

Pupil Premium Report 2021/22

1. Introduction

At Drumbeat School and ASD service we ensure that teaching and learning opportunities meet the needs of all pupils. We put in place the appropriate provision for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are specifically assessed and addressed. In considering provision for social disadvantaged pupils we recognise that not all pupils eligible for FSM will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged or who will have particular vulnerabilities linked to their learning needs are eligible for free school meals. 59.8% pupils are eligible for Pupil Premium.

The strategic plan, allocation of funding, action and impact are measured by the Governing Body and the Senior Leadership Team. Impact is measured through the analysis of intervention and progress data.

In common with other Special Schools, Drumbeat School recognises that the majority of its pupils face barriers to learning far greater than those imposed by financial deprivation. Deprivation is likely to be part of the broader context for many of the school's families. Therefore the Pupil Premium is used to help pupils and their families to overcome the dual barriers of special education needs and socio-economic disadvantage. We also believe it is appropriate to use the funding to support other pupils who have significant areas of vulnerability, where this can be achieved in tandem with the provision made for Pupil Premium pupils. Significant areas of vulnerability have been found to be:

- Mental health
- EAL (21 first languages in school)
- Parents with SEN
- Illiteracy and the inability to claim appropriate funding for transport and housing
- Support for those most vulnerable is always a priority

The school's aim is that all pupils, irrespective of background and barriers to learning, become happy, healthy and empowered adults who contribute and participate in society.

Wellbeing, communication, achievement and independence are areas that the school seeks to address for identified students when spending Pupil Premium funding.

2. Which gap are we narrowing?

Drumbeat wants to ensure the gap being narrowed is identified in each pupil's Personalised Learning Plan:

- English & Communication
- Maths
- Computing
- Understanding of the World
- Independence
- Health & Wellbeing
- Creativity

The Pupil Premium Funding will be used in different ways for different cohorts depending on the individual priorities that have been identified. This is to build on the impact from the previous academic year.

Due to the COVID-19 crisis and the interruption of learning the PP spend allocation will remain the same. As the census was not taken this year, there are currently unfunded places for the PP numbers. We have a significantly above national average percentage of 60% pupil premium students.

3. What are we investing in to narrow the gap?

In line with the EEF's pupil premium guide we are supporting activities that:

- Support the quality of teaching such as staff professional development.
- Provide targeted academic support through our curriculum pathways.
- Tackle non-academic barriers to success in school such as attendance, behaviour and social and emotional support (role of Family Liaison Officer and mental health training for therapeutic interventions).

These initiatives are supplementary to the high quality teaching and learning that is critical to pupils every day.

2021-22 financial year funding

	pp numbers	number in class	funding	% children pp in that class	
	Kangaroos (EYFS)	6	9	8100	66.7
	Dolphins (EYFS)	4	8	5400	50.0
Primary	Turtles	7	9	9450	77.8
Primary	Tigers	1	8	1350	12.5
Primary	Crocodiles	2	9	2700	22.2
Primary	Zebras	4	9	5400	44.4
Primary	Seahorses	6	9	8100	66.7
Primary	Flamingos	4	8	5400	50.0
Primary	Pandas	4	9	5400	44.4
Primary	Giraffes	7	10	9450	70.0
Primary	Penguins	7	9	9450	77.8
Primary	Leopards	4	10	5400	40.0
Primary	Lions	9	10	12150	90.0
Secondary	Merlin	9	9	8415	100.0
Secondary	Camelot	3	7	2805	42.9
Secondary	Lancelot	5	9	4675	55.6
Secondary	Excalibur	6	9	5610	66.7
Secondary	Wimbledon	6	9	5610	66.7
Secondary	Olympic	7	9	6545	77.8
	101	169	121410	59.8	

Overall we received £107,575 for 91 pupils in April 20 to April 21.

Key Stage	Funding Towards
EYFS and Primary	Behaviour counsellor in class and with families Home visits Speech and Language Therapist PECS training Phonics training
Secondary	PECS training Home visits Clinical Psychologist Gardening project Sherbourne training and interventions Music lessons Parental workshops Mental Health Training Humanities Hub Football Academy Bike Club

The anticipated impact of this spend is to reduce the cultural and financial impoverishment of these pupils.

Mental health interventions should support smooth transitions, better generalisation of independence skills in and out of the classroom and appropriate referrals for the NHS. Reading and phonics to add another tool for communication.

Creative subjects like art and humanities to provide an extra pathway and provide cultural capital for these students. The impact is endless. Independence skills will enable happier and healthier students.

A family liaison officer provides the bridge with families to support concerns around funding and issues with communication.

