

Pupil Premium Report 2022/23

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. 49.3% 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.

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).
- Investing in reading and phonics training scheme

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

2022-23 financial year funding

		pp numbers	number in class	funding	% children pp in that class
Primary	Kangaroos (EYFS)	2	9	2690	22.2
	Dolphins (EYFS)	4	8	5380	50.0
	Turtles	4	7	5380	57.1
	Tigers	2	8	2690	25.0
	Crocodiles	1	8	1345	12.5
	Zebras	3	10	4035	30.0
	Seahorses	4	10	5380	40.0
	Flamingos	6	9	8070	66.6
	Pandas	10	10	13450	100
	Giraffes	0	10	0	0
	Penguins	5	10	6725	50.0
	Leopards	6	9	8070	66.6
	Lions	4	10	5380	40.0
	Merlin	2	7	1910	28.5
	Camelot	4	8	3820	50.0
Secondary	Lancelot	5	8	4775	62.5
Secondary	Excalibur	7	9	6685	77.7
Secondary	Galahad	5	9	4775	55.5
Secondary	Wimbledon	7	9	6685	77.7
Secondary	Olympic	4	7	3820	57.1
Secondary	Wembley	6	9	5730	66.6
		91	184	106,795	49.3

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 2021/22

2021-22 financial year funding

Class	Total eligible	Allocation	Funding towards
Kangaroos (EYFS)	6 out of 9	8100	Home visits Speech and Language Therapist Occupational Therapists RWI training Family liaison Sherbourne training and interventions Parental workshops Mental Health Training
Dolphins (EYFS)	4 out of 8	5400	
Turtles (Primary)	7 out of 9	9450	
Tigers (P)	1 out of 8	1350	
Crocodiles (P)	7 out of 9	2700	
Zebras (P)	4 out of 9	5400	
Seahorses (P)	6 out of 9	8100	
Flamingos (P)	4 out of 8	5400	
Pandas (P)	4 out of 9	5400	
Giraffes (P)	7 out of 10	9450	
Penguins (P)	7 out of 9	9450	
Leopards (P)	4 out of 10	5400	
Lions (P)	9 out of 10	12150	
Merlin (Secondary)	9 out of 9	8415	RWI training Home visits Clinical Psychologist Speech and language therapist Occupational therapist Sherbourne training and interventions Parental workshops Mental Health Training Humanities Hub Football Academy Bike Club Young Lewisham project Family Liaison
Camelot (S)	3 out of 7	2805	
Lancelot (S)	5 out of 9	4675	
Excalibur (S)	6 out of 9	5610	
Wimbledon (S)	6 out of 9	5610	
Olympic (S)	7 out of 9	121410	
TOTAL	101	121410	

