



Co-op Academy
Delius

Co-op Academy Delius

Pupil Premium & Covid-19 recovery funding plans

Review of the impact of the 2019/20 pupil premium strategy

Pupil premium strategy for 2020/21 plus

Covid-19 recovery funding plan

To be approved by the Local Governing Body: 28/09/20

Review of the impact of the 2019/20 Pupil Premium strategy

The total projected funding for Co-op Academy Delius for 2019-2020 based on 2018/19 figures are below:

Funding Stream	Allocated amount	Projected amount	Number/% of PP/CLA
CLA	£1,900	£3,800	2– 4.8%*
Early Years Pupil Premium (not Reception)	£302.10	£0.00	0-0%
Free School Meals	£1,320	£52,800	40 – 97.6%
Free School Meals (last 6 years)	£1,320	£1,320	1 – 2.4%
Total projected spend		£57,970*	

Review Statement Post Covid 19

The following review statement is in consideration of the disruption caused by the Covid 19 pandemic. All efforts to continue the proposed

outcomes were made during the period February to July 2020 through a combination of in school and home education for our pupil premium pupils.

The following review of progress outcomes is based on the Governing Body Report presented in February of 2020.

The total funding amount in Feb 2020 had increased from £57,970 to £60,560* with additional Pupil Premium Pupils coming on roll.

Summary of objectives	Impact	Lessons learned
<p>Attendance 1 To improve the attendance of pupil premium/CLA pupils at Delius who have difficulty in attending due to health conditions.</p>	<p>10 pupils were identified as having PA problems with an average attendance of 68%, with some as low as 15%. Between Sept 2019 and Feb 2020 we have seen 40% make improvements on attendance with 60% not meeting their set target. This cohort are amongst our most medically challenged and ever endeavour was made to meet their needs. The building of our Sparkle Suit has supported a small number of this cohort into school and will continue to support such pupils. This period from Autumn through Winter is often our most challenging period for this cohort and attendance figures would generally pick up within the late Spring to Summer terms.</p>	<p>This cohort % attendance is a qualitative measure and not quantitative and we must endeavour to improve our offer to families.</p>
<p>Attendance 2 To improve the attendance of pupil premium/CLA pupils at Delius who have challenges in attendance</p>	<p>50% of this cohort have made improvements to their attendance, with 25% remaining constant and 25% falling below the set attendance target. Individual pupils (2) have had specific issues with regards to health and may in future fall into the category above if health issues persist.</p>	<p>To begin to track specific attendance issue for individual pupils and to target home education support if required</p>
<p>Attainment & Progress Pupil premium and CLA will have access to high quality first</p>	<p>As at Feb 2020 the following data reflects the intervention impact measure on pupils on track or to exceed expected progress against EHCP annual targets.</p>	<p>On the whole there are little gaps in learning between non PP pupils and those on pupil</p>

