



Pupil premium strategy statement

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	Red Gates School
Number of pupils in school	151
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lorraine Slee Head Teacher
Pupil premium lead	Melissa Hendry
Governor / Trustee lead	Barbara Alcaraz



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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105264
Recovery premium funding allocation this academic year	£19070
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£4936981

Current attainment data analysis 2020/21		
	Pupils eligible for PP	All pupils as a cohort
% achieving or exceeding targets in communication	77%	80%
% achieving or exceeding targets in maths	62%	58%

Part A: Pupil premium strategy plan

Statement of intent

As a school, we believe that disadvantaged pupils should be given the same opportunities as their peers when in school and to access a range of new experiences. Our data suggests disadvantaged pupils make at least the same progress than their peers when they are receiving consistently high quality lessons.

It is therefore a key priority of the school that teachers and classroom staff are supported through high quality CPD, resources and up to date research to ensure that teachers can teach consistently high quality lessons.

To support the families of disadvantaged pupils to ensure that pupils are in school and parents use similar approaches to support their children when at home. Strategies are shared through daily communication through the home/school book or phone calls, personalised plan meetings, annual reviews and family learning sessions.

The Pupil Premium Strategic plan is broken down in to three key areas to support disadvantaged pupils to make at least the expected progress across the curriculum.

1) Teaching – ensuring teachers and class based staff have access to high quality CPD with up to date research to ensure teachers and support staff use a consistent approach and are aware of how to best meet the needs of their pupils across all subjects. Through relevant CPD, teaching will remain at the expected level or above and will ensure disadvantaged pupils continue to make at least expected progress.

2) Targeted academic support – through the Pupil Premium spending, Red Gates has a communication practitioner. Specialist interventions are used on an individual approach to support pupils to make at least expected progress.

3) Wider strategies – to support disadvantaged pupils we use a holistic approach and key members of staff support pupils and their families which includes; OT, SaLT, behaviour lead and family support team.

Challenges

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

Challenge number	Detail of challenge
1	Pupils have a range of severe learning difficulties.
2	Pupils have significant communication and interaction difficulties.
3	Pupils accessing learning at home during absence from school.
4	Ensuring that attendance of disadvantaged pupils is equivalent to their peers.
5	Frequent transport cancellations affecting attendance.
6	Ensuring pupil's individual needs are met across each pathway.



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
To continue to deliver high quality teaching and learning across all pathways.	<ul style="list-style-type: none">- Teaching and Learning observations across all pathways are at least at the expected standard or above.- Lessons show clear progression and opportunities for pupils to develop, secure and generalise skills.- Disadvantaged pupils continue to make at least expected progress in line with their peers.
To maintain the rate of progress for disadvantaged pupils to ensure they continue to make expected progress in line with their peers.	<ul style="list-style-type: none">- No identifiable gaps in the achievement of progress between disadvantaged pupils and their peers.
To ensure the needs of disadvantaged pupils are consistently met.	<ul style="list-style-type: none">- Pupils are supported where necessary through high quality interventions, access to therapists and in school behaviour support.



Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS pathway		
For staff of all pupil premium children to receive continuing CPD and refresher training in: Play skills Observation writing Emergent writing Schema training SLs to lead staff training in these areas (planned into CPD programme). SLs to introduce Phase 1 phonics to Nursery, with phonics embedded in different activities throughout the day. Opportunities to focus on emergent writing skills	Outcomes identified on EYFS Pathway action plan. Staff audit identified CPD needs. 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.	1, 2, 6
For pupils in receipt of pupil premium to develop early Literacy and Maths skills Staff to implement a range of opportunities to use numbers through number rhymes with interactive props	Outcomes identified on EYFS Pathway action plan. Staff audit identified needs. Pathway lead and PP lead to monitor progress against Red Gates Early Steps in literacy and	1, 2, 3, 6



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Pupils to have access to a variety of resources to support pupils fine motor skills and emergent writing.	maths through detailed appropriate observations on SOLAR, which inform children's next steps.	
For all pupils in receipt of pupil premium to have access to a broad and balanced curriculum 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	Outcomes identified on EYFS Pathway action plan. 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. Pathway lead and PP lead to monitor progress against Red Gates Early Steps.on SOLAR, which inform children's next steps.	1, 2, 3, 4, 5, 6
Sensory Pathway		
For staff of all pupil premium children to receive continuing CPD and refresher training: Sensology, intensive interaction, and Sherbourne. 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. Subject leaders to complete virtual training courses which can then be disseminated to staff to support pupils in receipt of pupil premium. 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.	Sensory Pathway action plan identifies a need to increase the confidence of staff in delivering a variety of teaching and learning strategies. Pathway lead to implement CPD opportunities and refresher training for staff, monitoring its impact through SOLAR observations, with support from PP lead.	1, 2, 6
Pupils to have enhanced opportunities to develop social skills and play skills Teachers to identify gaps in resources for themed sensory experience areas linked to topic themes or key events.	Sensory Pathway action plan identifies a need to increase play based learning opportunities to support progress in Life Skills. Pathway lead and PP lead to monitor progress in pupils' social imagination skills using the Life Skills Framework on SOLAR	3, 4, 5



