



Challenge for Achievement

The Russett Learning Trust
Allocation and Impact
For
Additional Funding

Update Report- Date 23.02.2021

School: The Russett School

Led by: Emily Hazlett

Year: 2020-2021

Working in Partnership with



THE RUSSETT SCHOOL

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Statement of Intent

‘Our objectives are to improve outcomes for pupils and to achieve self-sustaining improvement which has long lasting impact’

What is ‘additional funding’ and how are we advised to allocate spending?

Pupil Premium Grant (PPG)

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Looked after Children- (LAC)

Children who are in care are one of the lowest performing groups in terms of educational outcomes. Identifying the relationships between care experiences and educational progress enables schools to better support their education and improve individual outcomes.

Self-Evaluation:

Self-evaluation: 2020-2021

Focus (October 2020)	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact (October 2021)
Improving communication skills & improving life chances	Unmet complex emotional/social communication needs Reduced input into classes from NHS SALT's	To increase communication skills, levels of interaction To reduce challenging behaviour To increase levels of independence	Achievement of targets set by SALT To further ensure no pupils leave school without an established communication strategy Reduced levels of challenging behaviour (specific pupils)	Private SALT 3 x days per week Continued development of ELSA team 2 x days per week (4 x ½ days) Introduction of intensive interaction sessions for coastal pupils	March 2021
Improving Literacy & Numeracy skills	Disengagement Self-esteem and confidence issues – challenging behaviour	Improved attainment levels Improved levels of comprehension	Achievement of targets	Team of professionals working together to implement additional sessions within the classroom.	March 21:

	Difficulty to retain and transfer skills Difficulty with comprehension skills	Evidence of transferrable skills	A high proportion of pupils exceeding appropriate targets	Team made up of: 2x Deputies – 1 session weekly 1x Teacher – 2 sessions weekly 2x HLTAs – 1x session weekly 1 HLTA – 2x sessions weekly	
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Intended Impact: 2020-2021

What will we do?

1. Further support some of our most vulnerable and challenging pupils by continuing to offer increased Emotional Literacy Support (ELSA).
2. To further strengthen the emotional support, through the further development of a Mental Health / ELSA team, comprising the ELSA trained staff, behaviour leads and the Mental Health Lead.
3. Further improve skills in reading & writing- Continue to challenge any disengagement in English and Maths through targeted support.
4. Provide additional support for pupils in class to enable pupils to have better access to learning
5. Further increase progress levels within English and Maths through 1:1 and small group sessions delivered by Teaching Staff. During 2020/2021, in order to maximise the support of pupils' progress this provision will be delivered within the classroom environment as 1:1 or small group sessions. This will mean that this provision will provide maximum impact for identified pupils. Best practices can be shared between the professionals within the classroom environment and ensure a consistent support across all curriculum areas.
6. Continue to improve outcomes for specific pupils through targeted additional support from a private Speech and Language therapist 3 days per week.
7. Further support our most sensory learners through targeted interventions and training for staff through enhanced CPD and CPLD opportunities.

Overview of whole school funding

Incomings	
PPG (63 pupils*) which includes 39 @ £1,345.00, 17 @ £955 & 5 LAP @ £0, (*includes 2 academy leavers during 20/21)	39 x £1,345 = £52,455 17 x £955 = £16,235 £5 x £0 = £0 £68,690
Total	
Outgoings	
Teaching staff delivering small group sessions in English, Maths and Sensory integration, incorporated into class based lessons. This time will be made up of: 2x Morning Deputy Head teacher sessions, 2 x Morning Teacher sessions, 5 x HLTA sessions	£19,812 (DHT and Teacher for 2 sessions per week) £15,335 (HLTA 2.5 sessions per week) £35,147
ELSA provision (Currently Upper School only, due to Covid- 19) Resource costs:	£19,825 (2 staff x 1.5 days each per week and 1 staff x full day per week) £100
Independent Speech & Language Therapist	£34,398pa (Full year commitment – 3 days per week)

Session Resource costs:	£700
Total – outgoings =	£90,070 Funding received £68,690 – overspending by £21,380

Impact of Covid-19

What was affected?

1. Emotional Literacy Support (ELSA) was unable to run within the lower school department due to staff allocations and the implementation of 'pods' in order to minimise contact and spread of Covid-19 throughout the school.
2. Emotional Literacy Support (ELSA) ran within the Upper School on a one-to-one basis within well ventilated areas. This however had to cease when national lockdown measures were implemented.
3. 1:1 and small group sessions delivered by Teaching Staff had to be postponed due to the Covid-19 pandemic. In order to minimise contact within the school to protect staff and students, teaching within multiple classrooms was reduced as much as possible.
4. A number of pupils that had been discharged from NHS Speech and Language services were identified as students that needed support and added to the caseload of the school's private Speech and Language therapist. She was then able to get into classes to do assessments with both lower and upper school pupils before more measures had to be put in place due to the ongoing pandemic. She has however, not been able to be in classes delivering specific therapies and workshops to students while the national lockdown has been implemented.
5. Training for staff and enhanced CPD in order to support our most sensory learners went ahead, the targeted intervention sessions with our pupils however was unable to begin due to the Covid-19 pandemic.

