

Pupil Premium Funding for 2020-21

How we planned to spend academic year's allocation 2020-21

The aim of Pupil Premium in the 2020-21 was to ensure that children in receipt of Pupil Premium make progress in line with other pupils in the school. However, we also recognise the need to maintain high standards for all and therefore the end of key stage targets are ambitious for all pupils building on previous successes.

We received **£121,050.00** in Pupil Premium this school year. Taking into account the needs of pupils and their barriers to learning, our planned priorities for spending in order to narrow the gap between those in receipt of pupil premium and their peers were as follow:

- Additional Speech and Language Therapy (2 day a week)
- Additional Occupational Therapy Input (1 day a week)
- Continued Art Therapy (2 days a week)
- Continued Forest School Learning (equipment, additional staff, training where required)
- Partial funding of our residential outdoor and adventurous activity to Ghyll Head
- Additional music sessions (2 mornings a week)
- Sibling group planned
- Weekly Sensory Pony sessions (1 morning a week)
- Parent support interventions- dyadic therapy, parents groups, Early Help Assessments paired sessions for children and parents.
- Additional staffing to support rebound therapy, hydrotherapy, bikes
- Development of the outdoor environment and curriculum
- Additional staffing in classes where there are children with Pupil Premium who require specific interventions

Pupil Progress in 2020-21

The progress of the children in 2020-21 was analysed in our usual way despite many of the children being at home for periods of time during the pandemic.

We analysed the distinct groups of CLA (children who are looked after), free school meals, receipt of Pupil Premium and gender. This was to ensure that we can identify any specific groups where there may be children who were making below expected progress.

CLA (Children who are Looked After)

We had no CLA children in this period but we had a number of Post CLA children. These are children who have been previously Looked After. This summary of the progress made by previously CLA shows that they exceeded the progress made by the whole school.

	Below expected progress % of targets	Expected progress % of targets (combined 1 & 2 steps of progress)	Above expected progress % of targets
Previously CLA	1%	71%	28%
Whole School	4%	69%	27%

Free School Meals

The data does show that this year, the children who were entitled to free school meals had 3% more targets below expected progress than the rest of the school. While this is a very small percentage, it is the first time in several years that the FSM children have performed slightly below the rest of the school. When looking at the children who did have targets that were in the below expected progress category, the majority of these children were those who had reduced time in school due to the pandemic. We will look at how we use any Covid catch up money to bridge this gap.

What is positive in the data is that a greater number of FSM children exceeded their targets compared with the whole school figure.

	Below expected progress % of targets	Expected progress % of targets (combined 1 & 2 steps of progress)	Above expected progress % of targets
Free School Meals (65 children assessed)	7%	62%	31%
Whole school Pupil Progress (children)	4%	66%	29%

Gender

There is very little difference between the outcomes for boys and girls with the figures being very similar. We need to look at reducing the number of below expected targets across the whole school, with particular focus on those children who may have missed substantial periods of time in school due to Covid.

	Below expected progress % of targets	Expected progress % of targets (combined 1 & 2 steps of progress)	Above expected progress % of targets
Boys 95	5%	68%	27%
Girls (32)	5%	70%	25%

Premium Spending 2020-21

Action / area of expenditure	Costings	Details / Actions	Expected outcomes	Outcomes July 2021
The continued use of CPOMS electronic safeguarding recording and monitoring	£816	To enable accurate recording and analysis of safeguarding incidents. To provide a holistic picture of a child and their family and any related issues.	To identify patterns and areas of concern. To provide accurate assessment and enable planning of timely interventions and support. To reduce impact of external factors on a child's well-being and attendance and therefore access learning opportunities and maximise pupil progress.	CPOMS has enabled all staff to understand the global responsibility for safeguarding children. All staff have fulfilled their responsibility to report concerns promptly. Chronology of concerns and actions has been recorded accurately and in a timely way ensuring information is accurate and shared with relevant professionals. All parties have been able to work collaboratively as a team around the child and family to provide support. This again has been particularly essential during the covid lockdown as there were many updates and actions for children who were at home. We have also now used CPOMS to share and sign documents in school as part of CPD and statutory safeguarding procedures.
The continued implementation of IRIS (It Really is Simple) behaviour recording and management electronic system.	£926.40	To enable accurate recording and analysis of behaviour incidents and serious incidents. To provide a holistic picture of a child including- triggers, responses, specific difficulties, de-escalation strategies etc	To identify (in a timely way), the reasons for incidents and serious incidents and to provide the most effective strategies to support individuals. To ensure that children's individual needs are met effectively to prevent and support children's	The IRIS system of recording incidents has continued to give us indepth analysis of the reasons for incidents and the identification of appropriate interventions or referrals to other agencies. Eg SaLT, OT, Art Therapy, CAMHS etc

