



## Pupil Premium Strategy 2020/21

1. Summary information					
School	Red Gates School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD/ASD
Academic Year	2020/21	Total PP budget	£104,139	Date of most recent PP Review	October 2020
Total number of pupils	163	Number of pupils eligible for PP	78 4 EYPP		
		Number of pupils LAC Premium	1		

2. Current attainment		
Formal assessment did not take place Summer 2020 due to COVID. Data below is 2019/20. Priorities for the coming year have been based around continuing COVID restrictions and Pathway action plans which have been devised from previous data and teacher feedback.		
	<i>Pupils eligible for PP</i>	<i>All pupils as a cohort</i>
% achieving or exceeding targets in communication / English (2018/19)	79.5%	75.5%
% achieving or exceeding targets in Maths (2018/19)	62%	60%

3. Barriers to future attainment (for pupils eligible for PP )	
<ul style="list-style-type: none"> <li>Impact of absence from school due to lockdown and potential future lockdowns.</li> <li>Parent ability to engage children in home learning without the use of physical home packs and face-to-face parent workshops.</li> <li>Impact of having no school hall on pupil's physical development and behaviour.</li> <li>Impact of pupil development due to limited use of resources to support activities in line with COVID risk assessments.</li> </ul>	
In-school barriers	
A.	Pupil engagement and motivation resulting in less incidents of challenging behaviour
B.	Engagement in home learning activities



## Pupil Premium Strategy 2020/21

<b>C.</b>	Staff development and expertise
<b>External barriers</b>	
<b>D.</b>	Attendance – including isolation, lockdown, transport issues, medical absence and authorised absence

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupil Premium pupils to be at least in line with their peers with pupil progress	2020-21 data to show all pupils to achieve at least 80% of their targets across all areas.
<b>B.</b>	All pupils able to access appropriate home learning to support generalisation of skills and pupil progress.	Annual reviews and Personalised Plan meetings evidence parent involvement in home learning. A variety of home learning available via the school website.
<b>C.</b>	All pupils continue to engage in motivating activities throughout the day with limited resources. All pupils have opportunities to complete physical activity throughout the day, which is sustainable through all seasons.	Teaching staff skilled in using limited resources to maintain progress and engagement. Teaching staff skilled in using different areas of school to promote physical development. e.g. Forest school.

<b>5. Planned expenditure</b>	
<b>Academic year</b>	2020-21
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	
<b>i. Quality of teaching for all</b>	



## Pupil Premium Strategy 2020/21

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>EYFS pathway</b></p> <p>For staff of all pupil premium children to receive continuing CPD and refresher training in:</p> <p>Play skills Observation writing Emergent writing Schema training</p>	<p>SLs to lead staff training in these areas (planned into CPD programme).</p> <p>SLs to introduce Phase 1 phonics to Nursery, with phonics embedded in different activities throughout the day.</p> <p>Opportunities to focus on emergent writing skills</p>	<p>Outcomes identified on EYFS Pathway action plan.</p> <p>Staff audit identified CPD needs.</p>	<p>Pathway lead and PP lead to monitor progress against Red Gates Early Steps through detailed appropriate observations on SOLAR, which inform children's next steps.</p>	<p>ER</p> <p>FL</p>	<p>Spring 2021</p>
<p>For pupils in receipt of pupil premium to develop early Literacy and Maths skills</p>	<p>Staff to implement a range of opportunities to use numbers through number rhymes with interactive props</p> <p>Pupils to have access to a variety of resources to support</p>	<p>Outcomes identified on EYFS Pathway action plan.</p> <p>Staff audit identified needs.</p>	<p>Pathway lead and PP lead to monitor progress against Red Gates Early Steps in literacy and maths through detailed appropriate observations on SOLAR, which inform children's next steps.</p>	<p>EA</p> <p>FL</p>	<p>Spring 2021</p>



