

Saxon Hill Academy Pupil Premium Summary for 2020-2021

(Based on £32,980 allocation)

Barrier to Learning	Desired outcomes	Success criteria	Cost	Strategies and resources necessary.	Monitoring and evaluation	Impact
Non-verbal readers are making less progress than verbal readers.	To understand the challenges and potential in reading/communication for the non-verbal students. To improve reading/communication for non-verbal readers.	Effective interventions being put in place. students assessed using The Non-Verbal reading approach to measure both expressive and receptive understanding. Staff adapt teaching to include interventions to help close the gap. AAC communication app is being used extensively in classes . CPD training for teachers and Tas. Staff will have greater understanding of Makaton, PODD and AAC communication. Students make great progress with reading/communication.	£2200	AAC apps (Grid 3, PODD, Widget Online etc) English Lead staff training (HF) HF to lead training for Teachers and Tas.	English Lead (HF) will monitor, analyse data and share with SLT and Governors. HoS (MN) will monitor half termly.	Non-verbal students will have made more progress with reading/communication and be able to express their wants and needs.
Limited independent access to, and knowledge of, iPads.	Regular access to iPads and communication and learning Apps for all pupils with the understanding and physical access capability to	Pupils learning the ICT skills to effectively use iPads as a learning resource.	£9300	25 iPads with cases and charging and storage trolley.	Class teachers and Department Leads monitor students' use and access to iPads, suitable Apps and the resulting learning progression routes.	All 25 iPads are being used effectively to support pupil learning and development in a variety of areas across all pathways. Pupils have developed their skills and knowledge using iPads and the whole school took part in an online safety day in February. This promoted the

	begin to use them.					safe use of ICT and where to go for help.
Physical mobility and control of movements	Improved mobility of joints, minimised pain	Maintained and improved mobility and joint range of movement to enable reaching, grasping, selecting objects and all physical engagement in learning.	£14500	Support staff to facilitate Rebound therapy provision and hydro session provision. 1 x PCW/wk.	Physical curriculum Lead monitors and timetables students' access to each provision and the learning progression routes.	Improved mobility and joint ranges, strength and control to engage physically in students' learning activities.
Emotional issues	Students are better equipped to manage emotional issues.	Students are more able to engage in learning activities and less distracted by other emotional issues.	£4000 (Part allocation)	FSW working with families for multi-agency approach to proactively manage potential threats to emotional well-being. 0.2X Family Support Worker.	Class teachers home/school books and phone calls. FSW and SLT parent communications.	Emotional problems have been address swiftly and appropriately to prevent situations escalating further, this has had a positive impact on pupil learning and progress.
Social, emotional and mental health issues with some students who have	Students' social, emotional and mental health needs are being met and they are engaged in learning at school.	Students will be settled and engaged with learning activities. Students will have time to manage their own emotions and adapt to the 'Leaders' curriculum offer.	£2980	Resources to support students with social, emotional and mental health needs. Online training courses for	Class teachers will monitor social, emotional and mental health needs. Family Support Worker will liaise with students, parents and staff.	Social, emotional and mental health issues will be addressed timely and students will feel confident and reassured. This will have a positive impact on pupil progress.

had a prolonged period of time absent due to COVID-19.

Teachers.

Total £32,980

Saxon Hill Academy Sports Premium Summary for 2020-2021

(Based on £16,410 allocation)

Barrier to Learning	Desired outcomes	Success criteria	Cost	Strategies and resources necessary.	Monitoring and evaluation	Impact
Lack of skills and knowledge to support the teaching of PE in the Emerging and Developing pathway.	Students in the emerging and developing pathways will have access to quality first PE teaching and improve their knowledge and skills.	Students in the emerging and developing pathways will make progress and improve their skills in PE and sports. Teaching assistants will have an improved knowledge of PE and sport being led by a PE specialist.	£15980	1 x PE and sport specialist from Burton Albion Community Trust will deliver 5 afternoon PE sessions.	Student progress and skills will be recorded and monitored by the Senior Leadership Team.	Pupils will have improved their skills, knowledge and confidence with a variety of areas of PE and sports.
Many students are unable to attend afterschool clubs due to a high proportion using local authority transport.	Students will have access to a 'lunchtime club' as many are unable to attend after school clubs.	Students will develop their teamwork skills and improve their confidence in a variety of PE and sports games.	£3760	1 x PE and sport specialist from Burton Albion Community Trust will deliver 5 lunchtime club sessions.	Student progress and skills will be recorded and monitored by the Senior Leadership Team.	Pupils will have improved their skills, knowledge and confidence with a variety of areas of PE and sports.
Total £19,740 (£3,330 overspend)						