

## 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	Rowan Gate Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers <i>A 3-year plan is recommended however due to Covid-19; the variable needs of new cohorts and uncertainty around the expansion of additional classes onto a third site it has been decided that this will be an annual plan. A 3-year plan will be considered in the next academic year.</i>	2021-2022
Date this statement was published	Draft- Nov 2021 Final-
Date on which it will be reviewed	March 2022 July 2022
Statement authorised by	Laura Clarke (Head Teacher)
Pupil premium lead	Julia Coles (Deputy Head Teacher)
Governor / Trustee lead	Sam Baker / Mike Santoro

## Funding overview

Detail	Amount 2020-2021	Amount 2021-2022
Pupil premium funding allocation this academic year	£ 94923	93304
Recovery premium funding allocation this academic year	£0	11964
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	20738
<b>Total budget for this academic year</b>	£94923	126,006

## Part A: Pupil premium strategy plan

## Statement of intent

Rowan Gate Primary School is a community special school for pupils aged 2 to 11 years. The school meets the needs of pupils who have Cognition and Learning Needs (Severe Learning Disabilities) and attainments well below the expected range of their peers. In addition, they may also have Communication and Interaction Needs (Autistic Spectrum Disorder); Sensory and/or Physical Needs; Social, Emotional, and Mental Health Needs (SEMH); Speech, Language and Communication Needs (SLCN). They may have physical disabilities, speech and language delay, low self-esteem, sensory impairment and under-developed social skills.

Through the use of Pupil Premium our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve to the best of their ability across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, from whatever their starting point.

In order to achieve this goal, we will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support the needs of all pupils, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery post Covid-19 Pandemic, specifically through planned and targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils achieve to their individual potentials. To ensure they are effective we will:

- ensure disadvantaged pupils are provided with appropriate challenge to achieve targeted goals.
- act early to intervene at the point in which a need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

The allocation of pupil Premium will be done in such a way as to equip pupils with the skills they need for life, providing them with an engaging, creative and flexible curriculum that accommodates their everchanging needs, providing a variety of learning contexts and opportunities within the classroom as well as through recognised interventions which will enable pupils to develop and consolidate their academic, communication and social-emotional skills. We aim to support achievement across all areas, whether it be progress through the curriculum and towards personalised objectives, the ability to engage positively with learning and the ability to generalise learning. We will also use our funding in order to support ongoing partnership with parents, recognising the fact that pupils will achieve more when parents and school work together in support of shared goals. For the most part support provided through the Pupil Premium allocation will be integrated into routines of the school. Where appropriate to the individual pupil targeted support and 1:1 support may be provided, with progress from the intervention then being integrated into the school or class routines.

In addition, funding is also received for Looked After pupils (LAC). The payment of this Pupil Premium is quality assured by the 'Virtual School' following each Personal Education Plan (PEP) meeting. (held three times a year). The PEP meetings are held for each pupil who is in Local Authority Care to discuss their education and identify the strategies the school has put in place to ensure they are progressing as expected.

Interventions and approaches are planned and evaluated on a regular basis at both an individual pupil level and across the wider school to ensure that they continue to meet the proposed intent.

Provision is in place to support the:

- Cognition and Learning needs
- Communication and interaction needs,
- Sensory and emotional regulation needs;
- Social, emotional and mental health difficulties
- Parental engagement and interaction

## Challenges

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

Challenge number	Detail of challenge
1	Complexity of individual pupils learning needs and diagnoses- each pupil has individual barriers to learning
2	Pupils communication and social skills are often poor leading to frustration and physical aggression
3	Pupils readiness to engage in learning due to complexity of issues, sometimes from home, leading to behaviour dysregulation
4	Lack of parental engagement

