

Pupil premium strategy statement – Rowan Gate Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	<i>Mrs Laura Clarke, Headteacher</i>
Pupil premium lead	<i>Mrs Julia Coles, Deputy Headteacher</i>
Governor / Trustee lead	<i>Sam Baker and Mike Santoro</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,865
Recovery premium funding allocation this academic year	£59,740
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£157,605

Part A: Pupil premium strategy plan

Statement of intent

Rowan Gate Primary School is a community special school for pupils aged 4 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 must consider the challenges faced by vulnerable pupils. *Whilst socioeconomic disadvantage is not always the primary challenge our pupils face, we recognise that disadvantaged pupils can face wider barriers which may impact on their learning.* 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 where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum. 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 where funding is spent on whole-school approaches, such as high-quality teaching. 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 and strengths of each young person, rooted in robust diagnostic assessment, and based on formal and informal assessments, not assumptions or labels 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 carried out 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 ever changing 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 Children in Care(CiC) (Previously known as LAC or Looked after Children). 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.

Through implementation of the Pupil Premium Fund/Grant *We expect pupils to:*

- *Make both progress with their learning and personal development.*
- *Develop meaningful and effective forms of communication so that they can confidently communicate during a variety of situations.*
- *Be able to understand and access the world around them with increasing independence.*
- *Use their cognition and learning skills to discover and make sense of the world around them as well as using their functional skills with increasing independence.*
- *Improve their ability to self-regulate including improving their resilience and emotional literacy skills.*
- *Improve their social skills and social understanding to build and maintain relationships with their peers.*

Challenges

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

Challenge number	Detail of challenge
1.	<p><u>Cognition and Learning Needs:</u></p> <p>As outlined in their EHC Plans, all pupils have severe to significant cognition and learning needs. The complexity of individual pupils learning needs and diagnoses lead to individual barriers to learning. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress may be lower in most subjects. Observation and Assessment tells us that pupils require support to develop their reading, writing and maths skills so that they are able to apply these skills in their everyday lives. They require support to develop their attention, ability to problem solve and reason. Equally, they need to develop strategies to help them retrieve and recall information.</p>
2.	<p><u>Communication and Interaction needs:</u></p> <p>Our assessments, observations and discussions regarding individual pupils show that the vast majority of pupils have communication or speech and language difficulties, displaying greater challenges around communicating and expressing their wants and needs, including those who are non-verbal and may require alternative modes of communication. Generally pupils have increased language comprehension difficulties and most will display social interaction difficulties.</p>
3.	<p><u>Social and Emotional Difficulties / self-regulation needs:</u></p> <p>Many of our disadvantaged pupils have difficulties in developing social and emotional skills as identified within their EHC plans. Many struggle to self-regulate and need to develop strategies to manage their sensory sensitivities so that they are ready to access learning and make sense of the world around them</p>
4.	<p><u>Family Support:</u></p> <p>Within the current climate regarding the cost of living and social care crisis there is an increased need of support for families in recognising and accessing services which are available to them to enhance their life experiences, as well as support for behaviour / self-regulation, attendance and medical needs.</p>
5.	<p><u>Personal development:</u></p> <p>Disadvantaged pupils EHC plans, as well as our observations and assessments tell us that pupils often require additional support to develop personal skills e.g., living skills, independence skills as well as to reflect their changing needs.</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>The vast majority of pupils will make at least expected progress in English (reading & writing) and / or against their communication EHCP outcome and Maths (/ or against their cognition and learning EHCP outcome.)</p>	<ul style="list-style-type: none"> • Performance information (data) will show progress in reading and writing. Pupils' work will demonstrate that they are remembering and learning more and using their skills in a variety of contexts. • Performance information (data) will show progress in Maths or cognition and learning. Pupils' work will demonstrate that they are remembering and learning more and using their skills in a variety of contexts. • Pupils requiring in-depth assessment and diagnosis of need will be supported to access high quality clinical assessments
<p>Increased opportunities for pupils to develop their communication including speaking and listening skills.</p>	<ul style="list-style-type: none"> • Assessment data demonstrates that pupils have made progress with their communication / speaking and listening skills. • Non-speaking pupils will have access to a variety of alternative communication aids. • Additional SALT will be commissioned and supporting targeted pupils. • Training in BSL will upskill newer staff working with pupils at early communication levels and impact will be demonstrated through attainment and communication skills of the pupils. • Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.
<p>Pupils will develop their personal and social skills including: self-regulation / emotional literacy Self-knowledge Self-advocacy</p>	<ul style="list-style-type: none"> • Improved self-regulation as demonstrated by reduction in incidents being recorded on CPOMS • Improved confidence and positive attitudes to learning as a result of progress across curriculum areas – learning walks and lesson visits