<p>teaching and interventions.</p>	<p>Comm and Lang: The percentages of pupils on track for their annual targets within C&L are comparable at 90%-91% (non PP/PP pupils). There is a similar theme with pupils exceeding (10%-13%), whereas pupils that have a concern with 1 or more of their targets, there is a 4% difference in favour of pupil premium pupils (6%-2%)</p> <p>Cog & Interaction: The percentages of pupils on track for their annual targets within C&I are comparable at 94%-98% (non PP/PP pupils). However with pupils exceeding the % difference favour non-PP (9%-1%), whereas pupils that have a concern with 1 or more of their targets, there is a 4% difference in favour of pupil premium pupils (5%-4%)</p> <p>SEMH: The percentages of pupils on track for their annual targets within SEMH are comparable at 89%-91% (non PP/PP pupils). However with pupils exceeding the % difference favour non-PP (5%-0%), whereas pupils that have a concern with 1 or more of their targets, there is a 3% difference in favour of pupil premium pupils (10%-13%)</p> <p>Sensory & Physical: The percentages of pupils on track for their annual targets within S&P are comparable at 90%-91% (non PP/PP pupils). There is a similar theme with pupils exceeding (19%-22%), whereas pupils that have a concern with 1 or more of their targets, there is a 1% difference in favour of pupil premium pupils (5%-4%)</p> <p>On the whole there is little gaps in learning between non PP pupil and those on pupil premium</p>	<p>premium.</p> <p>To offer a fairer spread of intervention time for identified pupils and to allow targeted interventions across a range of both subject specific and wellbeing support</p> <p>To build on tracking of EHCP annual targets and begin to use pupil progress meetings more effectively to ensure rigour and challenge are in place.</p>
<p>Behaviour Support To ensure that all pupil premium pupils who have individual behaviour support plans are given the appropriate support to allow them to show progress in learning</p>	<p>There has been no significant difference in attainment affected by behaviour within our pupil premium cohort. The core offer to all pupils through behaviour support ensures this. Individual pupil support for 1 family was given in home to school support in developing behaviour strategies. However Post Covid 19 there has had to be significant work</p>	<p>To begin to introduce into pupil progress meetings more specific and targeted dialogue on behaviour and required interventions.</p>

	for all Pupil Premium pupils in ensuring access to learning and safeguarding support. This for the vast majority was successful however 1 pupil has required greater input and continues to do so in our Covid catch up plan	
Enrichment To offer enrichment opportunity to all pupil premium pupils/CLA who have both good attainment and attendance through lunchtime and after school clubs.	19% of our identified pupil premium pupils did not have an identified PP area from Attendance, Attainment and Behaviour from our 2018-19 PP audit. They were to access a range of enrichment activities on offer from the class teams and in after school clubs such as Wellbeing In terms of attainment those 19% (8 pupils) all were achieving well in relation to progress against annual EHCP targets.	To create a progress capture or qualitative statement to embrace the benefits of after school provision on individual targeted pupils.
Additional opportunity through Parents groups, Staff support and residential trips To support holistic needs of our pupil premium/CLA pupils with additional enhancements which directly impact on pupils lives.	A percentage of funding was given to support parents of our PP pupils in accessing a range of PIO classes. These opportunities ranged from: <ol style="list-style-type: none"> 1. Housing/DLA and benefits support from our PIO 2. Wellbeing clubs for sewing, fitness 3. Maths and English classes Around 11% of our PP pupil parents accessed all of these support clubs on a regular weekly basis. They not only allow parents support for financial aid, it allows time for support discussion and sharing of wellbeing issues. Residential support was cancelled due to Covid 19. Additional spend of £1000 was given to use of interpretation for EAL through 'Enable' and was used effectively with a small percentage of our Pupil Premium families. Children Looked After: Two families accessed their full funding allocation to benefit their children on both resourcing and access to learning. Both pupils have made better than expected progress in their learning.	To track PIO input with parents in a qualitative measure to look at impact of family support on engagement.

Pupil Premium Strategy for 2020/21 plus

Summary of the pupil premium strategy key objectives for 2020/21, 2021/22 and 2022/23

Year	Summary objectives
2020/21	<p>Re structure approach to pupil premium interventions through each class having HLTA timetabled time to address individual interventions identified through re baselined Personalised learning goals</p> <ul style="list-style-type: none">- Linked to annual EHCP targets within 4 areas- Identified wellbeing interventions linked to Covid 19 absence or anxiety- Re engagement in learning- Out of school support to families
2021/22	<p>To separate the Pupil Premium funding from the mainstream budget</p> <p>To ensure that all new families coming on roll know and understand PP eligibility.</p> <p>Evaluation of Pupil premium impact to take place in June to July to allow smarter planning based on impact outcomes and identified progress outcomes</p> <p>To build on enrichment program of Therapy interventions of Play and Music</p> <p>To identified Therapy CPD opportunity for staff to allow sustainable interventions</p>
2022/23	<p>Identified extra curricular program to offer a range of both subject specific catch up (Literacy, numeracy and PSE)</p>

