

Pupil Premium Report 2020/21

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.

Our Ofsted report confirmed our ongoing commitment to ensuring our learners are progressing with challenging targets. Our CP review in October 2019 confirmed our mentoring and impact measures as leading. Both external evaluations confirmed that learners who are eligible for Pupil Premium are not underachieving in comparison with their peers. This is due to our commitment to a personalised curriculum and assessment pathway for each pupil which meets their holistic needs.

“Leaders’ comprehensive analysis of pupils’ progress and outcomes shows that disadvantaged pupils are outperforming their peers at school. Leaders have accurately identified the barriers to learning for individual pupils and employed a speech and language therapist, clinical psychologist and a family liaison officer to fully complement the educational expertise of staff. This team supports the most disadvantaged pupils and their families highly effectively. The team provides bespoke support for mental health and communication through social stories. Case studies clearly demonstrate how pupils have gained independence for travel and how effective this is in raising their achievement.” (*Challenge Partners Review Report - October 2019*)

The strategic plan, allocation of funding, action and impact are measured by the Governing Body and the Senior Leadership Team.

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. Due to their needs all pupils at Drumbeat are vulnerable. We strive to ensure that the Pupil Premium funding is used to narrow gaps in achievement by whatever means necessary. However, 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 (39 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

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.

For the 2020/21 academic year this is through part funding of staffing to promote enjoyment in curriculum activities, learning outside the classroom, therapeutic interventions and family support.

We have a significantly above national average percentage of 55% PP students.

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

- Investing in mental health training to target the therapeutic interventions.
- Investing in reading and phonics training scheme.
- Supporting an enhanced curriculum of art, music and humanities, particularly for more able students.
- The funding of a family liaison officer.

Class	Total Eligible	Allocation	Funding Towards	Impact
Kangaroos (EYFS)	2	£2640	Behaviour counsellor in class and with families Home visits Speech and Language Therapist PECS training Phonics training	
Turtles (Primary)	7	£9245		
Dolphins (Primary)	1	£1320		
Tigers (Primary)	5	£6600		
Crocodiles (Primary)	5	£6600		
Zebras (Primary)	3	£3960		
Pandas (Primary)	6	£7920		
Giraffes (Primary)	4	£5280		

Penguins (Primary)	6	£7920		
Leopards (Primary)	6	£7920		
Lions (Primary)	6	£7920		
Seahorses (Primary)	3	£3960		
Merlin (Secondary)	7	£6545	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	
Camelot (Secondary)	3	£2805		
Lancelot (Secondary)	5	£6600		
Excalibur (Secondary)	6	£5995		
Wimbledon (Secondary)	7	£6545		
Olympic (Secondary)	4	£5280		
Wembley (Secondary)	6	£5610		
Total	92	£110 665		

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 music, art and humanities to provide an extra pathway and provide cultural capital for these students. The impact is endless.

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 2019/20

Strategy	Success Outcomes	Impact
Mental Health, Therapist Interventions and Behaviour Counsellor	<ul style="list-style-type: none"> ▪ Individual support for children and families e.g. one to one work with young person/parent/carer. ▪ Class based support. ▪ Universal support accessible to staff and parents. ▪ Direct one to one contact with parents for individual children. ▪ Support and advice to teachers/TAs or individual one to one work with children. ▪ Ongoing support to reception classes, attending coffee mornings and providing follow on structured group sessions for parents to discuss what they saw in the classroom. ▪ Transition groups for students moving from primary to secondary. 	<ul style="list-style-type: none"> ▪ Support provided to parents and carers, students and staff. ▪ Liaison and effective communication between school and other agencies e.g. CAMHS and social care. ▪ Supporting and advising on transitions from primary to secondary and for leavers. ▪ Reduction in parent anxiety. ▪ Parents' level of understanding their childrens' behaviour and how best to respond to them increases. ▪ Parents are more able to understand and support what is happening in school. ▪ Class observation of child with feedback and opportunity for reflection and understanding. ▪ Clear specific strategies for working with distressed and anxious children. ▪ Opportunity for children to express feelings and concerns. ▪ Achieved
Family Liaison Officer	<ul style="list-style-type: none"> ▪ A range of needs including housing, access to funds, social care needs and emotional support are met. ▪ Increased 1:1 face to face sessions, form filling, parent workshops, letters of support, appeal forms and appointment support. 	<ul style="list-style-type: none"> ▪ Housing: 6 families ▪ Transport: 2 families (both students are now receiving transport to and from school and no further attendance issues). ▪ Access to funds: 11 families ▪ Short breaks: 5 families ▪ Emotional support/referrals: 2 families. ▪ Food bank vouchers: 1 family and community food bank support. ▪ Improved attendance, access to learning, reduction in safeguarding referrals. ▪ Achieved
Reading and Phonics	<ul style="list-style-type: none"> ▪ Communication assessment for pupils. ▪ SCERTS assessment and curriculum set up and monitored for appropriate pupils. ▪ Small group speech and language therapy. 	<ul style="list-style-type: none"> ▪ Information used to support teacher with baselining on SOLAR. ▪ Drumbeat upholds legal requirement to deliver specified SALT provision. ▪ Challenging behaviour decreases as communication skills increase.

	<ul style="list-style-type: none"> ▪ 1:1 speech and language therapy. ▪ Parent workshops and parent liaison as required. ▪ Implemented Read Write Inc Phonics resources. 	<ul style="list-style-type: none"> ▪ Implementation and use of PECS has been supported which enable pupils to develop functional communication skills ▪ Presentation and delivery of phonics across the school is consistent. ▪ In progress
Enhanced Curriculum	<ul style="list-style-type: none"> ▪ Improved pathways for more able pupils. 	<ul style="list-style-type: none"> ▪ In progress.

Please refer to more detailed confidential documents.

Updated: July 2020