



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	160
Percentage of pupil premium eligible pupils	49.37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Melissa Hendry Head Teacher
Pupil premium lead	Vicky Woodgate
Governor / Trustee lead	Katie Goodwin



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	PP - £113,960 LAC - £5140 £119,100
Recovery premium funding allocation this academic year	£45,892
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	£164,992

Current attainment data analysis 2023/24		
	Pupils eligible for PP	All pupils as a cohort
% achieving or exceeding targets in communication	78%	81%
% achieving or exceeding targets in maths	65%	63%



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 as 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, family learning sessions, parent workshops as well as a range of activities provided for parents to experience activities that they may otherwise not be able to access in the wider community.

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, in specialist rooms 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 will continue to develop and engage parents and carers in their child’s education, supporting them to provide consistency in strategies between home and school. Pupils will have access to carefully planned inclusion and cross-pathway working, where they will have the ability to develop their social skills with a wider range of peers supported by highly trained staff. Staff will support pupils to access their learning beyond the classroom including in specialist rooms and in the local community to support the generalisation of skills.
- 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, Music therapist, Canine Therapist, behaviour lead, play lead, Communication Support Assistants and family support team. These wider strategies supported and implemented by key members of staff will allow for pupils to develop their independence, self-regulation social skills and communication.



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 outside the classroom
4	Ensuring that attendance of disadvantaged pupils is equivalent to their peers.
5	Ensuring pupils have appropriate transport to school.
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, 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: **£98,995.20**

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS pathway		
<p>For staff of all pupil premium children to receive continuing CPD and refresher training in:</p> <p>PE and outdoor learning</p> <p>Use of specialist rooms to enhance teaching and learning</p> <p>Communication Strategies including Makaton</p> <p>Independence Skills, including being out in the community</p> <p>SLs and therapy team to lead staff training in these areas (planned into CPD programme).</p> <p>SaLT team to provide tailored training for communication strategies in EYFS.</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>1, 2, 6</p>
<p>For pupils in receipt of pupil premium to develop PE skills, including gross motor skills</p> <p>Staff to implement a range of opportunities to teach PE creatively throughout the school day and within specialist areas</p> <p>Pupils to have access to a variety of resources to support pupils PE skills.</p>	<p>Outcomes identified on EYFS Pathway action plan.</p> <p>Pathway lead and PP lead to monitor progress against Red Gates Early Steps through detailed appropriate observations on SOLAR, which inform</p>	<p>1, 2, 3, 6</p>



<p>PE lead to lead in house CPD</p>	<p>children's next steps and by monitoring EHCP outcomes.</p>	
<p>For all pupils in receipt of pupil premium to have access to a broad and balanced curriculum, including access to the local community</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>Pupils to have access to the local community via regular community visits to develop independence and generalise skills</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>Sensory Pathway</p>		
<p>For pupils in receipt of pupil premium to develop PE skills, including gross motor skills</p> <p>Staff to implement a range of opportunities to teach PE creatively throughout the school day and within specialist areas</p> <p>Pupils to have access to a variety of resources to support pupils PE skills.</p> <p>PE lead to lead in house CPD</p>	<p>Outcomes identified on Sensory Pathway action plan.</p> <p>Pathway lead and PP lead to monitor progress against Red Gates Sensory levels through detailed appropriate observations on SOLAR, which inform children's next steps and by monitoring EHCP outcomes.</p>	<p>1, 2, 3, 6</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 to have access to the local community via regular community visits to develop independence and generalise skills.</p>	<p>Pupils in the sensory pathway require an array of motivating resources to access learning.</p> <p>Resources are frequently broken and need to be replaced on a regular basis.</p> <p>Specialist rooms need regular maintenance to ensure they are fit for purpose.</p>	<p>1, 2, 6</p>



<p>Pupils to have access to well maintained specialist rooms across the school to support the generalisation of skills.</p> <p>In house CPD on the use of specialist rooms to further learning.</p>	<p>Pathway lead and PP lead to monitor progress in SOLAR strands to ensure progress across all core strands.</p>	
<p>For pupils in receipt of pupil premium to have access to highly motivating and challenging activities when learning outdoors.</p> <p>All staff to receive in house CPD on Outdoor Learning to support the generalisation of skills.</p> <p>Staff to implement a range of opportunities for outdoor learning activities.</p> <p>Pupils to have access to well maintained resources and outdoor learning spaces.</p>	<p>Pupils in the sensory pathway require an array of motivating resources to access learning.</p> <p>Specialist outdoor learning spaces need regular maintenance to ensure they are fit for purpose.</p> <p>Pathway lead and PP lead to monitor progress in SOLAR strands to ensure progress across all core strands.</p>	
<p>ASD Pathway</p>		
<p>For pupils in receipt of pupil premium to develop PE skills, including gross motor skills</p> <p>Staff to implement a range of opportunities to teach PE creatively throughout the school day and within specialist areas</p> <p>Pupils to have access to a variety of resources to support pupils PE skills.</p> <p>PE lead to lead in house CPD</p>	<p>Outcomes identified on ASD Pathway action plan.</p> <p>Pathway lead and PP lead to monitor progress against Red Gates ASD levels through detailed appropriate observations on SOLAR, which inform children’s next steps and by monitoring EHCP outcomes.</p>	<p>1, 2, 3, 6</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 in the ASD Pathway Curriculum</p> <p>Pupils to have access to well maintained specialist rooms across the school to support the generalisation of skills.</p>	<p>Outcome identified in ASD action plan. Pupils have access to a variety of learning opportunities.</p> <p>Resources are frequently broken and need to be replaced on a regular basis.</p> <p>Specialist rooms need regular maintenance to ensure they are fit for purpose.</p>	<p>1, 2, 6</p>