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

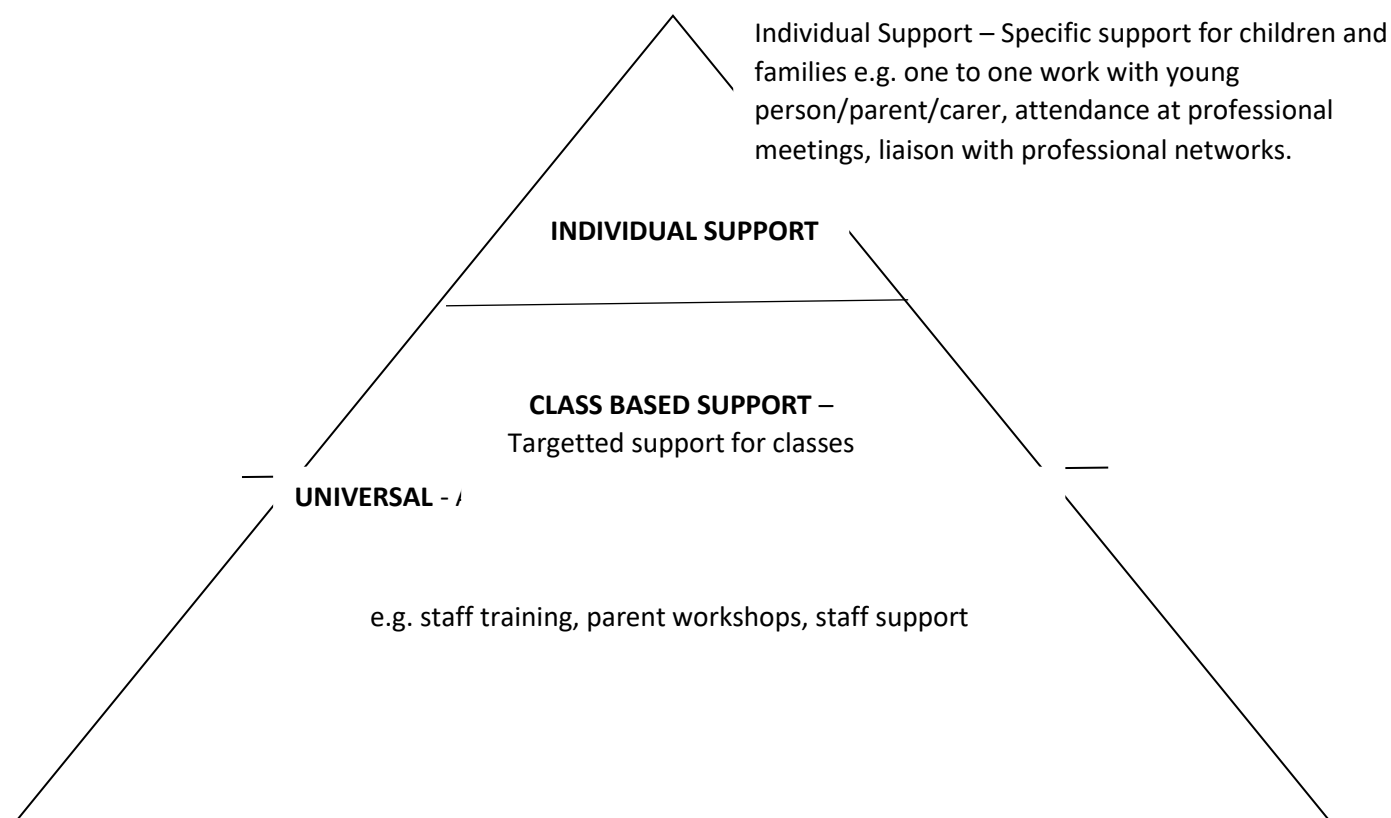
Mental health interventions should support smooth transitions, better generalisation of independence skills in and out of the classroom and appropriate referrals for the NHS. Reading and phonics to add another tool for communication.

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.

Clinical Psychology Report

The following report outlines the main areas of clinical psychology activity over the past term. Clinical psychology input is provided in a number of different ways at Drumbeat as outlined below:



The following report outlines the main areas of clinical psychology activity from September 2021- June 2022. Clinical psychology input is provided in a number of different ways at Drumbeat as

- 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.

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
- Behaviour is communication training for staff

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. This aims to achieve a joined up and cohesive package of care for students and their families.
- Supporting and advising on transitions – from primary to secondary and for leavers.

Training Provided:

- Induction for new staff
- May-June 2022 – Communicating positively through Behaviour training (provided for all TAs and MMSs over the course of 6 sessions)

Groups:

Transition to college for leavers (for students)

Service Development

June and July 2022 – Two new Assistant Psychologists recruited to provide extra psychology resource over Downham and Brockley sites. This will achieve more effective coverage of both sites and provide increased opportunities for creative multi-disciplinary working, one to ones, indirect work, group work and training.

Occupational Therapy Input Sept 2021- July 2022

During this academic year Occupational therapy has been delivered in three main ways



Universal services provide support that is not pupil specific

Targeted includes advice or interventions that have been discussed with a therapist and on some occasions introduced by a therapist but delivered by the class team or the main carer at home.

Specialist services - Assessments and interventions requiring in depth knowledge in a specialist field. Such as complex sensory differences.