	To offer holiday scheme program to all PP pupils
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The Pupil Premium Strategy for 2020/21

Publish date: 28/09/2020

Review date: Termly 2020/21

Name of the senior leader signing off the strategy: Emma Hardaker

The academy context, including pupil numbers The Pupil Premium is funding additional to the main academy budget, which is based on the number of students who have received Free School Meals within the last 6 years. Additional funding is also provided for Children who are Looked After. It is for schools to decide how the additional funding is spent, provided it is used to close the well reported gap between the achievement of students who receive the Pupil Premium and their peers. Other sources of funding, Sports (primary), Catch up (secondary) and COVID-19 recovery (all) is separate to the pupil premium.

At Co-op Academy Delius, the proportion of pupils eligible for the pupil premium is approximately 28% of whom the largest subgroup are our year 6 pupils which make up almost at 47%. On the whole our pupil premium pupils are not disadvantaged in attainment from their peers. 23% of our pupil premium cohort are more medically challenged and hence attendance can be a

barrier to learning. Within this cohort greater emphasis is placed on wellbeing and the need to work with families to support return to school in periods of prolonged absence.

The challenges ahead within 2020/21 are certainly more focused on pupil wellbeing and supporting anxieties on school return as well as reaffirming structure and routine in learning. A challenge for the school in our Post Covid period is capacity to provide interventions safely in school and in outreach to homes.

The table below breaks down numbers further. (*indicates a small number of year 7 on roll until Dec 2020) **These numbers will vary over the year as pupils come and go from Delius.**

Year group	Cohort size	PP Boys	PP Girls	Total	% PP pupils per year group
Reception	16	0	1	1	0.07%
Year 1	24	4	2	6	25%
Year 2	30	3	4	7	23.3%
Year 3	26	7	2	9	34.6%
Year 4	20	2	4	6	30%
Year 5	21	5	1	6	28.6%
Year 6	21	5	5	10	47.6%
Year 7*	8	3	1	4	50%
FSM	48	28	20	48	-----

CLA	2	0	2	2	-----
Totals	166	28	28	48	27.6%

Allocated funding from the government The funding allocated in the pupil premium grant for Co-op Academy Delius for 2020/21 is £60,720 based on £1,320 per pupil (FSM) and 2 CLA pupils at £1,900 = total PP fund of **£64,520**. £39,380 is allocated to staff funding to cover PP interventions and home education. The remaining £25,140 is allocated to meet additional resourcing around individual CLA and PP spend.

A summary of the barriers to future attainment

Internal barriers	<ul style="list-style-type: none"> ● <i>Access to individual targeted needs identified through catch up from anxiety and absence due to Covid 19 and specified specialist support such play therapy, music therapy and wellbeing support.</i> ● <i>Timetabled intervention space within school</i> ● <i>Staffing capacity due to Covid 19 to offer intervention support</i>
External barriers	<ul style="list-style-type: none"> ● <i>33% of pupil premium pupils are classed as PA, however tend to be those pupils with more complex medical needs</i> ● <i>Ongoing issue related to absence due to Covid 19</i> ● <i>Behaviour support outwith school time</i> ● <i>Family support with Covid catch, dealing with anxiety and wellbeing</i>

Our rationale to explain why the funding is to be spent as such at the academy

At Co-op Academy Delius, we direct resources into overcoming the key barriers faced by our students eligible for Pupil Premium. The identification of these barriers have involved collaborative input from students, teachers, parents and Governors in order to ensure we have a rich insight into where to focus our strategy. Our subsequent strategy focuses on improving attendance, academic and pastoral support and wellbeing support for our pupils particularly around the re engagement in learning. Additional to this, a relentless focus on quality first teaching so that all of our disadvantaged students, in particular our most disadvantaged students, receive equitable learning experiences across the Academy. Our strategy is informed by up to date and relevant educational research, published by a number of sources including the Education Endowment Fund.'

