# Chadsgrove School Pupil Premium Strategy Statement 2020-2021

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| 1. **Summary information** | | | | | |
| **School:** | Chadsgrove School | | | **Type of SEN (eg.PMLD/SLD/MLD etc.)** | PD |
| **Academic Year** | 2020-2021 | **Total PP budget** | £57,000\* | **Date of most recent PP Review** | N/A |
| **Total number of pupils** | 140 | **Number of pupils eligible for PP** | 35 | **Date for next internal review of this strategy** | July 2021 |

\*There is a query with regard to funding for LAC pupils in Worcestershire. The total budget may increase as a result

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| 1. **Current Attainment (as of July 2020)** | | |
| **Percentage of Pupils** | **Pupil Premium Pupils** | **Other Pupils** |
| **Reading** | N/A due to school closures | |
| **Writing** | N/A due to school closures | |
| **Expressive** | N/A due to school closures | |
| **Receptive** | N/A due to school closures | |
| **Speaking and Listening** | N/A due to school closures | |
| **English Accreditation** | N/A due to school closures | |
| **Routes for Learning** | N/A due to school closures | |
| **Number** | N/A due to school closures | |
| **Measures** | N/A due to school closures | |
| **Maths Accreditation** | N/A due to school closures | |
| **Average** | N/A due to school closures | |

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| 1. **Barriers to future attainment (for pupils eligible for PP )** | |
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| **In-school barriers** | |
| **A** | Communication difficulties – ranging from difficulties with articulation and dyslexia to significant requirements for augmentative communication support. Several pupils also have some degree of autism |
| **B** | Physical disabilities – ranging from motor co-ordination difficulties and dyspraxia to complex physical and health needs |
| **C** | Learning difficulties – ranging from moderate to profound and multiple learning difficulties |
| **D** | Sensory Impairments – visual, auditory and multi-sensory impairments |
| **E** | Complex Learning difficulties and Disabilities – where many of the above co-exist in pupils and where pupils have difficulties arising from an acquired brain injury as a result of a traumatic event, premature birth, have survived infancy due to advanced medical interventions, have disabilities arising from parental substance and alcohol abuse, and/or have rare chromosomal disorders. |
| **F** | Emotional health and wellbeing difficulties, resulting from issues linked to their disability or from being looked after/subject to a child protection plan |
| **External barriers** | |
| **G** | Lack of parental engagement, as a result of mental health difficulties, substance misuse or the sheer complexities of family life |
| **H** | Family circumstances that arise as a result of social issues such as deprivation/poverty, language barriers or domestic violence |
| **I** | Restrictions placed on accessing education as a result of the Covid-19 Pandemic |

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| 1. **Outcomes** | | | | | | | | | | | | | |
|  | *Desired outcomes and how they will be measured* | | | | | *Success criteria* | | | | | | | |
| **Outcome** | **Quality Teaching for All** | | | | |  | | | | | | | |
| **1** | To assess and develop appropriate Reading, Writing and Communication strategies | | | | | All pupils in receipt of pupil premium will have an improved ability to understand symbolic representations/words and be able to express their knowledge/understanding through hand writing or the use of technology | | | | | | | |
| **2** | To ensure that the learning environment and resources are accessible to pupils with physical disabilities and sensory impairments | | | | | All pupils in receipt of pupil premium will be able to access the learning opportunities available to them | | | | | | | |
| **3** | To ensure that the curriculum can be appropriately differentiated and personalised according to individual need | | | | | All pupils in receipt of pupil premium will make at least expected progress where possible | | | | | | | |
| **4** | To ensure that pupils can continue to make progress in their learning in the event of school closures as the result of the Covid-19 pandemic | | | | | All pupils in receipt of pupil premium will be able to access the remote learning opportunities available to them | | | | | | | |
| **Outcome** | **Targeted Support** | | | | |  | | | | | | | |
| **5** | To ensure that pupils with CLDD are recognised and that effective support is in place to meet their needs | | | | | Any pupils with CLDD will have effective support strategies/IEP’s in place | | | | | | | |
| **6** | To improve the progress of pupils who have specific learning difficulties | | | | | All pupils with specific learning difficulties in receipt of pupil premium will show an improvement in Reading and Writing skills | | | | | | | |
| **7** | To ensure that individual pupils are able to receive targeted support across the curriculum where a particular need has been identified | | | | | Targeted support will be available to individual pupils in order to help them overcome particular barriers to learning or accelerate learning in a particular subject area | | | | | | | |
