

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 2023 – 24 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ashgate Specialist Support Primary
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	58
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	Sep 23
Date on which it will be reviewed	Sep 24
Statement authorised by	Diane Wolstenholme Headteacher
Pupil premium lead	
Governor lead	Margaret Blowey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,765
Recovery premium funding allocation this academic year	£40,600
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	£161,365

Part A: Pupil premium strategy plan Statement of intent

Context

All of the children at Ashgate school have an EHCP for Special Educational Needs and Disabilities (SEND), this includes Severe Learning Difficulties, (SLD), Profound and multiple Learning Difficulties, (PMLD) and Autism.

At Ashgate we provide a specialist curriculum delivered by trained staff using specialist techniques in adapted environments.

Communication and PSHE are key areas that challenge our pupils; difficulties in these areas are a barrier to accessing learning opportunities. Supportive techniques and resources are used throughout the school day to help the children overcome difficulties in these areas.

Autism and related sensory issues also have an impact on many pupils making it difficult for them to access learning opportunities and develop their independence and life skills at school and within the wider community.

The aim of Pupil Premium in 2020-21 was to ensure that children in receipt of Pupil Premium make progress in line with other pupils in the school. However, we also recognise the need to maintain high standards for all and therefore the end of key stage targets are ambitious for all pupils building on previous successes.

Intent:

To use pupil premium to provide the additional teaching and learning resources and support that our children require to make the best progress that they can.

To close and / or prevent any gaps in the progress made by children in receipt of FSM with those that do not.

To enhance the provision of the LA's core offer through providing additional time / personnel and / or resources and therapies that are not in the core offer, but which benefit children with SEND. E.g. art therapy.

To monitor, assess and research data and findings in school and the educational field of SEND to identify and source the most up to date and effective practice and interventions.

Implementation:

We will identify which services, resources and training facilitates the provision of the appropriate additional support. We will ensure that best value requirements are met when sourcing and purchasing services and resources.

We will match the appropriate additional support with the individual children who have been identified as needing this from their assessment data analysis.

The children's progress in communication, PSHE and independence in particular is enhanced when they learn alongside peers and generalise their skills with each other and in different contexts. As such, it is recognised that the majority of interventions and resources are delivered to pupils within their groups / pairs throughout the day and in different areas. This inevitably means peers who are not directly entitled to pupil premium benefit from such additionality, but this is as well as them, not instead of, or at the detriment of, and is therefore considered to be a positive aspect

Impact:

We measure the progress of all of our children through a robust and detailed assessment system. The individual targets for every child are set in key curriculum areas and barriers to learning in line with their EHCP outcomes. These targets are closely monitored and adapted accordingly: if a child exceeds them, they are challenged to progress to the next step, if they are struggling to achieve them, other interventions and additional support is put in place.

Challenges

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

Challenge number	Detail of challenge
1	<p>Communication</p> <p>Our assessments, observations and discussions with pupils show that although the majority of our pupils have difficulties in this area due to their Learning difficulties and / or Autism, disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers. They often have the additional disadvantage of a decreased level of access to resources, support and opportunities at home and in the community</p>
2	<p>Sensory processing and regulation – barriers to learning.</p> <p>Through assessment and observation, a large proportion of our pupils show difficulties with sensory regulation and processing needs. If left unsupported they are unable to process information for learning and / or practise skills. They require support to attain a state of calm so that they can engage and their brain can function in a state of readiness to learn rather than ‘fight or flight’ mode with adrenaline and cortisol impeding learning.</p> <p>https://theconversation.com/how-chronic-stress-changes-the-brain-and-what-you-can-do-to-reverse-the-damage-133194</p>
3	<p>Literacy and numeracy</p> <p>Through our assessment and conversations with parents and carers, particularly when reviewing EHCP outcomes, we know that our children need additional support in these subjects. They require opportunities to develop skills and knowledge in this area for learning and to enhance their enjoyment and quality of life.</p>
4	<p>Accessing learning and developing independence in the Community</p> <p>Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel, purchasing food from a shop or using a sports / leisure facility.</p>
5.	<p>ACEs and learning difficulties – evidence of the need for appropriate therapies</p> <p>Due to the impact of a child with a learning disability on family life, along with some families being unable to work due to caring responsibilities, many families are on a low income and endure additional stress. Wythenshawe is in an area of high deprivation which impacts on some of our families. Such factors may lead to children experiencing Adverse Childhood Experiences. Combined with a disability, this makes it difficult for children to understand, process and recover from such experiences.</p> <p>https://theconversation.com/how-chronic-stress-changes-the-brain-and-what-you-can-do-to-reverse-the-damage-133194</p>