Information here should be brief

The Plan for 2020/21

Focus area (eg to address Barriers)					
Desired outcome	Actions	Success Criteria	Cost	Monitoring arrangements	Ongoing evaluation of success
Improved attendance	<ul style="list-style-type: none">- Timescales- Lead				

<p>Ensure that all pupils have access to school and attendance support irrespective of need.</p>	<p>Ensure Personal Learning Goals are in place for home education for more medically challenged pupils (end of Sept 2020 class teachers/SLT) Ensure all pupils with PA above 10% have an agreed attendance action plan cognisant of individual needs. (Oct 2020 - RC) Attendance is tracked weekly and actioned where required (ongoing class teacher/RC)</p>	<p>Improved attendance</p>	<p>Staffing support at HLTA rate including Home Ed support . £22,230 to cover all staffing costs £17,150 on interventions</p>	<p>To monitored weekly by DHT and half termly Termly report to GB</p>	<p>January 2021 impact update. Strenuous circumstances around Covid 19 has not adversely affected pupil attendance <u>Attendance 08/01/21</u> <table border="0"> <tr> <td><u>PP</u></td> <td><u>Whole sch</u></td> </tr> <tr> <td>89%</td> <td>88%</td> </tr> <tr> <td colspan="2"><u>Improvement</u></td> </tr> <tr> <td><u>Aut 1</u></td> <td><u>PP</u> <u>Whole</u></td> </tr> <tr> <td></td> <td>89% 87%</td> </tr> <tr> <td><u>Aut 2</u></td> <td>89% 89%</td> </tr> </table> <p>PP pupils on Attendance action plans (5 pupils) 4 have improved upon initial attendance, 1 has complex health issues and parent has chosen to keep pupil off and has struggled with home learning.</p> </p>	<u>PP</u>	<u>Whole sch</u>	89%	88%	<u>Improvement</u>		<u>Aut 1</u>	<u>PP</u> <u>Whole</u>		89% 87%	<u>Aut 2</u>	89% 89%
<u>PP</u>	<u>Whole sch</u>																
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	89% 87%																
<u>Aut 2</u>	89% 89%																
<p>To endeavour to improve PA amongst this pupil cohort whilst being cognisant of Covid 19</p>	<p>To monitor half termly attendance of this cohort To have clear and supportive attendance plan</p>	<p>Improved PA % Improved offer to families on education support,</p>	<p>Taxi fund for attendance support</p>		<p>PP pupils with PA = 16 pupils. 11 with complex health needs and parents</p>												

barrier and health needs	in place to support access to learning at home and in school (Oct 2020 RC)	supports improved attainment	£4000		choosing to keep at home, all accessing home learning daily. 5 pupils not health related but covid anxious parents, all accessing home learning. £400 has been spent (to date 14/01/21) 50% of our identified PA PP pupils absence was related to 2/4 weeks self isolation. Progress for our 16 PA pupils: 62.5% on track with EHCP AR progress. 37.5 have concern on progress due to absence .
Pupil with attendance issue do not fall behind peers in attainment	Ensure Personal Learning Goals are in place for home education for more medically challenged pupils (end of Sept 2020 class teachers/SLT) Pupil intervention plans are in place and are evaluated half termly (class teacher -	Improved offer to families on education support, supports improved attainment	Resourcing individual PP plans £3,000		As above: Progress for our 16 PA pupils:62.5% on track with EHCP AR progress. 37.5 have concern on progress due to absence .

