

Pupil premium strategy statement

School overview

Detail	Data
School name	Kingsweston School
Number of pupils in school	164
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 – 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Emma Richards (Interim Headteacher)
Pupil premium lead	Emma Richards
Governor / Trustee lead	Peter Searle-Barnes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 85,845
Recovery premium funding allocation this academic year	£ 17,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£103,245.00 (plan spend £93,600.00)

Pupil premium strategy plan

Statement of intent

At Kingsweston School, our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for all pupils.

All pupils at Kingsweston School have an Education, Health and Care Plan (EHCP) for complex social, emotional and mental health needs and difficulties with communication and interaction including speech, language and communication/and or autism.

At the heart of our approach is high-quality teaching for all, a curriculum that is adapted to meet the needs of all learners, targeted support based on robust assessment of individual need, and supporting all pupils to achieve positive mental health and improved well-being through a whole school approach and a range of bespoke therapeutic interventions. This means that all pupils benefit from the pupil premium funding in some way, though the focus is on disadvantaged pupils in particular.

Our strategy is driven by the needs and barriers to learning of each individual pupil, based on formal and informal assessments, not assumptions or labels.

Pupil premium strategy plan

Challenges/Barriers for Disadvantaged learners

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

Detail of challenge
All Kingsweston pupils have an Education, Health and Care Plan (EHCP) which identifies their complex needs and difficulties, particularly associated to communication and interaction, cognition and learning, social, emotional and mental health, and sensory processing and mobility.
Our pupil's complex needs impact on their access to learning due to significant cognitive delays and disorders or working memory difficulties and processing. Most pupils are working significantly below age related expectations.
Our pupils have complex social and emotional difficulties, relating to trauma and other mental health difficulties, which impact on their ability to interact with other students and to engage in social situations. They require support and bespoke interventions to understand and to manage their own feelings and emotions.
Our pupils may also have communication, sensory and/or physical needs which impact on their behaviour in accessing the learning environment.

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
<p>Priority 1.</p> <p>To ensure every pupil has access to an appropriate English curriculum</p>	<p>The English curriculum has a clear intent, implementation and impact model. Long/Medium Term Plans are well embedded to ensure all teachers have access to high quality plans which are clearly sequenced and build on prior learning.</p> <p>Our Reading Policy is embedded across the school.</p> <p>Classrooms have well developed reading resources and a reading corner to embed a love of reading.</p> <p>Pupils have access to books and reading material at their level and matched to their particular interests and needs.</p>

	<p>All pupils have access to quality first wave phonics teaching and reading sessions.</p> <p>All PP students make good or better progress in phonics and reading.</p>
<p>Priority 2.</p> <p>To ensure every pupil has access to an appropriate Maths curriculum</p>	<p>The Maths curriculum has a clear intent, implementation and impact model. Long/Medium Term Plans are in place to ensure all teachers have access to high quality plans which are clearly sequenced and build on prior learning.</p> <p>All PP students make good or better progress in Maths.</p> <p>Teachers undergo CPD to refine their skills and embed the maths curriculum in the learning groups.</p> <p>Teachers are able to demonstrate a greater confidence in their delivery of Maths.</p>
<p>Priority 3.</p> <p>To embed a pupil-centred approach to build resilience and support of pupils' emotional well-being and mental health</p>	<p>Pupils' engagement in their learning improves.</p> <p>The outdoor learning environment is aligned to support individual SEMH approaches and strategies</p> <p>Pupil Voice captures their views and thoughts on the support they receive.</p> <p>Key staff undergo appropriate CPD to deliver bespoke SEMH strategies, interventions and resources to support pupils' social emotional and mental health.</p> <p>Pupils' improved vocabulary for emotional literacy, enabling them to communicate more easily about their responses to the pandemic and periods of lockdown.</p> <p>Behaviour data shows that incidents across the year are reduced.</p>
<p>Priority 4.</p> <p>To develop staff pedagogy in using technology to support teaching and learning</p>	<p>Teachers plan effectively for the use of technology to support both teaching and learning.</p> <p>The use of Technology is identified across all subjects, highlighting quality websites, apps and resources to aid all pupils' engagement.</p> <p>All pupils and their families are supported in accessing the technology required to support remote learning and all PP students are able to learn remotely (targeted to their SEN</p>