## Pupil Premium Strategy 2020/21

<p>All pupils in receipt of pupil premium to have access to a variety of play resources to develop play skills</p>	<p>pupils fine motor skills and emergent writing.</p> <p>Allocation of funds to develop resources to support teaching and learning.</p> <p>Staff to create detail play zones within the classroom and playgrounds.</p> <p>Pupils to have access to messy play, outdoor learning, risky play, problem solving and role play which is provided throughout the year.</p> <p>Allocation of funds to develop play opportunities within EYFS, which is reviewed regularly and altered/refined as needed.</p>	<p>Outcomes identified on EYFS Pathway action plan.</p> <p>Staff audit identified needs.</p>	<p>PP to liaise with teachers to ensure resources support pupils in meeting targets.</p> <p>Pathway lead and PP lead to monitor progress against Red Gates Early Steps. on SOLAR, which inform children's next steps.</p> <p>PP to liaise with teachers to ensure resources support pupils in meeting targets.</p>	<p>EA FL</p> <p>EA FL</p>	<p>Spring 2021</p> <p>Summer 2021</p>
--	--	--	--	-----------------------------------	---------------------------------------



## Pupil Premium Strategy 2020/21

<p>Increased involvement of parents/carers in supporting learning outside of the classroom.</p>	<p>Staff to develop creative ways to involve parents via remote learning, e.g. virtual parent workshops, out of school learning opportunities via the website.</p> <p>Staff to encourage parents to access SOLAR and send evidence in for teachers to upload</p> <p>Pathway lead to develop and establish a Pathway communication group accessible to parents.</p>	<p>Outcomes identified on EYFS Pathway action plan.</p>	<p>Pathway lead to monitor parent access to SOLAR, parent workshops, pathway communication group etc.</p>		
<p>For all pupils in receipt of pupil premium to have access to a broad and balanced curriculum.</p>	<p>Allocation of funds to enable all pupils in receipt of pupil premium to have access to a bank of motivating resources and activities in EYFS curriculum</p>	<p>Outcomes identified on EYFS Pathway action plan.</p> <p>Pupils in the EYFS require an array of motivating resources to access learning. Resources are frequently broken and need to be replaced on a regular basis.</p>	<p>Pathway lead and PP lead to monitor progress against Red Gates Early Steps.on SOLAR, which inform children's next steps.</p>	<p>EA FL</p>	<p>Spring 2021</p>



## Pupil Premium Strategy 2020/21

<p><b>Sensory Pathway</b></p> <p>For staff of all pupil premium children to receive continuing CPD and refresher training: Sensology, intensive interaction, and Sherbourne.</p>	<p>Identified teachers to lead training and to monitor through termly TA focus groups, Allocation of funds for staff CPD to support teaching and learning opportunities for pupils in receipt of pupil premium.</p> <p>Subject leaders to complete virtual training courses which can then be disseminated to staff to support pupils in receipt of pupil premium.</p> <p>Time and funds given to develop subject specific resources and ideas which can be used for pupil premium pupils across all pathways and key stages.</p>	<p>Sensory Pathway action plan identifies a need to increase the confidence of staff in delivering a variety of teaching and learning strategies.</p>	<p>Pathway lead to implement CPD opportunities and refresher training for staff, monitoring its impact through SOLAR observations, with support from PP lead.</p>	<p>CP FL</p> <p>CP</p>	<p>Summer 2021</p> <p>Spring 2021</p>
--	---	---	---	----------------------------	---------------------------------------



## Pupil Premium Strategy 2020/21

<p>Pupils to have access to Inclusion within School</p>	<p>To develop links between classes in the Sensory Pathway in order to provide opportunities for: virtual themed-parties/celebrations, assemblies, dance sessions, music therapy and pantomimes .</p> <p>Allocation of funds to 'buy in' virtual sessions from external specialists.</p>	<p>The COVID risk assessments have reduced face to face inclusion opportunities across pathways and the school.</p>	<p>Pathway lead and PP lead to monitor progress in pupils' social interaction skills using the Life Skills Framework on SOLAR.</p>	<p>FL</p>	
<p>Pupils to have enhanced opportunities to develop social skills and play skills</p>	<p>Teachers to identify gaps in resources for themed sensory experience areas linked to topic themes or key events.</p> <p>Allocation of funds to enhance resources to support teaching and learning in Sensory Pathway and to develop play-based Home Learning Packs.</p>	<p>Sensory Pathway action plan identifies a need to increase play based learning opportunities to support progress in Life Skills.</p>	<p>Pathway lead and PP lead to monitor progress in pupils' social imagination skills using the Life Skills Framework on SOLAR.</p>	<p>CP FL</p>	<p>Spring 2021</p>



