2 data captures in both Science and Maths. This particular group has been identified as underperforming with in school interventions planned and implemented in order to address this underperformance.

Attendance analysis 21.22

Attendance figures for Pupil premium 77.26% no Pupil premium 83.64%

[Behaviour analysis](#)

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
Tutoring programme for Year 10s	MyTutor

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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?	

Further information (optional)

<p><i>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.</i></p>
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