

## Pupil Premium Strategy March 2021 - March 2024

### Amount of Pupil Premium funding received

**No of pupils eligible**      32 – changes annually due to large numbers leaving and arriving each year

**TOTAL PP received**      £43,040 – changes annually

### Identified barriers to educational achievement

Orrets Meadow has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Growing number of pupils with Speech and Language (SLCN) as an additional need – 71% of school
- Number of pupils with SEMH as an additional need (43%)
- Increase in pupils with Gross motor skills/Dyspraxi (22%)
- Increase in number of diagnosed ASD (58%) (Many undiagnosed and on pathway)
- Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities
- FSM pupils' attendance at end of Dec 2020 - (97.8%) is lower than non FSM pupils' attendance (98.3%) – although the gap has reduced over time.
- Parental engagement with school – as there is no school gate it can be difficult to engage with parents.

### Key expenditure – how the allocation will be spent

Many areas of spend will continue as they were effective in reducing the barriers to educational achievement for disadvantage pupils.

Area of spend	Focus	Total allocation/year
Home School Link worker onsite full time	Social and behaviour Parental engagement Attendance	£28,000
Shine Therapist – 1 day a week	Sensory integration therapy Occupational therapy	£4000
Intervention groups – 2.5 days a week – lego therapy, social groups, speech and language and talk boost	SEMH support Autism strategy SLCN support	£9300
Funding for school trips and enrichment activities	Personal and social, Enjoyment, self-esteem, resilience, love of learning.	£3000
Bugclub, Purple Mash, Education City and Mathletics whole school subscription	English and Maths, home learning, reinforcement, overlearning.	£1000
Barnstondale Residential contribution for PP families	Outdoor learning, enrichment, social skills, resilience, self esteem	£1000
	<b>TOTAL per year</b>	<b>£46,300</b>

Area	Intended outcomes – why these approaches were taken	Actions	Evaluation
Home School Link worker	<p>By March 2024</p> <ul style="list-style-type: none"> <li>• An intensive support service continues to be provided to pupils and/or parents, identified by school as 'vulnerable' or 'in need'.</li> <li>• Parent survey and parent workshop feedback reflect stronger links between home and school.</li> <li>• Families are being advised of and referred to appropriate services</li> <li>• Vulnerable children are being provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance.</li> <li>• Due to behaviour support in the home, behaviour incidents and use of Team Teach reduces over time in school.</li> <li>• Whole school attendance continues to increase and stay above 96%</li> </ul>	<ul style="list-style-type: none"> <li>• Home school link worker is employed full time at Orrets Meadow.</li> <li>• HSLW contacts all new families and offers support in the home.</li> <li>• Signposting given for all families</li> <li>• HSLW attends TAF, CIN, CP meetings – supervision given by HT.</li> <li>• HSLW monitors attendance of pupils every morning and is first call for parents/carers.</li> <li>• HSLW works closely with agencies to support parents.</li> <li>• Weekly phone call for our most vulnerable families</li> </ul>	