| **Outcome** | **Other Approaches** | | | | |  | | | | | | | |
| **8** | To ensure the provision of effective mental health and wellbeing resources, training and provision within school | | | | | Pupils in need of emotional support are promptly recognised, understood and have their needs appropriately met | | | | | | | |
| 1. **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. | | | | | | | | | | | | |
| 1. **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?** | | |
| **Outcome 1**  To assess and develop appropriate expressive language, communication and Literacy strategies | | | **1a**  Provision of resources to support the development of reading and phonics  **1b**  Provision of AAC devices | | Students need a variety of reading materials in order to engage and motivate them. This resource can also be accessed form home in order to further engage pupils  Pupils need to have the means through which to increase their vocabulary and express themselves if they are able to make progress in their learning | | | Monitoring by English lead  Monitoring by AAC lead | Gareth Brown  Rebecca Sabel  **Total** | July 2021  July 2021  **£5,000** | | |
| **Outcome 2**  To ensure that the learning environment and resources are accessible to pupils with physical disabilities and sensory impairments | | | **2a**  Provision of sensory resources for pupils with PMLD    **2b**  Provision of adapted equipment to enable pupils to access the curriculum | | PMLD pupils are following a sensory curriculum and require a variety of resources to maintain interest and generalise learning  If pupils are to gain the maximum benefit from learning opportunities these need to be fully accessible to them – pupils learn and generalise their skills through ‘doing’ and fully engaging with activities | | | Monitored by PMLD lead and through lesson observations  Monitored through class teachers and phase leaders through visits to lessons (when this is possible) | Mel Bullivant  Angela Macvie  **Total** | July 2021  July 2021  **£750** | | |
| **Outcome 3**  To ensure that the curriculum can be appropriately differentiated and personalised according to individual need | | | **3a**  Provision of online resources that allow for differentiation of work  **3b**  Provision of equipment to allow pupils to access technology and record their work    **3c**  Provision of equipment to support physical development/postural support when accessing the curriculum | | These resources provide tailored experiences that are matched to pupil need. They can also be accessed from home and so have the facility to appropriately extend learning beyond the school  Pupils with physical disabilities often find writing or accessing computers difficulties. In order to fully engage and make progress in their learning they need both technology and the means with which to access it  Pupils can make the best progress in their learning if they are positioned appropriately and also need specialist equipment in order to meet EHC outcomes related to their physical development | | | Monitoring by Angela Macvie in consultation with class teachers  Monitoring by Angela Macvie in consultation with class teachers  Monitoring by class teachers in liaison with physiotherapy staff | Angela Macvie  Angela Macvie  Angela Macvie  **Total** | July 2021  July 2021  July 2021  **£3,500** | | |
| **Outcome 4**  To ensure that pupils can continue to make progress in their learning in the event of school closures as the result of the Covid-19 pandemic | | | **4a**  Provision of IT equipment/resources to access on-line sessions  **4b**  Provision of resources to support home learning | | Laptops and iPads enable pupils to access the on-line learning opportunities available to them. It also gives them ready access to specialist software such as the switch accessible Clicker 7 which supports access to the curriculum and promotes Literacy skills  Provision of any resources that a pupil needs whilst accessing learning from home enables them to effectively engage in learning opportunities and continue to make progress in their learning | | | Monitoring by ICT lead  Monitoring by class teachers | Angela Macvie  Angela Macvie  **Total** | July 2021  July 2021  **£3,000** | | |
| 1. **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?** | | |
| **Outcome 5**  To ensure that pupils with CLDD and their families are recognised and that effective support is in place to meet their needs | | | **5a**  Support from CLDD lead    **5b**  Provision of resources to support any therapeutic interventions suggested by CLDD lead    **5c**  Provision of any necessary assessments (e.g. sensory profiling) to support pupils with CLDD | | The CLDD co-ordinator has a proven track record of increasing pupil engagement through supporting both staff and pupils in the management of individual difficulties  Specialist resources may be required if class staff are to fully implement strategies suggested by the CLDD lead and the pupil is to achieve best outcomes  Specialist assessments help to support school and parental knowledge of the child and any complex behaviours that he/she may be presenting. In turn, this enables effective support packages to be put into place that will increase levels of engagement | | | Monitoring by CLDD lead in liaison with Angela Macvie  Monitoring by CLDD lead in liaison with Angela Macvie  Monitoring by class teachers. Commissioning of appropriately experienced practitioners to support with assessments | Bev Cockbill  Angela Macvie  Angela Macvie  **Total** | July 2021  July 2021  July 2021  **£4,000** | | |