<p>In house CPD on the use of specialist rooms to further learning.</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>LISS Pathway</p>		
<p>For pupils in receipt of pupil premium to develop PE skills, including gross motor skills</p> <p>Staff to implement a range of opportunities to teach PE creatively throughout the school day and within specialist areas</p> <p>Pupils to have access to a variety of resources to support pupils PE skills.</p> <p>PE lead to lead in house CPD</p>	<p>Outcomes identified on LISS Pathway action plan.</p> <p>Pathway lead and PP lead to monitor progress against Red Gates LISS levels through detailed appropriate observations on SOLAR, which inform children's next steps.</p>	<p>1, 2, 3, 6</p>
<p>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.</p> <p>Continue to review the impact of community visits and the learning that takes place as a pathway.</p> <p>Identify community visits to focus on topics in the LISS pathway.</p> <p>Ensure learning is effectively recorded on SOLAR.</p> <p>Share strategies with parents to promote independence when in the local community.</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>
<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 LISS Pathway Curriculum</p>	<p>Outcome identified in LISS action plan. Pupils have access to a variety of learning opportunities.</p> <p>Resources are frequently broken and need to be replaced on a regular basis.</p>	<p>1, 2, 6</p>



<p>Pupils to have access to well maintained specialist rooms across the school to support the generalisation of skills.</p> <p>In house CPD on the use of specialist rooms to further learning.</p>	<p>Specialist rooms need regular maintenance to ensure they are fit for purpose.</p> <p>Pathway lead and PP lead to monitor termly target tracking and liaise with teachers to ensure pupil progress of SOLAR targets.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£49,497.60**

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS Pathway		
<p>To further develop pupil independence across the school day, e.g. arrival in the morning, dinner hall etc.</p> <p>Staff to further develop ways to increase pupil independence across the school day.</p> <p>Staff to ensure timetables allow time for independence skills to be developed, particularly life skills.</p> <p>Staff to be confident in recording progress in pupil independence on SOLAR and share this with 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>



<p>To ensure that staff are confident in teaching in specialist learning areas across the school</p> <p>Develop use of specialist learning areas specific to curriculum areas, e.g. soft play, Light and Sound rooms, sensory garden, class outside areas etc.</p> <p>Develop resources that can be transported to the rooms and encourage pupil engagement and progress.</p>	<p>Specialist room 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>
<p>Sensory Pathway</p>		
<p>Pupils have access to high quality Outdoor learning</p> <p>Staff to have in house training to develop knowledge on effective teaching on outside spaces.</p> <p>Staff to implement motivating and appropriately challenging activities for learning across the curriculum in outdoor learning spaces.</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' generalisation of skills across the curriculum on SOLAR.</p>	<p>1, 2, 6</p>
<p>To ensure that staff are confident in teaching in specialist learning areas across the school</p> <p>Develop use of specialist learning areas specific to curriculum areas, e.g. soft play, Light and Sound rooms, sensory garden, class outside areas etc.</p>	<p>Specialist room 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>



<p>Develop resources that can be transported to the rooms and encourage pupil engagement and progress.</p>		
<p>ASD Pathway</p>		
<p>Pupils have access to high quality Outdoor learning</p> <p>Staff to have in house training to develop knowledge on effective teaching on outside spaces.</p> <p>Staff to implement motivating and appropriately challenging activities for learning across the curriculum in outdoor learning spaces.</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' generalisation of skills across the curriculum on SOLAR.</p>	<p>1, 2, 6</p>
<p>To ensure that staff are confident in teaching in specialist learning areas across the school</p> <p>Develop use of specialist learning areas specific to curriculum areas, e.g. soft play, Light and Sound rooms, sensory garden, class outside areas etc.</p> <p>Develop resources that can be transported to the rooms and encourage pupil engagement and progress.</p>	<p>Specialist room 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>



LISS Pathway		
<p>Pupils have access to high quality Outdoor learning</p> <p>Staff to have in house training to develop knowledge on effective teaching on outside spaces.</p> <p>Staff to implement motivating and appropriately challenging activities for learning across the curriculum in outdoor learning spaces.</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' generalisation of skills across the curriculum on SOLAR.</p>	<p>1, 2, 6</p>
<p>To ensure that staff are confident in teaching in specialist learning areas across the school</p> <p>Develop use of specialist learning areas specific to curriculum areas, e.g. soft play, Light and Sound rooms, sensory garden, class outside areas etc.</p> <p>Develop resources that can be transported to the rooms and encourage pupil engagement and progress.</p>	<p>Specialist room 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>