	ongoing)				
Focus area (eg to address Barriers)					
Desired outcome	Actions	Success Criteria	Cost	Monitoring arrangements	Ongoing evaluation of success
Improved attainment (Catch up)	<ul style="list-style-type: none"> - Timescales - Lead 				
All pupil premium pupils are not disadvantaged in learning and progress shows no gaps	Ensure Personal Learning Goals are in place for home education (Covid) (Sept 2020 - class teachers/SLT) All class learning and curriculum packs with active PLGs are in place and ready to go. (Class teachers)	<p>Improved attainment</p> <p>Smart and effective PLGs allow a measured impact on learning</p> <p>Successful deployment of HLTAs within class teams allows class progress as well as individual</p> <p>Improved skill set within HLTAs supports whole school development</p>	Therapy support for Catch support £12,000	<p>Termly monitoring of progress towards EHCP annual; review targets</p> <p>Termly pupil progress meetings address all areas of pupil education and evaluate interventions</p> <p>Evaluation of all Therapy support termly</p>	<p>All identified PP pupils have in class interventions 77% of PP pupils are on track to meet EHCP AR target 6% are exceeding 17% have a concern against achievement of EHCP AR targets.</p> <p>Pupils with identified interventions time via HLTA 1:1 support and Covid Catch up support 4% are exceeding 83% are meeting 13% still have a concern</p>
Pupil with attendance	Ensure Personal Learning		As per		Progress for our 16

issue do not fall behind peers in attainment	Goals are in place for home education for more medically challenged pupils (end of Sept 2020 class teachers/SLT) Pupil intervention plans are in place and are evaluated half termly (class teacher - ongoing)		above		PA pupils:62.5% on track with EHCP AR progress. 37.5 have concern on progress due to absence .
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Focus area (eg to address Barriers)					
Desired outcome	Actions	Success Criteria	Cost	Monitoring arrangements	Ongoing evaluation of success
Behaviour Support	<ul style="list-style-type: none"> - Timescales - Lead 				
Pupils with behaviour challenges are not disadvantaged and there are no gaps in learning	All PP pupils have updated BSP and risk assessments - Sept 2020 (RC) Agreed attendance action plan with families with agreed strategies for support (Oct 2020 Class	Improved attainment Home and school support allow pupils to re engage in learning	Therapy support for Catch support £12,000	Termly pupil progress meetings address all areas of pupil education and evaluate interventions Termly analysis of	There have been no significant requirements to support behaviour within school. 1 pupil has required support within the home

	<p>teacher/RC) Regular monitoring of behaviour incidents half termly by behaviour team (KK at BD3 and MS BD7 ongoing) Pupil behaviour and strategies updated at pupil progress meetings and agreed interventions evaluated (temly class teacher/SLT)</p>	<p>Reduction in behaviour incidents</p> <p>Successful engagement in identified therapies</p>		<p>behaviour (KK/MS and RC)</p>	<p>environment, which they are accessing through collaboration between school and external behaviour agency.</p> <p>8 pupils within our PP cohort have behaviour support plans . Of the 8 75% (2pupils) are on track with progress and have no concern .</p> <p>1 pupils is shielding at home and progress is limited due to not accessing school.</p> <p>1 pupil is struggling to access school due to autism and lockdown, he has an individual programme with external behaviour</p>
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					support, he has begun to access learning on two half days a week.
Identified anxiety or return to school difficulties are supported with individual PP intervention plans allowing access to identified therapeutic need (Play, Music, EP support)	To identify individual support need and timetable specified 1:1 or small group (bubble) interventions (Class teacher/SLT) Sept 2020	Reduction in behaviour incidents Successful engagement in identified therapies	As Therapy support costs	Termly (until end of contract) of effective use of therapies	All pupils identified against 1. Ready to learn pathway (no gaps or concern). 2. Rainbow pathway (identified area of need) Those on Rainbow pathway have identified interventions through specified learning or SEMH interventions. Play, Music or complementary (massage, Emmet technique, animal therapy) therapy. Due to covid disruption these are only now beginning to see benefit, however as of Jan 2021 with second lockdown, many

