

Pupil Premium Review: The Courtyard Self-evaluation Sept 2021

*COVID impacted

Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
Social, emotional and mental health issues	<p>Poor independence skills</p> <p>Low self-confidence</p> <p>High anxiety</p> <p>Avoiding risks</p> <p>Unable to make choices</p> <p>Refusing to accept praise</p> <p>Failure to engage</p> <p>Poor attendance</p>	<p>For all pupils to have improved self-worth. For their self-confidence to improve and their confidence to take risks and learn independently to increase.</p>	<p>100% achievement of relevant Appendix A targets</p> <p>Pupils and families gaining access and support from relevant external services</p> <p>Improvement in self-management of anxiety</p> <p>Attendance at school</p> <p>Reduction in the number of behaviour incidents from 2018-19 to 2019-20</p>	<p>CAMHS (Children and adolescents mental health service) intervention</p>	<p>This has contributed to students developing strategies to reduce their anxiety.</p> <p>Students supported are experiencing fewer angry and rude outbursts towards staff and peers.</p> <p>Attendance of all pupils remained steady from 2019-2020 to 2020-2021 (92%) not factoring lockdown periods. FSM pupil attendance also remained steady at 90-91% from year to year.</p> <p>Attendance and engagement in lessons remained steady at 95%.</p>
Social communication skill impairments	<p>Anxiety when communicating with others</p> <p>Inability to process information shared by others</p> <p>Inability to work in partnership with another</p>	<p>Improved speech, language and communication in a social context.</p> <p>Empower pupils and parents/carers with the</p>	<p>100% achievement of relevant Appendix A targets</p> <p>Pupils and families gaining access and support from relevant external services</p> <p>Improved self-confidence</p>	<p>SpLT (Speech, Language and Communication) intervention</p>	<p>This has contributed to students developing strategies to reduce their anxiety.</p> <p>Tracking of pupil progress against Social Communication component of SCERI indicates a maintained figure of 91% pupil implementation from October 2020 to July 2021.</p>

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	Difficulties in asking for help or communicating need Poor independence outside of school	tools and knowledge of to maximise development of child's speaking and listening skills.	Development of meaningful friendships both in and out of school Develop of interests in extra-curricular areas.		Pupil Questionnaire – 88% of pupils feel that they have meaning friendships in school. 76% report that they have meaningful friendships outside of school – July 2021. Many have referenced the impact of Covid as having a detrimental effect on their ability to develop friendships outside of school.
Improving reading levels for disadvantaged pupils	Disengagement, inability to relate to texts, poor comprehension of subject vocabulary	Improved comprehension skills and attainment	Difference in reading level between disadvantaged pupils and others reduced by 4 points	Catch-up literacy programme Structured 1:1 intervention Tutoring programme - NTP Increased display of subject vocabulary in classrooms and books	Due to the impact of Covid, evaluation of the IDL literacy programme will take place at the end of the next academic year. PP pupils made on average 1 year and 2 months progress in their reading ages and 1 year and 1 month progress in their spelling ages. This compares with their non-PP peers who made 1 year and 4 months progress in their reading ages and 8 months progress in their spelling ages. This marginal difference in reading ages but more

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					significant difference in spelling age means we wish to continue with the IDL programme to see how these figures progress in the second year.
Improved speech, language and communication skills	Disengagement Feeling of failure to focus on academic studies ASD related impairments Absent diagnosis of SLC needs	Improved speech, language and communication in a classroom context. Staff to have the knowledge of skills necessary to enable pupils to acquire good speech, language and communication	100% achievement of relevant Appendix A targets Pupils and families gaining access and support from relevant external services Improved self-confidence Improved academic progress Increase in pupils contributing to class discussions. Increase in pupil independence due to their understanding of the lesson and expected outcome.	SpLT (Speech, Language and Communication) intervention	This has contributed to students developing strategies to reduce their anxiety. Tracking of pupil progress against Social Communication component of SCERI indicates a maintained figure of 91% pupil implementation from October 2020 to July 2021. Tracking of pupil progress against Independence component of SCERI indicates a figure of 72% pupil implementation from October 2020 to July 2021. Many pupils have referenced the impact of Covid as having a detrimental effect on their ability to develop their independence skills outside of school.