

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	The Link Primary School
Number of pupils in school	60
Proportion (%) of pupil premium eligible pupils	27% (16/60)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	Termly
Statement authorised by	Mrs. S. Turner
Pupil premium lead	Mrs. S. Denman
Governor / Trustee lead	Mrs. L. Nicolas

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,175 plus £2,345 (LAC)
Recovery premium funding allocation this academic year	£6,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£28,520

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use the Pupil Premium Grant to help us achieve and sustain positive outcomes for our disadvantaged pupils. Each class has their own Provision Map which highlights how they plan to spend their allocation of Pupil Premium in a child centred way. We want all of the pupils in receipt of PPG to achieve expected or above expected progress in The Link Primary Assessment Framework at the end of each academic year. The Pupil Premium Strategy will also benefit all pupils when money is spent on whole school approaches.

## Challenges

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

Challenge number	Detail of challenge
1	The pupil premium cohort are unique in their barriers so that they need individualised resources.
2	Difficulty learning as part of a group and tolerating an adult's agenda.
3	Poor play skills and difficulties interacting with peers.
4	Difficulty regulating their emotions.
5	High levels of anxiety that impact on their ability to access their learning.
6	Expressive and receptive language needs that result in difficulties with functional and social communication.
7	Lack of technology to help support those who are able to access learning independently.
8	Difficulties generalising skills that they learn in the classroom into every day life and community settings.

## Intended outcomes – outcomes related to pupils

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
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<p>The pupils will be engaged in structured Literacy and Maths activities without having to be prompted.</p>	<p>The pupil premium children will have stories which relate to their personal interests and be linked to the Maths curriculum. Continuous Provision activities will be related to individual motivations. There will be an increase of 5%-10% in the expected/above expected progress made in Maths and English.</p>
<p>To improve the emotional regulation of those who find learning as part of a group and tolerating an adult's agenda difficult.</p>	<p>Resources will have been provided for a personalised curriculum which will have built connections with the adults and pupils around them. These positive relationships will be observed around the school on a regular basis.</p>
<p>To improve the quality of play across the school.</p>	<p>A range of resources will have been provided to support the pupils at different stages of play both in the classroom and on the playground. Improvement in Link Priority 19 Learning Walks on the playground will show an improvement in quality of play.</p>
<p>To support specific pupils who need a bespoke approach to their wellbeing.</p>	<p>An improvement in wellbeing and development of strategies to help stay regulated. This will be reflected in their risk assessment scores. There will be a positive impact on family life.</p>
<p>To develop an alternative form of communication for some pupils and better access to learning for those who are able to complete independent learning.</p>	<p>Pupils will communicate effectively in different environments across the school and in the community. Pupils will learn more independently through technology and systems that they are familiar with. They will research things out of their experience.</p>
<p>To generalise skills that they learn in the classroom into every day and community settings.</p>	<p>Increase in the amount/variety of off-site visits. A good level of progress in Link Priorities related to numbers 9,10 and 16.</p>

## 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) N/A

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £14,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
To update the resources available in Literacy and Maths related to the children's motivations and interests.	<a href="https://cornerstoneseducation.co.uk/news/the-importance-of-continuous-provision-in-the-early-years/">https://cornerstoneseducation.co.uk/news/the-importance-of-continuous-provision-in-the-early-years/</a>  <a href="https://barrycarpentereducation.com/2020/02/02/the-engagement-model/">https://barrycarpentereducation.com/2020/02/02/the-engagement-model/</a>  Need identified on learning walks and forms part of the School Development Plan.	1
To provide resources for a personalised curriculum e.g. ICT programs, bespoke cookery sessions, Lego	<a href="https://www.ohcat.org/wp-content/uploads/2021/05/S-Turner-article-in-Autism-Parenting-magazine.pdf">https://www.ohcat.org/wp-content/uploads/2021/05/S-Turner-article-in-Autism-Parenting-magazine.pdf</a>  There are a number of pupils within the school who require 'backdoor' learning as a more traditional approach carries too many demands.	2
Training on use of AAC devices by Speech and Language Therapists.	<a href="#">Augmentative and Alternative Communication (AAC) Jenny Herd SEN magazine Issue 13</a>	6

Purchase of AAC devices.	Some pupils find it difficult to make their needs known without an alternative form of communication.	
To provide ICT equipment and the relevant support.	<a href="https://www.educationendowmentfoundation.org.uk">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a> There is not enough access to technology to help support the pupils with independent learning and research as seen on learning walks and through discussions with teachers.	7