			<p>management of emotions.</p> <p>To ensure that children's communication needs are being met effectively with appropriate strategies, resources and interventions.</p> <p>To see a reduction in the number of incidents.</p>	<p>This again was particularly useful during the Covid partial closure as it helped us to identify where children were struggling or new behaviours developed because of changes to routines or anxiety.</p>
Continued additional weekly Occupational Therapy	£15325.20	OT work with staff teams to develop appropriate OT programmes for individuals. OT reports, advice and guidance to feed in to the annual review process to inform outcomes and actions.	Programmes will impact on pupil readiness for learning and enable progress to be made.	<p>Children with a wide range of need have continued to access Occupational Therapy. Classes have OT programmes integrated into the timetable. Improvement in child engagement and independent learning, e.g. using work stations and managing transitions observed during lesson observations.</p> <p>The day of OT enabled the therapist to work collaboratively to support individuals and groups of children. The therapist also worked to support the Y6 transition process by writing reports for EHCPs.</p> <p>She also provided whole school training on how to use the outside area to support the sensory needs of the children, with specific reference to new equipment.</p>
Additional weekly Speech and Language Therapy.	£16,650	We are allocated one day a week of SaLT time which does not meet the needs of our growing school population. We employ an additional 2 days of SaLT time from Salford to ensure that all	<p>For every child in school who needs one, to have an up to date, working SaLT programme which feeds in to the children's individual learning programme.</p> <p>100% of children will make expected or above</p>	<p>Increased allocation of SaLT: All children have SaLT as appropriate. Increased input from SaLT with staff and parents / carers. SaLT meet with parents / carers, advise re input and support at home,</p>

		children who need input, receive it.	expected progress in their communication targets.	and attend Annual reviews, contributing to EHCPs, IEPs and transition plans with High schools. Additional SALT in school has enabled teachers to liaise with and access advice and assessments for pupils. This has led to more pupils having access to AAC and LAMP devices, support with dysphagia training, 1:1 SaLT time for specific children. The therapist also provided whole school training on language development to help staff to gain further understanding of how our children acquire language.
Art therapy provision (2 days a week increased to 3 because of difficulties faced by children linked to Covid)	£22,200	Further children were identified as potentially benefitting from Art Therapy sessions. The art therapist has extended her work to include children with Autism and severe learning difficulties and communication needs.	Identified children with social, emotional, attachment and communication difficulties will be able to access and make progress in all areas of learning.	The art therapy really expanded its purpose during 2020-21 because of the unexpected need for very specific therapy for parents, children and staff due to Covid. In the summer term we added an additional day to the benefits to children and their families. The therapist continued the dyadic work started in 2019-20 which involved her working with parents and children to help them understand each other and interact more positively. This was highly effective for several families where there was a marked improvement in relationships. She

				continued to offer 1:1 sessions for children in school where it was identified there was a need for therapy. She also had access to a student who did their placements with us, giving us extended access to therapy time.
Forest school resources	£221	To enable effective forest school sessions to be led with appropriate equipment to support the learning needs of the children at Ashgate.	To continue to embed the Forest School approach into the curriculum across the school and to monitor the impact of the forest school approach on children's progress.	Forest School sessions have continued to be exceptionally successful. The forest school practitioner has worked with class teachers to model activities, planning, resources and approach over the year. The forest was a key learning space during the partial closure as we encouraged staff to plan outdoor learning as much as possible. As a result the environment was further developed with new resources including a planting beds, mud kitchen and tarpaulins for den building.
Music sessions	£3541.50	Additional morning of music sessions. This is as a result of the difficulty in providing before and after school clubs at Ashgate due to our children's transport needs. We have a music specialist from One Education and a private Specialist musician, so there are two sessions a week.	For children to access specialist music teaching experiences appropriate to their needs and ability. For children with a specific talent or interest in music to be identified and be provided with appropriate and relevant experiences.	The music sessions provided an opportunity for mixed groups to engage in activities together. Sessions have been held where parents have been invited into school so they can witness how their children interact with music and respond to sessions. Capacity building in school: Teachers and TAs demonstrated a continued increase in knowledge and understanding, and confidence, in their

				<p>ability to teach music to children with SEN. This has improved practice across the school.</p> <p>The private specialist musician continued to support us during the partial closure and made videos and clips of songs for our website so children could access sessions at home.</p>
Redrock Ponies	£800	Weekly sessions of specialist riding and animal care with the Sensory Ponies.	For children who are unable to access offsite experiences and activities to access quality and appropriate physical and sensory activities.	<p>Our PMLD class has had a second year of sessions with the sensory ponies which has become an integral part of the PMLD curriculum. There has been evidence of progress made towards physical and PSHE targets in relation to children's positioning, strength and engagement with the animals and new adults. Some of our more able children have been involved in supporting these sessions in terms of leading and grooming the animals.</p> <p>2 of our younger classes also accessed sessions of riding. All of these children showed progress particularly in their communication targets.</p>
Charanga music scheme	£195	Continued license for online specialist music programme for children with SEND.	For children to extend the opportunities in school for quality music activities and lessons. Charanga will provide teachers with a model of how to plan and deliver high quality music sessions, giving them access to stimulating and	All classes were able to use Charanga to support the teaching of music in school. Several classes were able to use the scheme to teach children a range of songs that they performed as a choir in assemblies.

