

Pupil premium strategy statement academic year 2020-21

School overview

Metric	Data
School name	Red Marsh Special School
Pupils in school aged 2 to 19 years of age	94
Pupils in school year R to year 11	72
Proportion of disadvantaged pupils	47 (Year R to Year 11)
Pupil premium allocation this academic year	£44,005. Indicative £52,598 Final
Academic year or years covered by statement	September 2020 – September 2021
Publish date	April 2021 (following revised DfE format)
Review date	August 2021
Statement authorised by	Mrs C M Dellow
Pupil premium lead	Mrs C Bradley
Governor leads	Mrs B Lewis Mrs S Hargreaves

Disadvantaged pupil barriers to success

Red Marsh School has identified some of the barriers to learning that our pupils in receipt of Pupil Premium may face:

- Reduced resources to facilitate and support communication and reading
- Reduced opportunities to engage in a wide range of experiences beyond the home reducing communication and language acquisition
- Reduced stability within the home creating a need to support families to provide a stable environment which enables effective communication and reading opportunities to take place
- A lack of understanding of how to support or time to support communication at home (A lack of effective communication is a barrier to all learning)
- A lack of understanding of how to support or time to support reading development at home (reading for our most able pupils is an important life skill which can lead to positive outcomes)

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
In basic skills i.e. cognition and learning or English and Maths 65%-79% (large majority) of pupils in receipt of pupil premium will make expected or exceed expectations.	When benchmarked against the NWSCAP progressions tables the large majority of pupils will make expected or exceeded progress in cognition and learning or English and Maths.	July 2021

The vast majority of EOKS pupils will achieve at least 65% - 79% of their EOKS personalised communication outcomes.	Analysis of EOKS outcomes and evidence will demonstrate over 65%– 79% of pp pupils will have achieved their personalised EOKS, outcomes as outlined in their EHCP plan, for communication / interaction.	July 2021
The progress of pupil premium pupils will be the same or similar to their peers	Comparative data analysis will identify pp pupils achieve at least as well as their peers	July 2021

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
The vast majority of EOKS pupils will achieve at least 65% - 79% of their EOKS personalised Social Emotional and Behaviour outcomes	Analysis of EOKS outcomes and evidence will demonstrate over 65% - 79% of pp pupils will have achieved their personalised EOKS, outcomes as outlined in their EHCP plan for social emotional and behaviour targets	July 2021
The vast majority of pp EOKS 4 pupils will apply their skills to achieve the ASDAN Transition Challenge Award	80 % EOKS for pupils will be accredited through ASDAN a Transition Challenge Award	July 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	Targeted communication strategies and interventions
Priority 2	Targeted reading interventions, supporting language acquisition
Barriers to learning these priorities address	Emotional literacy and self-regulation
Projected spending	£34,005

Wider strategies for current academic year

Measure	Activity
Priority 1	Targeted home school family links
Priority 2	Targeted nurture time, supporting the communication of pupils emotions
Barriers to learning these priorities address	Engagement of families Lack of time or staff to support nurture time.
Projected spending	£10,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given for PP champion to liaise with teachers and identified intervention staff	PP champion to have designated PP time out of class
Targeted support	Ensuring enough time for school to support personalised communication and reading intervention strategies and support	Identified PP champion for supporting and monitoring the delivery of strategies and communication interventions and reading interventions
Wider strategies	Ensuring time is available to provide support for a large number of identified families	Designated Family Support Officer
July 2021	Enough time to plan and deliver nurture time	Lead teacher identified to deliver and timetable and monitor nurture provision

Review: last year's aims and outcomes 2019-20

Aim	Outcome
In basic skills ie cognition and learning or English and Maths 65% - 79% (large majority) of pupils in receipt of pupil premium will make expected or exceed expectations.	When benchmarked against the NWSCAP progressions tables 100% of pupils made expected progress or exceeded expectations in cognition and learning or English and Maths.
The large majority of EOKS pupils will achieve at least 65% 79% of their EOKS personalised communication outcomes.	88% of pupils achieved their personalised EOKS communication / interaction outcomes.
The progress of pupil premium pupils will be the same or similar to their peers	EOKS EHCP outcome demonstrated that pupils in receipt of PP funding achieved higher than their peers in all five areas of learning including communication and English
The large majority of EOKS pupils will achieve at least 65 - 79% of their EOKS	94% of pupils achieved their EOKS social emotional and behaviour targets

personalised Social Emotional and Behaviour outcomes	
The vast majority of pp EOKS 4 pupils will apply their skills to achieve the ASDAN Transition Challenge Award	100% of EOKS for pupils achieved Gold ASDAN Transition Challenge Award (highest level)