## Pupil Premium Strategy 2020/21

<p>For all pupils in receipt of pupil premium to have access to the community</p>	<p>Allocation of funds to enable pupils in receipt of pupil premium in Sensory Pathway classes to have access to a volunteer for outings so that all staff feel confident taking the children on regular community visits.</p>	<p>Pupils in the Sensory Pathway require additional support to access the community and engage in learning outside of school e.g. Forest School, shopping trips, walks in the community.</p>	<p>Pathway lead and PP lead to monitor progress in pupils' independence skills using the Life Skills Framework on SOLAR.</p>	<p>CP FL</p>	<p>Spring 2021</p>
<p>For all pupils in receipt of pupil premium to have access to a broad and balanced curriculum.</p>	<p>Allocation of funds to enable all pupils in receipt of pupil premium to have access to a bank of motivating resources and activities for each new topic done as part of the 3 year rolling Sensory Pathway Curriculum</p>	<p>Pupils in the sensory pathway require an array of motivating resources to access learning. Resources are frequently broken and need to be replaced on a regular basis.</p>	<p>Pathway lead and PP lead to monitor progress in SOLAR strands to ensure progress across all core strands.</p>	<p>CP FL</p>	<p>Spring 2021</p>



## Pupil Premium Strategy 2020/21

<p><b>ASD Pathway</b></p> <p>For staff working with pupils in receipt of pupil premium to further develop an understanding of pupils sensory needs and strategies to support them</p>	<p>Teachers to liaise with OTs to gain a wider understanding of sensory needs and strategies that can be incorporated in to daily planning</p> <p>Class teams to liaise with Behaviour lead to identify function of behaviour with identified pupils (e.g. sensory needs/ behaviour)</p> <p>Allocated funds to research sensory strategies and equipment, for pupils in receipt of pupil premium, that could be utilised to better support pupils sensory needs</p>	<p>Pupils in ASD pathway have different approaches to learning. The outcome was highlighted in the ASD Pathway action plan.</p>	<p>Pathway lead and PP lead to monitor progress in SOLAR strands to ensure progress across all core strands.</p>	<p>VW FL</p>	<p>Spring 2021</p>
<p>For pupils in receipt of pupil premium to meet or</p>	<p>Teachers to liaise with ICT SL to develop teaching and learning</p>	<p>Previous data has shown that some pupils have not met their targets in computing. The Pathway action plan,</p>	<p>Pathway lead and PP lead to monitor progress in computing to ensure pupils</p>	<p>VW FL</p>	<p>Summer 2021</p>



## Pupil Premium Strategy 2020/21

<p>exceed their SOLAR targets in computing.</p>	<p>in Computing. Staff to identify gaps in resources. Staff to receive continued CPD on using a wider range of ICT resources and software to extend pupils learning.</p> <p>Staff to increase their knowledge and training in relevant programmes/strategies (Choose It Maker, Handwriting Without Tears, Talking Mats, Colourful Semantics, Phonics, TEACCH, Attention Autism).</p> <p>Allocation of funds to ensure staff are confident in using a variety of software</p>	<p>suggests, from teacher feedback, that this is an area for development.</p>	<p>meet or exceed their computing targets.</p>		
<p>To ensure that staff are confident in teaching strategies to best support pupils in receipt of pupil premium.</p>	<p>Develop TEACCH further throughout the pathway, including the creation of Personalised Plan</p>	<p>Outcome identified in ASD action plan.</p>	<p>Pathway lead and PP lead to monitor progress and achievement of SOLAR and personalised plan outcomes</p>	<p>VW FL</p>	<p>Spring 2021</p>



## Pupil Premium Strategy 2020/21

<p>For all pupils in receipt of pupil premium to have access to a broad and balanced curriculum.</p>	<p>targets to promote and support independent learning across wider areas of the curriculum</p> <p>Allocation of funds to enable all pupils in receipt of pupil premium to have access to a bank of motivating resources and activities for each new topic in the ASD Pathway Curriculum</p> <p>Continue to collate inaccuracies and anomalies in Red Gates Steps Assessment Framework, and modify where appropriate.</p>	<p>Outcome identified in ASD action plan. Pupils have access to a variety of learning opportunities. Resources are frequently broken and need to be replaced on a regular basis.</p>	<p>Pathway lead and PP lead to monitor termly target tracking and liaise with teachers to ensure pupil progress of SOLAR targets.</p>	<p>VW FL</p>	<p>Spring 2021</p>
<p>For all pupils in receipt of pupil premium to have access to the community</p>	<p>Ongoing review of the effectiveness of community visits and the learning that takes place as a pathway (especially in light on</p>	<p>Outcome highlighted in ASD action plan.</p>	<p>Pathway lead and PP lead monitor progress on SOLAR in ASD Life Skills strand</p>	<p>VW FL</p>	<p>Summer 2921</p>



