

Pupil premium strategy statement – Kingsbury Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	42.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Amjid Zaman
Pupil premium lead	Susannah Roberts
Governor / Trustee lead	John Darch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,015
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£54,015

Part A: Pupil premium strategy plan

Statement of intent

At Kingsbury Academy we aim to nurture pupils by building trusting relationships, enabling pupils to feel valued, to develop self-worth, raising self-esteem and supporting them to engage with learning, leading to achievement whilst experiencing success. Our focus rests on supporting all pupils, regardless of their starting points to reach their academic, emotional, and social potential – we want pupils to be the best they can be, so they are equipped to move on and become a successful member of society.

At Kingsbury Academy all members of staff and governors are committed to providing the highest quality education for all our learners regardless of background or barriers to learning in all aspect of school life. We accept responsibility for 'socially disadvantaged' learners and are committed to meeting their pastoral, social and academic needs within the school environment. We are a special school serving learners with ASC and SLD. It is these disabilities which are the primary barrier to progress and achievement that we must support our learners to overcome. As such, our approach is designed to ensure that we can provide an education that is evidence informed and tailored to the educational requirements of each individual learner. Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high quality teaching. 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. We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood

We aim to use the funding to support our pupils in three ways: 1) Universal support (Wider strategies); all benefit from this funded intervention, e.g., Pastoral support, behaviour interventions. Whole school training & CPD. 2) Tiered support: groups of pupils benefit from targeted therapeutic support, e.g., music therapy, sensory circuits.

3) Individual Targeted support: funding is used specifically for a pupil to support their access to learning, e.g., specialist equipment.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties. This brings some attendance issues and mental health issues
2	Along with several national studies, our assessments, observations and discussions with learners and families demonstrate that the education, wellbeing, and wider aspects of development of many of our disadvantaged learners have been impacted by the pandemic. These findings are backed up by several national studies
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have more difficulties in re-engaging with learning. Although the school has provided a recovery curriculum the students need to follow a broad and balanced curriculum in line with changes from the DfE framework and national expectations in line with students' cognitive levels.
4	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have more difficulties in engagement and behaviour for learning. Pupils need to follow a broad and balanced curriculum in line with pupil need and cognition levels. Support for Pupil behaviour and readiness for learning is a school priority to support progress and outcomes for pupils.
5	Our observations show difficulties with engaging families of our disadvantaged learners in comparison with their peers. As a consequence, it can be challenging for disadvantaged learners to be ready and prepared to learn, physically, practically and emotionally. Some of the home learning opportunities are not explained enough to reinforce learning happening in school.

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
Improve attendance and behaviour of pupils attracting PP	Through achievement of EHC plan termly outcomes. Fewer behaviour incidents recorded for these students Robust and supportive behavioural intervention plans to be in place for these students. Overall attendance for students eligible for PP to improve to the school target of 95%.
To provide additional support for vulnerable pupils funded through the pupil premium to ensure their progress is comparable to their non pp peers.	Through achievement of improved performance, as demonstrated by our end of year assessments
Learners can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes
Disadvantaged learners have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families
Pupils access a wide range of interventions to meet their SEND needs including music intervention.	As their SEND needs are being addressed, PP pupils make expected progress or exceed their targets in attendance, behaviour for learning, sensory integration, communication, and shared attention

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: £3,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
The enhancement of classroom-based resources to ensure	The Education Development Trust highlight that effective classroom based resources is vital for effective	2,3,4

that we can focus on current educational priorities.	teaching 98ad6340-0ef6-4e1d-a541-db6018afce7d.pdf (educationdevelopmenttrust.com)	
Bespoke training for all teachers to improve pedagogy within all pathways.	<p>The National College state the following key advantages of continuous professional development:</p> <ul style="list-style-type: none"> • CPD programmes not only help educators to keep pace with the current standards of others in the sector, but also ensures that staff can deliver high-quality teaching and impact positively on pupil outcomes. • CPD enables growth of our school; it underpins achievement of our vision and ensures that all staff are working towards a common purpose. • CPD increases teacher motivation, confidence, and commitment to teaching; learning new skills and applying them in the classroom can lead to a more effective teaching environment. • CPD ensures that all staff are compliant with DfE and Ofsted's requirements, which is particularly pertinent as legislation continues to change and evolve. <p>The National College Remote video CPD for school leaders & teachers</p>	1,4