	<ul style="list-style-type: none"> • Analysis of the Onwards and Upwards data shows progress (Internal Assessment) • Observations and discussions with class staff/pupils demonstrates an increased understanding about how pupils recognise their own need, or are supported to use, strategies to help them self-regulate • 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)
<p>Increased support to parents and families, improving the access to services and ensuring that provisions in place for home and school to support learning and development.</p> <p>Increased support secures improved pupil attendance</p>	<ul style="list-style-type: none"> • Parental feedback demonstrates that they feel well supported and have enough information to support their child's development at home. • Increased and meaningful parent/school interaction and communication results in pupils making progress either with academic learning or personal and social development. • Attendance of parents at "Come and see..." Events continues to increase and comes with positive feedback. • Improved attendance for pupils with low attendance.
<p>Disadvantaged pupils needs are accurately identified and recorded in a timely manner prior to Phase Transfer.</p>	<ul style="list-style-type: none"> • 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) • Pupils identified in high need will access high quality SALT Sessions; Music Therapy, Counselling and PlayTherapy
<p>Disadvantaged pupils have greater confidence and independence to engage in learning as well as access to breadth of extra-curricular and enrichment activities.</p>	<ul style="list-style-type: none"> • Through observations and discussions with pupils and their families. • SMSC Grid demonstrates breadth of pupil participation and engagement in extra-curricular and enrichment activities

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: **£61,285**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mosaic Psychology Autism Assessment UK	<p>The current allocation of Educational Psychologist time is insufficient to meet the needs of pupils across all 3 sites. Due to the Covid-19 pandemic there has been a significant backlog in assessment for pupils who have yet to receive a formal diagnosis. Where appropriate a diagnosis can help to access additional support.</p>	<p>1, 2, 3, 4, 5,</p>
In reach support from our Outreach Lead Teacher	<p>Evidence shows that teachers may benefit from a coaching and/or a mentoring approach at different stages of their careers.</p> <p>The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Effective Mechanisms of PD' – i.e. what are the essential elements that make mentoring or coaching more likely to be effective</p>	<p>1, 2, 3, 5,</p>
Bucket Autism and Blank Levels Training (Provided by Powerful Voices)	<p>By upskilling our staff in understanding pupils SEND they will be better equipped to support pupils' access to the curriculum as well as supporting their academic and personal development.</p> <p>Staff understanding of needs will support individualised instruction, behaviour / self-regulation strategies and opportunities for extracurricular activities which will result in further engagement and increased learning opportunities.</p>	<p>1, 2,</p>

Purchase of Bucket Time Central Resources	Effective Professional Development EEF (educationendowmentfoundation.org.uk)	
TEACCH Training- Teachers and Level 3's not already trained	<p>By upskilling our staff in understanding pupils SEND they will be better equipped to support pupils' access to the curriculum as well as supporting their academic and personal development.</p> <p>Staff understanding of needs will support individualised instruction, behaviour / self-regulation strategies and opportunities for extracurricular activities which will result in further engagement and increased learning opportunities.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 5,</p>
PECS Training Teachers and Level 3's not already trained	<p>By upskilling our staff in understanding pupils SEND they will be better equipped to support pupils' access to the curriculum as well as supporting their academic and personal development.</p> <p>Staff understanding of needs will support individualised instruction, behaviour / self-regulation strategies and opportunities for extracurricular activities which will result in further engagement and increased learning opportunities.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 5,</p>
<p>ELSA Training for 2 x staff and Ongoing Termly Supervision</p> <p>Release time for delivery of ELSA each week (0.4 TA per week)</p> <p>Release Time for delivery of Lego Therapy (0.2 Teacher per week)</p>	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Students who want to be in school are more likely to engage in learning and thus have a positive impact on their attainment. ELSA is an increasing part of Section F on pupils EHCP plans</p> <p>Social and emotional learning (SEL) approaches have a positive impact, on average, of +4 months' additional progress in academic outcomes over the course of an academic year.</p>	<p>2, 3, 5,</p>