6	<p>Access to outdoor play and increased mobility</p> <p>Due to difficulties in understanding social rules and how to manage their responses, many of our children do not have the opportunity to experience outdoor play. In addition to this, through lockdown, many children spent time with little or no access to outside spaces, so we have chosen this area as a focus in our school improvement plan.</p>
7	<p>Returning and adjusting to 'life after COVID'</p> <p>Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils.</p> <p>In particular, post lockdown, a large proportion of our pupils show an increased need for experiencing and coping with necessary social interaction and busy environments.</p>

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
<p>Pupils can use a range of communication systems to aid their understanding and to develop functional and expressive communication skills.</p>	<p>Pupils will make expected or above expected progress in their communication targets.</p> <p>Children will be able to communicate effectively re their needs, preferences and emotions.</p> <p>There will be a reduction in incidents as children will have access to a means of positive communication to express themselves.</p>
<p>Improved attainment for disadvantaged pupils in all subjects, notably reading, relative to their starting points as identified through baseline assessments.</p>	<p>Pupils will make expected or above expected progress in their curriculum targets.</p> <p>Pupils will demonstrate an ability to read for purpose and for pleasure, showing a love of reading.</p>
<p>Children develop their resilience, confidence and independence – and know how to keep themselves physically and mentally healthy.</p>	<p>Children will confidently try new experiences and activities and develop some of these into regular hobbies and interests outside of school.</p>
<p>Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for the next stage in their development.</p>	<p>Children will be able to confidently access shops, leisure and entertainment services within the community. They will learn and develop both motor and PSHE</p>

	skills through outdoor play and experiences.
Disadvantaged pupils achieve greater access to a range of holistic therapies and interventions to positively affect their sensory regulation and positive wellbeing.	Pupils will be equipped to manage their sensory sensitivities and or tolerate environments or experiences as evidenced through observations, discussions and individual case studies inc. feedback from pupils and families informally and through EHCP meetings.

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: £84,359

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading and phonics</p> <p>Assessment – evidence of progress informing planning and effective teaching</p>	<p>https://www.littlewandlelettersandsounds.org.uk/</p> <p>https://www.evidenceforlearning.net/</p>	<p>1,2,3 and 6</p>
<p>Additional staffing to support communication, reading and phonics</p>	<p>Further development of reading, numeracy, communication and PSHE skills</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning?</p>	<p>1,2,3,4, 6 and 7</p>
<p>Additional staffing in classes where there are children with Pupil Premium who require specific interventions</p>	<p>See pupil progress report and IRIS – reduction of incidents and achievement of learning targets evidenced from in school data</p>	<p>1,2,5 and 6</p>
<p>CPD for staff development and training – for additional training linked to reading / communication</p>	<p>Pupil progress reports, Individual Education plans, CPOMS and IRIS – data shows that 100% of pupils achieved or exceeded targets.</p> <p>https://www.elklan.co.uk/</p>	<p>1,2,3,4,6 and 7</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £69,821

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Speech and Language Therapy (1 day a week)	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p> <p>EEF Teaching Assistant Interventions</p> <p>EEF Guidance on Communication and Language approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?</p>	1,3, and 7
Additional Occupational Therapy Input (1 day a fortnight)	<p>Evidence from observations and progress reports indicate that the use of Occupational Therapy sensory regulation programmes allow a number of our young people to effectively access and engage in their learning.</p> <p>https://www.nhslanarkshire.scot.nhs.uk/services/occupational-therapy/learning-disability/sensory-processing-and-learning-disabilities/</p>	1,2 and 7
Weekly Sensory Pony sessions (1 morning a week)	<p>As above plus IEP for children with additional sensory difficulties and PMLD provides evidence that this activity promotes achievement with all aspects of the engagement profile.</p>	1 and 2

