# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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

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| Detail | Data |
| School name | Red Gates School |
| Number of pupils in school | 160 |
| Proportion (%) of pupil premium eligible pupils | 49% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023/2024 to  2026/2027 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Melissa Hendry  Head Teacher |
| Pupil premium lead | Vicky Woodgate |
| Governor / Trustee lead | Katie Goodwin |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £113,490 |
| Recovery premium funding allocation this academic year | £58,748 |
| 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 | £172,238 |

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| **Current attainment** data analysis 2022/23 | | |
|  | 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

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| 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 including learning outside of the classroom and in the local community. 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.

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| 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 outside the classroom |
| 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.

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| Intended outcome | Success criteria |
| To continue to deliver high quality teaching and learning across all pathways. | * 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. | * No identifiable gaps in the achievement of progress between disadvantaged pupils and their peers. |
| To ensure the needs of disadvantaged pupils are consistently met. | * Pupils are supported where necessary through high quality interventions, access to therapists, communication support team 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: **£**

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| 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:**  Computing  Communication Strategies  Independence Skills, including being out in the community  SLs and therapy team to lead staff training in these areas (planned into CPD programme).  SaLT team to provide tailored training for communication strategies in EYFS. | 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 Computing Skills**  Staff to implement a range of opportunities to use computing through motivating and functional activities, e.g. cooking, writing  Pupils to have access to a variety of resources to support pupils computing skills.  Computing lead to lead in house CPD | 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 computing through detailed appropriate observations on SOLAR, which inform children’s next steps. | 1, 2, 3, 6 |
| **For all pupils in receipt of pupil premium to have access to a broad and balanced curriculum, including access to the local community**  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  Pupils to have access to the local community via regular community visits to develop independence and generalise skills | 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 pupils in receipt of pupil premium to develop early Computing skills**  Staff to implement a range of opportunities to use computing through motivating and functional activities, e.g. cooking, writing  Pupils to have access to a variety of resources to support pupils computing skills.  Computing lead to lead in house CPD | Outcomes identified on Sensory Pathway action plan.  Staff audit identified needs.  Pathway lead and PP lead to monitor progress against Red Gates Sensory levels in computing through detailed appropriate observations on SOLAR, which inform children’s next steps. | 1, 2, 3, 6 |
| **For pupils in receipt of pupil premium to continue to develop their ability to self-regulate to enhance access to learning**  Staff to attend in house Zones of Regulation and Talking Mats training and implement appropriate strategies in class to support regulation  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  Where appropriate, pupils to be supported to use Talking Mats to identify issues that may cause distress. | Outcomes identified on Sensory Pathway action plan  Pathway lead, Behaviour Team and PP lead to monitor incidents of behaviour and impact of Zones of Regulation on Behaviour Watch  Pathway lead and PP lead to monitor progress in Life Sills on SOLAR to ensure progress. | 1, 2, 6 |
| **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 for each new topic done as part of the 3 year rolling Sensory Pathway Curriculum  Pupils to have access to the local community via regular community visits to develop independence and generalise skills | 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.  Pathway lead and PP lead to monitor progress in SOLAR strands to ensure progress across all core strands. | 1, 2, 6 |
| **ASD Pathway** | | |
| **For pupils in receipt of pupil premium to develop Computing skills**  Staff to implement a range of opportunities to use computing through motivating and functional activities, e.g. cooking, writing  Pupils to have access to a variety of resources to support pupils computing skills.  Computing lead to lead in house CPD | Outcomes identified on ASD Pathway action plan.  Staff audit identified needs.  Pathway lead and PP lead to monitor progress against Red Gates ASD levels in computing through detailed appropriate observations on SOLAR, which inform children’s next steps. | 1, 2, 3, 6 |
| **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 for each new topic in the ASD Pathway Curriculum  Continue to collate inaccuracies and anomalies in Red Gates Steps Assessment Framework, and modify where appropriate. | 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.  Pathway lead and PP lead to monitor termly target tracking and liaise with teachers to ensure pupil progress of SOLAR targets. | 1, 2, 6 |
| **For pupils in receipt of pupil premium to continue to develop their ability to self-regulate to enhance access to learning**  Staff to attend in house Zones of Regulation and Talking Mats training and implement appropriate strategies in class to support regulation  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  Where appropriate, pupils to be supported to use Talking Mats to identify issues that may cause distress. | Outcomes identified on ASD Pathway action plan  Pathway lead, Behaviour Team and PP lead to monitor incidents of behaviour and impact of Zones of Regulation on Behaviour Watch  Pathway lead and PP lead to monitor progress in Life Sills on SOLAR to ensure progress. | 1, 2, 6 |
| **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 |
| **For pupils in receipt of pupil premium to develop Computing Skills**  Staff to implement a range of opportunities to use computing through motivating and functional activities, e.g. cooking, writing  Pupils to have access to a variety of resources to support pupils computing skills.  Computing lead to lead in house CPD | Outcomes identified on LISS Pathway action plan.  Staff audit identified needs.  Pathway lead and PP lead to monitor progress against Red Gates LISS levels in Computing through detailed appropriate observations on SOLAR, which inform children’s next steps. | 1, 2, 3, 6 |
| **For pupils in receipt of pupil premium to have wider access to learning in the community through routine community visits and planned special events in the community.**  Review the effectiveness of community visits and the learning that takes place as a pathway.  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. | Target identified in the LISS pathway action plan.  Pathway lead and PP lead to monitor progress in SOLAR strands to ensure progress in reading | 1, 2, 6 |

