

Pupil Premium Grant 2021-2022

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 | Kingfisher School |
| Number of pupils in school | 102 |
| Proportion (%) of pupil premium eligible pupils | 33% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Lorraine Wilson Headteacher |
| Pupil premium lead | Lorraine Wilson Clare Johnson |
| Governor Lead | Carol Bousahla |

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £17,620 |
| Recovery premium funding allocation this academic year | £25,540 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £43,160 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further education
- Employability
- Social opportunities
- Support Wellbeing

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 is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

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.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Our observations show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in maths outcomes. |
| 2 | 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. |
| 3 | Our observations show that disadvantaged pupils are more likely to have communication needs that can lead to challenges in relation to self-regulation, which in turn can lead limit opportunities to the wider curriculum |
| 4 | Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. |
| 5 | Our assessments, observations and conversations with pupils and their families indicate that disadvantaged pupils often require additional support to develop independence with personal skills. |
| 6 | Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of personal development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies. |
| 7 | Our observations are that disadvantaged pupils and their families generally have difficulties accessing information and services outside of the school 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 |
|--|--|
| Improved attainment for disadvantaged pupils in all areas of their education, both academic and EHCP led outcomes, relative to their starting points as identified through baseline assessments. | Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25. An increase in the number of disadvantaged pupils that meet or exceed End of Year Goals with regard to English and Maths, as well as their EHCP long term goals. |
| Pupils have opportunities to develop functional communication to support them to be as communicate their needs and wants as much as possible, whilst accepting this looks different for every pupil. | Assessment of pupils' language communication shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in our school. |
| Pupils are equipped with the skills to help them self-regulate and are therefore able to access the full curriculum. | Through achievement of EHCP termly outcomes. |
| Disadvantaged pupils and their families 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. |
| Disadvantaged pupils feel supported to develop independence with personal skills. | There is no discernible different between the number of pupils developing independence when compared to non-disadvantaged pupils. Families can also see the improvement in these areas within the home setting. |
| Disadvantaged pupils have the opportunity to develop education, wellbeing and wider aspects of personal development. | There is no discernible different between the pupils develop education, wellbeing and wider aspects of personal development to that of non-disadvantaged pupils. |
| Employment of a Parent Advocate who will support families of disadvantaged pupils in order for them to receive additional support from services beyond the school environment. | There is no discernible different between the pupils receiving additional support from services beyond the school environment to that of non-disadvantaged pupils. |

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)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Teacher to have the overall responsibility for maths across the whole school setting. INSET to include <ul style="list-style-type: none">• Maths specific to our pupils.• Phonics specific to our pupils | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) Phonics-EEF Five evidence-based strategies to support-EEF What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com) | 1 |
| Additional training and resources to support delivery of 1-1 and small group work in relation to phonics | Phonics-EEF Five evidence-based strategies to support-EEF | 2, 3 |
| Additional TAs employed to support delivery of 1-1 and small group work in relation to communication. | The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. What works database-ican This has been endorsed by the Royal College of Speech and Language Therapists. | 2, 3 |

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

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Discrete phonics input | Understanding the meaning of a text requires a combination of word recognition and language comprehension: Learning to Read: "The Simple View of Reading" National Center on Improving Literacy | 1 |
| Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition-EEF And in small groups: Small group tuition-Toolkit Strand-EEF | 6 |

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

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training. | We have observed that sensory equipment and resources such as peanut balls, and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs. Sensory challenges for autistic pupils-Autistic Society | 3 |
| Programme working with parents and carers to develop effective home learning environments and increased self-expression. Zones of Regulation | The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities-NSPCC The Zones of Regulation: A Social Learning Pathway | 3, 4 |
| Training Year 9+ pupils to use public transport where appropriate. | Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education - Home School Transport | 4, 5, 6 |
| Ongoing cost for the Parent Advocate to support parents. | Having an onsite Parent Advocate will support parents who struggle to access the support they are entitled too. The role also supports parents in finding outside activities for their our pupils and their siblings to get involved in. EEF Parental Engagement Guidance Report | 7 |

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Summary of internal and externally provided programmes for Pupil Premium as well as School Led Tutoring

| Programme | Provider |
|--|----------|
| Music Therapy | External |
| Music Tuition | External |
| Riding for the Disabled | External |
| Rebound Therapy | External |
| Small Group | Internal |
| TEACCH Training and Equipment | Internal |
| Purchase of Sensory Equipment | Internal |
| Purchase of Additional ICT Equipment | Internal |
| Purchase of equipment to support home learning | Internal |
| Magazine Subscription | Internal |
| Individual Reading Support | Internal |
| Underpinning Life Skills | Internal |
| Additional Swimming Session | Internal |

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.

Our internal assessments during 2020/21 indicated that disadvantaged pupils academic and wider development outcomes were in general in line with non-disadvantaged pupils. However, many of our pupils outcomes were lower than expected and this points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence as all of our outside provision was curtailed.

We mitigated the impact on academic outcomes by our resolution to maintain a high-quality curriculum, even when pupils were not in school, via resources such as those provided by staff using Teams to support our pupils and their families. However, it was challenging to provide differentiated support to our pupils online. It was also difficult as many of our parents believed that their children didn't cope well with 'dialling into school'.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

The impact of all of these social challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.