



Unity Academy Pupil Premium Evaluation

Pupil Premium, introduced in April 2011, is additional funding allocated to schools for the specific purpose of boosting attainment of:

- pupils who are or who have been entitled to free school meals;
- pupils who are or who have been 'Looked After';
- service children.

The funding is a fixed amount of money given to school on a 'per pupil basis' using the number registered for free school meals over a rolling six year period.

The Government believes that Pupil Premium Funding, which is additional to main school funding, is the best way to address current underlying inequalities between children eligible for Free School Meals and their peers. It aims to improve outcomes for disadvantaged learners and to narrow the attainment gap between them and their peers. Whilst schools are free to decide how the premium is allocated, as they are best placed to decide what additional provision should be made, they are required to publish online information about how much money they have received and how they have used (or intend to use) the additional funding. In 2024-2025 financial year the pupil premium allocated to Unity Academy is forecast to be £26,190.00.

Our aim is to ensure that every child achieves their full potential and has the ability to access all areas of the curriculum alongside their peers. Each year we plan our spending carefully to ensure that it is spent to good effect.

The money school received for the academic year 2024-2025 is to be used for the following purposes:

Focus area	Barriers to learning	Desired outcomes	Success Criteria	Impact
Attendance	Pupils not attending as regular as non PP pupils	Increase in attendance leading to better pupil progress for PP pupils	Non-attendance of PP pupils is followed up immediately as per attendance policy.	

	Attendance of PP pupils was lower than non-PP pupils		Attendance improves and is closer in line with expected 95% of centre.	
Improve self and social skills and improve confidence as learners	Pupils need additional input to support them to fulfil their learning potential	Improved self and social skills and improve confidence as learners	Pupils are able to recognise their strengths and develop resiliency enabling them to be successful learners and fulfil their potential.	
Developing social skills and interaction	Pupils have poor social and interactional skills. Pupils have limited creative and play skills	Pupils develop their social and creative play skills. Integration scales show improvements.	Pupils are more able to socially mix and play with their peers. Children will attend Nurture weekly & take part in social skills activities in classes. Outdoor learning activities to be set up & led by TA 3 times a week.	
Improving the reading age of identified pupils across all key stages	Pupils reading ability is significantly below their chronological reading age	Pupils reading age becomes more aligned to their chronological reading age	Pupils become more confident readers and this impacts on their learning across the curriculum.	

<p>Developing enrichment curriculum opportunities linked to improved engagement</p>	<p>Pupils disengaged with the curriculum</p>	<p>That the additional curriculum opportunities have helped pupils become more motivated to engage with the wider curriculum offered and also re-engage with the core aspects of the curriculum.</p> <p>Resources are to be purchased to enhance opportunities. Extra PE kits and clothes/wellies needed to allow all children the opportunity to take part in every activity offered.</p>	<p>Pupils are more motivated and confident to engage in their learning and this leads to pupils making greater progress.</p> <p>Enrichment activities enhance children's social skills & love of learning</p> <p>Resources bought for Nurture, Outdoor learning/Forest School, MAC makes music in once a day each week.</p>	
<p>Cooking ingredients provided for food technology for all pupils. Ingredients provided for pupils to prepare breakfasts and lunches. Food provided to celebrate festivals and birthdays.</p>	<p>Pupils not provided with ingredients from home.</p>	<p>Pupils have opportunities to develop their food technology skills. Pupils have opportunities to learn how to prepare simple, healthy meals. Pupils have opportunities to sample a range of food.</p>	<p>Pupils food technology skills will improve. Pupils have the opportunity to try a range of food they may not have had the opportunity to try otherwise. Pupils take part in celebrations for birthdays and special occasions eg bonfire night, Halloween.</p> <p>Pupil learn about other religions and</p>	

			customs through cross curricular activities.	
Focus Days at the end of a topic to celebrate and reinforce learning eg World War 2, Black History Month, World Book Day	Pupils may not have opportunities for celebration/ dressing up/playing games.	Pupils dress up and take part in a range of activities. Resources purchased to enhance the day and prizes provided.	Pupils social skills will improve. Pupils get the opportunity to experience a range of activities to enhance their learning experience.	
Trips	Pupils have not been able to go on trips previously	Children able to attend trips with assisted funding	Pupils access trips & focus days.	
Meeting the well-being needs of the pupils	Pupils arrive without having had any breakfast	Pupils receive breakfast and are more able to then focus on their learning	Pupils have breakfast prior to the start of the school day and are then more able to focus on learning. Social skills improve as children sit together to have their breakfast.	
Identifying and understanding how best to support those pupils who have additional learning needs	Pupils inconsistent and disengaged in learning and behaviour is impacting on their progress	Greater understanding of pupils barrier to learning	Outside agency input is used to identify any additional SEND and informs the school how best to meet those needs.	

			Time is made available for Deputy to meet with relevant outside agencies and collate information to provide intervention strategies needed.	
High adult/child ratio required	Pupils need additional input to support them to fulfil their learning potential	Small classes required to support both curriculum and pastoral needs. Due to the nature of the children's SEMH needs a high level of support is required in the classroom.	Improved progress seen in reading, writing and maths, closing gap on peers and national. Less behaviour incidences logged.	
British Values & Achievement assembly	Pupils have low self esteem & lack of understanding of values	Pupils attend weekly achievement assemblies & termly British Values to celebrate success and gain a better sense of worth within school	Children receive certificates and prizes as their hard work and improved behaviour is recognised. Children become proud of their achievements & are more confident in themselves.	