					pupils have returned to home learning. We have agreed with our Play, Music and Complementary Therapist to move to online support
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Focus area (eg to address Barriers)					
Desired outcome	Actions	Success Criteria	Cost	Monitoring arrangements	Ongoing evaluation of success
Curriculum after school Enrichment, pupil wellbeing	<ul style="list-style-type: none"> - Timescales - Lead 				
All pupil premium pupils have clear smart interventions plans in place and active, and not disadvantaged in learning with no gaps	Identified baseline and formulated Intervention plan. (Sept 2020 class teachers/HLTA)	Plans in place, pupils engaging in learning and on track with progress	As Staff and resourcing costs above	Termly pupil progress meeting Class Teacher and SLT After school evaluation termly	Progress capture in Dec 2020 show that no pupil on PP/CLA are disadvantaged and progress towards EHCP AR targets are at least good as if not better than whole

					school average. Home learning PLGs have supported pupil learning and allowed learning to be maintained.
All PP pupils have clear PLGs identifying need and resources required to deliver on plan	Intervention plan outlines intervention times, resourcing and links to PLGs (Sept 2020 class teachers/HLTA)	Pupil progress meetings reflect individual PP pupil progress.			Where individual resources have been required to support learning they have been purchased via PP monies for individual pupils, both PP & CLA and where necessary through Covid catch up funds Approx: 29% are in school 35% are accessing online lessons 36% are not accessing online learning but have had learning packs sent home
To begin to offer Wellbeing after school club Post Christmas 2020 all being well	To offer pupils with no identifiable PP need in term of catch up or anxiety access to after school	Identified PP pupils on enrichment activities are accessing after	Within staff and resource costs:		No hold at moment

	provision (In place for jan 2021- RC/SS)	school clubs. Clubs established with clear intervention intentions and progress supports class progress	£2150 staffing £1000 to cover resources		
All PP pupils have access to a £60 voucher to purchases school uniform	School to access Coop Voucher scheme and to sign post parents of PP pupils to order online. (by Oct 2020 - School office/RC)	All PP pupils have access to full school uniform + bag	£2940	School offices admin teams at both sites to monitor purchase of uniform	Uniform has been ordered for all PP pupils, to date £1199.20 Still awaiting around another £350 to spend
Total Costs			£64,470		

Covid-19 recovery funding plan On 19 June, the government announced a [one billion pound Covid catch-up plan to tackle the impact of lost teaching time](#) which included new measures to help primary and secondary pupils catch up.

The government has said:

- ❑ head teachers will decide how the money is spent; however, the government expects this to be spent on small group tuition for whoever needs it
- ❑ this is a one-off grant to support pupils in state education, regardless of their background or parental income.

Separately, a National Tutoring Programme, worth £350 million, will, according to the government, increase access to high-quality tuition for the most disadvantaged young people over the 2020/21 academic year. The aim of this is to help accelerate the academic progress of disadvantaged pupils' and prevent the gap between them and their more affluent peers widening. The Education Endowment Foundation has published [support guidance for schools](#) and academies plus information on the [National Tutoring Programme](#).

While, at this point, the amount of funding per school is unknown, it is clear that, like the pupil premium funding, schools will be accountable for how well the additional money is spent. It is therefore essential that our academies have a plan in place and agreed by local governing bodies which identifies what the funding will be spent on and how successful it has been.

The academy context

Co-op Academy Delius is an inner city special school within the Bradford District which consists of 2 sites, both areas of the city where the sites are based have seen high levels of cases of COVID 19 and continue to follow the local restrictions guidance put in place by the Government. Pupils attending the Academy are aged 2 -11 years old and all have an EHCP or are in the process of receiving one. A high proportion of the pupils have complex medical needs and have therefore been accessing education in the home setting over the COVID period. The Academy is also a designated provision with pupils who have a diagnosis of severe learning difficulties or Autism, these pupils require structure and routine and the COVID period has impacted on this resulting in these pupils anxiety levels being raised which has impacted on their ability to engage with learning in and out of the academy. Our pupils rely heavily on a differentiated curriculum which requires additional provisions such as rebound therapy and access to a sensory room, unfortunately these provisions have been unavailable to our pupils again impacting on their ability to make progress. Our pupils thrive through functional learning opportunities not only socially and emotionally but also by using the community to develop academic subject based skills, isolation and lockdown have prevented our pupils from this opportunity.

