

Pupil premium strategy statement

School overview

Metric	Data
School name	Radlett Lodge School
Pupils in school	50
Proportion of disadvantaged pupils	10%
Pupil premium allocation this academic year	£6,500
Academic year or years covered by statement	2020 – 2022
Publish date	14.11.20
Review date	01.11.21
Statement authorised by	Geraldine Mendonca
Pupil premium lead	Stuart Mainwaring
Governor lead	Deb Carr

Disadvantaged pupil barriers to success

We ensure that teaching and learning opportunities meet the needs of all our pupils and recognise that some pupils are at a disadvantage and resources must be additionally allocated to support those individuals.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

As an independent school, RLS will work with the local authority, social care and governors to ensure those pupils entitled to PPG will receive their allocation.

Decisions on how to spend PPG will be taken in conjunction with parents, local authorities and social services and will be based on assessment needs in line with LAC meetings, PEP meetings, EHC Plans and Annual Reviews.

The pupils at RLS have complex needs in relation to their regulation and emotional well-being, which directly impact on their learning opportunities. There is therefore a need to support our pupils using a range of therapeutic and specialist teaching approaches. This will also include a need for access to a wider range of technologies to facilitate learning.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupils across key stages make at least expected progress in English and Maths (including pre-reading and pre-writing skills and pupils working at our Foundation assessment stage)	Most pupils receiving PPG achieved their agreed personal annual targets in both English and Maths.	July 2021
Pupils receiving PPG will improve their language and communication skills to facilitate learning and improve their quality of life.	All PPG pupils achieved, or at least partially achieved, their individual Personalised Learning Outcome (PLO) targets, in the area of 'Communication and Interaction', each half term throughout the year. (N.B. Only full half terms of attendance counted due to Covid19 impact).	July 2021
To improve the PPG pupils' social, emotional and behavioural development which directly impacts on their readiness to learn.	All PPG pupils achieved or at least partially achieved, their individual PLO target, in the area of 'Social, Emotional and Behavioural Development', every half term. (N.B. Only full half terms of attendance counted due to Covid19 impact).	July 2021

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
To improve regulation skills, behaviour and wellbeing of PPG pupils.	Less behavioural incidents were recorded for PPG pupils during this school year when compared to their previous 12 months. Improved achievement of their PLO targets.	July 2021
Enhanced access to a wider range of technology to facilitate development of language and communication skills.	Improved achievement of PPG pupils' PLO targets in relation to the assessed area of 'Communication and Interaction'.	July 2021
Support for extra curricular activities including accessing our wider community in Hertfordshire.	All PPG pupils experienced opportunities to visit new places and the corresponding pupil views were positive (as obtained through a variety of methods including talking mats, adult observation, parental input and pupil questionnaires).	July 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	To increase the attention levels of our PPG pupils (learning to learn skills) so they can focus on the learning opportunities for longer periods of time leading to greater progress and the ability to generalise skills previously taught.
Priority 2	To develop increased social interaction between pupils.
Barriers to learning these priorities address	Social interaction and communication are both difficulties our PPG pupils have and as such they require targeted approaches and strategies to support the development of these areas which their neurotypical peers may develop naturally or more easily.
Projected spending	£5000

Wider strategies for current academic year

Measure	Activity
Priority 1	Experience new activities in a safe autism friendly way with favoured members of staff - Off site activities including trial sessions of: Horse riding, Swimming, Tennis, Golf, Skiing, etc.
Priority 2	Experience new activities in a safe autism friendly way with favoured members of staff - On site activities including trial sessions of: Dance, Drama, Art and Music specialists.
Barriers to learning these priorities address	PPG pupils have a disadvantage and families regularly report their struggles to leave their homes during the school holidays. This leads to a lack of opportunities to experience the wider community when not at RLS.
Projected spending	£2000-£3000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Through both the induction of new staff and the professional development of experienced RLS staff, the training needs must be prioritised to allow enough time to develop staff IT skills.	Staffing levels to be monitored by SLT to ensure training time can be allocated to develop the staff skills required to benefit our PPG pupils. Maintenance and ICT resources diverted to ensure all equipment and environments remain in use, and at optimal capacity, during every school term.
Targeted support	Ensure enough time is allocated for teachers, Multi-Disciplinary Team and Education Leadership Team to identify and deliver targeted support and interventions with PPG pupils.	Deputy for Education now supported by Assistant Head and Lead Autism Teacher. Introduction of 3 new positive behavioural support (PBS) practitioners to work with targeted small groups of pupils
Wider strategies	Time needed to initiate, organise and plan the logistics of individualised trips and visits.	Deputy for Education now supported by Assistant Head and Lead Autism Teacher. Internal RLS training over the last year has increased our staff numbers of Risk Assessors at school.

Review: last year's aims and outcomes

Aim	Outcome
To improve the emotional understanding of pupils and awareness of key worker staff through the introduction and imbedding of the 'Zones of Regulation' strategy throughout Radlett Lodge School.	Successful outcome as the 'ZoR' terminology and ethos is common place now at RLS. The pupils, staff and parents understand the benefits of this system and this has led to greater development of the pupils and supporting staff to reduce high levels of anxieties.
Improved pupil communication through the continued rolling out of iPads and Communication aids (Proloquo2go and Grid Pad) to disadvantaged pupils.	Although successful, this requires continued investment as these items have sustained damage due to both their high usage and their close proximity to pupils when they become dysregulated.
Introduction of the Sandbox interactive equipment.	Due to various issues the Sandbox was not able to be used fully in its original location last year and after being moved to the residential setting and back to school, the plan is to dedicate a new 'sensory' room in the centre of school (which has been allocated and is being decorated ready for its full integration, including staff training in how to use it) from the Spring Term 2022.