## 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
<b>Family Engagement with the school and with remote learning will improve in order that they can confidently support their child's learning and development.</b>	Pupils will demonstrate at least good progress in school. Parents will report that they feel well supported and able to engage with their child's learning through platforms such as TEAMS/Purple Mash/Reading Eggs/Boromi. Attendance at Come..... with Me events will increase.
<b>Pupils wellbeing and mental health will be supported through structured school-based interventions</b>	Pupils will be able to access a range of Social, Emotional and Mental Health interventions aimed at Quality First (All pupils); Targeted (Some pupils); or Individual/Therapeutic (a few pupils) in order to support their wellbeing and mental health needs. There will be a reduction in the number of pupils displaying dysregulated behaviour. Staff and pupils will have a better understanding of approaches to support mental health and well being
<b>Pupils identified in high need will access high quality SALT Sessions; Music Therapy, Counselling and PlayTherapy.</b>	High quality Internal referral process will ensure that interventions match identified needs and have achievable goals. Regular monitoring reviews with therapists will evaluate progress towards individual outcomes. (Social-Emotional/Communication/Academic)
<b>Pupils identified as in highest need will be supported to access assessment and diagnostic pathways most impacted by Covid-19.(Educational Psychology assessment; ADOS assessment; Dyslexia Assessment)</b>	Pupils requiring in-depth assessment and diagnosis of need will be supported to access high quality clinical assessments.

## 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: £ 80,201

ACTIVITY	EVIDENCE THAT SUPPORTS THIS APPROACH	CHALLENGE NUMBER(S) ADDRESSED
<b>Where applicable, Rowan Gate Primary School has used the Education Endowment Foundation to support the selection and application of pupil premium funding and approaches.</b>		
<b>THRIVE-OT</b> <b>Interception Training for all teachers</b>	Very high impact for very low cost +7 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.	1,2,3,4
<b>Protective Behaviour Training for all staff</b>	Moderate impact for low costs + 4 Months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a> Universal approaches to classroom management can help prevent disruption – but often require professional development to administer effectively.	1,2
<b>Drawing and Talking Training for 40 staff</b>	Moderate impact for moderate cost +4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> Historically just one or 2 members of staff trained to deliver the intervention so limited capacity for impact and low-cost intervention not accessible to all those who might benefit from the support. (only 2/3 pupils per year). Post Covid climate- less movement between classes for the practitioner means more barriers to pupils accessing this intervention. Training a team of Drawing and Talking Practitioners enables greater access to the intervention across all classes and all sites. Allocation of pupils shared across Team of 40 –between 40 and 80 pupils will access the support in a timely fashion.	1,2,3
<b>Educational Psychologist Support/Assessment and Diagnostic Pathways</b>	The current allocation of Educational Psychologist time is insufficient to meet the needs of pupils across all sites. Due to the Covid-19 pandemic there is a backlog in assessment for pupils how have yet to receive a formal diagnosis. Where appropriate a diagnosis can help to access additional support.	1,2,3,4
<b>Family Liaison Advisers</b>	Parental Engagement Moderate impact for low cost +4+3 months	1,2,3,4

	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 4280

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Where applicable, Rowan Gate Primary School has used the Education Endowment Foundation to support the selection and application of pupil premium funding and approaches.</b>		
<b>Phonics Hub</b>	<p>High impact for very low cost +5months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>Using a systematic approach that explicitly teaches pupils a comprehensive set of letter-sound relationships through an organised sequence</p> <p>Training staff to ensure they have the necessary linguistic knowledge and understanding</p> <p>Carefully monitoring progress to ensure that phonics programmes are responsive and provide extra support where necessary</p> <p>Carefully consider any adaption to systematic programmes that might reduce impact</p>	
<b>Reading Eggs</b>	<p>High Impact for very low cost</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a> Individualised Instruction</p> <p>Moderate Impact for very low cost +4months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p> <p>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum.</p>	3,4

<b>Mathletics</b>	<p>Homework High Impact for very low cost <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p>Individualised Instruction Moderate Impact for very low cost +4months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p> <p>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum.</p>	3,4
<b>Boromi Bags</b>	<p>Homework High Impact for very low cost <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p>Parental Engagement Moderate impact for low cost +4+3 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading</p>	3,4

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

Budgeted cost: £ 41525

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Where applicable, Rowan Gate Primary School has used the Education Endowment Foundation to support the selection and application of pupil premium funding and approaches.</b>		
<b>Talk Autism</b>	<p>Oral language interventions Very high impact for very low cost +6 months</p>	1,2,3,4