The following recovery plan aims to offer intervention taking into account the above areas to close the gap on any learning lost and re engage our pupils in learning with an emphasis on their wellbeing.

Allocated funding from the government The funding allocated to Co-op Academy Delius for 2020/21 is £240 per pupils totalling **£41,040**

The Plan for 2020/21

Focus area					
Desired outcome	Actions - Timescales - Lead	Success Criteria	Cost	Monitoring arrangements	Ongoing evaluation of success
Pupils who have been impacted socially and emotionally by COVID 19 are supported through external therapists and resources to re engage with the academy and learning opportunities	<ul style="list-style-type: none"> Appropriate therapists sourced to include play, music, art and occupational therapy (Sept 2020, RC lead) Initial baseline to be completed and pupil progress meetings to identify pupils requiring this type of intervention Weekly timetable of therapy interventions drawn up (Oct 2020) 	<p>Pupils who have been identified through pupil progress meetings to follow the rainbow pathway with an emphasis on social and emotional support will access therapy interventions weekly.</p> <p>Therapists have worked with staff to produce next steps for each child so that support can continue within the classroom throughout the week.</p> <p>Academy staff have shadowed the therapists and are able to mirror support within</p>	<p>2 therapist @ £200 per therapist per day = £400 per week £400x 35 weeks = £14000</p> <p>Occupational Therapy observation/action plan and training £280 per bubble £280 x 6 bubbles = £1680</p>	<p>Progress is tracked by academy through EFL</p> <p>SLT to evaluate effectiveness of interventions through drop ins</p> <p>Half termly progress meetings including therapist evaluation</p> <p>Behaviour analysis monitoring</p> <p>Attendance is tracked</p>	<p>Whole school progress report each half term Interim impact report</p> <p>Identified pupils on Rainbow pathway, PP and where concerns were raised ongoing through Covid disruption. Approx: 42% of our currently pupils are accessing a range of HLTA identified catch up support in learning or SEMH/Communication support, plus external therapy such as Play, Music and Complementary therapy (massage Emmet technique and</p>

	<ul style="list-style-type: none"> Weekly interventions take place supported by identified academy staff If appropriate a focus area/target is set to work on Progress in sessions is tracked using EFL 	<p>the classroom as and when required.</p> <p>Pupils have transitioned back into school and are working on the ready to learn pathway</p> <p>Pupils are able to self regulate</p> <p>Pupil attendance improves</p>			<p>animal therapy)</p> <p>The Play therapy was a slow start but has now begun to show real benefit to our pupils. Music therapy started late due to accessing the appropriately skilled staff, but pupils are engaging well. Eric the dog (Complementary therapy) has been a real success from the start and pupils enjoy the input. Our massage therapy was due to start in the new year and is currently on hold due to RA close proximity working in second lockdown. However all are expected to move online with our staff leading in school</p>
<p>A number of staff have undertaken play therapy training, allowing the academy to sustain the delivery of these interventions if pupils require them beyond 20/21</p>	<ul style="list-style-type: none"> Accredited Play therapy cpd sourced. A member of staff from each bubble to access training Working party 	<p>6 Delius staff have trained in introductory play therapy and are able to deliver sessions to all pupils in bubbles who require them</p> <p>Pupil's accessing play</p>	<p>1 day accredited play therapy introductory course £130</p> <p>6 bubbles x 1 member of staff = £780</p>	<p>Progress of sessions is tracked through EFL and half termly progress meetings take place</p>	<p>Whole school progress report each half term</p> <p>This is on hold due to providers not in operation during covid period, but will come on stream once we are</p>