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

Budgeted cost: **£**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **EYFS Pathway** | | |
| **To further develop involvement of parents/carers in supporting learning outside of the classroom.**  Staff to develop creative ways to involve parents e.g. virtual parent workshops, out of school learning opportunities via the website.  Staff to encourage parents to access SOLAR and send evidence in for teachers to upload  Pathway lead to develop and establish a Pathway communication group accessible to parents. | Outcomes identified on EYFS Pathway action plan.  Pathway lead to monitor parent access to SOLAR, parent workshops, pathway communication group etc. | 3, 4, 5 |
| **To ensure that staff are confident in teaching in specialist learning areas across the school**  Develop use of specialist learning areas specific to curriculum areas, e.g. soft play, Light and Sound rooms, sensory garden, class outside areas etc.  Develop resources that can be transported to the rooms and encourage pupil engagement and progress. | Specialist room learning activities to support generalisation of skills from curriculum areas.  Pathway lead and PP lead to monitor progress in pupils’ RG levels on SOLAR. | 1, 2, 6 |
| **Sensory Pathway** | | |
| **Pupils to have access to Inclusion within School**  To develop links between classes in the Sensory Pathway in order to provide opportunities for:  Themed-parties/celebrations, assemblies, dance sessions, music therapy and pantomimes.  Allocation of funds to ‘buy in’ sessions from external specialists, e.g. Forest School Sessions | Outcomes identified in pathway action plan to provide pupils with a wider range of learning experiences.  Pathway lead and PP lead to monitor progress in pupils’ social interaction skills using the Life Skills Framework on SOLAR. | 1, 2, 6 |
| **To ensure that staff are confident in teaching in specialist learning areas across the school**  Develop use of specialist learning areas specific to curriculum areas, e.g. soft play, Light and Sound rooms, sensory garden, class outside areas etc.  Develop resources that can be transported to the rooms and encourage pupil engagement and progress. | Specialist room learning activities to support generalisation of skills from curriculum areas.  Pathway lead and PP lead to monitor progress in pupils’ RG levels on SOLAR. | 1, 2, 6 |
| **ASD Pathway** | | |
| **For staff working with pupils in receipt of pupil premium to further develop an understanding of pupils sensory needs and strategies to support them**  Teachers to liaise with OTs to gain a wider understanding of sensory needs and strategies that can be incorporated in to daily planning  Class teams to liaise with Behaviour lead to identify function of behaviour with identified pupils (e.g. sensory needs/ behaviour)  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 | Pupils in ASD pathway have different approaches to learning. The outcome was highlighted in the ASD Pathway action plan.  Pathway lead and PP lead to monitor progress in SOLAR strands to ensure progress across all core strands. | 2, 4, 6 |
| **To ensure that staff are confident in teaching in specialist learning areas across the school**  Develop use of specialist learning areas specific to curriculum areas, e.g. soft play, Light and Sound rooms, sensory garden, class outside areas etc.  Develop resources that can be transported to the rooms and encourage pupil engagement and progress. | Specialist room learning activities to support generalisation of skills from curriculum areas.  Pathway lead and PP lead to monitor progress in pupils’ RG levels on SOLAR. | 1, 2, 6 |
| **LISS Pathway** | | |
| **To provide opportunities for parents/carers of pupils in receipt of pupil premium to access home learning.**  Allocation of funds to develop new home learning activities. Parents to be supported by delivering training required to complete activities at home. | Audit of existing home learning packs and motivating activities of pupils. New packs created to engage pupils in home learning.  Parents offered home learning family workshop to support engagement in home learning.  Bank of resources and further remote learning activities available on school website. Feedback from parents to assess success. | 3, 4, 5 |
| **To ensure that staff are confident in teaching in specialist learning areas across the school**  Develop use of specialist learning areas specific to curriculum areas, e.g. soft play, Light and Sound rooms, sensory garden, class outside areas etc.  Develop resources that can be transported to the rooms and encourage pupil engagement and progress. | Specialist room learning activities to support generalisation of skills from curriculum areas.  Pathway lead and PP lead to monitor progress in pupils’ RG levels on SOLAR. | 1, 2, 6 |