Shine Therapy	<p>By March 2024</p> <ul style="list-style-type: none"> <li>• Occupational Therapy - Helping the pupils to achieve and maintain independence in the activities of everyday life.</li> <li>• Helping the body organise, process and respond to sensory input.</li> <li>• Child will be less sensitive to sensory stimulation from touch, noise etc</li> <li>• Child will less actively seek sensory stimulation.</li> <li>• Child will have more awareness of sensory stimulation.</li> <li>• Child will have improved fine/gross motor skills</li> <li>• Child will have less arousal and presentations in behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• One day a week shared with other special schools.</li> <li>• Paediatric occupational therapist works with children with physical, sensory or cognitive difficulties, to help them to achieve and maintain independence in the activities of everyday life. They do this by assessing the child's needs and devising an intervention strategy which facilitates the acquisition and development of skills.</li> <li>• Therapist assesses for Sensory Processing Disorder, provides intervention strategies and delivers therapy sessions.</li> </ul>	
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Interventions	<p>By March 2024</p> <ul style="list-style-type: none"> <li>• HLTA to run interventions 2.5 days a week – mentored by Jane (Lego) and speech and language therapist (Rachael).</li> <li>• Lego Based Therapy, a child-led and peer based social skills group intervention that was initially developed for children with Autism Spectrum Disorder (ASD) is being implemented across the school for pupils who benefit from the intervention.</li> <li>• School has an intervention delivered to identified pupils which promotes social competence in children with social communication difficulties.</li> <li>• Talk Boost is delivered every day to targeted pupils</li> <li>• Speech and language groups – supported by Rachael</li> <li>• Social group intervention – supported by Rachael</li> </ul>	<ul style="list-style-type: none"> <li>• HLTA is timetabled 2.5 days a week to deliver interventions outlined.</li> <li>• Rachael, speech and language therapist, identifies pupils for the specific interventions.</li> <li>• Rachael supports HLTA with planning and delivery of social groups, talk boost and speech and language groups.</li> <li>• Baselines for each intervention gained and progress noted at the end of the intervention. Data passed to Rachael and Jane.</li> </ul>	
Funding for school trips and enrichment activities	<p>By March 2024</p> <ul style="list-style-type: none"> <li>• Pupils are able to participate fully in school trips and residential trips</li> <li>• Learning is supported by trips that are carefully planned to enhance the school's curriculum</li> <li>• Social skills, independence, perseverance and team-work are developed through participation in group activities</li> </ul>	<ul style="list-style-type: none"> <li>• Initial letters to include information for parents about available funding</li> <li>• HT to liaise with parents and regarding specific requests for funding</li> <li>• Teachers to be made aware of funding available – can approach parents if appropriate</li> <li>• Increased opportunities to participate in non PE enrichment activities. Eg, Art/cultural based activities.</li> </ul>	

<b>Bugclub, Purple Mash and Mathletics</b>	<p>By March 2024</p> <ul style="list-style-type: none"> <li>• Pupils are fully supported by learning resources being made available to them.</li> <li>• Pupils continue to enjoy using resources to complete games/tasks that consolidate learning both in school and at home.</li> <li>• A range of learning styles can be catered for.</li> <li>• Increased reading for pleasure at home</li> <li>• Increased mental maths skills in an enjoyable engaging format.</li> </ul>	<ul style="list-style-type: none"> <li>• Bugclub, Education City, Nessy, Purple Mash and Mathletics subscriptions are renewed.</li> <li>• New pupils are added to the programmes and they are trained to access them.</li> <li>• Parents and carers are shown how to use programmes at 'Meet the Teacher' and booklets are sent home to support.</li> <li>• Pupils are given opportunities to use the programmes in school if they do not have internet at home.</li> </ul>	
<b>Barnstondale</b>	<p>By March 2024</p> <ul style="list-style-type: none"> <li>• To ensure all Pupil Premium pupils are able to access residential trip which builds self-esteem, self-confidence and co-operation skills.</li> <li>• PP will be able to participate in a wide range of exciting, outdoor activities and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• £50 to be deducted off the bill for pupils in Year 6 to attend the 3 day, 2 night Barnstondale residential trip over the next 3 years.</li> </ul>	

### **How will the school measure the impact of the Pupil Premium?**

At Orrets Meadow, barriers to learning are identified from the pupil's EHCP or Statement, this feeds into the child's provision map of interventions. Data collection and the monitoring and tracking of pupil's attainment are used to inform a pupil's progress and this also enables the early identification of need, support and appropriate intervention. Pupil Progress meetings take place every term.

Twice a year the SHUE survey (Health and well-being) is carried out by all children in Year 3-6 and this valuable data will give insight into pupil's thoughts and feelings around home life, school and their life in general.

Autism Framework Tracker is used to track social, life and communication skills for pupils with autism. We track their progress in these areas each year and base our IEPs around the gaps identified.

Each term, the school reviews the impact of the interventions purchased, through reports, pupil discussions, staff discussions and data tracking. When selecting pupils for Pupil Premium interventions, the school looks at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item on the Headteacher's report to Governors.

### **Date of next Pupil Premium Strategy Reviews:**

- March 2022
- March 2023
- March 2024

Pupil Premium Leader – C Duncan - Headteacher