



**The Ropemakers'
Academy**

PART OF THE BECKMEAD TRUST

Pupil Premium Report 2021 – 2022

The Ropemakers' Academy

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	The Ropemakers' Academy
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	72%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	01/07/22
Date on which it will be reviewed	2022
Statement authorised by	Simon Hawthorne
Pupil premium lead	Simon Hawthorne
Governor / Trustee lead	TBC

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,831.00
Recovery premium funding allocation this academic year	£6000.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£21,831.00

Pupil Premium Strategy Plan

Statement of Intent

We believe that all students at The Ropemakers' Academy should make good progress regardless of their background, and attain well in all areas of our curriculum. This will provide all students with not only a good set of academic outcomes but also with the skills needed to move into society as a young, independent adult.

Our strategy is based around highly effective teaching and learning. The Education Endowment Foundation identifies high quality teaching as having "the biggest impact on the progress of disadvantaged pupils." Our strategy is focused on equipping highly effective teachers at our school with the tools they need to deliver high challenge, knowledge rich and accessible curriculum across all subjects and give them the tools needed to implement it. Effective teacher judgements and assessments will be used to measure the impact of the curriculum and then to target interventions towards all students (but in particular the disadvantaged students) that are not making the desired progress. The feedback produced by the assessments will ensure that:

- The curriculum is accessible, appropriately challenging, but takes account of their emotional needs.
- Teachers ensure appropriate interventions are swiftly put in place to close the gap.
- Members of staff ensure that the quality of education the disadvantaged students receive is maintained at a high level.

This cyclical process will be maintained throughout the entire academic year.

The strategy will also aim to enrich the lives of our more disadvantaged students as they often do not have access to the same opportunities as their peers. The enrichment programme at the school will aim to develop the character of all students by exposing them to a wide variety of experiences and opportunities they may not have access to within their community.

Challenges

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

Challenge number	Detail of challenge
1	Improving reading and literacy. The data shows that most of our students have low reading ages and are lower than the national average.
2	Attendance and engagement Many of our students have experienced long periods out of education in their previous schools. This has often been coupled with low levels of engagement with support services.
3	Enrichment / mental health All of our students experience difficulties with social interaction and social communication. These difficulties have often been compounded with fewer opportunities to practice these skills in real life settings.
4	Low levels of emotional resilience for learning / weak study skills This is linked to high levels of anxiety + low self-esteem that so many of our students experience.
5	Developing and maintaining trusting relationships to enable risk taking and eliminate 'fear of failure.'

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
Improve the attainment and progress of disadvantaged pupils year on year	Improvements in pupil progress data as measured annually through the Continuum of Skills development and teacher assessment levels and judgements.
Improve the quality of education across all year groups within the school	Improvements as measured through lesson observations + learning walks. Measures undertaken every half term.
Improve the welfare and mental health needs of all students but particularly those who are disadvantaged.	Positive feedback through the parent and pupil feedback survey. Improvements in measures captured by the Continuum of Skills development - all pupils. Occupational Therapy - feedback + measures.
Improve and maintain the attitudes to learning of all students within the school	Positive feedback through the parent and pupil feedback survey. Numbers of students attending after school revision clubs and sports activities. Behaviour data - reduction in overall behaviour incidents.
Improve the attendance of disadvantaged pupils to be in line with the national average	Increase in attendance data for disadvantaged pupils. Reduce persistence absence amongst disadvantaged group.
Enrich the lives of the disadvantaged pupils within the school through a highly engaging enrichment programme	Wide range of educational trips organised across the school year. Attendance on trips and after school activities. Positive feedback from pupils and parents.

Teaching

Activity in this Academic Year

Activity	Evidence that supports this approach	Challenge number(s) addressed (1 – 4
IT - Chromebook for every child	All children receive a Chromebook when they start school. Supports blended learning in the event of Covid closures + homework + online learning platforms. More accessible keyboards purchased.	1,3,4
Ingredients for food technology purchased.	All ingredients for food tech lessons purchased – equality of access.	5
Investment in Power for Reading approach	Purchase of more diverse range of children books to match the PfR approach.	1,4
Teaching discrete emotional resilience skills to enable access to wider curriculum.	Purchased new PSHE scheme for teachers.	1, 4
Students engaging in specialist PE activities	Targeted students attending - wall climbing, trampolining, sailing, horse riding.	2,3,4

Targeted Academic Support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zones of Regulation Programme	Specialist training from Occupational therapist trained in sensory integration and suitable resources	1,2,3,4
Power of Reading	Curriculum resources	1,2,3,4
Therapeutic Toolboxes	Resources to support delivery of programmes	1,2,3,4
Core Subject Revision guides	Maths, English + Science	4,5

Wider Strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offsite trips	Wide range of education trips including Science Museum, Docklands, The Globe + Westminster Abbey, Swimming, Forest School.	2,3,4,5

Breakfast	Food for breakfast + snack time purchased.	2,3,5
Sensory resources	Extensive range of sensory items bought to help meet sensory needs of students. Including specialist items such as scissors/ cutlery/ pens.	1,2,3,4
Minibus	Used extensively for home visits + trips. Welfare bus used to consistently visit children who have low attendance.	2,3,4,5
Rewards / vouchers	Rewards including toys + vouchers to support the schools positive behaviour management system.	1,2,3,4,5

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.

The last two years have witnessed unprecedented levels of challenge and change within our school. The impact of the pandemic on the experiences of learning, attendance and mental health of all our students and their families is significant and still being felt. This occurred right at the moment that our brand new school was opening, and had a major impact on the rollout of our initial school development plan. This in turn had a higher than anticipated impact on the emotional wellbeing of our PPG pupils, as well as our wider cohort, which in turn further impacted their ability to access their teaching and learning. Their emotional needs had to be met in order to enable them to have the resilience to even attempt academic tasks in many cases.

Much of the focus of our PPG strategy has been aimed directly at this aspect of our pupil's needs, and we are already beginning to see improvements in their trust levels, their emotional resilience, and therefore their ability to engage with our wider academic curriculum.