Occupational Therapy input is provided through completion of a referral form and discussion of the needs with the class teacher and team. The type of input and focus has therefore been differently depending on the class needs

Targeted and Specialist Support

Strategy/ area of provision	Group	Detail of intervention	Impact
Fine Motor Development	EYFS	Individual assessment of all students fine motor skills. Whole class fine motor intervention pack devised & monitored by OT, delivered by trained class team member	Development of fine motor skills essential for tool use (pencil, scissors & cutlery) and independence skills such as dressing and managing fastenings.
Sensory Processing		Sensory assessments of 10 pupils leading to individual sensory diets, sensory equipment and strategies where appropriate.	Pupils are more regulated across the school day Pupils are more focused more learning due to having their sensory needs met.
Independence skills		Mealtime assessments to support independence and provision of equipment to support skill development, such as alternative cutlery.	Pupils are learning to independently feed themselves using cutlery including cutting up their food.
Sensory differences	KS1	<i>21 referrals</i> 6 for sensory/functional skill difficulties 8 for sensory 2 for Sensory and fine motor difficulties 5 for Motor skill difficulties.	
	KS2	<i>17 referrals</i> 5 for sensory concerns only 9 for fine motor difficulties 3 for sensory and motor support.	
	KS3	<i>8 referrals</i> 4 for motor support 2 for sensory differences 1 for sensory and motor support 1 for sensory and functional support	
	Brockley	10 referrals 5 for sensory differences 2 for sensory & fine motor 1 for fine motor support 2 for support with functional skills	
		<u>Sensory Interventions</u> Individual assessments including class observations, discussions with class teams, sessions to develop and trial sensory strategies.	Pupils are more regulated across the school day and able to access learning opportunities
Fine Motor & independence skills		<u>Motor Interventions</u> Individual assessments of fine motor skills particularly in relation to writing skills and	Development of fine motor skills leading to improvements in functional tasks such as fastening

		<p>tool use. Provision of individual fine motor development packs, and equipment to support skill development- such as alternative cutlery and pencil grips.</p> <p>Teaching of alternative methods for functional skills such as tying shoe laces</p>	<p>clothing, using cutlery and pencil control.</p> <p>2 pupils can now independently tie their own shoe laces</p>
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Universal provision

Universal	<ul style="list-style-type: none"> • Whole staff training on <ul style="list-style-type: none"> ○ Sensory processing differences ○ Zones of regulation ○ Using the sensory rooms (large and small) ○ Learning walks/ audit regarding class visuals for the zones of regulation curriculum. • Developing a folder of resources for using with the zones of regulation curriculum – available on the teacher share folder on the staff drive. 	<p>Increase in staff confidence and knowledge to use sensory strategies</p> <p>Pupils are more regulated across the school day and able to access learning opportunities more.</p> <p>Correct use of the sensory rooms by staff & students whilst incorporating learning into the sensory experience.</p> <p>Classes are teaching elements of the zones curriculum.</p> <p>Carryover of skill development at home, providing the pupils with more opportunities for practise and success.</p>
Universal	<ul style="list-style-type: none"> • Parent workshop <ul style="list-style-type: none"> ○ 7th July 2022 – Developing daily living skills 	

Kirsty Richards

Occupational Therapist



www.hcpc-uk.org

Member of



Communication and Literacy

Strategy	Detail of intervention	Impact
Communication	<p><u>High Tech AAC Pilot Project</u></p> <p>Pupils identified as not having a functional communication system now trialling personalised high tech AAC system both at home and at school</p> <p>High level of speech and language therapy input delivered in the classroom</p> <p>AAC Chat Club at Brockley site</p> <p><u>Training</u></p> <p>SCERTS parent information session part of EYFS stay and play</p> <p>Smartbox SIMPLE AAC Workshop attended by parents and staff</p> <p>PECS and using symbols parent workshop delivered</p> <p>Staff training in:</p> <ul style="list-style-type: none"> • Attention autism • Blanks levels of questioning • Colourful semantics • Intensive interaction • AAC • Top tips for communicating with iPad users • Communication and behaviour <p><u>Speech and Language Therapy direct assessment and interventions</u></p> <p>Individual communication assessments (e.g. SCERTS, ToMs, RAPT, DLS, TALC)</p> <p>Personalised plan targets set in liaison with speech and language therapists</p>	<p>Pupils can use their personalised AAC system alongside her other methods of communication to communicate their needs, wants, choices or responses within learning and social chat. These pupils are able to fully access their curriculum and talk about their learning outside structured activities. The availability of a robust vocabulary also means they can participate in social interactions with peers and adults at home, school and in the community.</p> <p>Pupils are given increased opportunities to learn their new communication system with specialist SALT support in real life learning and social situations. AAC champions can apply theory into practice with SALT guidance.</p> <p>Targeted intervention provides increased practise opportunities for staff and pupils. Expert SALT and AAC champions model the best support and activities to inspire meaningful communication and interaction.</p> <p>Parent workshops support generalisation of communication skills and increase parent confidence in trying new strategies at home.</p> <p>Training for parents and staff ensure consistency of communication approaches</p> <p>Parents learned how to use PECS, how to point to symbols to make symbol sentences, and how to use aided language boards to help communication.</p> <p>Training provides the theoretical knowledge needed so the staff practice can be personalised to meet the varied communication needs of pupils. ASD theories and speech and language therapeutic approaches are embedded within the Drumbeat curriculum and assessment model therefore an understanding of these</p>

