



Pupil Premium Strategy Statement

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	165
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2022/2023 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Melissa Hendry Head Teacher
Pupil premium lead	Vicky Woodgate
Governor / Trustee lead	Danielle Wyatt



## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,683.60
Recovery premium funding allocation this academic year	£43,790
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£118,683.60

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



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## 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
<b>EYFS pathway</b>		
<b>For staff of all pupil premium children to receive continuing CPD and refresher training in:</b>  Play skills Observation writing Emergent Writing SIM 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
<b>For pupils in receipt of pupil premium to develop early Literacy and Maths skills</b>  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

<p>Pupils to have access to a variety of resources to support pupils fine motor skills and emergent writing.</p> <p>Maths SL and Reading and Writing leads to lead in house CPD</p>	<p>maths through detailed appropriate observations on SOLAR, which inform children's next steps.</p>	
<p><b>For all pupils in receipt of pupil premium to have access to a broad and balanced curriculum</b></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>1, 2, 3, 4, 5, 6</p>
<p><b>Sensory Pathway</b></p>		
<p><b>For pupils in receipt of pupil premium to develop early Literacy and Maths skills</b></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 Foundations to Phonics activities across the day</p> <p>Maths and Reading SL to lead in house CPD to develop staff knowledge</p> <p>Maths SL to work with staff and SLT to</p>	<p>Outcomes identified on Sensory Pathway action plan.</p> <p>Staff audit identified needs.</p> <p>Pathway lead and PP lead to monitor progress against Red Gates Sensory levels in literacy and maths through detailed appropriate observations on SOLAR, which inform children's next steps.</p>	<p>1, 2, 3, 6</p>
<p><b>For pupils in receipt of pupil premium to develop their ability to self-regulate to enhance access to learning</b></p> <p>Staff to attend in house Zones of Regulation training and implement appropriate strategies in class to support regulation</p>	<p>Outcomes identified on Sensory Pathway action plan</p> <p>Pathway lead, Behaviour Team and PP lead to monitor incidents of behaviour and impact of Zones of Regulation on Behaviour Watch</p>	<p>1, 2, 6</p>

<p>Class teams and pupils are supported by the Communication Support Assistants, PSHE lead and Behaviour Team to implement and embed appropriate communication strategies to promote self-regulation</p>	<p>Pathway lead and PP lead to monitor progress in Life Sills on SOLAR to ensure progress.</p>	
<p><b>For all pupils in receipt of pupil premium to have access to a broad and balanced curriculum.</b></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>1, 2, 6</p>
<p style="text-align: center;"><b>ASD Pathway</b></p>		
<p><b>For pupils in receipt of pupil premium to develop early Literacy and Maths skills</b></p> <p>Staff to implement a range of opportunities to use numbers functionally through motivating and functional activities</p> <p>Pupils to have access to a variety of Foundations to Phonics activities across the day and Little Wandle Phonics scheme where appropriate</p> <p>Maths and Reading SL to lead in house CPD to develop staff knowledge</p>	<p>Outcomes identified on ASD Pathway action plan.</p> <p>Staff audit identified needs.</p> <p>Pathway lead and PP lead to monitor progress against Red Gates ASD levels in literacy and maths through detailed appropriate observations on SOLAR, which inform children's next steps.</p>	<p>1, 2, 3, 6</p>
<p><b>For all pupils in receipt of pupil premium to have access to a broad and balanced curriculum.</b></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>1, 2, 6</p>



<p><b>For pupils in receipt of pupil premium to develop their ability to self-regulate to enhance access to learning</b></p> <p>Staff to attend in house Zones of Regulation training and implement appropriate strategies in class to support regulation</p> <p>Class teams and pupils are supported by the Communication Support Assistants, PSHE lead and Behaviour Team to implement and embed appropriate communication strategies to promote self-regulation</p>	<p>Outcomes identified on ASD Pathway action plan</p> <p>Pathway lead, Behaviour Team and PP lead to monitor incidents of behaviour and impact of Zones of Regulation on Behaviour Watch</p> <p>Pathway lead and PP lead to monitor progress in Life Sills on SOLAR to ensure progress.</p>	<p>1, 2, 6</p>
<p><b>LISS Pathway</b></p>		
<p><b>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.</b></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>Target identified as an action in the LISS Pathway action plan</p> <p>Pathway lead and PP lead to monitor progress in SOLAR strands to ensure progress.</p>	<p>3, 4, 5</p>
<p><b>For pupils in receipt of pupil premium to develop early Literacy and Maths skills</b></p> <p>Staff to implement a range of opportunities to use numbers functionally through motivating and functional activities</p> <p>Pupils to have access to a variety of Foundations to Phonics activities across the day and Little Wandle Phonics scheme where appropriate</p> <p>Maths and Reading SL to lead in house CPD to develop staff knowledge</p>	<p>Outcomes identified on LISS Pathway action plan.</p> <p>Staff audit identified needs.</p> <p>Pathway lead and PP lead to monitor progress against Red Gates LISS levels in literacy and maths through detailed appropriate observations on SOLAR, which inform children's next steps.</p>	<p>1, 2, 3, 6</p>
<p><b>For pupils in receipt of pupil premium to have improved access to learning in the community through routine community visits and planned special events in the community.</b></p> <p>Review the effectiveness of community visits and the learning that takes place as a pathway.</p>	<p>Target identified in the LISS pathway action plan.</p> <p>Pathway lead and PP lead to monitor progress in SOLAR strands to ensure progress in reading</p>	<p>1, 2, 6</p>

Identify community visits to focus on topics in the LISS pathway.