4. Monitoring

- Throughout the term through SLT monitoring and evaluation process.
- Through data analysis mid-year and end of year.
- Finance Committee Meetings.
- External evaluations – Ofsted and Challenge Partners Review

5. Review of Expenditure 2020/21

Clinical Psychology Report May 2021

The following report outlines the main areas of clinical psychology activity from September 2020-May 2021. Clinical psychology input is provided in a number of different ways at Drumbeat as outlined below:

- Individual support – specific support for children and families e.g. one to one work with young person/parent/carer, attendance at professional meetings, liaison with professional networks.
- Class based support – targeted support for classes.
- Universal support – accessible to all e.g. staff training, parent workshops, staff support.

Please note that from Oct 20-March 21 input was provided remotely through phone, email and zoom.

Impact is summarised as:

- Support provided to parents and carers, students, and staff – one to one and group work, through staff training and parent groups/coffee mornings.
- Liaison and effective communication between school and other agencies e.g. CAMHS and social care – including facilitating referrals to mental health services, attendance and input at meetings and reviews.
- Supporting and advising on transitions – from primary to secondary and for leavers.

Training Provided:

- Induction for new staff
- Mental health and well-being for all staff
- How to recognise signs of mental health difficulties in students (scheduled for next two weeks)

Brockley

- Transition to college for leavers (for students) x 2 groups

Downham

- Autism and how it affects your child (for parents) – 3 session zoom workshop series

Strategy	Detail of intervention	Impact
Mental Health, Therapist Interventions and Behaviour Counsellor	<ul style="list-style-type: none"> • Liaison with system. Meeting with mum and participation in Annual Review • Weekly one to ones provided and initial session with parent. • Sessions with parent to discuss how to talk to pupil about his father. Supervision offered to TA provided one to one check ins with pupil. Consultation and feedback provided to class teacher • Session with parent to discuss her concerns about pupil's cognitive functioning. Liaison regarding possible cognitive assessment in the future. Working memory recommendations provided to class teacher and mum. • Session with mum and liaison regarding concerns about pupil being withdrawn, not engaging and showing less enjoyment in activities. • Liaison with class teacher regarding concerns about challenging behaviour. • Liaison with class teacher regarding concerns about challenging behaviour. • Liason with class teacher regarding challenging behaviour and incident of aggressive behaviour. Provided debrief session and recommendations to reduce risk of further incidents. Attendance at AR. Referral to CAMHS. • One to one sessions. • Input provided to tribunal and decision regarding placement. Liaison with parent, class teacher and obs. Attendance at professionals meeting. • Parent advice and support provided during lockdown. Liaison with staff team about reintegration strategy and sessions provided to support mum with pupil's return to school. 	<ul style="list-style-type: none"> • SLT has started a strong plan for pupil which will be implemented by CT with input from psychology. • Sessions provided to support pupil with feelings of loneliness. Advice and guidance provided to parent during lockdown on how to support pupil's mood. Pupil has engaged in the sessions well. He is communicative and enjoys his own time and space. • Provide pupil with a space to explore his feelings about his dad and to develop an understanding of their relationship that is balanced and does not take too much responsibility himself. • Addressed concerns and helped mum to understand pupil's learning. Supported class teacher in providing appropriate accommodation for working memory. • Fathered information and facilitated referral to school doctor. • Understanding of and reduction in challenging behaviour. Reduction of the risk of staff injury due to aggressive behaviour. • Pupil has used the sessions well. She has used the therapy as a safe space and we have explored ideas about relationships, the type of relationships that pupil would like to have, sex, boundaries and consent, self-harm. • Pupil makes use of the sessions to understand issues with friendships and how to manage his anger. He reports feeling calmer since starting sessions. • Psychological perspective provided in thinking about the most appropriate placement for pupil. • Advice and guidance provided to parent to support child. • Advice and guidance provided to class teacher to support child and assess risk.

	<ul style="list-style-type: none"> • Liaison with class teacher regarding safeguarding concerns. Advice provided and discussed with DSL. • Parent advice and support provided regarding anxiety relating to Covid. 	<ul style="list-style-type: none"> • Advice and guidance provided to parent to support child.
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Family Liaison