			highly appropriate materials and resources.	A number of outstanding music lessons were again observed in several classes. Children with a range of needs and difficulties demonstrated good progress in musical skills and concepts.
Outdoor play provision	£21,765	Purchase of new equipment for outdoor play and learning.	To improve the quality of the outdoor learning environment so that children can have the opportunity to develop skills, concepts and positive interactions with other children and adults.	The new equipment including a large climbing frame & slide set and smaller specialist climbing equipment for younger children. This equipment has improved their relationships, communication, gross and fine motor control. The large climbing frame has provided an increased level of challenge for our more physically able children. It has also help reduce the number of incidents in the playground as children are more purposefully engaged.
Occupational Therapy equipment for use with specific children	£503	Purchase of very specific OT equipment for children with a high level of sensory need. These needs were impacting significantly on their learning, concentration and behaviour. Advice was taken from OT in how best to support them and specific furniture and resources purchased	For children to be able to regulate their sensory difficulties in order to access learning throughout the school day.	The purchase of this equipment has been particularly successful again this year. We have purchased a range of resources, linked to children's OT programmes that have increased their readiness to learn. Eg; trampettes, gym balls, rocking chairs.
Early Help and Parent Support Advisor HLTA	£27,026	The payment for our 0.8 HLTA responsible for Parent Support & Early Help.	To extend our safeguarding team and capacity for parental support in order to meet	Our Early Help HLTA have has supported individual parents and families through

			<p>the holistic needs of the children in our school following identification that our families need wider support and interventions as well as our pupils.</p>	<p>meetings, Early Help Assessments, 1:1 and group sessions, workshops and signposting to other services. The capacity to intervene at an early stage has meant that families have been supported before issues become unmanageable and overwhelming difficulties.</p> <p>This role was essential during the partial closure. The EH lead had regular contact with an increased number of families supporting them with emotional, practical and financial advice. Her role clearly prevented many families from having cases escalated to the level of needing social care input. However where there was a need for this, it meant it was done in a timely way to decrease levels of risk.</p>
<p>Team Teach Refresher Trainer Course X2</p>	<p>£1140</p>	<p>Intermediate Team Teach training</p>	<p>To ensure that all staffed are fully trained in positive behaviour support and physical intervention so that children are understood, have an appropriate learning environment and receive the adult support that they need. This in turn should reduce the number of incidents and need for physical intervention.</p>	<p>The deputy head and EHA lead completed the training in March 2021.. In September 48 staff members were given Team Teach training with a focus on de-escalation and Positive Behaviour Support. The deputy head has continued to work with CAMHS to explore the use of Positive Behaviour Support to plan collaboratively with CAMHS to support children's behaviour.</p>

Specialist Behaviour Support	£9345	To provide 1:1 support for a child who had been identified as needing additional specialist support to help him manage his emotions, responses and behaviour.	We employed a behaviour support specialist that we had used before with another child to support him to have a successful educational experience that was tailored to his very specific needs. The intervention was also to ensure that he maintained good attendance at school and that the extent of his needs didn't impact on this.	This intervention was highly successful for the child and was particularly timely given the added Covid difficulties for everyone involved (home and school). The child had very intense 1:1 intervention from May to July which had a noticeable impact on him. He developed strategies to manage his emotions and plan responses to incidents and situations that he found difficult. He was able to access community activities, trips and educational visits that he had previously found too difficult to manage. He was supported to identify his strengths and aspirations. He was able to very successfully transition to his new school in September.
Portable Cooking Station	£1000	To provide children with the opportunity to develop skills in preparing and cooking food within the constraints of the pandemic. (The cookery room was out of use due to lack of ventilation)	We purchased a portable cooking station that can be used in classrooms so children can explore, prepare and cook food.	The cooking station has been highly beneficial for children with a range of needs. It has given them the opportunity to develop their tolerance to food, develop skills and prepare food items and meals. Many of our children have sensory difficulties with food which is a barrier to their learning so this has helped significantly with their progress and learning in other areas of the curriculum.
Specialist clothing	£50	To enable a child with sensory needs to	Purchase of specialist outdoor clothing so that the child could go out	The child was able to safely access outdoor activities whilst wearing

		access offsite visits safely and comfortably.	into the community and access elements of the curriculum to develop their understanding of the world and PSHE skills.	appropriate clothing for the weather conditions. Previously the child would not keep clothing items on which prevented them from successfully accessing learning.
Specialist Equipment	£355	To enable a child with sensory needs to access offsite visits safely and comfortably.	Purchase of a specialist harness for 2 children	The two children who had previously been unable to safely go offsite were able to go on community walks to shops, parks and use public transport. This broadened the curriculum and their experiences for them
Total:	121,859.10			