

## Your school's pupil premium grant allocation amount

In 2020/21 we received a Pupil Premium Grant allocation of £91495

## The date of the next review of the school's pupil premium strategy

The pupil premium strategy is reviewed annually in July.

## A summary of the main barriers to educational achievement faced by eligible pupils at the school

1. Some of our PP pupils have complex medical and educational needs. A significant number of Medical appointments and absences from school impacts on the progress they can make
2. Behaviour. Some pupils have complex behavioural needs that allow small step and sometimes inconsistent progress. Some pupils need therapeutic input in order for them to increase their physical ability to access learning
3. Physical disabilities. Some pupils need therapeutic input in order for them to increase their physical ability to access learning
4. Sensory processing difficulties. Some of our pupils need specific sensory input in order to regulate their sensory processing and be able to access learning.

## How you'll spend the pupil premium to overcome those barriers and the reasons for that approach and how you'll measure the effect of the pupil premium

Our long term objective is to build a systematic and progressive structure of provision which will 'eliminate' the gap' so that the attainment of pupils in receipt of the PPG is in line with their peers.

Desired outcomes	How they will be met.
Improve the progress and attainment in Reading and number where our gap analysis has shown that learning needs to be accelerated	Reading and maths interventions in small groups and 1;1 using Reading eggs/ Reading express, Mathletics and 1;1 teaching support to close the identified gaps in learning
To improve the ability to access learning through enhancing fine and gross motor skills, enhancing motor planning and improving thinking and processing skills To improve Sensory processing using child specific equipment to improve accessibility to learning	Jump Ahead programmes both in small groups and 1;1. Sensory input delivered using equipment which is child specific and individualised to the child's sensory needs.
To improve co-ordination and core stability and control so that access to sitting and learning is more successful. To promote health and fitness and readiness to work through awakening activities	Water exercise programmes 1;1 Physical exercise programmes 1;1
To improve Speech and language skills in social situations allowing greater access to communication and learning in the classroom. To improve attention and listening skills and the ability to attend for increasing periods of time	School Start and Talk about programmes delivered in small groups Attention Autism programme
Resources and equipment to support individual pupils with identified needs	Resources such as IT buttons, switches, apps, visual, sensory and communication resources which are child specific.
To experience a healthy range of emotions, through all the challenges of social interaction, to build resilience that will enable continued and creative engagement with their peers and their potential.	Forest school programme
To promote good mental health and wellbeing through 1;1 counselling and therapy	Pastoral interventions.

## How you spent the pupil premium allocation

PPG planned priorities for 2019/22	Delivered by:	Implementation	How is this delivered
Reading	Intervention TAs	To enhance progress in reading to show expected or better than expected progress in reading on an individual basis and following a gap analysis to target specific difficulties.	HLTA and TA led programmes phonics approaches and Reading eggs. Small group and 1;1 teaching.
Number	Intervention TAs	To enhance progress in reading to show expected or better than expected progress in reading on an individual basis and following a gap analysis to target specific difficulties.	TA led programmes using Mathletics Small group and 1: 1 teaching
Jump Ahead	1:1 and small group	To enhance fine and gross motor skills , processing and thinking skills and motor planning skills. Children will follow a programme in small groups and	TA led individual and group programmes. Planned by Jump ahead specialist
Water exercise Therapy	Trained Hydro assistant	To improve co-ordination and core stability. Specific exercise in water weightlessness are planned by the Physio  and delivered by TAs	TA led individual programmes in partnership with the Physio team
Water exercise Therapy support equipment		To support Learners to be able to access maximum mobility in the pool	
Sensory Integration /diets and equipment	Overseen BY HLTA for Sensory needs	To improve self-regulation and awareness in readiness to learn	Programmes discussed and planned with OT and HLTA for sensory integration. Equipment purchased and training given to Class teams to implement
Resources and equipment Future interventions	Reading Eggs, Mathletics, Spelladrome licences Headphones Laptops and ipads	Licences and supporting equipment kept up to date	
Educational Visits	To fund Educational visits for those who otherwise not be able to access these learning opportunities	To promote equal access for all	
Pool exercise	Led by Intervention TA	To promote healthy exercise without high impact on joints To energise and prepare for learning	Teacher and TA led in small groups
Speech and Language Social skills group ( School Start programme)	Intervention TAs	To learn early Social skills to enhance social communication in the learning environment	TA led in small groups

