

Unity Academy Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Unity Academy
Number of pupils in school	117
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
The date on which it will be reviewed	Aut 22, Spring 23, Summer 23
Statement authorised by	Phil Willott, Director of Education
Pupil premium lead	Krissy Higginson
Governor / Trustee lead	Paul Burchett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85, 695
Recovery premium funding allocation this academic year	£16,146
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£101,841

Part A: Pupil premium strategy plan

Statement of intent

Unity Academy provides education for some of the most vulnerable and disadvantaged key stage 4 pupils from across the City of Nottingham. Even though over half of our pupils receive the Pupil Premium Grant, we know that all are disadvantaged in some way, with the impact of the pandemic magnifying this. All our pupils have been excluded from mainstream education, or at significant risk of. All require SEN support, with some having identified special educational needs and some as-yet-unidentified. As recognised nationally, we have significantly higher than typical percentages of pupils who are supported by professionals in social care, youth offending services, and child and adolescent mental health services.

All Unity pupils receive their education via alternative providers or independent schools, with some being educated by more than provision. However, the academy aims to support the development of all pupils, including those disadvantaged as defined by the Pupil Premium Grant definitions. We must recognise that pupil progress is contextualised and needs-led and aimed to develop the whole child. This could include:

Progress in reading

The majority of pupils that are educated within alternative provisions typically have reading ages below their chronological age, which impacts their ability to engage in learning across all curriculum areas. Therefore, improving our pupils reading skills is a key priority.

Attendance

Attendance is a barrier for pupils at alternative provisions, with pupils from disadvantaged backgrounds displaying higher levels of absence. Attendance will always be a priority of the academy as a child is unable to learn, develop and experience when absent.

NEET

Unity Academy aims to support the pupil into post 16 (education, employment and/or training) and beyond. However, the national picture regarding NEET figures for pupils who were permanently excluded from mainstream education is quite bleak and therefore this remains a priority.

Challenges

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

Challenge number	Detail of challenge
1	Difficulties related to poor attendance.
2	Difficulties related to pupils' engagement
3	Pupils have low literacy levels.

Intended outcomes

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

Intended outcome	Success criteria
Attendance is above the national average for pupil referral units and alternative provisions.	<ul style="list-style-type: none">• Attendance is above national.• Individual pupil attendance demonstrates progress from an attendance baseline.
Pupils are engaged in placements that meet their needs and provide educational opportunities/qualifications that prepare them for future destinations	<ul style="list-style-type: none">• The number of students that require transition plans have reduced from KS3 to KS4• NEET reduction
Pupils to make progress in reading (against a baseline).	<ul style="list-style-type: none">• Pupils improve their reading during their time with the academy.

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: **£69,080**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Unity Reading Strategy that includes a range of programmes across the providers. This includes:</p> <ul style="list-style-type: none"> -RET Phenomenal Phonics Programme, which is compliant with new DfE guidance -Lexonik vocabulary and Flex <p>CPD programme for AP providers throughout the year to raise the profile of reading in their setting and opportunities for reading for pleasure</p> <p>Audit of all providers to review what programmes are in place currently and plan further support/interventions.</p> <p>Baselining of reading age and impact measured of intervention</p>	<p>EEF research on Phonics:</p> <p><i>“Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.”</i></p> <p>Our pupil assessments reveal the majority lack early reading skills and therefore we must consider how phonics can be delivered to key stage 4 pupils discreetly.</p>	3
<p>To ensure the most disadvantaged pupils can access the most appropriate educational provisions, including 1:1.</p>	<p>EEF: On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	1, 2, 3

	One to one tuition EEF (educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £14,146

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Admissions & Reintegration to prevent placement breakdown	<p>Even though this is a very bespoke 1:1 support for pupils on the verge of placement breakdown, the EEF research on one to one tuition does support this activity.</p> <p>EEF: On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>It is also worth noting, this role was introduced during the academic year 2020/21 as a trial, and made a significant difference. Unfortunately, due to the pandemic data is limited and difficult to compare. Therefore, this role and impact will be reviewed in Aug 2022.</p>	1, 2

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

Budgeted cost: **£18,615**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trust Attendance & Welfare Team	<p>Over the last 3 years, D&U academies attendance has either been in line with or above national relevant to setting/context. This is was partly due to investment in an attendance team, with clear processes and procedures.</p> <p>2021 the Raleigh Learning Trust made the strategic decision to expand and grow attendance and welfare support across the trust, intending to support the most vulnerable and disadvantaged pupils and families. The Trust Attendance & Welfare Team is using best practices and learning from the D&U model.</p> <p>High overall absence leads to lower attainment at KS2 and KS4 and those with persistent absence are less likely to stay in education</p> <p>Research; how attendance can impact attainment; Key for School Leaders, 2019</p>	1

Total budgeted cost: £101, 841

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 2021 to 2022 academic year.

Teaching (for example, CPD, recruitment and retention)

External literacy consultant sourced and service purchased to support CPD of reading across the alternative provisions.

A full audit of reading programmes completed in autumn 2022, which will help inform the academy's reading strategy for 2022/23

CPD was delivered to all providers on reading in autumn 22, with further CPD planned with the support from the external literacy consultant

Pupil reading baseline completed at the start of their placement and in the spring term to measure the impact of any interventions.

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

Dedicated Admissions & Reintegration to prevent placement breakdown:

To ensure the placements are appropriate for the pupil, the Admissions & Reintegration team collate a vast amount of information from the excluded school, the family, pupil to make a decision on a suitable long-term placement based on their needs. The team spend time with the child prior to the placement to baseline for literacy skills and attainment. The offer of providers has expanded in 2021/22 to include a wider vocational curriculum offer. These are all on the approved list with the LA.

Despite placement breakdowns being quite high during 2021/22, although comparisons with previous years are difficult due to the pandemic, this role has played a vital part in supporting pupils who have been at risk of a placement breakdown.

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

Attendance & Welfare Team and implementation of the attendance strategy:

There was a gap of **5.6%** absence for pupil premium pupils compared to Non-PP in 2020/1. This gap has closed in **2021/22 to 1.2%**. In 2021/22, the attendance for PP

pupils was 57.1%.

The Trust Attendance team was able to add capacity to network meetings, core groups and other safeguarding meetings and offer feedback on the support both pupils and families were receiving, as well as taking an active role in reviewing the interventions being implemented and ensuring that they appropriate for the pupil and any barriers cited. Pupils were identified as a concern and appropriate interventions were introduced.

There was an increase in home visits undertaken and parent meetings being held informing parents and pupils of any concerns around attendance.

Given that the majority of the cohort sits within this vulnerable group we targeted the whole cohort and tailored interventions relevant to the needs of the pupils. This was in the form of tailored timetables, referrals to appropriate agencies, and an increase in referrals to Education Welfare. We were able to improve the collaborative work with agencies already involved with the families, for example, Children's Social Care, YOT, Targeted Family Support, MST, Police etc.