	<p>Class communication audits</p> <p>Class based interventions have focused on the following strategies or interventions:</p> <ul style="list-style-type: none"> • Intensive interaction • Attention autism • Superflex Social Thinking • Low tech AAC support • Barrier games <p>PECS toyshop training and in class support package</p> <p>1:1 Parent meetings</p>	<p>approaches is key for pupils to make progress in communication.</p> <p>At Drumbeat School the development of communication skills is an integral part of everyday learning. Speech and language assessments information and targets are embedded within the curriculum and personalised plans. Communication opportunities are created across different environments and with different people throughout his school day ensuring that his communication development is embedded and generalised. A total communication approach is adopted so all forms of communication are valued and encouraged throughout the school day. Evidence shows that challenging behaviour decreases as communication skills increase. Speech and Language Therapy is provided within the classroom setting and the therapist works alongside staff to ensure therapy is integrated into a pupil's school day.</p> <p>Class based interventions allows staff to see communication intervention happening and carryover is more likely. Teaching and therapeutic support is seamless.</p> <p>Implementation and use of PECS has been supported which enable pupils to develop functional communication skills.</p> <p>SALTs are responsive to parent's requests for meetings and therefore parental anxiety is lowered and advice is personalised.</p>
<p>Literacy</p> <p><i>Read Write Inc (RWI) Phonics Programme at Drumbeat is a systematic synthetic phonics programme</i></p>	<p><u>Phonics focus</u></p> <p>RWI speed sounds and storybook training for staff</p> <p>1:1 coaching sessions and team teaching with literacy lead</p> <p>2 x RWI Development Day with consultant trainers</p>	<p>The use of RWI teaching resources is consistent. The teaching of phonics begins as soon as students are ready and is taught systematically All staff deliver high quality speed sound lessons and are developing their skills in the teaching of reading and writing activities related to the RWI storybooks.</p> <p>The quality of phonics lessons are effectively monitored.</p>

validated by the Department for Education	<p>External Accelerator Funding Phonics Audit and £6,000 worth of funding secured</p> <p><u>Additional literacy support</u></p> <p>Write Dance training and class projects for pathway 1 students</p> <p>Words for Work intervention for top 10% of primary students</p>	<p>Teachers received specialist feedback to ensure phonics lessons follow RWI structure and students are taught at their challenge point</p> <p>Online Annual Subscription Package enables all staff to receive high quality phonics training appropriate to the reading needs of their pupils</p> <p>RWI decodable books used to expand the teaching of reading so the school reading scheme is closely linked to pupil phonic knowledge. The e-book library enables reading books to be sent home.</p> <p>Pupils working at the earliest stages of writing are taking part in appropriate writing lessons that develop their gross and fine motor skills</p> <p>Our most able readers and writers are given opportunities to enhance and apply their literacy skills and are learning literacy skills for their life beyond Drumbeat.</p>
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Family Liaison