How we have adapted:

1. Initially, focus was put on pupils that have been working from home, these pupils were identified as the students that were most in need as they would not be receiving lots of the tailored support that being in school, even within a reduced provision offers. Each of these students received a bespoke home learning pack based on targets, pupil and parent voice.

2. Speech and language support has been adapted, individual plans have been given to teachers in order to support targets and be implemented, where possible, within class based learning.
3. Training sessions and class support has been ongoing via remote platforms in order to promote students learning where possible.

Whole school additional funding tracker- Pupil list October 2020 to Mar 2021

Pupil Number	Name	Gender	Class	Looked After Children	Pupil Premium Cash Amount	Intervention
1	**	M	1	N	£0	SALT/OT
2	**	F	1	N	£0	SALT/OT
3	**	M	1	N	£1,345.00	SALT
4	**	M	2	N	£1,345.00	SALT
5	**	F	2	N	£1,345.00	SALT/OT/Maths & English games sent home
6	**	M	2	N	£1,345.00	SALT/Maths & English games sent home
7	**	M	2	N	£1,345.00	SALT
8	**	M	2	N	£1,345.00	SALT
9	**	M	3	N	£1,345.00	SALT
10	**	M	3	N	£1,345.00	SALT/Interactive learning resource sent home
11	**	M	3	N	£1,345.00	SALT/ Interactive learning resource sent home
12	**	M	3	N	£1,345.00	SALT/Sensory toys & resources sent home
13	**	F	4	N	£1,345.00	
14	**	F	4	N	£1,345.00	SALT
15	**	M	4	N	£1,345.00	SALT/Interactive learning resource sent home
16	**	M	4	N	£1,345.00	SALT
17	**	M	4	N	£1,345.00	SALT

18	**	M	4	N	£1,345.00	SALT/Sensory toys & resources sent home
19	**	F	5	N	£1,345.00	SALT
20	**	M	5	N	£1,345.00	SALT
21	**	M	5	N	£1,345.00	SALT
22	**	M	5	Y	£0	
23	**	M	5	N	£1,345.00	SALT
24	**	M	5	N	£1,345.00	SALT/Health support
25	**	M	5	N	£0	
26	**	F	6	N	£1,345.00	Physio
27	**	M	6	N	£1,345.00	SALT/Interactive learning resource sent home
28	**	M	6	N	£1,345.00	
29	**	M	6	N	£1,345.00	SALT
30	**	M	7	N	£1,345.00	Maths & English games sent home
31	**	M	7	N	£1,345.00	SALT/ELSA
32	**	M	7	N	£1,345.00	SALT/Trampoline for sensory regulation sent home
33	**	M	7	N	£1,345.00	SALT
34	**	M	7	N	£1,345.00	SALT
35	**	M	7	N	£1,345.00	SALT/ELSA/Health support
36	**	M	8	N	£1,345.00	SALT
37	**	M	8	N	£1,345.00	SALT/ELSA
38	**	F	8	N	£1,345.00	
39	**	F	8	N	£1,345.00	Physio
40	**	M	8	N	£1,345.00	SALT
41	**	M	8	N	£1,345.00	New pupil
42	**	M	9	N	£955.00	SALT/Life skills resources sent home
43	**	M	9	Y	£0	SALT
44	**	F	9	Y	£0	SALT
45	**	M	10	Y	£0	SALT/Sensory toys & resources sent home
46	**	M	10	N	£955.00	Life skills resources sent home

47	**	M	10	N	£955.00	SALT/SALT/Life skills resources sent home
48	**	M	10	N	£955.00	SALT/SALT/Life skills resources sent home
49	**	M	10	N	£955.00	SALT/ELSA/Life skills resources sent home
50	**	M	10	N	£955.00	Life skills resources sent home
51	**	M	10	N	£955.00	
52	**	F	11	N	£955.00	SALT/ELSA
53	**	M	11	N	£955.00	SALT/Life skills resources sent home
54	**	F	11	N	£955.00	SALT/SALT/Life skills resources sent home
55	**	M	11	N	£955.00	ELSA/Life skills resources sent home
56	**	M	11	N	£955.00	Life skills resources sent home
57	**	M	11	N	£955.00	SALT/SALT/Life skills resources sent home
58	**	M	11	N	£955.00	SALT/Life skills resources sent home
59	**	M	-		£955.00	Student has left the academy
60	**	M	-	N	£955.00	Student has left the academy
61	**	M	10	N	£955.00	SALT/Physio
62	**	M	1	N	£1,345.00	SALT
63	**	M	9	Y	£0	SALT
64	**	M	7	N	£1,345.00	SALT
65	**	M	9	N	£955.00	

Future Aspirations

1. Bespoke learning packs will be rolled out to the whole cohort of PPG pupils, with initial focus on students that have received the lowest level of intervention support so far.
2. Further support some of our most vulnerable and challenging pupils by offering increased Emotional Literacy Support (ELSA) throughout all of the departments within the school, staffing has been re-arranged in order to ensure that this is realistic and sustainable moving forward.
3. Provide additional support for pupils in class to enable pupils to have better access to learning.
4. To increase progress levels within English and Maths through 1:1 and small group sessions delivered by Teaching Staff, beginning in the summer term.
5. Continue to improve outcomes for specific pupils through targeted additional support from a private Speech and Language therapist 3 days per week.
6. Targeted interventions and support with our most sensory learners beginning in the summer term.