## Pupil Premium Strategy 2020/21

	<p>COVID restrictions to community visits)</p> <p>Strategies to help parents to promote independence when in the local community</p>				
<p><b>LISS Pathway</b></p> <p>Staff within LISS pathway to share best practice across the pathway to ensure pupils in receipt of pupil premium make progress in line with their peers.</p> <p>To Improve topic-related stories across the year to ensure pupils in receipt of pupil premium make progress within reading.</p>	<p>Half-termly meetings to be planned, with a focus of sharing good practice in the form of ideas, research, resources, photos/videos, etc.</p> <p>Teachers to liaise with Literacy coordinator to develop a yearly overview of topic stories to ensure that reading material is motivating.</p> <p>Allocation of funds to increase the amount of reading resources within LISS pathway to</p>	<p>Target identified as an action in the LISS Pathway action plan</p> <p>Gaps in suitable topic related reading material as identified in LISS pathway action plan.</p>	<p>Pathway lead and PP lead to monitor progress in SOLAR strands to ensure progress.</p> <p>Pathway lead and PP lead to monitor progress in SOLAR strands to ensure progress in reading</p>	<p>MD</p> <p>FL</p> <p>MD</p> <p>FL</p>	<p>Spring 2021</p> <p>Summer 2021</p>



## Pupil Premium Strategy 2020/21

<p>To improve pupil progress in Shape, Space &amp; Measure for pupils in receipt of pupil premium.</p>	<p>support teaching and learning for pupils in receipt of pupil premium</p> <p>Teachers to liaise with Maths SL to develop teaching and learning in SSM.</p> <p>Staff to receive continuing CPD on using the Attention Autism approach to teach Maths SSM concepts.</p> <p>Allocation of funds to increase the amount of Maths resources within LISS pathway to support teaching and learning for pupils in receipt of pupil premium</p>	<p>Target identified in LISS action plan. The number of resources for Maths needs to be expand to reflect the different learning styles of pupils in the pathways.</p> <p>Ongoing staff training to expand breadth of teaching and learning.</p>	<p>Pathway lead and PP lead to monitor progress in SOLAR strands to ensure progress in SSM</p>	<p>MD FL</p>	<p>Spring 2021</p>
<p>For staff to be confident in delivering specialised programs to support teaching and learning for</p>	<p>Staff to identify gaps in knowledge and training of applications e.g. Choose It Maker, Handwriting Without</p>	<p>Target identified in LISS action plan. Staff confidence needs to develop to ensure breadth of learning opportunities.</p>	<p>Pathway lead and PP lead to monitor termly target tracking and liase with teachers to ensure pupils</p>	<p>MD FL</p>	<p>Spring 2021</p>



## Pupil Premium Strategy 2020/21

<p>pupils in receipt of pupil premium.</p>	<p>Tears, Talking Mats, Colourful Semantics, Social Stories, Phonics</p> <p>Allocation of funds for CPD to ensure all staff are able to deliver programmes to support teaching and learning for pupils in receipt of pupil premium</p>		<p>are on track to meet their targets in SOLAR.</p>		
<p>Staff to review and adapt Red Gates Steps 'Life Skills' Framework to ensure it is challenging for the most independent pupils.</p>	<p>Allocation of funds to review and adapt Life Skills Framework to ensure it is appropriate and challenging for pupils in the LISS pathway.</p>	<p>To ensure that all pupils achieve their potential through challenging learning targets.</p>	<p>Pathway leader to monitor progress in Life Skills with class teams. Termly target tracking monitored to ensure pupils on track to meet targets.</p>	<p>MD FL</p>	<p>Summer 2021</p>
<p>To provide opportunities for parents/carers of pupils in receipt of pupil premium to access remote learning.</p>	<p>Allocation of funds to develop new home learning activities. Parents to be supported by delivering training required to complete activities at home.</p>	<p>COVID risk assessments have identified the risk of cross contamination by sending concrete learning items home. Different opportunities needed to maximise learning at home.</p>	<p>Bank of resources and further remote learning activities available on school website. Feedback from parents to assess success.</p>	<p>MD FL</p>	<p>Spring 2021</p>
<b>Total budgeted cost</b>					<p>£20000</p>