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-andemotional-learning</p> <p>The evidence indicates that there is increased benefit from Social interaction groups as well as supporting pupils in their own self-regulation continues to be a focus.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £37,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>THRIVE-OT Implementation of Interoception Curriculum and Sensory Circuits</p>	<p>Occupational therapy intervention is proven to impact on improving the communication, interaction skills and motor skills of some of the most complex and 'hard-to-reach' children. Children are more regulated following intervention which reduces anxiety and increases these pupil's opportunities to thrive and achieve in the overwhelming environment in which we now live.</p> <p>This approach in previous years has been highly successful.</p>	<p>2, 3, 4, 5,</p>
<p>Pupil Premium Plus Funding for Children in Care</p>	<p>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.</p> <p>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.</p>	<p>1, 2, 3, 4, 5</p>

Reading Eggs and Mathletics	<p>High Impact for very low cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/homework Individualised Instruction</p> <p>Moderate Impact for very low cost +4months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/individualised-instruction</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>	<p>1,</p>
Boromi Bags	<p>Homework</p> <p>High Impact for very low cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/homework</p> <p>Parental Engagement</p> <p>Moderate impact for low cost +4+3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/parental-engagement</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>	<p>1, 2, 3, 4,</p>

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

Budgeted cost: **£59190**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Helen Eales SALT Support</p> <p>Powerful Voices SALT support</p>	<p>Oral language interventions</p> <p>Very high impact for very low cost +6 months</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/orallanguage-interventions</p> <p>Current NHFT SALT support is insufficient. Impact from previous support demonstrates that pupils' communication skills improve. Parent feedback is positive as they witness and progress made and its impact on wider skills/Social Emotional Needs too. Additional support is of benefit to class staff who are then able to support communication needs and targets throughout the school day</p>	<p>1, 2, 3, 5,</p>
<p>PlayTherapy (JOGO)</p>	<p>Social and Emotional Learning</p> <p>Moderate impact for low cost +4 months</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/socialand-emotional-learning/</p> <p>There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</p> <p>Approaches which focus on self-management and those involving role play or rehearsal ar associated with greater impact</p>	<p>1, 2, 3, 4,</p>
<p>Increased Family Support Team-capacity</p>	<p>Parental Engagement</p> <p>Moderate impact for low cost +4+3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/parental-engagement</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>	<p>1, 2, 3, 4, 5,</p>
<p>Music Therapy delivered by external Music</p>	<p>Music is a widely recognised vehicle for promoting a wide variety of skills; not only through social and emotional learning, communication and interaction but also improvements in English, Maths and attitude to learning.</p>	<p>1, 2, 3,</p>

<p>Therapist (Individual and Group sessions)</p> <p>NMPAT-Gideon /Serrena/Reach the Stars</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, + three months progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Improved outcomes may be identified in Communication, Wider benefits such as more positive attitudes to learning and increased well-being have been reported. Pupils respond well to music therapy/group sessions delivered by a suitably qualified. Knowledgeable and experienced external therapist</p>	
<p>Zuma Chairs and Ball Chairs</p> <p>(Purchased from Sensory Direct/YPO/Zuma UK)</p>	<p>We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptive equipment can be effective at providing support for our pupils with sensory needs.</p> <p>Frequent recommendations from Occupational Therapist for alternative seating and a growth in pupil numbers means that access to such seating should be provided across all sites of the school.</p>	<p>1, 2, 3</p>