academic year	created of play therapy trained staff in academy to deliver play therapy sessions to pupils.	therapy are making progress in their COVID catch up identified area			clear to do so, so our legacy will be in place to offer all the therapy's in school.
Interventions are delivered by a team of HLTA's employed by the academy with a focus on Literacy, communication, maths and PHSCE to close any gaps identified following not accessing the academy during the COVID period	<ul style="list-style-type: none"> ● Baselines completed to identify pupils requiring academic catch up due to COVID. ● Pupils allocated HLTA planned interventions with specific subject foci related to areas requiring catch up planned in conjunction with class teacher ● Progress recorded on EFL 	<p>Pupils make progress and any gaps in learning in identified subject areas are closed.</p> <p>Pupils return to the ready to learn pathway</p>	98 x ½ day HLTA intervention support = £6415	<p>Progress reviewed half termly</p> <p>Progress is tracked by academy through EFL</p> <p>SLT to evaluate effectiveness of interventions through drop ins</p>	<p>Whole school progress report each half term</p> <p>Identified interventions for all pupils on Rainbow pathway, SLT interactive learning scrutiny has ensured that all pupils have appropriately identified targeted intervention in line with SEMH gaps, PLGs and learning catch up.</p> <p>Class time is timetabled and pupils work in 1:1 or small group support sessions lead by HLTA. Progress Against PLGs has identified that 81% of pupils are on track with progress (from PLGs set in Oct 2020) as Emerging and developing against set targets.</p>

					Where pupils are still visiting this is due to periods of self isolation during autumn term
<p>Staff within each bubble are trained in the communication strategy of PECS to enable pupils to have a voice to express their wants, needs and feelings following COVID.</p> <p>A number of staff are specifically trained to support pupils in relation to helping them communicate who are presenting challenging behaviours</p>	<ul style="list-style-type: none"> • Training sourced and undertaken by staff • PECS is incorporated into the curriculum for all pupils where appropriate to promote pupil voice to support catch up where required related to COVID. 	<p>Pupil communication is not a barrier to catch up progress being made in academic subjects.</p> <p>Communication strategies support pupils needs in relation to social and emotional impacts related to COVID</p> <p>Pupil attendance improves</p>	<p>PECS level 1 course: £313.50 x 6 = £1881</p> <p>PECS level 2 course: £330 x 3 = £990</p> <p>PECS Back to school behaviours a practical guide £49 x 6 = £294</p> <p>Total = £3165</p>	<p>Progress reviewed half termly</p> <p>Progress is tracked by academy through EFL</p> <p>Attendance is tracked</p> <p>Behaviour analysis monitoring</p>	<p>Whole school progress report each half term</p> <p>Of the identified interventions our largest area was communication with 19 pupils. Of this cohort 89% are on track to achieve their PLG in Communication and Learning</p>
<p>An immersive environment has been procured and installed as an additional resource within the academy to ensure progress is caught up and no further social and academic opportunities to learn in the community environment are missed due to pupils</p>	<p>Quotes are collected in line with financial regulations for additional provision area</p> <p>Authorisation is approved to purchase</p> <p>Installation of immersive area takes place</p> <p>Pupils are identified who require prioritised use of the resource and</p>	<p>Pupils access the community virtually to close any gaps/opportunities missed following isolation over COVID period</p> <p>Pupils continue with community visits virtually whilst unable to do so on return to</p>	<p>Full installation and training on use of immersive environment provision: approx £15,000</p>	<p>Progress reviewed half termly</p> <p>Progress is tracked by academy through EFL</p>	<p>Whole school progress report each half term</p> <p>3 quotes received for a improve immersive environment up to £40k</p> <p>This will be presented to governors as extra funding will come from school budget</p>

<p>not being able to access the community.</p>	<p>a timetable established Areas of catch up academic and social/emotional are planned for with the use of the resource Progress is tracked to show impact</p>	<p>academy</p> <p>All areas of curriculum are planned and progress is made. Pupils remain safe whilst still accessing a differentiated version of community visits</p> <p>Pupils are supported to transition back to community visits with a focus on social and emotional needs</p>			
<p>Total Cost</p>			<p>£41,040</p>		