



Foreland Fields School

Pupil Premium Report 2020-21

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| | Total Received | £95,745 |
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| Expenditure | |
| General Expenses | £2,847 |
| General Expenses - Iris | £8,463 |
| Therapist/Psychologist | £3,060 |
| Music Teacher/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. | £2,177 |
| Art Therapy / Counselling Pupils/students requiring intervention. Improved emotional wellbeing of pupils through access to trained counsellor. Increased engagement in learning. | £130 |
| 1:1 Teacher Support (Communication) 1:1 small group/teacher support. Communication intervention. Use of communication devices including Eye Gaze Technology. | £9,934 |
| Higher Level Teaching Assistant 1:1 Support 1:1/small group support often linked to specific educational and social outcomes. | £4,500 |
| 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. | £3,949 |
| Teaching Assistant | £3,604 |
| Play Leaders | £14,371 |

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| Play leaders across the school. Increased enrichment opportunities. Resources to encourage participation, engagement, joint attention, communication and appropriate behaviour. | |
| Total Expenditure | £53,035 |
| Total Received | £95,745 |
| Rollover | £42,710 |

Pupil Premium Outcomes 2019/20

Pupil Premium 2020/21

Pupils Premium 2020/21 priorities were to ensure the best support was in place for maximising progress for the most vulnerable pupils in addition to our core provision. As a school, we have a responsibility to use this funding to “narrow the gap” for this specific cohort of pupils.

EYFS Pathway

(42 pupils)

There are 11 pupils in Year R and Key Stage 1 in receipt of Pupil Premium. We are working towards “narrowing the gap” in the following areas:

- Personal, Social & Emotional Development
- Physical Development (Moving & Handling)
- Communication & Language
- Literacy
- Mathematics (numbers)

Comparison of Pupil Premium Pupils following EYFS pathway making expected progress or above

| | Making Relationships | Self-confidence & Self-awareness | Managing feelings & behaviour | Physical Development | Listening & Attention | Understanding | Speaking | Reading | Writing | Number |
|------------------------------------|----------------------|----------------------------------|-------------------------------|----------------------|-----------------------|---------------|----------|---------|---------|--------|
| Pupil Premium 11 pupils | 82% | 100% | 91% | 91% | 100% | 100% | 91% | 91% | 100% | 91% |
| Not Pupil premium 31 pupils | 94% | 97% | 94% | 100% | 100% | 94% | 97% | 90% | 97% | 97% |

Explorers' and Discoverers' Pathways

(125 pupils)

There are 50 pupils in receipt of Pupil Premium.

Each pupil has aspirational goals agreed with class teams, families, outside agencies and the pupil where appropriate. These are set out in their Education/Health Care Provision Plans and their Personal Learning Intention Maps. We are working towards “narrowing the gap” in the following areas:

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health
- Physical Development

Comparison of Pupil Premium Pupils on the Explorers' & Discoverers' pathways making expected progress or above

| | Communication & Interaction | Cognition & Learning | Social, Emotional & Mental Health | Physical Development |
|--|-----------------------------|----------------------|-----------------------------------|----------------------|
| Pupil Premium 50 pupils | 86% | 92% | 82% | 90% |
| Not Pupil premium 76 pupils | 92% | 93% | 95% | 91% |

Pioneers' Pathway

(57 pupils)

There are 28 pupils in receipt of Pupil Premium

Pupils follow a subject based curriculum. We are working towards "narrowing the gap" in the following areas:

- English
- Maths
- PE

Comparison of Pupil Premium Pupils on the Pioneers' pathways making expected progress or above

| | Reading | Writing | Spoken Language | English | Maths | PE |
|--|---------|---------|-----------------|---------|-------|-----|
| Pupil Premium 28 pupils | 86% | 89% | 93% | 86% | 89% | 82% |
| Not Pupil Premium 29 pupils | 97% | 93% | 93% | 97% | 100% | 93% |

Expected Income for 2020/21

| Pupil Premium Allocation | Rolled Over from 2020-21 | Total Pupil Premium allocation - April 2021 - March 2022 |
|--------------------------|--------------------------|---|
| £92,910 | £42,710 | £135,620 |

Planned Expenditure for 2021/22

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| Music Therapy | We will continue to offer music therapy sessions for targeted pupils/students who would benefit from this intervention. Music therapy can include listening to music or creating music with instruments of all types. It may also involve singing or moving to music. It can help improve confidence, communication skills, independence, self-awareness and awareness of others, and improves concentration and attention skills. |
| Art Therapy | We will continue to offer art therapy sessions to pupils/students who are dealing with anxiety, past trauma, social and emotional difficulties. It also helps in building and maintaining healthy connections. Particularly relevant for pupils struggling since lockdown and/or suffering anxiety due to the effects of the COVID-19 pandemic. |
| Counselling | Counselling is all about understanding all the parts of oneself. For children with special needs child, identifying strengths and weaknesses can help them adapt and learn more comfortably. Targeted support for pupils suffering mental health problems, dealing with difficult life events and behavioural problems will continue over the year. |
| 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. |

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| | 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. |