	<p>needs). Remote Learning is therefore well supported during the Pandemic.</p> <p>Parent surveys show that remote learning is effective and matched to pupils' individual needs. Our PSHE curriculum has emphasis on online safety to ensure our pupils are protected from online harm during periods of remote learning.</p>
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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 and Learning

Budgeted cost: £ 27,5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Through the development of the Literacy Team:</p> <p>*Train key members of staff in delivering a bespoke multi-sensory structured phonics (with Dyslexia Action)</p> <p>Purchase reading resources as identified in the literacy audit</p>	<p>Books from approved phonics provider.</p> <p>Government guidance on a new approved scheme https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme</p> <p>Taking a multisensory, structured approach to delivering phonics teaching results in literacy gains for children who struggle to acquire literacy due to phonological or memory impairment. Progress data shows gains in this area.</p>	Priority 1
<p>CPD for staff to gain deeper pedagogical skills to deliver Maths</p> <p>The Maths team to implement a coherent and sequential teaching framework from EYFS to KS4,</p>	<p>Teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes.</p> <p>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p>	Priority 2

<p>with clear links to the post-16 curriculum</p> <p>The development of specialist TAs to support the teaching and resources in Maths</p> <p>External improvement partner to develop the extended leadership team and support the curriculum development work</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 19,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular and frequent one-to-one or small group literacy (multi-sensory, structured phonics) interventions for identified pupils</p>	<p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.</p> <p>https://dera.ioe.ac.uk/14790/7/00659-2009DOM-EN_Redacted.pdf</p> <p>Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties</p> <p>An independent report from Sir Jim Rose to the Secretary of State for Children, Schools and Families June 2009</p> <p>Evidence showing that phonologically based interventions are effective in ameliorating children's word level decoding difficulties, and a smaller evidence base showing that reading and oral language (OL) comprehension difficulties can be ameliorated by suitable interventions to boost vocabulary and broader OL skills.</p>	<p>Priority 1</p>

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

Budgeted cost: £ **46,300.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Through Thrive and Emotional Literacy development:</p> <p>Staff implement a wide range of approaches, interventions and resources to meet the social, emotional and mental health needs of pupils' SEND</p> <p>Embed Behaviour Watch across the school and align to CPOMs</p>	<p>The school recognises that some children may experience a wide range of social, emotional and mental health difficulties that impact on their learning, communication and well-being. Such difficulties can manifest in different ways: isolation, becoming withdrawn, and demonstrate inappropriate and disruptive behaviours. Behaviours may reflect underlying mental health difficulties such as anxiety, depression, self-harm, eating disorders, substance misuse and physical symptoms.</p> <p>Some children and young people may have other difficulties that include: Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), or Attachment Disorder (AD). Pupils may display certain behaviours as a result of low self-esteem or other issues such as neglect. The school has clear Safeguarding and behaviour policies and processes to support children and young people.</p> <p>https:// KCSIE 2021 September guidance.pdf</p> <p>https://assets.publishing.service.gov.uk/Mental health and behaviour in schools_.pdf</p> <p>Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf</p>	Priority 3
<p>Outdoor Learning Sessions offered to all pupils across the school</p> <p>Subject specialists/teachers to evaluate the impact of the outdoor and creative curriculum</p>	<p>All pupils should have access to a positive outdoor experience, either through play or through more structured sessions. Our school setting offers opportunities to grow food and plants, observe wildlife and build structures, without going off site.</p> <p>The Forest School offers a huge range of curriculum opportunities, including managing the environment, observing wildlife, observing the changing seasons and weather, sensory opportunities, musical experiences, community ventures and collaboration with other schools.</p>	Priority 3

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Total budgeted cost: £ 93,600.00

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.