

Pupil Premium Grant

This statement details our school's use of pupil 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	110 PAN 108 at time of writing
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2025
Date this statement was published	September 23
Date on which it will be reviewed	July 2023
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	TBC
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years	
Total budget for this academic year	

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
<p>Maths Teaching and Learning Responsibility lead to develop and improve Maths teaching across the school in line with DfE guidance.</p> <p>The lead will:</p> <ul style="list-style-type: none"> - engage with local and national SEN groups. - identify pupils requiring additional Maths interventions, implement interventions and monitor the impact. - deliver INSET specific to the pupils at Kingfisher School. 	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>There is strong evidence that 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>	<p>1</p>
<p>Teacher to have the overall responsibility for maths across the whole school setting.</p> <p>INSET to include</p> <ul style="list-style-type: none"> • Maths specific to our pupils. • Phonics specific to our pupils <p>English Teaching and Learning Responsibility lead to develop and improve English teaching across the school in line with DfE guidance.</p> <p>The lead will:</p> <ul style="list-style-type: none"> - engage with local and national SEN groups. - identify pupils requiring additional English interventions, implement interventions and monitor the impact. - deliver phonics training specific to the pupils at Kingfisher School. 	<p>Leadership environment conducive to good implementation – establishment and ongoing funding for TLR holders (including CPD needs)</p> <p>EEF Implementation Guidance Report 2019.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>There is strong evidence that 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> <p>Positive impact overall with extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Additional training and resources to support delivery of 1-1 and small group work in relation to phonics</p>	<p>Phonics-EEF</p> <p>Five evidence-based strategies to support-EEF</p> <p>Read Write Inc Training for all staff -(Cost implication of whole school training from RWI. Cost implication of 2 days training for all TAs)</p>	<p>2, 3</p>

<p>Additional TAs employed to support delivery of 1-1 and small group work in relation to communication.</p>	<p>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.</p> <p>What works database-ican</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	<p>2, 3</p>

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 (Zones of Regulation) working with parents and carers to develop effective home learning environments and increased self-expression.	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
Developing pupil skills to access society, e.g., through travel training.	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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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 2021 to 2022 academic year.

Table 1: Progress Summary

Subject Area (O&A)	2020-2021 Autumn			2022-2023 Summer			2020-21 to 2022-2023	
	PP	Non-PP	Diff	PP	Non-PP	Diff	PP	Non-PP
English Reading	72%	88%	-16%	97%	95%	2%	25%	7%
English Writing	80%	89%	-9%	90%	92%	-2%	10%	3%
Maths	94%	88%	6%	93%	93%	0%	-1%	5%
Communication, Language and Literacy	83%	86%	-3%	90%	92%	-2%	7%	6%
Problem Solving and Reasoning	79%	88%	-9%	97%	93%	3%	18%	5%
Independent Living Skills	94%	86%	8%	93%	89%	4%	-1%	3%
Individual Goal	64%	76%	-12%	93%	92%	1%	29%	16%

Aim	Outcome
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.	<p>Progress within Year 1 and 2 of the 3-year plan:</p> <ul style="list-style-type: none"> • Increase for disadvantaged pupils within English Reading of 25% for those pupils on track to meet targets or above expected rate of progress. Disadvantaged pupils are now outperforming non-disadvantaged pupils. • Increase for disadvantaged pupils within English Writing of 10% for those pupils on track to meet targets or above expected rate of progress. There is no difference between the performance of disadvantaged pupils and non-disadvantaged pupils. • Slight decrease for disadvantaged pupils within Maths of -1% for those pupils on track to meet targets or above expected rate of progress. • Increase for disadvantaged pupils within Communication, Language and Literacy of 7% for those pupils on track to meet targets or above expected rate of progress. There is no difference between the performance of disadvantaged pupils and non-disadvantaged pupils. • Increase for disadvantaged pupils within Problem Solving and Reasoning of 18% for those pupils on track to meet targets or above expected rate of progress. Disadvantaged pupils are now outperforming non-disadvantaged pupils. • Slight decrease for disadvantaged pupils within Independent Living Skills of -1% for those pupils on track to meet targets or above expected rate of progress. • Progress for disadvantaged pupils with regard to Individual Goal has increased by 29%. There is no difference between the performance of disadvantaged pupils and non-disadvantaged pupils.
Pupils have opportunities to develop functional communication to support them to be as communicate their needs and wants as much as possible, whilst accepting	<p>Progress within Year 1 and 2 of the 3-year plan:</p> <ul style="list-style-type: none"> • We believe that with the full roll out of Read Write Inc phonics across the whole school has played a major part in the functional communication. That alongside the continued developments using various pieces of software and the continued work of our staff supported by the Speech and Language Therapists is now showing in the attainment.

this looks different for every pupil.	<ul style="list-style-type: none"> Using Zones of Regulation across the whole school has also supported all pupils with understanding the need to communicate.
Pupils are equipped with the skills to help them self-regulate and are therefore able to access the full curriculum.	References within success criteria 'through achievement of EHCP termly outcomes' – please see Table 1-Progress Summary
Disadvantaged pupils and their families have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Access to off site provision such as <ul style="list-style-type: none"> OXRAD Wheels for All Work Experience Milletts Farm Experience Days Taking part in the Panathlon Barge Trips on the Thames Experience Days
Disadvantaged pupils feel supported to develop independence with personal skills.	Progress within Year 1 of 3-year plan: <ul style="list-style-type: none"> Increase for disadvantaged pupils within Independent Living Skills of 9% for those pupils on track to meet targets or above expected rate of progress. This is a reduction in the gap of 7% between disadvantaged pupils and non-disadvantaged pupils.
Disadvantaged pupils have the opportunity to develop education, wellbeing and wider aspects of personal development.	EHCP outcomes for Individual Goal such as <ul style="list-style-type: none"> Developing independence Understanding the world around them
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.	Parent Advocate in place and providing support for all pupils in receipt of PP when required through TAF, CiN and EHAs.

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