

Redgate Primary Academy

Pupil Premium Strategy Statement

2021-22

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Redgate Primary Academy Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Redgate Primary Academy
Number of pupils in school	55
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Courtney Hoop
Pupil premium lead	Claire Gouthwaite
Governor / Trustee lead	Pete Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,110
Recovery premium funding allocation this academic year	£11,020
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	£62,130

Part A: Pupil premium strategy plan

Statement of intent

At Redgate Primary Academy, all children have a learning disability and when socio-economic indicators are taken into account this can put certain children at a further disadvantage.

To minimise the impact of the disadvantages our ultimate aim is to ensure all our children are able to communicate, access their full curriculum entitlement by having their sensory needs, emotional needs and resource needs met.

Our pupil premium strategy works towards our aims, by providing interventions and support via trained staff and by ensuring consumable resources support the implementation of the curriculum.

Our strategy will be child led and meet their needs and strengths. This means we can use interventions that are relevant to the child.

Challenges

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

Challenge number	Detail of challenge
1	Our children through the nature of their learning difficulties have limited communication and language skills.
2	Our observations and discussions with families show that some children have a limited ability to self-regulate which results in behaviours.
3	Our assessments and observations of the children show that when they have sensory overload their ability to engage with tasks is impaired.
4	Our children through the nature of their learning difficulties have limited social interaction skills
5	Through observations, assessments and discussions our children have limited scientific thinking skills
6	Through discussions with families indicate that the children have limited life experiences outside their home environment
7	Our assessments and discussions with children and families indicate that many lack regular routines in the home and families struggle to engage in their child's education
8	Through discussions with families, we know that some parents with their own learning disabilities and/or mental health issues
9	Through discussions with families, we know that some households have limited disposable income to support their child's education

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
<p>PP pupils progress in communication accelerated</p> <ul style="list-style-type: none"> a. Pupils have accessible communication strategies b. Pupils are able to communicate needs and wants c. Pupils communication skills are transferrable across the curriculum 	<p>PP pupils will have a 'voice' and be able to exert their autonomy</p> <p>Pupils will make expected or better than expected progress in communication (evidenced through qualitative & quantitative data)</p>
<p>PP pupils progress in reading accelerated</p> <ul style="list-style-type: none"> a. Pupils are more confident readers b. Pupils are more confident at decoding c. Pupils reading skills are transferrable across the curriculum 	<p>PP pupils will be confident at reading</p> <p>Pupils will make expected or better than expected progress in communication (evidenced through qualitative & quantitative data)</p>
<p>PP pupils progress in scientific enquiry and thinking accelerated</p> <ul style="list-style-type: none"> a. Pupils are able to think for themselves with more confidence b. Pupils are able to solve simple problems with more confidence 	<p>PP pupils will demonstrate an increased confidence in their thinking and problem solving</p> <p>Pupils will make expected or better than expected progress in thinking and problem solving (evidenced through qualitative & quantitative data)</p>
<p>PP pupils have their sensory & emotional needs met and are ready to learn</p>	<p>PP pupils are regulated and engage with learning</p>
<p>PP pupils are able to access the full curriculum</p>	<p>PP pupils will access and engage with a full curriculum offer</p>

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: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching staff on developing children's thinking and problem solving mental models	<ul style="list-style-type: none"> Teaching staff's pedagogical approach has a significant impact on outcomes for children To access their world, children need to be able to think for themselves and problem solve. 	5

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Communication and literacy leads to deliver: <ul style="list-style-type: none"> Speech and Language Therapist (SALT) communication programmes create bespoke communication programmes with resources 1:1 communication interventions reading interventions train staff and parents in delivery of interventions 	<ul style="list-style-type: none"> Approach used in previous academic year which had a positive impact on learning outcomes for children, especially around communication and reading. 	1, 4, 7 & 8
Explore alternative approaches to develop communication through music interaction/sessions	<ul style="list-style-type: none"> Adam Ockleford – Sounds of Intent research Music develops communication, attention, emotional responses. https://www.soundsofintent.org/2-uncategorised 	1, 3 & 4

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

Budgeted cost: £24,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance the sensory regulation equipment available for PP children and fund staff training	<ul style="list-style-type: none"> Sensory equipment is needed to ensure children 	1,2,3 & 4

	with sensory processing disorders can regulate themselves and thereby engage in learning	
<p>PP used to support the curriculum in areas where non-PP pupils would make a monetary contribution to enable full delivery of the curriculum.</p> <ul style="list-style-type: none"> • consumables for sensory play • consumables for breakfast/snack/cooking sessions • subsidy of educational visits 	<ul style="list-style-type: none"> • To successfully implement the curriculum and enable children to have a full curriculum offer it is necessary for the academy to subsidise consumables and educational visits. 	6 & 9

Total budgeted cost: £62,130

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Aim	Outcome
<p>Focused learning opportunities for communication, reading & writing to raise attainment in Communication & Interaction / English</p>	<ul style="list-style-type: none"> • The academy has moved from Makaton symbols to widget symbols to ensure consistency with NHS Speech & Language Therapy resources. • Aided Language Boards (ALBs) have been created for a multitude of different situations to enable the children to communicate. The boards are all personalised to ensure they are accessible and engaging for the child. • ALBs are displayed outside the classroom in key areas so as children can communicate their needs such as drink/toilet/coat. • A child with a developmental language disorder (DLD) has been seen by the DLD team which was pushed for through the focused learning. • Support was given to parents during the lockdown to continue developing the communication skills of their child. This was delivered via symbol packs and videos on how to use symbol exchange.
<p>Occupational Therapy provision to assess, advise & provide a sensory diet program to increase engagement to task</p>	<ul style="list-style-type: none"> • Advice was given by the OT on regulation of emotional state and engagement to task and as a result, this developed the children's cognition and learning and communication and interaction. • Children have achieved sensory motor skills through accessing a sensory diet and sensory circuits. • Children's emotional health wellbeing has been addressed through the

	implementation of a sensory diet or 'Zones of Regulation'
To provide breakfast/snack to ensure children are ready to learn and develop communication skills around choosing	<ul style="list-style-type: none"> • By providing breakfast and snacks through the day, the children are ready to learn, as they are state of satiety. • Children have developed independence and life skills by: <ul style="list-style-type: none"> ○ developing reading skills ○ developing and improving self-help skills around eating and drinking ○ being empowered to make positive choices ○ by exchanging money for food (role play) ○ making their own food ○ developing social skills through working together and eating with their peers
To enhance the curriculum resources to enable children to have consumables to take part in sensory play and take part in DT lessons	<ul style="list-style-type: none"> • As above • Many of the children are sensory learners and require consumables that are safe to ingest and play with. • Children have continual access to sensory resources which in turn has developed engagement to task, communication, thinking and personal development skill