| **Outcome 6**  To improve the progress of pupils who have specific learning difficulties | | | **6a**  Provision of teaching support to pupils with Specific Learning Difficulties  **6b**  Provision of resources/equipment to support students with Specific Learning Difficulties | | Effective dyslexia strategies raises pupil performance in Literacy and also raises self-esteem. This will have an improvement in a pupils willingness to engage in lessons that he/she may find more challenging  Effective dyslexia strategies raises pupil performance in Literacy and also raises self-esteem. This will have an improvement in a pupils willingness to engage in lessons that he/she may find more challenging | | | Monitoring of progress by SpLD lead Angela Macvie  Monitoring of progress by SpLD lead Angela Macvie | Jackie Stanbury  Jackie Stanbury  **Total** | July 2021  July 2021  **£3,250** | | |
| **Outcome 7**  To ensure that individual pupils are able to receive targeted support across the curriculum where a particular need has been identified | | | **7a**  Provision of TA support for pupils who require focused interventions  **7b**  Provision of any resources necessary to support a pupils IEP targets | | 1:1 support to pupils enables learning to be personalised and closely matched to pupil need. Difficulties can be quickly spotted and therefore promptly addressed  Specific resources tailored to individual pupil needs and interest are likely to be more motivating to them and, as such, promote effective learning | | | Monitoring of impact of support on progress by Angela Macvie in discussion with subject teachers  Monitoring of impact of resources on progress.  Progress data submitted to Angela Macvie (Data lead) | Angela Macvie  Angela Macvie  **Total** | July 2021  July 2021  **£26,500** | | |
| 1. **Other approaches (including links to personal, social and emotional wellbeing)** | | | | | | | | | | | | |
| **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?** | | |
| **Outcome 8**  To ensure the provision of effective mental health and wellbeing resources, training and provision within school | | | **8a**  Provision of specialist emotional wellbeing support for pupils  **8b**  Provision of resources to support emotional health and wellbeing | | Students are more able to engage with learning if they are emotionally strong and resilient.  Having resources available to support emotional health and well-being sessions will increase the impact of these lessons and help develop the emotional understanding and resilience of pupils | | | Observation of students behaviour in lessons and across school by their keyworkers  Monitoring by Angela Macvie in liaison with the mental health team | Angela Macvie  Angela Macvie  **Total** | July 2021  July 2021  **£8,000** | | |
| **Total Costs**  Outcome 1  Outcome 2  Outcome 3  Outcome 4  Outcome 5  Outcome 6  Outcome 7  Outcome 8  Administrative Costs (supplies and PP Co-ordinator time) | | | | | | | | | | £5,000  £750  £3,500  £3,000  £4,000  £3,250  £26,500  £8,000  £3,000  **£57,000** | | |
| 1. **Review of expenditure** | | | | | | | | | | | |
| **Previous Academic Year** | | | | **2019-2020** | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | | | |
| **Desired outcome** | | **Chosen action/approach** | | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | | | **Lessons learned**  (and whether you will continue with this approach) | | | | **Cost** |
| **Outcome 1**  To assess and develop appropriate expressive language, communication and Literacy strategies | | **1a**  Purchase of Signalong resources to support the development of augmentative communication skills  **1b**  Subscription to Oxford Reading Buddy | | Staff (and as result, pupil) use of signing is continuing to improve, enabling them to demonstrate their knowledge/skills  It was decided that this particular subscription would not meet the needs of our pupils and the school closures prevented further exploration of what may be more suitable. A selection of high interest reading books was purchased instead. | | | This approach should continue  An alternative subscription should be sought next year. | | | | £180  £296.75 |
| **Outcome 2**  To ensure that the learning environment and resources are accessible to pupils with physical disabilities and sensory impairments | | **2a**  Purchase of sensory resources for pupils with PMLD | | Pupils were very motivated by the resources available and bespoke resources were able to be purchased for pupils requiring particular sensory diets. | | | This approach should be continued | | | | £713.46 |
| **Outcome 3**  To ensure that the curriculum can be appropriately differentiated and personalised according to individual need | | **3a**  Renew RM Easimaths, Numeracy workout and Education City  **3b**  Provision of laptops | | Pupils continue to benefit from the bespoke nature of these resources, particularly those that can be accessed at home  Laptops increased the opportunity for pupils to access on-line learning | | | This approach should be continued  This approach should be continued particularly in the light of the currently pandemic and the uncertainty surrounding possible school closures | | | | £1,410  £3,668.88 |
