

Pupil Premium Expenditure 2019

Total funding: £44,178
Number of students: 50

Funding Priority	Specific Objectives	Description of Support	Person Responsible	Impact of initiative
<p>Student/Family Counsellor (50% of salary)</p>	<p>Provide counselling to individuals or small groups of students for a range of issues, including to support emotional wellbeing and interventions.</p> <p>Develop and implement programmes of therapeutic work either for individuals or small groups depending on student need.</p> <p>Support individual parents/ carers and / or groups of parents/ carers.</p>	<p>Provide a full time all year round and extended level of individualised support for all young people and family support that require a range of support. This may include those who live in difficult conditions, unfit housing, arrears, crime, domestic abuse, safeguarding, mental and physical and psychological health conditions and welfare support to help provide a personal safety net to those families struggling or living in poverty.</p> <p>A coordinated programme of events and workshops to support our parents & carers. Provide professional advice and support/supervision for staff who work in the school.</p>	<p>SJ RD</p>	<p>Reduction in social anxieties, improved engagement in learning.</p> <p>Parent/carer remain supportive of Charlton Park Academy. Communication is improved and any issues resolved in a timelier manner.</p> <p>Improved parental engagement. Work with parents and carers to forge strong relationships between school and home Reduction in student absence.</p>
<p>Numeracy (£1500)</p>	<p>Increase access to numeracy – additional resources. Gateway qualifications extended to incorporate Key stage 4 pathway 1 students.</p> <p>Closing achievement gap within the mathematics strands, particularly in Shape, Space and Measure. Cost of SOLAR CPA steps to measure progress and to signpost intervention.</p>	<p>Additional resources to support staff training and student learning, specifically around Shape, Space and Measure. Portfolio work and liner units to support accreditation opportunities.</p> <p>Supporting Maths Leader with resource preparation and embedding new maths curriculum, specifically around Shape, Space and Measure <i>and support for</i> Maths intervention support teacher.</p>	<p>MB SLT</p>	<p>Closing achievement gap within the mathematics strands, particularly in Shape, Space and Measure. Accreditation at key stage 4 which can then be used for further educational opportunities.</p> <p>Staff trained to develop their knowledge and understanding which contributes to the `closing achievement` gap..</p>

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Literacy (£1750)	<p>Increase access to literacy – literacy support.</p> <p>Train staff to develop and implement effective communication strategies with students.</p> <p>Closing achievement gap particularly in Speaking and Listening.</p>	<p>Supporting English leader with resource preparation to enrich Communication sessions, Social lunches and literacy across our curriculum and literacy interventions.</p> <p>Improve the quality of targeted interventions to support students' progress particularly in Speaking and Listening.</p>	SLT MB	<p>Closing achievement gap in Speaking and Listening</p> <p>Staff use better strategies that engage students during lunch times and when communicating within and beyond the school..</p>
Embedding positive behaviour strategies (PBS) (£750)	Continue the training programme for all staff so PBS strategies leads to increasing levels of students' independence.	Training for all staff, coaching for teams to implement the strategies to improve knowledge and understanding of communication and behaviour interrelationships.	APs	<p>Staff better equipped to support students during the lessons and Social lunches.</p> <p>Increased levels of independence, thus reduction in staffing levels of supervision.</p> <p>Raised understanding of sensory triggers experienced by our students.</p>
EHC Plan profile development with families	Develop and implement EHC Plan with parents and students.	Establish high quality EHC individual profiles with families and parental engagement, especially for transition and to focus upon parent and school target setting to support raising aspirations.	RD	Increased collaboration between school and parents/ carers, leading to effective student transition to further education and adult services.
Approach training to minimise restrictive intervention. (£5000)	<p>Safe and secure methodology for protecting staff and students` from behaviour that causes risk and harm.</p> <p>Increase the number of trained Approach Instructors by 3.</p>	<p>Positive handling using the natural movement of the body.</p> <p>Reduction in the severity and number of incidents.</p> <p>Continuous training for staff, promote positive behaviour and best practice.</p>	DC NF Approach Team	<p>Reduction in student injury and increased staff confidence and expertise in resolving potentially harmful situations.</p> <p>Focussed individual support and pastoral care.</p>
Attendance follow up and monitoring	Provide parental support.	Local Authority Attendance and Monitoring service supports school in implementation of its strategies.	APs	Reduction of absence rates.
Wider opportunities and enrichment (£2000)	<p>Individual lifestyle fitness coaching for at risk students and their families</p> <p>After school clubs and the school holiday programme.</p>	<p>Enhanced PE offer to include Personal Training, building self-esteem and confidence around physical activities.</p> <p>Updating gym equipment to be equivalent to community gym standards to support transition to adult life.</p> <p>Access to after school clubs to promote physical and mental well-being. Structured positive engagement in holistic development</p>	NF CE APs	<p>Improved self-esteem.</p> <p>Positive experience during non- curriculum school times.</p> <p>Enhanced exposure to vocational working practices.</p> <p>Improved health and well-being. Structured support in school term to reduce negative indicators such as behaviour and anxieties that trigger intervention.</p>

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		<p>during summer holidays. Supporting bid writing and working with commissioner and provider to ensure that students from CPA benefit from after school and holiday programmes.</p> <p>Social / communication skills, self-esteem and independence skills developed through experiencing new or favoured activities such as Rebound Therapy</p>		
Vocational work experiences and residential opportunities. (£5000)	<p>Woodlarks specialist residential camping centre.</p> <p>Weekly based activity off-site with identified staff.</p>	Post 16 students benefit from real work experience which is practically orientated such as driving tractors and chopping wood.	AP/P16	Improved life opportunities, access to vocational work and future employability skills.
MOVE (£2500)	To work with targeted students to support their physical development.	Teaching Assistant and physio to support MOVE in developing wellbeing and physically active lifestyle habits and interests	SLT/KS	<p>Staff confident in incorporating MOVE strategies in their lessons.</p> <p>Parents informed on how they can use MOVE at home.</p> <p>Increased students' independence; ability and opportunities to socialise with others and build relationships; improved ability to learn.1</p>

Analysis of progress data collected by the school provides evidence that as a result of pupil premium funded interventions, students for whom pupil premium is awarded are just as likely to make or exceed expected progress, and less likely to underachieve. Levels of attendance are above national average and fixed term exclusions are significantly below national average.