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

Budgeted cost: £ 32,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintaining role of Speech and Language Therapist (Funded x 2days)	<p>The Royal College of Speech and Language Therapists state speech and language therapists (SLTs) provide life-improving treatment, support, and care for children</p> <p>rcslt-what-is-slt-factsheet.pdf</p>	1,3,4

	<p>The National Institute for Health and Care Excellence also provide evidence to demonstrate the effectiveness of speech and language therapist support benefits of speech and language therapy</p> <p>Evidence search service closure information NICE</p>	
Occupational therapy (OT) support for sensory processing (1 day per week)	<p>Research evidence to date supports the effectiveness of occupational therapy in a school setting. The World Federation of Occupational Therapists (2016) state that OTs should be included in education to support and promote full participation and wellbeing of diverse students by supporting their strengths and finding solutions to reduce or remove learning activity limitations and participation restrictions.</p>	1,3,4

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

Budgeted cost: £17,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs. We will also fund staff training.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	1,3,4
Students to attend musical programme for engagement, sensory input and develop skills. Music programme: Open Orchestra led by Coventry City Music Intervention team. Pupils will also access music intervention sessions. Sessions	Attendance in the Open Orchestra sessions. Students able to demonstrate their talent and ability to self-regulate.	1,2,4

take place every week during school term. Each sessions lasts 20-30 mins depending on students', needs, ages and arrangement with the school.		
Maintaining the role of a Pastoral Lead (part funded)	There is significant research, nationally and internationally, to suggest that parental involvement in children's learning is positively related to achievement – National College for School Leadership How to involve hard to reach parents : encouragin meaningful parental invovlement with schools (publishing.service.gov.uk)	5

Total budgeted cost: £54,015

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Curriculum Support and Intervention:

A dedicated Speech and Language Therapist was employed two days a week. The Speech and Language therapist supported staff to plan and deliver speech interventions. Proven interventions were used such as Intensive Interaction, Communication Books, Adapted Language Displays where appropriate. These were established to support the development in social skills, speech and language, behaviour, and mental health. Staff received training in these areas, therefore upskilling them and increasing their knowledge.

Whole school training delivered on 'Autism and the Sensory Environment', 'Self-regulation', 'Use of sensory circuits'. Read, Write Inc embedded in all classes. Staff received in house training in early reading and phonics. New reading, phonics and writing guidelines in place. Numicon embedded in all classrooms. Additional Numicon sets purchased to support interventions. All teachers received in house training in Numicon to support teaching of early maths skills.

Enrichment- Wider Curriculum: 7/9 classrooms provided with individual play areas outside classroom. Forest School equipment and storage purchased.

Music therapist delivered small group instruction and supported staff to upskill in delivering music interventions. High quality small group interventions were held to encourage decision making, support self-confidence and self-expression and develop emotional regulation. Pupils' engagement was tracked, and progress identified with regards to social and emotional learning with improved interaction with others, following directions and self-expression.

Behaviour and Welfare: Pastoral Lead worked with vulnerable families and improved parental engagement through coffee morning and information sessions. These workshops helped develop our parents' confidence in, for example, supporting their child's communication at home ensuring that consistent communication strategies are used at both home and school. Parents were supported with making symbols, communication books and visual timetables to support parents with embedding structure and routine at home. Where needed, home visits were held to model communication strategies and behaviour support to parents. Pastoral Lead worked closely with families in homes where required to support school attendance where it fell below 90%. The Pastoral Lead worked alongside the HAF team to organise specific activities in the school holidays with transport provided to for identified pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Occupational Therapy	Links Therapy
Speech and Language Therapist	Star Talkers
Music Intervention	Coventry Music Hub