Speech and language Social communication Groups (Talk about programme)	Intervention TAs	To learn social communication skills in a range of settings to promote functional language, independence and social awareness skills	TA , Pastoral led in small groups
Attention Autism Narrative Therapy Sulp	SaLT Assistant / Intervention TAs	To promote Attention and Listening skills To promote the use of who, what, how and why questions To develop Social language skills	SaLT assistant led in small groups
Physical exercise support	Led by Physio assistant	Programmes devised by NHS physio and delivered by physio assistant	Physio assistant led 1;1
Forest school	Led by Forest School Leader	Delivered in our grounds with a Forest schools leader to build confidence, self-esteem and manage social situations in order to be able to learn successfully alongside peers.	Forest leader and class staff supporting
Rebound therapy	Delivered by Rebound Therapy trained TA	Programmes planned and delivered by our trained Therapist and targeting core strength, mobility and Speech communication skills	TA and support staff delivering 1;1
Pastoral counselling and Therapy to promote good mental health and wellbeing	Led by our Pastoral team	Individual bespoke packages to promote the wellbeing of our most vulnerable pupils.	Led by our Pastoral team
Music therapy	Creative note Therapy	To promote attention and listening skills, self-awareness and creativity.	Led by Music Therapist
Lego Therapy	Led by Intervention TA	To promote co-operation and communication skills	Intervention 1;1 and paired sessions

## The effect of the expenditure on eligible and other pupils

### Intervention team 1;1 sessions Pupil Premium Targets Autumn term 2019.

Intervention	No. of pupils	Targets achieved.	Notes
KS3 Maths	6	66%%	1 CLA included
Primary Maths	8	75%	1 CL included.
School start: language ( SP and L)	6	50%	Late start to the term for 3 pupils as needed assessments before setting targets targets will continue into the spring term
Talk About	4	100%	
Primary Phonics	9	77%	1 CL included
Jump Ahead 1:1	16	81%	1 CLA included 1 CLA included
Pool exercise (Hydro)	5	75%	
Pool exercise (Aquarobics)			
SaLT	5		
Handwriting /fine Motor skills	9	62.5%	2 CL's and 1 CLA included
Lego therapy	7	90%	
Reading KS3	11	63%	
Reading Eggs Primary	9	62%	1 CL included
Reading primary	9	67%	1 CL included
Physio			
Trampoline exercise	8	42%	1 CLA included Each child has 3 targets and some of those targets will be ongoing

This term there has been a bigger emphasis on supporting in class with TAs running some Intervention groups within class supported by the Interventions team who supply the resources and lesson plans and support assessment and progress tracking. This ensures that we are spreading their skills as much as possible and that more pupils are getting support without 1;1 contact. The 1;1 contact for PP pupils obviously continues where needed most.

### Intervention team 1;1 sessions Pupil Premium Targets Spring term 2020 .

Intervention	No. of pupils	Targets achieved.	Notes
KS3 Maths	Unable to run due to staff absence		
Primary Maths	6	92%	1 CL included.
Talk about: Upper KS3 Improving self-awareness and self-identity	4	100%	
Talk About: Lower Ks 3 Improving self-awareness and identity	3	100%	
Talk About: Lower KS3 Improving self-esteem.	3	100%	
Primary Phonics	9	56%	1 CL included
Jump Ahead 1:1	Unable to run due to staff Long-term sickness.		
Pool exercise (Hydro)	5	62%	1 CLA included
Pool exercise (Aquarobics)	2	100%	1 CLA included
Handwriting /fine Motor skills	14	80%	2 CL's and 1 CLA included
Lego therapy	10	67%	
Reading KS3	Unable to run due to Long term sickness		
Reading Eggs Primary	9	91%	1 CL included
Reading primary	9	78%	1 CL included
Physio	1	100%	
Trampoline exercise	8	77%	1 CLA included

Despite the shorter term and the disruption caused by the preparation for lock down, most percentages for targets set have increased since last term.

For phonics there has been a slight reduction in achieving targets but phonics is one the areas where our learners struggle most and as they achieve targets the next learning steps are harder to achieve so the percentages will always be up and down over time

In Lego therapy the targets have become more partner based rather than individual focussed and that cooperation and empathy with a partner are harder to achieve, particularly for our ASC cohort.

Our interventions Team were able to work with many Pupil premium and Year 7 catch up pupils for the first 2 terms. The interventions teams also supported class teams with "grab packs" so that Interventions work could be followed up and group work completed in classrooms.

During the summer term COVID obviously impacted on their ability to continue the intensive 1;1 programmes. Where learning could be incorporated into the Home learning programmes it was, however take up and engagement with this at home was low.

Reading	PP: Above: 36% On target: 58% Below: 6%	Non PP: Above 37% On target: 54% Below: 9%
Writing	PP: Above: 32% On target: 57% Below: 11%	Non PP: Above: 34% On target: 57% Below: 9%
Maths	PP: Above: 29% On target: 42% Below: 29%	Non PP: Above: 33% On target: 45% Below: 22%