

Redgate Primary Academy

Pupil Premium Strategy Statement

2023-24

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Chair of Governors	Pete Edwards

Redgate Primary Academy Pupil premium strategy statement

This statement details our school's use of pupil premium 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	56
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Claire Gouthwaite
Pupil premium lead	Claire Gouthwaite
Governor / Trustee lead	Pete Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,290
Recovery premium funding allocation this academic year	£ 0
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	£55,290

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 considered this can put certain children at a further disadvantage.

To minimise the impact of the disadvantages our aim is to ensure all our children can 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 CPD (Continuing Professional Development) for staff, 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 undesirable/challenging 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	Our children through the nature of their learning difficulties have limited skills to explain how they are feeling thus impacting on their mental health and wellbeing
6	Through discussions with families, we understand that some children have limited life experiences outside their home environment
7	With the cost-of-living crisis, we understand 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
PP children have their academic, sensory & emotional needs met	PP children will access and engage with a full curriculum offer that will improve their learning outcomes. They will make expected or better than expected progress. PP children's sensory needs are met which enables them to engage with learning. Their learning outcomes will be improved, and they will make expected or better than expected progress.
PP children have their sensory & emotional needs met and are ready to learn	PP children are regulated and engage with learning that will improve their learning outcomes and they will make expected or better than expected progress.
PP children can access the full curriculum	PP children will access and engage with a full curriculum offer that will improve their learning outcomes. They will make expected or better than expected progress.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD linked to Interoception 1. What is interoception? 2. How can children be supported to understand their emotions through the curriculum provision?	<ul style="list-style-type: none"> High quality teaching is the most important lever to improve outcomes for children. Support staff supplement the teacher input, and they have a large positive impact on learner outcomes 	1,2,3,4,5,6
CPD – Early Communication (all staff) 1. What comes before phonics? 2. What are the barriers for our children and how can we support them to overcome them?		1,4
Induction and retention of staff 1. Inexperienced staff to the academy are given opportunities to observe experienced colleagues 2. Staff who need to develop a particular area of their practice (behaviour management, curriculum delivery) are given opportunities to observe experienced colleagues 3. Supply staff supports the process of releasing staff to observe colleagues	<ul style="list-style-type: none"> Inexperienced staff need to have opportunities to observe colleagues to develop their basic SEN (Special Educational Needs) practice 	1,2,3,4,5

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting children's social, emotional and behavioural needs		
Supporting children's social, emotional and behavioural needs through "Interoception Curriculum" 1. Occupational Therapist to deliver 'Interoception' training Implementation of 'Interoception Curriculum' will be monitored by senior leaders and the academy's Occupational Therapist	<ul style="list-style-type: none"> Children who have their social and emotional needs met are supported in their learning and have improved outcomes. 	1,2 & 5
Enhance the sensory regulation equipment available for PP children and fund staff training 1. Termly audits on the sensory diet equipment available and replace/repair as required	<ul style="list-style-type: none"> Children with sensory processing disorders need to be regulated to engage in learning 	1,2,3 & 4

<ol style="list-style-type: none"> 2. New sensory diet equipment purchased as needed for sensory circuits and the changing needs of the children 3. Sensory circuit training delivered by experienced staff 4. Occupational Therapist with Sensory Diet experience to carry out sensory assessments on identified children 		
Supporting breakfast clubs and extracurricular activities		
<p>Support the curriculum in to enable full delivery of the curriculum.</p> <ol style="list-style-type: none"> 1. Subsidise the Magic Breakfast programme 2. Consumables for sensory play 3. Consumables for cooking sessions 4. Subsidy of educational visits / residential 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 / residential visits. • Food consumables will provide greater satiety and children will be better equipped to engage in learning 	6 & 7
Communicating with and supporting parents/carers		
<p>Support parents/carers to understand the curriculum pathways and support their child with their learning at home</p> <ol style="list-style-type: none"> 1. Parents/Carers to be kept up to date with the curriculum through the website and weekly newsletter 2. Parents/Carers to be invited to 'Coffee & Curriculum' meetings to have the pathways explained to them 3. Priorities for further meetings driven by parent/carer needs 	<ul style="list-style-type: none"> • Through improving parental understanding of the curriculum will enable them to support their child's development away from the academy (in terms of their independence, social skills and communication) 	2 & 6
<p>Support parents/carers with approaches and strategies to support with their child's behaviour at home and attendance</p> <ol style="list-style-type: none"> 1. Parents/carers to be given strategies to support their child with their behaviour when away from the academy. 2. Parents/carers to be supported to ensure their child's attendance remains above 95% 	<ul style="list-style-type: none"> • To improve life outcomes for children, they need to attend school regularly. • To support families with their everyday experiences ensures they can feel confident when dealing with their child's behaviour and the family is therefore less likely to be hitting crisis point. It also gives families the confidence to take their child out of the family home to give them more life experiences. 	2 & 6

Total budgeted cost: £55,290

Part B: Review of outcomes for last 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.

Aim	Outcome
CPD linked to Autism and supporting children with their education (all staff)	<ul style="list-style-type: none"> • CPD has refreshed/ improved staff knowledge and understanding of autism and has therefore improved their practice. Staff have increased confidence in their approaches. • Children have been more settled which has been evidenced by a reduction in the number of behaviour incidents. This has enabled children to be more engaged with their learning.
Induction of staff	<ul style="list-style-type: none"> • The induction programme for staff has been developed to ensure they are given all the relevant information and theory behind approaches to enable to them to meet the children's social and academic needs. • It is beneficial for inexperienced staff to observe experienced practitioners to develop their own practice which in turn improves the experiences for the children.
One-to-One tutoring	<ul style="list-style-type: none"> • Children who have accessed 1:1 tutoring have shown accelerated progress in their learning whether that be their social skills, reading, writing or maths skills.
Enhance the sensory regulation equipment available for PP children and fund staff training	<ul style="list-style-type: none"> • Staff have received training relating to 'Developmental Trauma & Sensory Processing.' Through this training staff have been given the knowledge of trauma (pre-birth & post-birth) and how it can affect children's emotional stability and their mental health. • Children who have suffered from trauma (which is known) are supported by a trauma informed approach. • Many of the children at Redgate have a sensory processing disorder and as such to engage with learning they must have their sensory needs met through the right equipment.
Support the curriculum in to enable full delivery of the curriculum	<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

	<ul style="list-style-type: none">○ 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• 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
<p>What does the assessment data say?</p> <ul style="list-style-type: none">• Pupil premium children following the Engagement Steps, have made more progress, although the end points for pupil premium children and non-pupil premium children are comparable. Pupil premium children who are following Progression Steps have slightly higher end points than non-pupil premium children.• Pupil premium children are not disadvantaged in their learning outcomes.	