

## Pupil Premium Impact Statement 2019-2020

1. Summary information					
School	Rowan Gate Primary School			Type of SEN	SLD/PMLD/ASD/ MLD/ MSI
Academic Year	2019-2020	Total PP budget	£105,454	Date of most recent PP Review	July 2020
Total number of pupils	189	Number of pupils eligible for PP	63 (Jan 2019)	Date for next internal review of this strategy	14/01/21

### 2. Achievement 2019-2020 - to be viewed in Annual Data Summary Report

### 3. Barriers to future attainment (for pupils eligible for PP )

In-school barriers	
A.	Complexity of individual pupil's learning needs and diagnoses – each pupil has individual barriers to learning.
B.	Pupil's communication and social skills are often poor leading to frustration and avoidance.
C.	Pupil's readiness to engage in learning due to complexity of issues, sometimes from home, leading to behavioural dysregulation.
External barriers	
D.	Lack of parental engagement

### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils in need will access high quality, individual SALT sessions, drama sessions or structured interaction sessions.	Pupils are supported to develop appropriate communication skills.
B.	Pupils in need will access ASD specific strategies to improve social skills and reduce anxiety- Social Detectives, Anxiety Toolkit.	Pupils can use learned strategies in school – reduction in anxiety.
C.	Family engagement with the school will improve to support pupils learning and progress.	Parental involvement increased.
D.	Pupil's mental health and well-being is supported effectively.	Decrease in exclusions and behaviour incidents.

## 5. Planned expenditure

Academic year

2020 -2021

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To further develop pupil's key skills in a wide variety of ways.	To continue to train staff and focus up the development of key skills, focussing on communication and readiness for learning.	Observations of pupils indicate that developing effective communication is a priority for all pupils. SALT colleagues work closely with SLT to target support	Observe sessions and monitor pupil progress.	J.C/J.R	July 2021
To further develop pupil's communication skills in a wide variety of ways.	Music Therapy, interaction groups, and Sunshine Circles.	Observations of pupils indicate that communication is a priority for all pupils.	Observe sessions and monitor pupil progress.	J.C/J.R	July 2021
To enable all pupils to engage in remote learning	Set up learning grab bags for home use. Train parents as needed	Pupil engagement and progress	Observe sessions and monitor pupil progress.	SM/JC/JR	
<b>Total budgeted cost</b>					£25230 + £21481 not yet spent

### ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils' sensory needs are well met, enabling greater focus on learning, and independent regulation.	Commission OT service to carry out sensory assessment and write programmes for pupils.	Pupils' sensory needs are barriers to learning for several pupils.	Observe and monitor sessions	J.C	July 2021
Pupils develop more appropriate social skills, confidence and self-esteem.	Build on the success of Nurture Groups and implement new approach to managing challenging behaviour – Norfolk Steps	Pupils need intense support to be able to access learning and manage low self-esteem and emotional dysregulation Staff are trained in Norfolk Steps and specific de-escalation techniques.	Observations and training feedback	S.M	July 2021
Pupils develop Social Skills and reduce anxiety.	ASD specific Strategies using in house expertise	Pupils need structured teaching to develop important social skills, and skills to reduce anxiety and access learning effectively.	Observations and pupil voice feedback	J.C t	July 2021

Develop support around individual pupils who may have experienced trauma, using 'Team Pupil' model	Team pupil model to be rolled out	Pupils who have suffered adverse experiences need additional support to maintain wellbeing in school, and make progress.	Observe and monitor Pupil Progress.		
<b>Total budgeted cost</b>					£29560
<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils' wellbeing is improved	Counselling for children	Many pupils do not meet the criteria for Camhs, but need support to build their sense of well-being in order for them to access learning opportunities more effectively.	Commission services to meet this need.	S.M	July 2021
More parents engage in "Come.... with me" and experience high quality, relaxed events in school.	Family Liaison Team to organise virtual events.	Pupils make better progress in school if parents are engaged.	Monitor events and feedback from parents.	J.R	July 2021
To further improve parental engagement in learning in EYFS classes.	To lend structured play activities to families to enjoy with their child. Boromi resources.	Parents are keen to engage in EYFS classes, and it is important to encourage this positively in order to support pupil progress.	Monitor uptake and engagement.	J.C	July 2021
<b>Total budgeted cost</b>					<b>£23413</b>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2019-2020</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Improve communication skills for most complex pupils	Music Therapy, interaction groups and Drama groups.	Analysis of EHC targets has shown that the vast majority of pupils have met their communication targets and as such have made good progress in communication.	This strategy has been very effective in boosting progress and will continue, with focus on the development of AAC and improving flow of communication between professionals to ensure consistency	£46578
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Pupils' sensory needs are well met, enabling greater focus on learning, and independent regulation.	Commission OT service to deliver sensory integration programmes (Thrive)	Pupils who have been assessed and worked with show greater levels of regulation, and better engagement in class activities – this is evidenced in EHC reviews.	This work will be continued, and resources improved to include sets for each bubble.	£11271
Pupils develop more appropriate social skills, confidence and self esteem	Nurture Groups	Pupils in Nurture Group Provision made at least good progress in curriculum areas, and Boxall Profiles indicate that all pupils have made good progress in Personal and Social development.	This work will continue, and be built upon in team pupil model and the introduction of Norfolk Steps.	800
Pupils Develop Social Skills and reduce anxiety	Social Detectives/Anxiety Toolkit	Pupils in KS2 continue to make accelerated progress, and observations show that they are able to use the strategies to manage anxiety and regulate behaviour.	This work will continue, using internal expertise to support staff understanding of ASD.	£17050
<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Pupils are more able to self-regulate in school, and develop attachments.	Theraplay	Pupils work with therapists to develop attachments which are key to future development. All families involved in Theraplay report positive outcomes.	This work will continue, in some cases two therapists are required per session- Theraplay is requested by external professionals – for example for LAC pupils or pupils on CP plan.	£25000

Parents engage in "Come..... with me" and experience high quality, relaxed events in school.	Events in school	Parents work alongside their child to understand approaches and enjoy time in school.	This work will continue, feedback from parents is very positive and engagement in the sessions is high.	£4755
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## 7. Additional detail

Pupil Premium funding has also been used to buy some equipment which has been necessary to introduce the approaches, such as chew buddies, stress putty and cushions to meet sensory needs. These costs are included.

The Covid-19 Pandemic caused huge disruption to Pupil Premium delivery in 2019-2020, which is taken into account in this report.