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Allocation of funds to enhance resources to support teaching and learning in Sensory Pathway and to develop play-based Home Learning Packs.		
<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>	1, 2, 6
ASD Pathway		
<p>For pupils in receipt of pupil premium to have greater opportunities to develop their ICT skills</p> <p>Teachers to liaise with ICT SL to develop teaching and learning in Computing. Staff to identify gaps in resources.</p> <p>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>Previous data has shown that some pupils have not met their targets in computing. The Pathway action plan, suggests, from teacher feedback, that this is an area for development.</p> <p>Pathway lead and PP lead to monitor progress in computing to ensure pupils meet or exceed their computing targets.</p>	1, 2, 6
<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 in the ASD Pathway Curriculum</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>	1, 2, 6



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Continue to collate inaccuracies and anomalies in Red Gates Steps Assessment Framework, and modify where appropriate.		
LISS Pathway		
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. Half-termly meetings to be planned, with a focus of sharing good practice in the form of ideas, research, resources, photos/videos, etc.	Target identified as an action in the LISS Pathway action plan Pathway lead and PP lead to monitor progress in SOLAR strands to ensure progress.	3, 4, 5
To Improve topic-related stories across the year to ensure pupils in receipt of pupil premium make progress within reading. Teachers to liaise with Literacy coordinator to develop a yearly overview of topic stories to ensure that reading material is motivating. Allocation of funds to increase the amount of reading resources within LISS pathway to support teaching and learning for pupils in receipt of pupil premium	Gaps in suitable topic related reading material as identified in LISS pathway action plan. Pathway lead and PP lead to monitor progress in SOLAR strands to ensure progress in reading	1, 2, 4
To improve pupil progress in Shape, Space & Measure for pupils in receipt of pupil premium. Teachers to liaise with Maths SL to develop teaching and learning in SSM. Staff to receive continuing CPD on using the Attention Autism approach to teach Maths SSM concepts. 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	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. Ongoing staff training to expand breadth of teaching and learning. Pathway lead and PP lead to monitor progress in SOLAR strands to ensure progress in SSM	1, 2, 6
Additional teaching assistants for identified pupils to ensure all learning opportunities are maximised and all pupils are engaged in their learning.	Data analysis identifies pupils that require 1:1 support to engage in their learning.	1, 2, 6



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<p>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.</p>	<p>School budget shows that funding for 1:1 support for identified pupils is not being received from the Local Authority.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS Pathway		
<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>3, 4, 5</p>
Sensory Pathway		
<p>Pupils to have access to Inclusion within School</p>	<p>COVID risk assessments have reduced face to face inclusion opportunities across pathways and the school.</p>	<p>1, 2, 6</p>



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<p>To develop links between classes in the Sensory Pathway in order to provide opportunities for:</p> <p>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>Pathway lead and PP lead to monitor progress in pupils' social interaction skills using the Life Skills Framework on SOLAR.</p>	
ASD Pathway		
<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 targets to promote and support independent learning across wider areas of the curriculum</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>	2, 4, 6
<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>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>	2, 4, 6



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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		
LISS Pathway		
<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>	3, 4, 5
<p>For staff to be confident in delivering specialised programs to support teaching and learning for pupils in receipt of pupil premium.</p> <p>Staff to identify gaps in knowledge and training of applications e.g. Choose It Maker, Handwriting Without 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>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 liaise with teachers to ensure pupils are on track to meet their targets in SOLAR.</p>	1, 2, 6



Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole School		
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.	1, 2, 6
Music therapy sessions for PP pupils identified as not on track to meet their targets Music therapist to plan appropriate sessions for pupils to support their engagement and communication skills (1:1, Parent sessions, small group. Whole class)	PP pupils provided with opportunities to consolidate and generalise learning through music therapy sessions.	2, 4, 6
Increased SaLT sessions for PP pupils to support development of communication skills and ensure PP pupils are making at least expected progress with their communication targets	PP pupils make at least expected progress with their communication targets	1, 2, 4, 6



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<p>Red Gates to employ own SaLT to increase support available for pupils and staff across school</p> <p>PP pupils provided the opportunity to use Widgit GO! to support their communication where appropriate.</p>		
EYFS Pathway		
<p>All pupils in receipt of pupil premium to have access to a variety of play resources to develop play skills</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>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>	2, 6
Sensory Pathway		
<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</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>	1, 2, 6



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<p>Pathway classes to have access to a volunteer for outings so that all staff feel confident taking the children on regular community visits.</p>		
ASD Pathway		
<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 COVID restrictions to community visits)</p> <p>Strategies to help parents to promote independence when in the local community</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>	1, 2, 6
LISS Pathway		
<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>	1, 2, 6

Total budgeted cost: £

Part B: 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.

Our internal assessments during 2020/21 indicated that disadvantaged pupils academic and wider development outcomes were in general below what was anticipated. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high quality curriculum, even when pupils were not in school, via home learning packs. However, it was challenging to provide differentiated support to our pupils online.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.



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Further information (optional)