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

Budgeted cost: **£**

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| 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.  Behaviour lead to undertake training in Autism and Self-Harm to further support pupils. | A Behaviour team are 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 |
| **Communication Support Assistants to provide PP pupils with support to develop communication skills and ensure PP pupils are making at least expected progress with their communication targets**  Red Gates communication Assistants to lead 1:1 and small group sessions for PP pupils to support progress in communication  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 |
| **EYFS Pathway** | | |
| **All pupils in receipt of pupil premium to have access to a variety of play resources to develop play skills**  Allocation of funds to develop resources to support teaching and learning.  Staff to create detail play zones within the classroom and playgrounds.  Pupils to have access to messy play, outdoor learning, risky play, problem solving and role play which is provided throughout the year.  Allocation of funds to develop play opportunities within EYFS, which is reviewed regularly and altered/refined as needed. | Outcomes identified on EYFS Pathway action plan.  Staff audit identified needs.  Pathway lead and PP lead to monitor progress against Red Gates Early Steps. on SOLAR, which inform children’s next steps.  PP to liaise with teachers to ensure resources support pupils in meeting targets. | 2, 6 |
| **For all pupils in receipt of PP to provide their voice for their EHCP**  In-house CPD to train staff to complete Talking Mats to collect pupil voice  Pupil voice added to EHCP following Talking Mat session to ascertain views.  Pupil views are shared and celebrated with parents in Annual Reviews. | PP lead to monitor pupil voice in EHCPs |  |
| **Sensory Pathway** | | |
| **For all pupils in receipt of pupil premium to have access to the community to further develop independence skills and generalise existing skills**  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. | 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.  Pathway lead and PP lead to monitor progress in pupils’ independence skills using the Life Skills Framework on SOLAR. | 1, 2, 6 |
| **For all pupils in receipt of PP to provide their voice for their EHCP**  In-house CPD to train staff to complete Talking Mats to collect pupil voice  Pupil voice added to EHCP following Talking Mat session to ascertain views.  Pupil views are shared and celebrated with parents in Annual Reviews. | PP lead to monitor pupil voice in EHCPs |  |
| **ASD Pathway** | | |
| **For all pupils in receipt of pupil premium to have access to the community to further develop independence skills and generalise existing skills**  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)  Strategies to help parents to promote independence when in the local community | Outcome highlighted in ASD action plan.  Pathway lead and PP lead monitor progress on SOLAR in ASD Life Skills strand | 1, 2, 6 |
| **For all pupils in receipt of PP to provide their voice for their EHCP**  In-house CPD to train staff to complete Talking Mats to collect pupil voice  Pupil voice added to EHCP following Talking Mat session to ascertain views.  Pupil views are shared and celebrated with parents in Annual Reviews. | PP lead to monitor pupil voice in EHCPs |  |
| **LISS Pathway** | | |
| **For all pupils in receipt of pupil premium to have access to the community to further develop independence skills and generalise existing skills**  On-going review of the effectiveness of community visits and the learning that takes place as a pathway  Strategies to help parents to promote independence when in the local community | Outcome highlighted in LISS action plan.  Pathway lead and PP lead monitor progress on SOLAR in ASD Life Skills strand | 1, 2, 6 |
| **For all pupils in receipt of PP to provide their voice for their EHCP**  In-house CPD to train staff to complete Talking Mats to collect pupil voice  Pupil voice added to EHCP following Talking Mat session to ascertain views.  Pupil views are shared and celebrated with parents in Annual Reviews. | PP lead to monitor pupil voice in EHCPs |  |

# 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 2022 to 2023 academic year.

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| Our internal assessments during 2022/23 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.  The 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. The implementation of two Communication Support Assistants has supported pupils to make progress in communication through 1:1 and small group sessions using the pupils preferred method of communication.  Parent engagement has developed again and attendance at Parent Workshops and Family Learning sessions has grown. The attendance at these sessions support parents to understand and utilise skills they have learnt at home to support their children generalise skills. |

# Further information (optional)

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| N/A |