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.	
<b>PlayTherapy</b>	Social and Emotional Learning Moderate impact for low cost +4 months <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/social-and-emotional-learning/</a> There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal. Approaches which focus on self-management and those involving role play or rehearsal are associated with greater impact	1,2,3
<b>Music Therapy</b>	Social and Emotional Learning Moderate impact for low cost +4 months <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/social-and-emotional-learning/</a> There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal. Approaches which focus on self-management and those involving role play or rehearsal are associated with greater impact	1,2,3

### Total budgeted cost:

AREA	ACTIVITY	TOTAL COST	FINANCIAL YEAR SPLIT	
			Sept 2021-March 2022 (7/12)	April 2022-August 2022 (5/12)
TEACHING	<i>THRIVE-OT Support + Interoception Training</i>	25900	15108	10792
	<i>Drawing and Talking Training for 40 staff</i>	9126.00	9126.00	0.00
	<i>Additional Educational Psychologist Support(Craig Allen)</i>	8600	5017	3583
	<i>Protective Behaviour Training</i>	Introductory 3-hour PB Workshop for all staff £1500-	1500	

Commented [SH1]: @Shirley Crooke I think this might be the price inc. VAT. The cost to us was 7605

		certificated Foundation PB course for 4 key staff= £620	620	
	<i>Assessment and Diagnostic pathways</i>	£1,900 – £3, 800,		3800
	<i>Family Liaison Adviser-</i>	24055	14032	10023
	<i>PECS Training</i>	£3300 (£330 per delegate)	1925	1375
	<i>TEACCH Training online 2 day</i>	£2,500-£3,300	1925	1375
TARGETED	<i>Phonics Resources</i>			
	<i>Reading Eggs</i>	1000	583	417
	<i>Mathletics</i>	1000	583	417
	<i>Boromi Bags</i>	2280	1330	950
WIDER STRATEGIES	<i>Talk Autism</i>	1000	583	417
	<i>PlayTherapy (Jogo)</i>	15725	9173	6552
	<i>Music Therapy</i>	24800	14467	10333
<b>TOTAL SPEND</b>		126006	75973	50033

## Part B: Review of outcomes in the previous academic year

	Allocated	Actual	Variance
Funding and Carried forward	94923	74185	20738

Activity			
NMPAT-Music Therapy	20000	13850	6150
THRIVE-OT	21150	21147	3
JOGO-PlayTherapy	10000	5383	4617
SALT (SSc)	4000	1175	2825
MOSAIC	6000	975	5025
HEALTHCARE4KIDS	2650	2650	0
BOROMI BAGS	2280	2280	0
MATHLETICS/READING EGGS	1650	1633	17
SENSORY RESOURCES for SENSORY CIRCUITS BOXES	2250	2232	18
OTHER WEIGHTED RESOURCES for SENSORY CIRCUITS BOXES	3306	3146	160
EMOTIONS RESOURCES	260	249	11
SWIM SESSIONS FOR BN	101	101	0
BOOKTRUST-Letterbox Parcels	1950	1938	12
NCC ED PSYCH	4000	2100	1900
NURTURE UK	300	300	0
Family Liaison Adviser (3 days)	14000	14000	0
BOXALL PROFILE ONLINE TRAINING	1026	1026	0

