

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	Foreland Fields School
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Adrian Mount Headteacher
Pupil premium lead	Adrian Mount
Governor / Trustee lead	Steve Pamphilon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,910
Recovery premium funding allocation this academic year	£22,040
Pupil premium funding carried forward from previous years	£42,710
Total budget for this academic year	£157,660

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for disadvantaged pupils.

There are currently 230 pupils on roll at Foreland Fields School from Year R to 14 (September 2021). 54% of pupils on roll have ASD (Autism Spectrum Disorder) as their primary need, 0.5% have Hearing Impairment (HI), 3% Moderate Learning Difficulties (MLD), 3% Physical Difficulty (PD), 14% Profound and Multiple Learning Difficulties (PMLD), 7% Speech Learning and Communication Needs (SLCN), 18% Severe Learning Difficulties (SLD) and 0.5% Specific Learning Difficulty (SpLD).

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, communication and interaction, physical development and social and emotional development and helping pupils to access an appropriate needs-led curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils and students in our school where funding is spent on whole-school approaches. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy is integral to wider school plans for education recovery, notably:

- To focus on reading, writing and spoken language development for students on our more formal curriculum pathways. Some of these pupils/students have not made expected progress or, in some cases, have regressed due to the lockdown and continual education disruption.
- To support pupils with the most profound physical impairments to regain physical skills that may have regressed.
- To support pupils with their mental health that has been impacted by the pandemic.
- To fund additional Teaching Assistant hours to ensure a high ratio of staff to pupils.
- To support pupils with communication recovery

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Many of our pupils/students, particularly those identified as disadvantaged, have difficulties associated with communication/interaction. This can result in issues expressing their needs/wants and can impact on a child's behaviour.
2	Deprivation, crime and unemployment in Thanet are all statistically higher than the England average, with higher proportions of vulnerable populations (source KCC, 2016). The relationship between deprivation, disability and disadvantage and lower educational attainment impacts on outcomes in adulthood
3	In many areas, the education, wellbeing and wider development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. For some, the past couple of years has resulted in them suffering a 'trauma' for which specialist/therapeutic support is required.
4	Re-engagement in learning is a priority for many of our pupils/students, particularly those who did not attend school during the lockdown period and our pupils/students who continue to be affected by disruption to their education.
5	To support pupils with the most profound physical impairments to regain physical skills that may have regressed during the pandemic
6	Targeted support for pupils suffering mental health problems, dealing with difficult life events and, in many cases, behavioural problems.
7	Parental engagement in the school has obviously been impacted by the pandemic plus restrictions on mixing, etc. Parents need to feel supported, particularly those identified as disadvantaged. Parents returning to work and/or those required to collect other children from schools across the district require additional support to care for their children outside of school hours.
8	Pupils/students may not have made the progress they would/should have due to lockdown. In some areas pupils may have regressed. in the core Specific 1:1 or group teaching in reading, writing and spoken language.
9	Through pupils/students not being able to mix with peers or the wider community, they may have lost important play skills.

Intended outcomes

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
Access to 1:1 targeted support in in the core areas of reading, writing and spoken language.	<ul style="list-style-type: none"> • Progress made in line with expectations. • Any regression is soon identified and progress is made through targeted support.
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.	<ul style="list-style-type: none"> • Achieving personal learning intentions. • Increased socialisation and communication skills. • Increased wellbeing and engagement.
For all pupils requiring and/or benefiting from hydrotherapy to have increased and regular sessions in the hydrotherapy pool with trained staff.	<ul style="list-style-type: none"> • Increased muscle tone. • Increased mobility/movement. • Improved health. • Meeting targets identified in their PLIMS. • Improved communication/interaction.
Access to trained play therapists.	<ul style="list-style-type: none"> • A reduction in anxiety. • Increase in self-esteem. • Change in behaviour and improved relations with family and friends.
Forest School sessions.	<ul style="list-style-type: none"> • Greater engagement in learning. • Increase in children's self-belief, confidence, learning capacity, enthusiasm, communication and problem solving skills. • Improved emotional wellbeing. • Improved communication skills. • Improved peer interactions
Increased parental engagement in the school plus access to support – both in-school and external. Access to parent workshops	<ul style="list-style-type: none"> • Increased confidence in the school (reduced anxiety regarding COVID). • Increased communication between the school/home. • Increased parental knowledge/support through access to training.
Pupils with low self-esteem have access to a variety of personalised initiatives so that achievement is in line with that of peers.	<ul style="list-style-type: none"> • Pupils have 1-1 support to be emotionally ready to engage in learning.