Total budgeted cost: £157605

AREA	ACTIVITY	Total Cost	FINANCIAL YEAR SPLIT	
			Sept 2022-March 2023 (7/12)	April 2023-August 2023 (5/12)
TEACHING	<i>Mosaic Psychology</i>	£5,400.	£3150	£2250
	<i>Autism Assessment UK</i>	£14300	£8342	£5958
	In reach support from our Outreach Lead Teacher	£ 5000	£2919	£2081
	Bucket Autism and Blank Levels Training (Provided by Powerful Voices Sept 2022)	£298	£175	£123

	Purchase of Bucket Time Central Resources	£602	£350	£252
	TEACCH Training (Spring/Summer 2023)	£7500		£7500
	PECS Training (Spring 2023)	£5,825	£5825	
	ELSA Training for 2 x staff and Ongoing Termly Supervision (£330 per annum per TA)	£660	£385	£275
	Release time for delivery of ELSA each week (0.4 TA per week)	£10,600	£6184	£4416
	Release Time for delivery of Lego Therapy (0.2 Teacher per week)	£11,100	£6475	£4625
TARGETED	<i>THRIVE-OT Implementation of Interception Curriculum and Sensory Circuits</i>	£17,100	£9975	£7125
	<i>Pupil Premium Plus Funding(£2410 plus Recovery Premium(Northants) for Children in Care (£290 per child) 6 x CiC til Dec 2022 Increase to 9 from Jan 2023 9 X plac</i>	£16050	£9363	£6687
	<i>Reading Eggs and Mathletics</i>	£1680	£980	£700
	<i>Boromi Bags</i>	£2300	£1342	£958
	<i>Helen Eales SALT Support Powerful Voices SALT support</i>	£490	£490	
WIDER STRATEGIES	<i>PlayTherapy</i>	£9000	£5250	£3750
	<i>Increased Family Support Team-capacity</i>	£21000	£12250	£8750
	<i>Music Therapy delivered by external Music Therapist (Individual and Group sessions)NMPAT-Gideon /Serrena</i>	£21,780	£12705	£9075
	<i>NMPAT-Reach the Stars</i>	£0		
	<i>Zuma Chairs and Ball Chairs (Purchased from Sensory Direct/YPO/Zuma UK)</i>	£6,920	£4036	£2884
	TOTAL SPEND	157605		

Part B: Review of the previous academic year

	Allocated	Actual	Variance
Funding and Carried forward	£126,000	£119,437	£6563
ACTIVITY			
THRIVE OT SUPPORT + Interoception Training	25900	£18,849	-£7051
Drawing and Talking Training for 40 Staff	9120.00	£7605	-£1515
Additional Educational Psychologist Support (Mosaic Psychology/Craig Allen)	8600	£5421	-£3179
Protective behaviour Training-all staff	£1500	£1500	£0
4 x certified PB's	£620	£620	£0
Assessment and Diagnostic pathways	£1,900 – £3, 800,	£10250	+£6450
Family Liaison Adviser- PECS Training	24055	£34708	+£10,653
	£3300 (£330 per delegate)	£5575	+£2275
TEACCH Training online 2 day	£2,500-£3,300	£2500	£0
Phonics Resources		£300	+£300
Reading Eggs	1000	£816.48	-£183.52
Mathletics	1000	£816.48	-£183.52
Boromi Bags	2280	£2280	£0
Talk Autism	1000	£552.50	£0
PlayTherapy (Jogo)	15725	£7152	-£8573
Music Therapy	24800	£20492	-£4308
	126000	£119437.46	

Outcomes for disadvantaged pupils

Desired Outcomes:

1. **Family Engagement with the school and with remote learning will improve in order that they can confidently support their child's learning and development.**
2. **Pupils wellbeing and mental health will be supported through structured school based interventions**
3. **Pupils identified in high need will access high quality SALT Sessions; Music Therapy, Counselling and PlayTherapy**
4. **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) .**

THRIVE-OT Support and Interoception Training for all teachers

Staff have received training in understanding the Interoceptive sense and have been introduced to a modified Interoceptive Curriculum. Targeted pupils have begun to be supported through Interoception Groups. OT have completed Sensory Assessments and created Sensory profiles which are supported through regular Sensory Circuits. Staff show increased awareness of the sensory needs of individual and groups of pupils and actively support those needs through movement breaks and resources.

