



Foreland Fields School

Pupil Premium Report 2019-20

Received	
Pupil Premium - (Free School Meals/Ever 6)	85,745
Pupil Premium - Looked After Children (Kent)	17,399.28
Pupil Premium - Post LAC / Adoption	4,600
Pupil Premium (Out of County)	4,750
Total Received	112,494.28

Expenditure	
<p>Interpreters Increased parental participation in reviews/meetings. Includes BSL interpreters for Deaf/Hearing Impaired parents, pupils and students.</p>	7,065
<p>Music Therapy Group/individual music based activities. Facilitated socialisation and improved music skills. Improvements in social interaction, e.g. turn-taking / listening and responding to another person. Improvements in reading and mathematical achievement.</p>	3,137.08
<p>Art Therapy / Counselling Pupils/students requiring intervention. Improved emotional wellbeing of pupils through access to trained counsellor. Increased engagement in learning.</p>	6,400
<p>Forest School Greater respect for nature. Increase in children's self-belief, confidence, learning capacity, enthusiasm, communication and problem solving skills. Improved emotional wellbeing. Improved communication skills. Improved peer interactions. Positive impact on self-esteem leading to positive impact on all learning. Improved self-regulation of behaviour resulting in improved engagement in learning. Many sessions cancelled due to COVID-19.</p>	1,586

<p>Riding for the Disabled Development of balance and coordination. Exercise and strengthen seldom used or tense muscles. Promotion of sense of wellbeing and increased confidence. Service stopped during COVID-19 lockdown and has now ceased operating.</p>	1,904
<p>Resources (IT and Literacy) To complement our revised curriculum for pupils and students across the school – specific pathways.</p>	3,844
<p>Child Consultant Supported the engagement, wellbeing and mental health of pupils.</p>	2,280
<p>1:1 Teacher Support (Communication) 1:1 small group/teacher support. Communication intervention. Use of communication devices including Eye Gaze Technology.</p>	17,017.28
<p>Higher Level Teaching Assistant 1:1 Support 1:1/small group support often linked to specific educational and social outcomes.</p>	21,430.92
<p>Interventions, e.g. Lego Therapy Literacy/numeracy focussed support. Lego therapy. 1:1/small group intervention. Small group/area focussed intervention. Communication support – targeted intervention based on specific communication programmes.</p>	17,082.27
<p>Family Liaison Officer (% of Wage) Additional support for parents and pupils/students. Home visits. Increased engagement with the school. Improved attendance. Particularly important and effective during lockdown period.</p>	18,096.43
<p>Play Leaders Play leaders across the school. Increased enrichment opportunities. Resources to encourage participation, engagement, joint attention, communication and appropriate behaviour.</p>	13,179.95
<p>Expenses Counselling and resources for well-being interventions – yoga, massage, mindfulness. Additional training for staff.</p>	27.38
Total Expenditure	113,050.31

Outcomes 2019/20

Pupils/students in receipt of Pupil Premium, on average, attained the same or higher than pupils who are not eligible for the premium

- Pupils in receipt of Pupil Premium at Key Stage 1 attained, on average, 1 stage higher than those pupils who are not entitled to Pupil Premium in 11 areas of the Early Years Foundation Stage, and attained, on average, the same stage in the other 6 areas.
- Pupils/students following the Explorers Pathway in receipt of Pupil Premium achieved, on average, the same level as those pupils/students who are not eligible for the premium.
- Pupils/students following the Discoverers Pathway in receipt of Pupil Premium achieved, on average, the same standard in Reading and Mathematics and 1 standard higher in Writing as those pupils/students not eligible for the premium.
- Pupils/students following the Pioneers Pathway in receipt of Pupil Premium achieved, on average, the same stage in Reading and 1 stage higher in Writing and Mathematics than those pupils/students who are not in receipt of the grant.

	Reading	Writing	Mathematics
All Pupils (91 pupils)	2	1	2
Pupil Premium (41 pupils)	2	2	2
Not Pupil Premium (50 pupils)	2	1	2

Expected Income for 2020/21

Pupil Premium Allocation (FSM/Ever 6)	Children in Care (CiC) – Pupil Premium Allocation	Post-Looked After Children – Pupil Premium Allocation	Total Pupil Premium allocation - April 2020-Mar 2021
80,890	9,710	2,345	£92,945

Planned Expenditure for 2020/21

Interpreters	Support for parents and pupils/students in EHCP reviews and meetings. Includes BSL interpreters for our Deaf and Hearing Impaired pupils/students and parents/carers.
Music Therapy	Music therapy is an effective form of therapy for reducing stress and emotional and behavioural problems. Targeted pupils/students to receive this in-house intervention.
Art Therapy	Art therapy improves mental health of people who are dealing with anxiety, past trauma, social and emotional difficulties. Particularly relevant for pupils struggling since lockdown and/or suffering anxiety due to the effects of the COVID-19 pandemic.
Counselling	Targeted support for pupils suffering mental health problems, dealing with difficult life events and behavioural problems.
Forest School	Particularly effective intervention when attempting to encourage pupils/students to re-engage with their learning, an issue particularly relevant following return to school from national lockdown. Encourages respect for nature. Increase in children’s self-belief, confidence, learning capacity, enthusiasm, communication and problem solving skills. Improved emotional wellbeing. Improved communication skills. Improved peer interactions. Positive impact on self-esteem leading to positive impact on all learning. Improved self-regulation of behaviour resulting in improved engagement in learning.
Resources (IT/Literacy/Numeracy)	Support re-engagement in learning. Specific resources to encourage joint working and improve literacy and numeracy skills.

Teacher/HLTA/TA Support	Specific interventions - focussed programmes. May involve implementation of specific strategies and therapies, e.g. Lego Therapy.
Play Leaders	Encourage children to learn and develop through play. Build up a child's self-worth by giving a child a sense of his or her own abilities and to feel good about themselves. Encourage the development of skills through the power of play. Provide play experiences and resources to develop language skills, emotions, creativity and social skills. Encourage and nurture imagination and give a child a sense of adventure. Through this, they can learn essential skills such as problem solving, working with others, sharing and much more.