

Redgate Primary Academy Pupil Premium Strategy Statement 2024-25

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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	57
Proportion (%) of pupil premium eligible pupils	49% TBC
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
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	£51,800
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	£51,800

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	<p>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.</p> <p>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.</p>
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.
PP children have good attendance so as they have improved life outcomes	PP children attend school consistently and have an attendance of at least 95%. 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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Early Communication (all staff) <ol style="list-style-type: none"> 1. What comes before phonics? 2. What are the barriers for our children and how can we support them to overcome them? 3. Read Write Inc 	<p>High quality teaching is the most powerful way to improve outcomes for children.</p> <p>Building education staff knowledge and pedagogy on curriculum delivery will improve outcomes for children.</p>	1,4,5,6
Induction and retention of staff <ol style="list-style-type: none"> 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 4. Experienced staff continuing their professional development through NPQ's 	<p>Coaching and mentoring are an important source of support for all staff to ensure they are receiving the relevant input to further develop their practice</p> <p>Inexperienced staff need to have opportunities to observe colleagues to develop their basic SEN (Special Educational Needs) practice</p> <p>Effective professional development is a big part of retaining experienced teachers</p>	1,2,3,4,5

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

Budgeted cost: £41,800

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. OT (with ALT support) to monitor the implementation of the interoception curriculum and identify further CPD and resources required to support the delivery of the interoception curriculum	<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, 3, 4, 5 & 6
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 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	<ul style="list-style-type: none"> Children with sensory processing disorders need to be regulated to engage in learning 	1,2,3, 4, 5 & 6
Supporting breakfast clubs and extracurricular activities		
Support the curriculum in to enable full delivery of the curriculum. 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 	1, 2, 3, 4,5,6 & 7
Communicating with and supporting parents/carers		
Support parents/carers with approaches and strategies to support with their child's behaviour at home and attendance 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% 3. Parents/carers to be given information/signposting to give them a greater understanding of their child's needs 4. Parents/carers to be invited onsite termly during the academy day to discuss their child (achievements, challenges, transitions)	<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: £51,800

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 2023 to 2024 academic year.

Aim	Outcome
Introduce and implement the interoception curriculum	<ul style="list-style-type: none"> • All children have their emotional needs met through the development of their interoception sense (Awareness of feelings and the impact on their body). • All children are receiving weekly planned teaching focussed on developing their interoceptive awareness, by working on their body signals. This is achieved through a sensory approach. • All children are engaging with the sessions and are being exposed to language and support associated with their feelings/sensations on given body parts and the language that describes these feelings. • Some children are using the new language, and for some this is accurately describing the sensation they are feeling at that moment in time. • All children, on one or more occasions, are showing responses that tells us that they have an awareness of the changing sensations they are feeling
Induction of staff	<ul style="list-style-type: none"> • The induction programme for staff (ECTs & Support staff) has been delivered 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.
Enhance the sensory regulation equipment available for PP children and fund staff training	<ul style="list-style-type: none"> • All children are receiving increased sensory or sensory and emotional input throughout their day, in the academy. This has been tailored to their specific sensory sensitivities and emotional needs, according to where their emotional needs stem from. • All Teachers/Staff have used recommendations to adjust individual's timetables, to make necessary changes within own classroom areas, and to utilise different environments within the academy to support the children sensory and emotional needs. • Where recommended by the OT some new resources and equipment have been sourced/purchased. • Staff in all classes are using their increased understanding of the children's needs to notice early signs of sensory and emotional dysregulation • Staff are using their CPD by focussing more on, applying the strategies across the child's day, to prevent dysregulation and promote regulation for longer periods of the day. • Children becoming sensory unregulated have accepted coregulation support from staff. • Children becoming emotionally unregulated have responded positively to the physical reassurance and nurturing flexible approach offered by staff, and through the calming quite low stimulus environments. • A few cognitively able children have begun recognising they can take themselves to a quiet retreat, and they have done so on occasions. • Children have displayed less frequent sensory and emotional dysregulation; they have been sensory and emotional regulated more frequently and the effects of the regulation are lasting longer, so the child has been settled for longer periods. All children have accessed their learning.

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 in a state of satiety. • Children have developed independence and life skills by 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) and by 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
Support parents/carers with strategies to use in the home (learning & behaviour)	<ul style="list-style-type: none"> • A small number of parents attended our coffee & curriculum meetings, they were very interested in how the curriculum is delivered and this resulted in some parents asking for resources (particularly symbols) to have at home to support and develop their child's communication. • Children are better supported by the OT's work extending to parents and the home situation. This has played a vital role in supporting the children to come to school feeling more settled and regulated e.g. receiving sensory modulation at home. Parents have received education and support strategies, suggested resources and where to source, physical demonstration using the equipment.
<p><u>What does the assessment data say?</u></p> <p>Engagement Steps</p> <ul style="list-style-type: none"> • pp children have made more progress than their non-pp peers, although non-pp children are working on average a level higher. • This is the same picture for both KS1 & KS2 children <p>Progression Steps</p> <ul style="list-style-type: none"> • KS1 pp children are working at a similar level to non-pp children • KS2 pp children have made more progress than non-pp children but are working on average one level below their non-pp peers. • KS1 & KS2 pp children have made more progress across the core areas of the curriculum <p>Pupil premium children are not disadvantaged in their learning outcomes.</p>	