Protective Behaviour Training for all staff.

All Staff received training in Protective Behaviour Awareness. 4 Staff attended Protective Behaviour Certified Course. PB Language and Themes have been incorporated into school Vision and Values/code of conduct and ethos. Use of Protective Behaviour Language and Theme Reinforcement is in the early stages of being embedded in the school experience of pupils across all 3 sites.

Drawing and Talking Training for 40 staff

Increased numbers of Drawing and Talking Facilitators on all 3 sites has resulted in larger number of pupils being able to access this intervention in a timely manner. All who accessed the training have been able to implement and complete the intervention with allocated pupils.

Educational Psychologist Support/Assessment and Diagnostic Pathways

Pupils identified as requiring access to diagnostic pathways have been able to be supported to achieve a formal diagnosis/extended advice where necessary. The increasing number of pupils presenting with more complex co-morbidities and/or SEMH needs alongside enduring difficulties with NHS waiting lists have meant that demand for this support has been higher than originally anticipated. The benefit to pupil and parents of having needs fully identified and articulated has meant that pupils are better placed to complete phase transfers (KS2 to KS3) with accurate information available to families and professionals.

Family Liaison Advisers

A significant increase in numbers of pupils on roll, alongside a cost of living crisis and a post pandemic society has increased demand for family and pastoral support. With 3 Family Support Assistants working under the leadership of a Pastoral and Safeguarding Assistant Head teacher, the Family Support Team has been restructured to more efficiently manage the demands of an increased number of EHS's, CiN Plans and Child Protection Plans in place.

Phonics Hub

With the new phonics scheme being implemented this year pupils have accessed more appropriate resources. Phonics abilities have been assessed and from this Read Write Inc phonics books have been purchased to support their reading. This has ensured that reading books are now appropriate to the needs of the pupils and specific to their phonics ability and ensuring consistency in the approach and materials being used to support the teaching of reading. The

recent English Work Scrutiny showed that “Phonics teaching was consistently good/outstanding, children’s writing was developmentally appropriate and teachers were creative in encouraging this. The quality of ‘home-made’ worksheets was very high, you’ve shared ideas and good practice.”

Reading Eggs and Mathletics.

Most pupils engage well when using on-line resources. These resources are used during the school day and at home as homework. They proved extremely helpful during lockdown as they supported remote learning well.

Boromi Bags

Feedback from parents is that children enjoy the resources which are used at home and are often reluctant to return them to school. Some parents have shared how they have acted upon suggestions in the Boromi Bags as to how they can extend and continue the play once the bag is returned.

Talk Autism

Commissioned support was initially planned to be provided by Talk Autism. However due to difficulties in obtaining an appropriate package from them to support identified individuals we instead used Helen Eales SALT who was able to offer bespoke support through a series of blocks of input followed by time for the class team to embed learning and activities and reinforce targets. The support has led to a positive outcome with effective use of AAC equipment by pupils alongside an increased desire to engage and succeed in communicative activities.

PlayTherapy

Pupils identified as requiring PlayTherapy support have been enabled to do so. The increasing number of pupils presenting with more complex co-morbidities and/or SEMH needs means that demand for this support has been higher than originally anticipated. The journey towards completion of the therapeutic input varies in length and this does have an impact on the cost. Some pupils with more complex presentations are requiring extended intervention and this can also slow down the number of pupils at any one time who are able to access this support. From observation pupils appear to have a positive response to the sessions and parents for the most part are seeing a positive impact on the emotional wellbeing and mental health of the pupil.

Music Therapy

Pupils identified as requiring Music Therapy support have been enabled to do so. The number of pupils at RGW who require this intervention is significantly higher than those at RGE (Due to their more profound and complex needs) and so allocation of the therapeutic resource has been shared to reflect this. From observation and discussion during therapeutic review meetings pupils appear to have a positive response to the sessions and parents for the most part are seeing a positive impact on their child..