

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Kingsbury Academy
Number of pupils in school	90
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2022
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Andrea Davis
Pupil premium lead	Susannah Roberts
Governor / Trustee lead	John Darch

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,075
Recovery premium funding allocation this academic year	£10,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£57,225

# Part A: Pupil premium strategy plan

## Statement of intent

We will provide a whole school approach to communication enabling skills pertaining to communication, both oral and written. This will assist with relationship building, brain development, and improve overall quality of life. Kingsbury Academy will fund a dedicated Speech and Language therapist twice a week

We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Kingsbury Academy. We will support our pupil's health and wellbeing enabling them to access learning at an appropriate level. Kingsbury Academy will employ a full-time pastoral lead.

We will provide music therapy sessions to encourage decision making, support self-confidence and self-expression and develop emotional regulation. Kingsbury Academy will fund a specialist music therapist ½ day a week

## Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress of the pupils are significantly affected by their SEND and home life
2	Increased number of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health
3	Parental engagement is difficult as most pupils use transport to attend school and some parents have SEND
4	Home support for identified pupils with persistence absenteeism
5	Frequent behaviour difficulties from a core group of children

## 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
Improved Attendance	Ensure attendance of disadvantaged pupils is above 95%
Improved attitude to learning	Reduction of behavioural incidents on Behaviour Watch system
Pupils access a wide range of interventions to meet their SEND needs including speech and language	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
An intensive home school link service is provided by Kingsbury to support pupils and/or parents, identified by school as vulnerable or in need	Parents indicate there are strong links between school and home and support is received for a wide range of needs. Children are provided with pastoral care, guidance, and support to raise their self-esteem and develop skills of resilience, independence, and perseverance.

## 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: £ Included in targeted support for SALT

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and TAs are taught by Speech and Language Therapist to identify and target gaps in pupils' language with effective activities.	Specialists modelling and working alongside staff has greater impact on pupil progress	1,2,5
CPD is ongoing for teachers and TAs in English and Maths Pupil progress meetings track progress of PP pupils and appropriate, timely interventions are put in place	Tiered approach where teaching and CPD is the priority Training and supporting highly qualified teachers to deliver targeted support.	1

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

Budgeted cost: £5,499 - Music therapist

£19,980 – Speech and Language Therapist

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Speech and Language therapist supports staff to plan and deliver speech interventions</i>	Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour, and mental health. Specialist therapist will train up staff they work with in school, therefore upskilling them and increasing their knowledge,	1,2,5
Music therapist delivers small group instruction and supports staff to	High quality small group interventions encourage decision making, support self-confidence and self-expression and	1,2,5

upskill in delivering music interventions	develop emotional regulation. Music therapist will share techniques and methods to staff they work with within school, therefore upskilling them and increasing their knowledge. Social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships which increased progress in attainment	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £33,500 - Pastoral Lead

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead appointed to work with vulnerable families and improve parental engagement through coffee morning and information sessions	We define parental engagement as the involvement of parents in supporting their children's academic learning and attending school led sessions. Parent surveys. Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provide them with the support they require, leads to improved relationship with school and home lives for the whole family	3, 4
Pastoral lead and Behaviour Lead to support children who are having difficulty accessing learning through behavioural issues by providing support to manage their own behaviour	Social and emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the way in which pupils work with (and alongside) their peers, teachers, family and community.	4, 5
Pastoral Lead will work with families in homes where required to support school attendance. Pastoral lead works closely with families where attendance is below 90%	Attendance data. Pupils with high attendance make academic progress due to increased opportunities for over learning and access to a personalised curriculum. Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.	4

**Total budgeted cost: £** £58,979 (£1,754 contributed by school)

## 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.

**Curriculum Support and Intervention:** Release time provided. Policies and guides updated. Training provided to staff. Part time SALT employed, and communication audit completed. Total communication approach implemented. Whole school training delivered on 'Autism and the Sensory Environment', 'Self-regulation', 'Use of sensory circuits'. Read, Write Inc embedded in formal classes. Staff received in house training in early reading and phonics. New reading, phonics and writing guidelines in place. All pupils baselined in reading, writing and phonics. Numicon embedded in formal classrooms. Additional Numicon sets purchased to support interventions. All teachers received in house training in Numicon to support teaching of early maths skills. Calculation policy created and shared with staff to support teaching of math's skills.

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

**Behaviour and Welfare:** New PSHE/RSE lead in place. Redesigned PSHE/RSE policy and curriculum offer. Staff INSET on Mental Health support for children with SEN. Individual families supported where needed by Pastoral team. All families contacted by Pastoral Lead.

### 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
Read, Write Inc	Ruth Miskin, Oxford Owl
Nelson Handwriting	Oxford Owl
White Rose Maths	White Rose

## Service pupil premium funding (optional) N/A

*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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A