## Pupil premium strategy outcomes

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

<p><b>Desired Outcomes:</b></p> <ul style="list-style-type: none"> <li>• <b>Pupils in need will access high quality, individual SALT sessions, drama sessions or structured interaction sessions.</b></li> <li>• <b>Pupils in need will access ASD specific strategies to improve social skills and reduce anxiety-Social Detectives, Anxiety Toolkit.</b></li> <li>• <b>Family engagement with the school will improve to support pupils learning and progress</b></li> <li>• <b>Pupil's mental health and well-being is supported effectively.</b></li> </ul>
<p><b>To further develop pupil's key skills in a wide variety of ways.</b></p> <p>Pupils had access to personalised grab bags linked to IEP targets/key skills activities/SALT/Physio targets which formed part of the remote learning offer. Opportunities for staff to regularly update content of bags provided. Grab bags to remain available during ongoing pandemic</p>
<p><b>To further develop pupil's communication skills in a wide variety of ways.</b></p> <p>Music Therapy sessions were delivered through a mix of face to face and virtual sessions throughout the academic year as determined by the pandemic. The vast majority of pupils met their communication targets and have made good progress with their communication skills. Half termly Review Meetings took place between JC and Music Therapist to review provision and prioritise allocation of sessions. Some pupils received targeted 1:1 speech and language support (again using a blended model of face to face and virtual sessions).</p>
<p><b>To enable all pupils to engage in remote learning</b></p> <p>Pupils had access to personalised grab bags linked to IEP targets/key skills activities/SALT/Physio targets which formed part of the remote learning offer. Opportunities for staff to regularly update content of bags provided. Grab bags to remain available during ongoing pandemic</p>
<p><b>Pupils' sensory needs are well met, enabling greater focus on learning, and independent regulation.</b></p> <p>JC and THRIVE OT's held regular (Half termly) Review Meetings to discuss caseload and allocate interventions. Sensory Assessments and programmes provided for individual pupils for use at school and home. Interoception Programme trialled with group of pupils identified through Review Meetings. All classes provided with well stocked Sensory Circuit Boxes. OT's modelled use of equipment within the classrooms as programmes were shared. Parents offered practical and virtual support around meeting sensory needs within the home.</p>
<p><b>Pupils develop more appropriate social skills, confidence and self-esteem.</b></p> <p>All teaching staff trained in the use of Boxall Profile and all pupils ended the academic year with at least an initial Boxall Profile. This work will continue through the next academic year.</p> <p>4 x Staff Members attended Norfolk Steps Train the Trainer 5-day course. Delivery of training to school staff to take place in September 2021 due to the face to face nature of the training and social distancing concerns.</p> <p>Relevant staff given training in use of Team Pupil Model- regular reviews and support given to the Teams by Attachment Leads. Pupils showed increased regulation and fewer incidents reported. Evidenced through EHC Reviews</p> <p>Relevant staff given training in use of Team Pupil Model- regular reviews and support given to the Teams by Attachment Leads. Pupils showed increased regulation and fewer incidents reported. Evidenced through EHC Reviews. This work will continue in Academic Year 2021-2022.</p>
<p><b>Pupils develop Social Skills and reduce anxiety.</b></p> <p>Due to the Pandemic and the furlough of staff from Autism KnowHow it was not possible to deliver the targeted programmes. Need was triaged and where there was capacity personalised programmes based on the Anxiety Toolkit model/Red Beast Model were delivered 1:1 within school. 1:1 virtual and face to face structured teaching sessions delivered to pupils. Pupils in KS2 continue to show good progress from initial starting points and observations show that the pupils are beginning to utilise taught strategies to regulate behaviour.</p>

**Develop support around individual pupils who may have experienced trauma using "Team Pupil" model**

Relevant staff given training in use of Team Pupil Model- regular reviews and support given to the Teams by Attachment Leads. Pupils showed increased regulation and fewer incidents reported. Evidenced through EHC Reviews. This work will continue in Academic Year 2021-2022.

**Pupil Wellbeing is improved**

Targeted Theraplay sessions were impacted heavily by the Covid 19 Pandemic and Risk Assessments. Some pupils were instead able to access PlayTherapy using both Virtual and face to face formats. Regular Reviews with the PlayTherapist/Parent/Carer and School meant that areas for development and progress were noted. Improvements in wellbeing were observed (Evidenced through practitioner Boxall Profiles) When circumstances allow Theraplay along with PlayTherapy will be commissioned from external providers in the academic year 2021-2022.

**More parents engage in "Come..... with me" and experience high quality relaxed events in school**

Covid 19 limited the extent to which parents were able to engage in events within the school. Links between the Family Liaison Team and families were supported through virtual meetings and other forms of communication. Parents were able to share in some class events via TEAMS , both during Remote Learning and also for events such as Leavers Assemblies and Christmas productions. Staggered Start times/staff on duty at the front of school allowed the forging of stronger relationships between home, pupils and school. This work will continue in the Academic Year 2021-2022

**To further improve parental engagement in learning in EYFS classes**

Boromi Bags/Boxes continued to be shared with and valued by families. Stringent measures were made to ensure that the risk of Covid19 transmission was minimised. Parental feedback was sought and offered by parents who enjoyed the more open-ended activities which allowed their children to successfully engage in play activities in the home.

The Covid-19 Pandemic caused huge disruption to Pupil Premium delivery in 2020-2021, which is taken into account in this report.