<p>Play Leaders – Structure play and work with children to model and encourage play skills</p> <ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • Improved social interaction. • Improved communication. • Improved holistic development. • Increased enjoyment. • Increased wellbeing. • Improved physical development and motor skills.
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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)

Budgeted cost: £37,532.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communication Lead Practitioner – Provide support and interventions to individuals and small groups plus teacher support.</p>	<p>The relationship between oral language ability and academic success has been well established (Hill, 2012; Resnick and Snow, 2009). In order to maximise students’ literacy and learning, teachers need to have solid understandings about oral language and its potential as an educative tool. Oral language involves expressive and receptive skills. Expressive language encompasses the words and actions used to convey meaning, including tone, volume, pauses and inflections.</p>	<p>1, 3, 8</p>

	<p>Receptive language is the understanding of language expressed by others. Expressive and receptive oral language are often referred to as 'speaking and listening'.</p>	
Communication assistant time	<p>ESU (English Speaking Union)</p> <p>A controlled research project carried out in 2013 over a seven-month period with children aged 7-9 years has shown that pupils who were given more opportunities to develop their verbal and oral communication skills, on average showed highly significant gains in a nationally standardised test of non-verbal reasoning compared to others who did not have those opportunities</p> <p>We have 2 Teaching Assistants with a strong interest in SLCN who are released from class for half a day each week. They lead intervention groups for pupils using VOCA devices, support 1:1 eye gaze sessions and small groups using laptops to develop confidence with literacy skills.</p>	1, 3, 8
Support re-engagement in learning. Specific resources to encourage joint working and improve literacy and numeracy skills.	<p>Specific interventions - focussed programmes to encourage reengagement. May involve implementation of specific strategies and therapies, e.g. Lego Therapy.</p>	3, 6
Employing Play Leaders	<p>OfSted '<i>The significance of play in allowing children to learn and develop across such a broad range of developmental areas has long been understood. Its fundamental value is recognised in the United Nations Convention on the Rights of the Child¹ and the statutory framework for the Early Years Foundation Stage</i>'.</p>	9

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

Budgeted cost: £34,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1/small group sessions with qualified Teachers in areas of Reading, writing, speaking and listening	<ul style="list-style-type: none"> • Individual and unique learning experience. • One-on-one attention. • Improves attitude towards learning and school. • Improves self-esteem and confidence. 	8

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

Budgeted cost: £28,793

Activity	Evidence that supports this approach	Challenge number(s) addressed
On-site Play Therapist	<p>Reduced anxiety about traumatic events. Improved confidence and a sense of competence. Better able to form healthy bonds in relationships. Improved ability to trust themselves and others. Enhanced creativity and playfulness.</p>	6
Additional supported Hydrotherapy sessions	<p>The warmth of the water has an effect on muscle tone. floating in the water assists in the movement of joints Water pressure and the movement of the child or young person through the water helps to reduce residual lung capacity. This enables more efficient lung function and reduces the risk of chest infections developing. Opportunities for communication/interaction between adult and child.</p>	5
Access to Forest School	The New Economics Foundation (NEF) evaluation of Forest Schools suggests that	1, 2, 5, 9

	<p>they make a difference in the following ways:</p> <p>Confidence: children had the freedom, time and space to learn and demonstrate independence</p> <p>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development was prompted by the children's sensory experiences</p> <p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment.</p>	
Family Support – Provided by Family Liaison Officer	<p>Identify appropriate community resources for families</p> <p>Improved communication between parents and school</p> <p>Provide appropriate training for parents, e.g. Mental Capacity Act training.</p>	7
Access to after-school clubs	<p>NatCen Social Research, Newcastle University and ASK Research – analysed information on more than 6,400 children in England taking part in the Millennium Cohort Study, which has been following children born in 2000-01 from birth.</p> <p>They defined disadvantaged children as those whose family income was below the poverty line - that is below 60% of the average household income.</p> <p>The study, funded by the Nuffield Foundation, found taking part in activities after the formal school day could play a role in closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources.</p> <p>The report says: "Compared with disadvantaged children who did not attend after-school club at the age of 11, those who attended after-school club one or two days</p>	1, 2, 5, 9

	per week had made significantly more progress than predicted.	
Wrap-around care	89% of schools stated that the main advantage of offering wraparound provision is that it facilitates working parents. https://www.employersforchildcare.org/app/uploads/2016/10/Wrap-around-Childcare-in-Primary-Schools-Report.pdf	2, 7, 9

Total budgeted cost: £101,015.85

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.

Funding allocated for 2020/21: £95,745	
Expenditure Intervention	
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 Play leaders across the school. Increased enrichment opportunities. Resources to encourage participation, engagement, joint attention, communication and appropriate behaviour.	£14,371
	Total Expenditure £53,035
	Total Received £95,745
	Rollover £42,710
Impact of specific intervention programmes	
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-	Managing feelings &	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%

Externally provided programmes

Programme	Provider
None	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The school did not receive any funding for service pupils.
What was the impact of that spending on service pupil premium eligible pupils?	N/A