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

Budgeted cost: **£16,499.20**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole School		
<p>For incidents of challenging behaviour for PP pupils to reduce to enable pupils to engage in their learning.</p> <p>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.</p> <p>Behaviour lead to undertake training in Autism and Self-Harm to further support pupils.</p> <p>Behaviour Team to support the implementation of the Interoception Curriculum to support pupils to better understand their internal feelings.</p>	<p>A Behaviour team are employed to support 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>Pupils will develop a deeper understanding of their internal feelings at a pace which is individual to each pupil.</p>	<p>1, 2, 6</p>
<p>Music therapy sessions for PP pupils identified as not on track to meet their targets</p> <p>Music therapist to plan appropriate sessions for pupils to support their engagement and communication skills</p>	<p>PP pupils provided with opportunities to consolidate and generalise learning through music therapy sessions.</p>	<p>2, 4, 6</p>



<p>(1:1, Parent sessions, small group. Whole class)</p>		
<p>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</p> <p>Red Gates communication Assistants to lead 1:1 and small group sessions for PP pupils to support progress in communication</p> <p>PP pupils provided the opportunity to use Widgit GO! to support their communication where appropriate.</p> <p>PP pupils are supported to identify motivatoprs to communication with the support of the Communication Support Assistants.</p>	<p>PP pupils make at least expected progress with their communication targets</p> <p>PP pupils develop a motivation to communicate across the curriculum.</p>	<p>1, 2, 4, 6</p>
<p>For the attendance of PP pupils to be at an appropriate level.</p> <p>Deputy Heaad to lead attendance meetings with parents to raise awareness of good attendance and identify barriers to attending school.</p> <p>Multi-disciplinary approach to support the attendance of PP pupils in school</p>	<p>PP pupils attendance is at a good level.</p> <p>PP pupils make at least expected progress due to good attendance.</p>	



<p>through home visits, communication support, referral to CWD etc.</p>		
<p>EYFS Pathway</p>		
<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>	<p>2, 6</p>
<p>For all pupils in receipt of PP to provide their voice for their EHCP</p> <p>In-house CPD to train staff to complete Talking Mats to collect pupil voice</p> <p>Pupil voice added to EHCP following Talking Mat session to ascertain views.</p> <p>Pupil views are shared and celebrated with parents in Annual Reviews.</p>	<p>PP lead to monitor pupil voice in EHCPs</p>	



Sensory Pathway		
<p>For all pupils in receipt of pupil premium to have access to the community to further develop independence skills and generalise existing skills</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>1, 2, 6</p>
<p>For all pupils in receipt of PP to provide their voice for their EHCP</p> <p>In-house CPD to train staff to complete Talking Mats to collect pupil voice</p> <p>Pupil voice added to EHCP following Talking Mat session to ascertain views.</p> <p>Pupil views are shared and celebrated with parents in Annual Reviews.</p>	<p>PP lead to monitor pupil voice in EHCPs</p>	
ASD Pathway		
<p>For all pupils in receipt of pupil premium to have access to the community to further develop independence skills and generalise existing skills</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>	<p>1, 2, 6</p>



<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>For all pupils in receipt of PP to provide their voice for their EHCP</p> <p>In-house CPD to train staff to complete Talking Mats to collect pupil voice</p> <p>Pupil voice added to EHCP following Talking Mat session to ascertain views.</p> <p>Pupil views are shared and celebrated with parents in Annual Reviews.</p>	<p>PP lead to monitor pupil voice in EHCPs</p>	
<p>LISS Pathway</p>		
<p>For all pupils in receipt of pupil premium to have access to the community to further develop independence skills and generalise existing skills</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>



<p>For all pupils in receipt of PP to provide their voice for their EHCP</p> <p>In-house CPD to train staff to complete Talking Mats to collect pupil voice</p> <p>Pupil voice added to EHCP following Talking Mat session to ascertain views.</p> <p>Pupil views are shared and celebrated with parents in Annual Reviews.</p>	<p>PP lead to monitor pupil voice in EHCPs</p>	
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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 2023 to 2024 academic year.

Our internal assessments during 2023/24 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 focussing on specific strategies to support the learning needs of pupils in that pathway to maximise the impact on pupils learning. Progress in computing was evident from the end of year assessments across the school, demonstrating the identified strategies had led to an increase in staff knowledge of how to effectively teach computing across the pathways.

The embedding of Zones of Regulation across the school has supported pupils to develop the ability to self-regulate, resulting in pupils accessing learning for a longer period of time and making good progress towards their intended outcomes.

Parent engagement has developed again and attendance at Parent Workshops, Family Learning sessions and other whole school events 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 and to engage in activities that they may otherwise not be able to access in the wider community, e.g. Art Galleries, seeing Santa, creative workshops.



Further information (optional)

N/A