Ensure learning is effectively recorded on SOLAR in the LISS Life Skills.

Share strategies with parents to promote independence when in the local community.

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>EYFS Pathway</b>		
<p><b>Increased involvement of parents/carers in supporting learning outside of the classroom.</b></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>	3, 4, 5

### Sensory Pathway

<p><b>Pupils to have access to Inclusion within School</b></p> <p>To develop links between classes in the Sensory Pathway in order to provide opportunities for:</p> <p>Themed-parties/celebrations, assemblies, dance sessions, music therapy and pantomimes.</p> <p>Allocation of funds to 'buy in' sessions from external specialists, e.g. Forest School Sessions</p>	<p>Outcomes identified in pathway action plan to provide pupils with a wider range of learning experiences.</p> <p>Pathway lead and PP lead to monitor progress in pupils' social interaction skills using the Life Skills Framework on SOLAR.</p>	<p>1, 2, 6</p>
<p><b>To ensure that staff are confident in teaching in specialist outdoor learning areas</b></p> <p>Develop use of outdoor spaces as learning environments specific to curriculum areas, e.g. sensory garden, class outside areas etc.</p> <p>Develop resources that can be transported outdoors and encourage pupil engagement.</p>	<p>Outdoor learning activities to support generalisation of skills from curriculum areas.</p> <p>Pathway lead and PP lead to monitor progress in pupils' RG levels on SOLAR.</p>	<p>1, 2, 6</p>

### ASD Pathway

<p><b>To ensure that staff are confident in teaching strategies to best support pupils in receipt of pupil premium.</b></p> <p>Develop TEACCH further throughout the pathway, including the creation of</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>2, 4, 6</p>
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Personalised Plan targets to promote and support independent learning across wider areas of the curriculum		
<p><b>For staff working with pupils in receipt of pupil premium to further develop an understanding of pupils sensory needs and strategies to support them</b></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>	2, 4, 6
<b>LISS Pathway</b>		
<p><b>To provide opportunities for parents/carers of pupils in receipt of pupil premium to access home learning.</b></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>Audit of existing home learning packs and motivating activities of pupils. New packs created to engage pupils in home learning.</p> <p>Parents offered home learning family workshop to support engagement in home learning.</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><b>For staff to be confident in delivering specialised programs to support teaching and learning for pupils in receipt of pupil premium.</b></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>	<p>1, 2, 6</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Whole School</b>		
<p><b>For incidents of challenging behaviour for PP pupils to reduce to enable pupils to engage in their learning.</b></p> <p>Behaviour leads to work with class teams to review and develop behaviour strategies. Where required, pupils to</p>	<p>A Behaviour team are employed to support the Behaviour Leads to ensure improved behaviour continues.</p> <p>Incidents of challenging behaviour will reduce and all PP pupils with BSPs will make at least expected progress.</p>	<p>1, 2, 6</p>

have extra TA support to enable them to engage and learn to self-regulate.		
<b>Music therapy sessions for PP pupils identified as not on track to meet their targets</b>  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
<b>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</b>  Red Gates employ 2 Communication Support Assistants to increase support available for pupils and staff across school  PP pupils provided the opportunity to use Widgit GO! to support their communication where appropriate.	PP pupils make at least expected progress with their communication targets	1, 2, 4, 6
<b>EYFS Pathway</b>		
<b>All pupils in receipt of pupil premium to have access to a variety of play resources to develop play skills</b>	Outcomes identified on EYFS Pathway action plan.  Staff audit identified needs.	2, 6

<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>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>	
<b>Sensory Pathway</b>		
<p><b>For all pupils in receipt of pupil premium to have access to the community</b></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>	1, 2, 6
<b>ASD Pathway</b>		
<p><b>For all pupils in receipt of pupil premium to have access to the community</b></p> <p>Ongoing review of the effectiveness of community visits and the learning that</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



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<p>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 style="text-align: center;"><b>LISS Pathway</b></p>		
<p><b>For all pupils in receipt of pupil premium to have access to the community</b></p> <p>On-going review of the effectiveness of community visits and the learning that takes place as a pathway</p> <p>Strategies to help parents to promote independence when in the local community</p>	<p>Outcome highlighted in LISS action plan.</p> <p>Pathway lead and PP lead monitor progress on SOLAR in ASD Life Skills strand</p>	<p>1, 2, 6</p>



## 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 2021 to 2022 academic year.

Our internal assessments during 2021/22 indicated that there was little difference in disadvantaged pupils academic and wider development outcomes demonstrating that current strategies in place to support Pupil Premium pupils are effective.

A continual programme of staff CPD contributes to supporting pupils to achieve their outcomes by furthering knowledge of staff teams to better support pupils whilst at school. This training is often pathway specific to maximise the impact on pupils learning.

Following the disruption to school life following the COVID-19 lockdowns, pupil premium funding was used to further support pupil wellbeing. The further implementation of the Behaviour team across the school facilitated successful reintegration for pupils into school life. The Behaviour Team were tasked with sharing positive strategies and successes with parents to ensure a consistent approach for pupils.

Parent engagement became more apparent during the summer term as school events were able to take place again following the lifting of all restrictions. Work will continue to develop further parental engagement through a new schedule of parent workshops to ensure consistency for pupils between home and school.

Willow Tree Nursery



Based at Red Gates School



Red Gates School

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## Further information (optional)

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