Yoga and Roar Potential	As above plus provision of opportunities for physical movement in line with personal moving and handling programmes. Evidence of progress with physical IEP targets. £5,225 and £7,600 total £12,825.00	1 and 2
One Ed music and Sound Mind music sessions (1.5 days a week)	Musical interaction and therapy can address a number of sensory needs for children and adults with special needs as it provides concrete, multi-sensory stimulation (auditory, visual, and tactile). For example, the rhythmic component of music can assist in the cognitive organisation of sensory systems for those individuals diagnosed with autism. As a result, auditory processing and other sensory-motor, perceptual/ motor, gross and fine motor skills can be enhanced through music therapy. https://www.friendshipcircle.org/blog/2014/01/13/5-reasons-why-music-helps-children-with-special-needs/	1,2,3,5, 6 and 7
Continued Art Therapy (2 days a week)	Evidence form pupil progress particularly IEP and PSHE targets demonstrate exceptional positive impact of art therapy on children's ability to manage emotional issues and trauma. The dyadic work with parents and children has resulted int improvements in relationships and behaviour in the home environment as well as school and assisted with the use of the community and transition to their schools. https://www.nationwidechildrens.org/family-resources-education/700childrens/2019/07/how-art-therapy-can-be-a-positive-impact-for-all	1,5, 6 and 7

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

Budgeted cost: £7185

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion & Equity PSHE Resources	Providing effective provision for developing social communication opportunities, outdoor learning & social and emotional literacy. https://nestinthewoods.co.uk/forest-school-research/	1,2,3, 6 and 7
Jump Space rebound sessions	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies?	1,2,6 and 7
Ghyll Head	https://ghyllhead.org/	1,2,6 and 7

Total budgeted cost: £161,365

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

2021 -2022 and 2022 -2023

Improved outcomes:

Evidence collated from Pupil progress records, IEP target monitoring, my life files, IRIS and CPOMS demonstrates that the use of additional therapeutic approaches and extracurricular activities, funded by pupil premium, continue to have a significant benefit for children and families.

SALT –

The additional SALT provision for 2 days a week has meant that the SALTs have been able to plan a three tiered approach to supporting the speech and language support across school: drop in sessions for staff to discuss specific children, whole class / school training and referrals for individual children requiring an assessment and plan. Impact – facilitation of staff employing effective approaches and strategies into daily teaching and learning so that it is in context and meaningful. Support is provided for a planned review and follow up discussion resulting in effective monitoring. Involvement in EHCOP reviews and individual assessments has increased. Progress in achieving communication targets has increased. Positive impact on staff confidence and competence in delivering teaching using appropriate communication techniques, resources and technology.

OT – reduction in the number of incidents reported on IRIS. IEP and pupil progress records show an increase in children's ability to regulate and therefore attend to learning opportunities. The OT has provided advice to staff to help with supporting children requiring physical and practical aids such as weighted jackets, seating support, managing Pica

Art therapy –

Numbers of children in Art Therapy

4 Individual's

3 families for dyadic

5 in weekly group

12 children for transitions group.

Parents and children have provided very positive feedback of the impact on their lives in school and their relationships at home. Children have exceeded targets related to managing emotions such as anxiety and frustration around communication and difficulty with friendships. The transition group were able to explore their feelings in a supportive group with peers and the therapist and manage the move to high school.

Post pandemic anxiety resulted in several children having fears around death and illness – measures taken before and after the group showed an improvement in their ability to manage such feelings and a reduction in negative thoughts on this subject.

Yoga –

Pony sessions

Children have accessed a wide range of experiences that they are not able to access elsewhere outside of school. They have demonstrated progress in their levels of interaction and ability to regulate sensory and emotional needs.

Data analysis

2022 - 23

FSM Progress Data

	Below expected progress % of targets	Expected progress % of targets (combined 1 & 2 steps of progress)	Above expected progress % of targets
Free School Meals (85 children assessed)	0.003%	55%	45%
Whole school Pupil Progress (children)	0.4	55%	44.6%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.