Strategy	Interventions	Outcomes and Impact
Family Liaison Support regarding benefits, housing' Appeals, complaints' Setting up a new home, Leisure and travel, meetings with Possible partners.	<p>The move to welcome parents back into school and offer face to face meetings as wells) as appointments on Zoom if this is preferred) is positive, we want our parents and carers to feel valued and a part of the Drumbeat Community. The work carried out by Family Liaison plays a key role in family engagement and participation. The support offered is bespoke and supports the needs of individual parents.</p> <ul style="list-style-type: none"> • One to one meetings with parents to discuss DLA Applications particularly focussing on increasing the level or care/mobility support for their child. • Informing parents on the procedure of transferring from DLA to PIP. Helping with the initial process and support with completing the application. • Support and information on Carers Allowance and Family Fund. 	<p>Class Reps: Individuals classes have been encouraged to have a class rep. WhatsApp groups have been set up so that parents can 'keep in touch' with each other and disseminate information and generally support. Class reps have organised meetings outside school so parents and children can get together for coffee and play dates.</p> <p>DLA: Numerous applications have been made throughout the year with success in terms of parents who have maintained their level of care/mobility. Support was given to 3 parents who appealed decisions made by DLA and after several months managed to get the decision reversed.</p>

	<ul style="list-style-type: none"> • Applications and renewals for a Blue Badges • Completing Medical Housing Application forms. • Writing letters to local councillors and MP's around issues with housing. • Appeal letters to DLA,PIP, and Blue Badge • Travel application for SEN Transport in Lewisham and Greenwich • Applications for Freedom passes • Meetings/Phone calls with Family Thrive re Early Help and making referrals • Training focussing on Domestic Violence • Application to Shortbreaks and offering information on leisure activities in the borough which support children and young people with ASD. • Meetings with parent reps • Signposting parents to other services, such as CAB, Contact a Family, Lewisham Advice, Young Carers, Lewisham 	<p>Housing: Issues around housing remains a challenge. The outcomes does not always result in parents getting a new home. We have supported parents with various processes which has included, completing Housing Medical Applications forms which should result in them being moved to higher Band; unfortunately, this is not always the case. As a result letters have sent to local MP highlighting problems and concerns. One parent have made an official complaint to Lewisham Housing. We are waiting for the result. Parents who have managed to get new housing or temporary housing have been received small pockets of money through Family Funds for furniture and white goods . Parents have also been directed to their local Freecycle; one parent managed to get 2 brand new beds.</p> <p>Leisure Activities: Parents have been encouraged to apply for a CEA card which will give then 2for 1 access to the cinema. Its good to see that students who attend the holiday scheme noe have a CEA Card. Leisure Information packs have also been disseminated to parents and Class reps have been encouraged to share this information with their staff</p> <p>Respite/shortbreaks: Application have been made to short breaks , some are new applications, others have been request for increased hours/ re assessment of care packages. All application made this year have been successful. 3</p>
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		<p>students were referred to the Holidays scheme at Drumbeat.</p> <p>Local partners: Meetings have been held with Family Thrive to discuss how we can refer Families for Early Help. In addition I have met with the SEN travel Co-ordinator to look at the new application forms and how we can help parents to access this. We continue to signpost parents to Contact, Signal and Lewisham Foodbank. Vouchers for Food Banks are mainly issued just before a long holiday e.g. Easter, Christmas Summer.</p>
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Proposal for Spending 2022-23

Intervention	Desired outcome	Cost (49.3% PP contribution)
Occupational Therapy assistant	Increased access to support pupils with OT interventions. Increased staff training	£28,690 (Sept-April) £14,144.17 from PP
Part time Music instructor to increase music offer across the school	Increased access for to music instruction for pupils developing skills in this area and positively impacting wellbeing and creativity	£21,782.66 FOR 0.6 (Sept-April) £10,738.85 from PP
Continuation of existing input from assistant therapists (SALT, CP)	Continue to enable access to support pupils with communication and MH interventions	£86,070 £42,432.51 from PP
Continuation of existing input from OT	Continue to enable access to support pupils with OT interventions	£35,000 £17,255 from PP
Continuation of existing input from school liaison officer	Continue to provide support for families for areas such as benefits, housing, travel and leisure.	£37,828 £18,649.20 from PP
Contingency(e.g. resources to support therapy)		£3,575.27
Total		£106,795.00