## Pupil Premium Strategy 2020/21

Additional teaching assistants for identified pupils to ensure all learning opportunities are maximised and all pupils are engaged in their learning.	Pupils requiring 1:1 support that is not identified in section F of their EHCP provided with a TA to support their engagement and learning for at least 25% of the day.	Data analysis identifies pupils that require 1:1 support to engage in their learning.  School budget shows that funding for 1:1 support for identified pupils is not being received from the Local Authority.	LMT learning walks to monitor use of staff and pupil engagement. 2020/21` data to identify impact of extra support.	MH FL	Summer 2021
<b>Total budgeted cost</b>					£45000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
For incidents of challenging behaviour for PP pupils to reduce to enable pupils to engage in their learning.	Behaviour leads to work with class teams to review and develop behaviour strategies. Where required, pupils to have extra TA support to enable them to engage and learn to self-regulate.	SDP identifies improving behaviour for learning for pupils with BSPs.  A Behaviour specialist is employed to support the Behaviour Leads to ensure improved behaviour continues.	Incidents of challenging behaviour will reduce and all PP pupils with BSPs will make at least expected progress.	HD FL	Summer 2021



## Pupil Premium Strategy 2020/21

<b>Total budgeted cost</b>					£20000
<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Music therapy sessions to meet individual needs and support better outcomes for pupils.	PP pupils to access individual, small group or whole class music therapy sessions appropriate to need and desired outcome.	Analysis of music therapy sessions identifies positive impact of pupil progress in specific areas such as social skills, behaviour and engagement.	Class teachers to liaise with music therapist on PP pupil referrals and desired outcomes.  PP lead to monitor impact of music therapy sessions.  Music therapist to create a bank of virtual music therapy sessions to be used in class.	FL MH	Summer 2021
Once COVID risk assessments have been reviewed and include external activities the following outcomes will be reinstated.  Enrichment activities horse riding, swimming and community shopping trips	Pupils provided with regular opportunities to engage with enrichment activities across the school year.	Engagement, enjoyment and achievement with experiences our pupils may not be able to access otherwise.  All Year 6 pupils had access to at least half a term of horse riding, where appropriate.  All Key Stage 1 and Key Stage 2 pupils had a course of swimming lessons during the year.  Classes continue to engage in the community, using local shops and parks.	Extra Forest school session set up each week to ensure a wider range of activities on offer to more pupils.	FL MH	Summer 2021



## Pupil Premium Strategy 2020/21

<p>All pupils in receipt of pupil premium to have access to daily physical activity.</p>	<p>When COVID risk assessments allow subject leader to visit other special schools with 'good'/'outstanding' Forest Schools and meet with Outdoor Learning Coordinators</p> <p>Red Gates Forest School space to be developed for out of class learning Allocation of funds to develop Red Gates Forest School area</p> <p>Create and implement Forest School Schemes of Work for each Pathway, linking up</p>	<p>Red Gates School have 2 Forest School sessions weekly. Pupils in the Sensory Pathway attend Forest School, where appropriate.</p> <p>COVID lockdown restricted physical activity for pupils. After lockdown it was identified the need to offer a variety of opportunities for physical activity to maintain children's healthy lifestyles.</p> <p>COVID risk assessments have meant that there is currently no access to the hall for P.E. sessions as the hall is used as a staff room, therefore more creative P.E. activities need to be implemented for classroom and outdoor use.</p>	<p>Alternative P.E. activities set up to ensure pupils have a broad range of physical opportunities that are motivating and meet their physical needs. .</p>	<p>CP FL</p>	<p>Spring 2021</p>
--	---	--	--	------------------	--------------------



## Pupil Premium Strategy 2020/21

<p>All pupils in receipt of pupil premium to have access to more COVID friendly resources to support personalised learning .</p>	<p>to updated SOLAR Frameworks and Life Skills working</p> <p>P.E. coordinator to work with specialist teachers in developing virtual P.E. sessions e.g. dance coaching, Sherbourne sessions for use with all pupils.</p> <p>Allocation of funds to replace and provide new COVID friendly resources.</p>	<p>COVID risk assessments identified that resources made of fabric/material are not COVID friendly and not easy to clean. To avoid cross contamination resources need to be of a material that can be sanitised easily.</p>	<p>Progress monitored in SOLAR strands across all subjects to ensure there is a wide variety of suitable resources to assist pupils in reaching their targets.</p>	<p>FL MH</p>	<p>Spring 2021</p>
<b>Total budgeted cost</b>					<p>£19139</p>

