

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	100
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£53,835
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>) <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.</i>	£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>	£53,835

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, communication, and interaction support. 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 observations show difficulties with engaging families of our disadvantaged learners in comparison with their peers. Consequently, it can be challenging for disadvantaged learners to be ready and prepared to learn, physically, practically, and emotionally.

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 for our disadvantaged pupils to maximise opportunities provided at school	Attendance levels for our disadvantaged pupils are similar to the rest of their peers.
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 and Open Theatre.	As their SEND needs are being addressed, PP pupils make expected progress and develop strategies to support positive mental health and emotional wellbeing as evidenced in EHC plan outcomes.

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: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The enhancement of classroom-based resources to ensure that we can focus on current educational priorities.	Nasen highlight that the learning environment is vital for effective teaching Supporting SEN - The Learning Environment Nasen	1, 2,3
Bespoke training for all teachers to improve pedagogy within all pathways.	The National College state the following key advantages of continuous professional development: <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. The Importance of CPD in Schools Teacher CPD (nationalcollege.com)	1,2,3

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

Budgeted cost: £ 22,588

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintaining role of Communication and Interaction Lead (Part Funded x 1 day)	<p>The Royal College of Speech and Language Therapists state speech and language therapists (SLTs) provide life-improving treatment, support, and care for children rcslt-what-is-slt-factsheet.pdf</p> <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 Evidence search service closure information NICE</p>	1,2, 3
Occupational therapy (OT) support for sensory processing (1 day per week)	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.	1,2, 3

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

Budgeted cost: £28,247

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment available	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted	1,2, 3, 4

for PP learners with enhanced sensory needs. We will also fund staff training.	jackets, and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	
Pupils to attend musical programme for engagement, sensory input and develop skills. Pupils will access music intervention sessions. Sessions take place every week during school term. Each sessions lasts 20-30 mins depending on students', needs, ages and arrangement with the school.	Research from the Department of Education states too many young people from disadvantaged backgrounds never get the chance to take part in activities outside of school. As a result, they lose out on the benefits – increase confidence which helps social interaction, a real aspiration to go onto higher or further education, more soft skills and a sense of wellbeing and belonging. An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)	1,2,3, 4
Subsidise 2x day equivalent staff from Open Theatre to deliver various projects across the Academy including non-verbal drama		1, 2, 3, 4
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 Parental engagement EEF (educationendowmentfoundation.org.uk)	4

Total budgeted cost: £53,835

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The Speech and Language therapist/Communication and Interaction lead has delivered training to all class-based staff to upskill and refresh knowledge of strategies for working with children with autism, SpLD and associated needs. Staff now have more robust, refreshed knowledge and are employing strategies regularly in class. Signage around school has been developed and the creation of a sensory corridor has aided in pupil transitions around school. Parental workshops were held to share techniques and approaches used at school and resources provided to support communication in the home.

Kingsbury Academy have identified that many children attending the school have sensory processing difficulties which impact on their ability to access and engage in learning. Occupational Therapy input focussed on ways to support the school to develop a universal standard to support children's sensory needs and to make recommendations for whole class approaches, including core standard resources required in the classrooms and in spaces such as the sensory studio. The sensory studio was created to enhance the sensory regulation equipment available to all pupils including those in receipt of pupil premium and staff were trained on the correct use of the equipment. Evidence of support and outcomes are recorded of OT interventions, and next steps developed.

The 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. Pupil progress is collected weekly leading to an end of intervention report.

The Pastoral lead has tracked attendance and worked with pupil premium families to identify barriers to attendance and has supported them through home visits and via various communication methods. Other interventions included running workshops, holding parent meetings, and liaising with other supporting agencies. As a result of these interventions our overall attendance achieved was 92.4% which exceeded the national attendance data of 86.9% for state-funded special schools.

Our pupil premium strategy also continued to implement wider strategies to add value to our pupils' journey, increase cultural capital and assist with the wellbeing of our pupils.

Our pupil premium strategy for 2023/2024 continues to focus on the key challenges to achievement for our disadvantaged learners.

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