Strategy	Success Outcome	Impact
Family Liaison	<p>The Covid 19 pandemic has resulted in a devastating year which as touched every corner of our lives and the consequences have been felt deeply by many Drumbeat parents. During this period our parents experience high levels of anxieties, highlighted below are a range of support requested.</p> <ul style="list-style-type: none"> • Increased access to knowledge about respite or having respite packages re assessed and reviewed. • Review of DLA funding request. information regarding other types of funding for individuals and benefit rights • Signposting to charities dealing with Fuel Poverty • Supported families with Medical Housing Forms and followed this up with contact with Lewisham Housing • Transport application for new starters, and students transferring to the Brockley site in September 2021. 	<p>Shortbreaks: 8 applications were made. All were successful.</p> <p>Review of Care packages: 4 families had their care package reviewed with increased hours. 2 students had increased days to the holiday scheme at Drumbeat.</p> <p>Experienced Carers: 2 Drumbeat TAs have accepted students for week-end care</p> <p>Benefits/Funding: 3 new application for DLA. 3 successful reviewed applications. 2 new application for Carers Allowance. 5 successful application to Family Fund.</p> <p>Transport: 5 new starters to Drumbeat were granted SEN Transport</p> <p>Signposting: Families have been signposted to organisations and charities such as Green Doctors who deal with Fuel Poverty, Lewisham Food Bank, St Lukes Out Reach programme for additional support and Food Parcels, Local Citizens Advice and charities for support on Immigration status. School has provided food box scheme during the first lockdown and purchased food packages when necessary.</p>

English and Communication

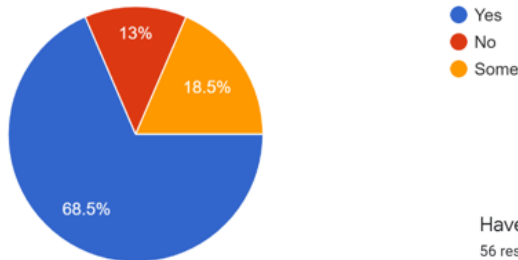
Strategy	Success Outcomes	Impact
Reading and phonics	<p>Embedding of Read Write Inc across the school – Development day booked to follow up with trainer</p> <p>Additional reading books sent home Oxford Owl subscription</p> <p>Phonics training delivered to parents via Zoom and videos on Google Classroom</p> <p>ASD Reading uptake increased</p>	<p>Phonics now accessed by all suitable students, regular assessments to ensure rapid progress, consistent approach used across the school.</p> <p>Levelled reading books sent home with children during lockdown. If books could not be swapped then links sent to suitable reading books to access at home on Oxford Owl.</p> <p>Parents developed an understanding of why we teach using phonics and how to teach elements at home.</p> <p>Following phonic assessments more children highlighted as suitable for ASD Reading strategy. Strategic step by step sessions completed to develop reading and comprehension skills. Good uptake during lockdown.</p>
Writing	<p>Fine motor interventions</p> <p>Fine motor resource packs sent home during lockdown</p>	<p>Resources sent home with guidance on how to use them for parents. Children’s fine motor control develops leading to better handwriting, manipulating tools with more control, personal care – buttoning and unbuttoning clothing etc.</p>
Communication	<p>1:1 speech and language therapy delivered via Zoom</p> <p>Speech and language therapists delivering training to parents via Zoom.</p> <p>Class teams delivering additional speech and language sessions</p> <p>Communication assessment for pupils SCERTS assessment and curriculum set up and monitored for appropriate pupils</p>	<p>Implementation and use of PECS has been supported which enable pupils to develop functional communication skills. Drumbeat upholds legal requirement to deliver specified SALT provision.</p> <p>Challenging behaviour decreases as communication skills increase.</p> <p>Information used to support teacher with baselining on SOLAR. Work targeted at appropriate level to ensure progress.</p>

	<p>Additional PECS training and resources delivered to parents at home</p> <p>Social stories written and delivered about changes due to the pandemic</p>	<p>Parents' level of understanding their child's communication strategies improves and can be used at home more.</p> <p>Emotional support for children and parents struggling with anxiety and change during the pandemic. Opened up discussions between teachers and parents to allow them to access additional support – CAHMS, therapists, counsellors etc.</p>
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Unfortunately there was no question on the parent survey following the Covid lockdown specifically asking about children's behaviour however, the graphs below show that a large percentage of parents received advice on how to deliver their child's curriculum at home and less than 20% had concerns about their child's well-being.

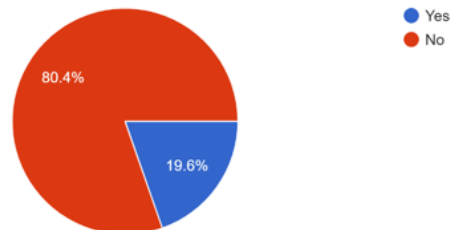
Did you receive advice on how to deliver the curriculum?

54 responses



Have you any concerns about well-being for your child?

56 responses



Please refer to more detailed confidential documents.

Updated: May 2021