6. Review of expenditure	
Previous Academic Year	2019/20
i. Quality of teaching for all	



## Pupil Premium Strategy 2020/21

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £12000
<p>EYFS Pathway For all pupil premium pupils to meet or exceed targets in Expressive Arts-Imagination and PSED – Self Care</p> <p>Pupils to have appropriate and motivating resources to engage them in learning.</p>	<p>Teachers to identify gaps in resources to support teaching and learning. Allocation of funds in Curriculum Action Plans to enhance resources to support teaching and learning for pupils in receipt of Pupil Premium.</p>	<p>As mentioned above, formal assessment did not take place summer 2020 due to COVID. Priorities for the school for the end of Spring term and Summer term changed significantly and included:</p> <ul style="list-style-type: none"> <li>- Ensuring keyworker and our most vulnerable children remained in school.</li> <li>- Weekly welfare calls to all families including sign posting to supporting agencies.</li> <li>- Appropriate home learning opportunities for all pupils.</li> <li>- Continuation of annual reviews remotely</li> <li>- Delivery of food vouchers to all pupil premium pupils not in school.</li> <li>- Continued staff CPD.</li> </ul>	<p>The importance of wellbeing.</p> <p>Contact with parents increased significantly during lockdown and teachers gained valuable insights into what kind of activities pupils completed at home and what the barriers were.</p> <p>Effective home learning activities created that were appropriate to different needs, despite the barriers of pupils being at home. e.g. lack of space, lack of sensory media and specialist resources, lack of AAC etc.</p>	<p>FL</p> <p>MH</p>



## Pupil Premium Strategy 2020/21

<p>Sensory Pathway For all pupil premium pupils to meet or exceed targets in Maths and Computing.</p> <p>Pupils to have appropriate and motivating resources to engage them in learning.</p>	<p>Teachers to identify gaps in resources to support teaching and learning. Allocation of funds in curriculum Action Plans to enhance resources to support teaching and learning for pupils in receipt of Pupil Premium.</p>	<p>As mentioned above, formal assessment did not take place summer 2020 due to COVID. Priorities for the school for the end of Spring term and Summer term changed significantly and included:</p> <ul style="list-style-type: none"> <li>- Ensuring keyworker and our most vulnerable children remained in school.</li> <li>- Weekly welfare calls to all families including sign posting to supporting agencies.</li> <li>- Appropriate home learning opportunities for all pupils.</li> <li>- Continuation of annual reviews remotely</li> <li>- Delivery of food vouchers to all pupil premium pupils not in school.</li> <li>- Continued staff CPD.</li> </ul>	<p>The importance of wellbeing.</p> <p>Contact with parents increased significantly during lockdown and teachers gained valuable insights into what kind of activities pupils completed at home and what the barriers were.</p> <p>Effective home learning activities created that were appropriate to different needs, despite the barriers of pupils being at home. e.g. lack of space, lack of sensory media and specialist resources, lack of AAC etc.</p>	<p>FL</p> <p>MH</p>
<p>ASD Pathway For all pupil premium pupils to meet or exceed their targets in Science.</p> <p>Pupils to have appropriate and motivating resources to engage them in learning.</p>	<p>Teachers to identify gaps in resources to support teaching and learning. Allocation of funds in curriculum Action plans to enhance resources to support teaching and learning for</p>	<p>As mentioned above, formal assessment did not take place summer 2020 due to COVID. Priorities for the school for the end of Spring term and Summer term changed significantly and included:</p> <ul style="list-style-type: none"> <li>- Ensuring keyworker and our most vulnerable children remained in school.</li> <li>- Weekly welfare calls to all families including sign posting to supporting agencies.</li> </ul>	<p>The importance of wellbeing.</p> <p>Contact with parents increased significantly during lockdown and teachers gained valuable insights into what kind of activities pupils completed at home and what the barriers were.</p> <p>Effective home learning activities created that were appropriate to different needs, despite the barriers of pupils being at home. e.g. lack of space, lack of sensory media and specialist resources, lack of AAC etc.</p>	<p>FL</p> <p>MH</p>