| 1. **Targeted support** | | | | | | | | | | | |
| **Desired outcome** | | **Chosen action/approach** | | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | | | **Lessons learned**  (and whether you will continue with this approach) | | | | **Cost** |
| **Outcome 4**  To ensure that pupils with CLDD and their families are recognised and that effective support is in place to meet their needs | | **4a**  Support from CLDD co-ordinator | | Input from the CLDD lead has continued to support the management of pupils with complex needs both at home and in school, facilitating greater levels of engagement and offering support to families in crisis. | | | This approach should continue | | | | £2,666 |
| **Outcome 5**  To improve parental engagement | | **5a**  Renew the texting facility to be used with Scholarpack to ensure that it easy for all teachers to quickly engage with parents | | Parents are increasingly engaging with school as a result of the text messaging service. | | | This should now be funded via a different budget as, due to the need for remote learning, emphasis now needs to be placed on supporting families with accessing technology so that they are able to engage in meetings via applications such as ‘zoom’ | | | | £735 |
| **Outcome 6**  To improve the progress of pupils who have specific learning difficulties | | **6a**  Dyslexia teaching support to identified pupils | | This support has continued to be effective in helping pupils with specific learning difficulties | | | This approach should be continued | | | | £2,000 |
| **Outcome 7**  To ensure that individual pupils are able to receive targeted support across the curriculum where a particular need has been identified | | **7a**  TA to support individual pupils wo require focused interventions  **7b**  Resources to support specific targets on a pupils IEP | | Due to the pandemic, school closures and the need for staff to remain in their bubbles it has not been possible to fully use the support of a teaching assistant who moves between groups, though the salary of the individual employed to complete the role did need to be paid until 31st August 2020.  The budget was not fully utilised as a result of the school closure | | | This approach should be continued as soon as it is possible to do so  This approach should continue | | | | £20,156.62  £2474.16 |
| 1. **Other approaches (including links to personal, social and emotional wellbeing)** | | | | | | | | | | | |
| **Desired outcome** | | **Chosen action/approach** | | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | | | **Lessons learned**  (and whether you will continue with this approach) | | | | **Cost** |
| **Outcome 8**  To ensure the provision of effective mental health and wellbeing resources, training and provision within school | | **8a**  Employ youth counsellor for 3 hours per week to support pupil premium pupils  **8b**  Music Therapy  **8c**  Access to music project – provision of necessary resources  **8d**  Provision of Drawing and Talking Therapy  **8e**  Provision of Drama therapy for younger students  **8f**  Access to Thrive at Kings Heath Park  **8g**  Access to Horse riding sessions | | The budget was not fully utilised as a result of the school closure  The budget was not fully utilised as a result of the school closure  The budget was not fully utilised as a result of the school closure.  The budget was not fully utilised as a result of the school closure.  The budget was not fully utilised as a result of the school closure.  The budget was not fully utilised as a result of the school closure.  The budget was not fully utilised as a result of the school closure. | | | This approach should continue as it has been determined in the past that pupils are more able to engage in learning as a result of this support  This approach should continue as it has been determined in the past that pupils are more able to engage in learning as a result of this support  This approach should continue as it has been determined in the past that pupils are more able to engage in learning as a result of this support  This approach should continue as it has been determined in the past that pupils are more able to engage in learning as a result of this support  This approach should continue as it has been determined in the past that pupils are more able to engage in learning as a result of this support  This approach should continue as it has been determined in the past that pupils are more able to engage in learning as a result of this support  This approach should continue as it has been determined in the past that pupils are more able to engage in learning as a result of this support | | | | £2,666  £1,333  £422.95  £333  £1,800  £860  £1,000 |
|  | |  | |  | | | Overall Allocation  Overall Spend | | | | **£59,210**  **£42,292.87** |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  As a result of the pandemic and school closure with the continued restrictions on contact with external support services, there has been a significant underspend on the pupil premium budget. This will be carried forward and, once restrictions are lifted, it is likely that this will be used to provide additional staffing support to pupils in order for them to ‘catch up’ with any lost learning. |