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

Budgeted cost: £14,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop a bank of resources that support play and social interaction.</p> <p>Training sessions from PSHE Lead on the different stages of play</p>	<p><a href="#">The importance of play for children with special educational needs by Georgina Durrant SEN Magazine Issue 115</a></p> <p><a href="#">Teaching Play to Children with Autism: Practical Interventions Using Identiplay Book by Liz Beavan and Nicky Phillips</a></p> <p>Observations of the different cohorts at playtimes and in the classrooms shows that play is an area which needs to be developed.</p>	3, 4
<p>Specific pupils to take part in weekly Drama or Music Therapy sessions and Canine Assisted Learning.</p>	<p><a href="https://www.nordoff-robbins.org.uk/">https://www.nordoff-robbins.org.uk/</a></p> <p><a href="#">Drama Therapy and Storymaking in Special Education by Paula Crimmens</a></p> <p><a href="#">Canine-assisted reading programs for children with special educational needs: rationale and recommendations for the use of dogs in assisting learning: Educational Review: Vol 69, No 4 (tandfonline.com)</a></p> <p>Some of our pupils require an extra intervention to help them regulate their emotions or interact with an adult as seen through Wellbeing Plans and SOLAR behaviour incidents.</p>	4, 5

<p>Regular daily living sessions and community visits</p>	<p><a href="#">School trips for all • SEN Magazine</a></p> <p><a href="https://inclusiveteach.com/2020/03/26/send-encouraging-independence/">https://inclusiveteach.com/2020/03/26/send-encouraging-independence/</a></p> <p>Occupational Therapy assessments show that a number of the pupils need support with independent living tasks.</p> <p>During Lockdown it was not possible to go out on community visits and it was noted in the data and by families that this had an impact on socialisation.</p>	<p>8</p>

**Total budgeted cost: £28,520**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

In 2020/21, 90% of pupils on Pupil Premium achieved expected or above expected progress according to The Link Primary Assessment Framework.

PROGRESS	THOSE IN RECEIPT OF PPG 2021 (10 PUPILS)	THOSE NOT IN RECEIPT OF PPG 2021 (42 PUPILS)
BELOW EXPECTED	10% (1/10)	14% (6/42)
EXPECTED	50% (5/10)	57% (24/42)
ABOVE EXPECTED	40% (4/10)	29% (12/42)

#### **IMPACT OF PUPIL PREMIUM PLAN 2020-21**

BARRIERS	INTENTION OF SPENDING	IMPACT
Pre-verbal communication	Provision of ICT equipment and the relevant support to develop an alternative form of communication for some pupils.	Purchase of an iPad for one pupils has enabled him to communicate more effectively in a variety of environments.
Verbal communication	Provision of engaging and motivating resources to develop expressive language skills.	Increase in functional vocabulary used by some pupils and development of social skills.

IT hardware	IT hardware upgrade to enhance teaching strategies.	Purchase of additional iPads has helped support learning.
Play skills and Interacting with peers	Purchase of motivating/special interest toys.	Improved levels of engagement.  Development of social interaction and communication skills including turn taking, sharing and trying new things.
Impact of the Coronavirus Pandemic on wellbeing	Resources to support the Recovery Curriculum.	The wellbeing of pupils was the priority when pupils returned to school after the Lockdowns. This enabled the transition to be smooth and for the children to settle back into school quickly.
High anxiety levels	Weekly Drama Therapy sessions Weekly Music Therapy sessions	Improvement in the wellbeing of the pupils attending these sessions and on family life.
Emotional dysregulation	Individual resources for the Regulation Toolboxes.	Pupils have their own regulation boxes which can be used independently or with adult support.
Embedding skills for engagers and discoverers	Resources for Continuous Provision	The Sensory Hub is developing and an action plan is in place with regular meetings between the hub members.
Difficulty learning as part of a group and tolerating an adult's agenda	Resources for a daily personalised curriculum e.g. ICT programs, bespoke cookery sessions, cause and effect toys, art materials, transport toys.	Increase in progress and in particular for one cohort who had not previously been making sufficient progress and this year



		achieved expected or above expected progress.
Fine motor difficulties	Fine motor resources/activities to help embed the new writing policy and toolboxes.	The new writing policy and toolboxes is embedded in a number of classes.
Opportunities to develop daily living skills and community access visits	Range of community visits and activities to be offered to the children e.g. trips to shops, cycling sessions, café visits	Community visits could only be restarted from September 2021 due to Covid 19 restrictions.
Spent: £6,513.19		

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Drama Therapy	Roundabout
Music Therapy	Nordoff Robbins

## Service pupil premium funding (optional) N/A

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

At The Link Primary School, we have a graduated parent support plan which provides a bespoke approach to supporting pupils and their families. This includes specific support groups, training and home visits by a multi-disciplinary team.

The school is committed to practitioner research to find solutions to educational, pedagogical and social challenges. This year one of the targets on the School Development Plan is to discover more about co-morbid conditions. Each class teacher is taking on their own area of research to help a particular child in their class.