## Pupil Premium Strategy 2020/21

	pupils in receipt of Pupil Premium.	<ul style="list-style-type: none"> <li>- Appropriate home learning opportunities for all pupils.</li> <li>- Continuation of annual reviews remotely</li> <li>- Delivery of food vouchers to all pupil premium pupils not in school.</li> <li>- Continued staff CPD.</li> </ul>		
<p>LISS Pathway For all pupil premium pupils to meet or exceed their targets in Maths and Computing.</p> <p>Pupils to have appropriate and motivating resources to engage them in learning.</p>	<p>Teachers to identify gaps in resources to support teaching and learning. Allocation of funds in Curriculum Action Plans to enhance resources to support teaching and learning for pupils in receipt of Pupil Premium.</p>	<p>As mentioned above, formal assessment did not take place summer 2020 due to COVID. Priorities for the school for the end of Spring term and Summer term changed significantly and included:</p> <ul style="list-style-type: none"> <li>- Ensuring keyworker and our most vulnerable children remained in school.</li> <li>- Weekly welfare calls to all families including sign posting to supporting agencies.</li> <li>- Appropriate home learning opportunities for all pupils.</li> <li>- Continuation of annual reviews remotely</li> <li>- Delivery of food vouchers to all pupil premium pupils not in school.</li> <li>- Continued staff CPD.</li> </ul>	<p>The importance of wellbeing.</p> <p>Contact with parents increased significantly during lockdown and teachers gained valuable insights into what kind of activities pupils completed at home and what the barriers were.</p> <p>Effective home learning activities created that were appropriate to different needs, despite the barriers of pupils being at home. e.g. lack of space, lack of sensory media and specialist resources, lack of AAC etc.</p>	<p>FL</p> <p>MH</p>
Additional teaching assistants for identified pupils to ensure all learning	Pupils requiring 1:1 support that is not identified in section F of their	As mentioned above, formal assessment did not take place summer 2020 due to COVID. Priorities for the school for the	Further work with the LA on funding for identified 1:1 support in section F of EHCPs.	£45000



## Pupil Premium Strategy 2020/21

opportunities are maximised and all pupils are engaged in their learning.	EHCP provided with a TA to support their engagement and learning for at least 25% of the day.	<p>end of Spring term and Summer term changed significantly and included:</p> <ul style="list-style-type: none"> <li>- Ensuring keyworker and our most vulnerable children remained in school.</li> <li>- Weekly welfare calls to all families including sign posting to supporting agencies.</li> <li>- Appropriate home learning opportunities for all pupils.</li> <li>- Continuation of annual reviews remotely</li> <li>- Delivery of food vouchers to all pupil premium pupils not in school.</li> </ul> <p>Continued staff CPD.</p>	Continued work by behaviour support team to reduce the need for 1:1 support for pupils across school without impacting on pupil progress.	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b> £22000
For incidents of challenging behaviour for PP pupils to reduce to enable pupils to engage in their learning.	Behaviour leads to work with class teams to review and develop behaviour strategies. Where required, pupils to have extra TA support to enable them to engage	<p>Between 3.09.18 and 31.07.19 the total number of incidents for pupils in receipt of pupil premium was 373. During the 2019-2020 the total number of incidents for pupils in receipt of pupil premium was 434.</p> <p>During the academic year 2019-2020 a new recording system was implemented. As a result more training was given to staff on recording incidents and specific</p>	Due to the recording system changing a clearer picture of the number of incidences will be better obtained next year.	HD FL



## Pupil Premium Strategy 2020/21

	and learn to self-regulate.	thresholds were introduced, which could explain the increase in incidents because there were far fewer children attending school during COVID lockdown.		
<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b> £16000
Music therapy sessions to meet individual needs and support better outcomes for pupils.	PP pupils to access individual, small group or whole class music therapy sessions appropriate to need and desired outcome.	As mentioned above, due to COVID music therapy was delivered to small groups of children, primarily keyworker and the most vulnerable and then to a wider group from June 2020.  As mentioned above, formal assessment did not take place summer 2020.	How music therapy can be provided through virtual sessions to ensure pupils can continue to have access.	FL MH
Enrichment activities horse riding, swimming and community shopping trips	Pupils provided with regular opportunities to engage with enrichment activities across the school year.	As mentioned, due to COVID risk assessments all enrichment activities were suspended.	The aim of community visits has changed to accommodate current risk assessments. Continuing to work on awareness of danger when in the community and communication skills are the focus of the learning outcomes, without going to a specific destination.	MH FL



## Pupil Premium Strategy 2020/21

### 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.