

Pupil premium strategy statement 21-22

1. Summary information					
School	Keelman's Way School				
Academic Year	21-22	Total PP budget	90000	Date of most recent PP Review	Sept 2021
Total number of pupils	153	Number of pupils eligible for PP	71	Date for next internal review of this strategy	July 2022

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	School focus will be engagement and transition. Pupils have had a disrupted year and new admissions have had little time to transition with peers. Integration time and appropriate resources to meet the needs of learners will be upgraded	
B.	Additional interventions for therapy input and PSHE curriculum will be in place to ensure all pupils engage effectively with learning	
C.	Professional development will ensure ASD provision for all pupils is explicit and result in achievement of the Autism Mark	
D.	Performance management systems will be refined ensure all staff work with the best possible research and information to support pupils	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Offsite activities will be in place to give access to the wider community taking into account any covid restriction. LAC pupils will be supported financially to ensure they are not disadvantaged in any way	
E.		
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All pupils will have access to additional resources that enable to access the curriculum particularly through ICT and Communications Pupils will have access to ICT, communication aids and the staff that can give them the skills to learn effectively	EFL will show SS learners meet our expectations. Staff will develop appropriate progress measures for to show progress for semi formal learners
B.	Targeted support will match needs of named pupil groups in SALT, Physical needs and SEMH development. Encourage pupils awareness of their own health needs	progress will be tracked and evident in EFL
C.	Pupils with a diagnosis of ASD will have their needs met by staff that can fully and analyse their needs EFL will show pupils achieve in line with expectations and their peer	School will achieve the Autism Mark and staff will be confident in meeting their needs
	Staff will engage in projects linked to performance management to ensure practice matches current professional knowledge.	All staff will engage in relevant professional development that shows impact for their own cohort
D.	Pupils will have frequent access to the local community and where appropriate to residential experiences. Pupil behaviour and PSD data will show progress	Pupils will reengage in the wider world in a meaningful way.

4. Planned expenditure					
Academic year 21-22					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
Pupils will have equitable access to ICT and communication aids across school	Resources will be in place to ensure all pupils have access to ICT that allows them to communicate and access learning in a way that meets their needs	Identified pupils have specific needs to ICT to support their communication and learning. Teachers should have the skills and the hardware to enable this. Communication of all kinds is a major focus in school and good ICT enables this. Outdoor wireless connection will encourage structure learning across the site	Resources will be in place. SALT HLTA will ensure that classes have access to appropriate switches, software and hardware to enable this.	PS	15,000 Includes £2500 for upgraded wifi
All staff will be coming in meeting the needs of pupils with ASD diagnosis	Staff will review current practice to ensure the best possible provision can be in place	School has an increasing number of pupils with ASD as a primary need and many other where they present similar behaviours	Staff will share current knowledge and further develop this. A Temporary TLR lead will ensure the practice is shared and work toward the Autism Mark to ensure evidence is sound	PS/TLR	TLR £2500 Resource update 5000 Submission of award £3000
Identified staff will have enhanced skills to support Emotional Literacy and Preschool support	Staff will be trained to identify concerns and support pupils and their families in transition and in emotional development	Emotional Literacy Training will be disseminated to all staff to enhance the support for pupils learning skills. Portage skills will be used to support target setting for existing pupils and to enhance transition to school for new EYFS pupils	Named staff will take lead in the area and evaluate the outcomes. Time will be allocated to EYFS staff to ensure pre-admissions support for parents	CW/RF/PS	£1500 training Staffing support summer term weekly teacher/parent support £875

Professional development will ensure staff are skilled in meeting the needs of specific groups and individuals within their departments	Staff will engage in projects linked to performance management to ensure practice matches current professional knowledge.	Coordinated learning and development for Teachers and TAS ensures they understand the rationale behind the practice and how best to meet people needs	Performance management systems are in place and staff are expected to submit and monitor their rationale and planning	PS/MK/ER	£5000
Total budgeted cost					
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
Identified pupil groups will have access to intervention support that meets their needs	school data and EHCP outcomes will identify pupils that need very specific support in therapy areas and in PSHE	The school has grown significantly in number and support from therapy services has been interrupted for some pupils. Some pupils SEMH has been impacted and behaviors have become more complex	HLTA support will ensure therapy recommendations are in place and will be reviewed each half term. A Behaviour panel will ensure complex behaviors are addressed consistently across the school and are reviewed weekly	PS/GV/CW	HLTA £27,041 Specialist Behaviour support £9000 AHT (LMC) allocation £4000 SEMH support £2000
Literacy and numeracy targets enhanced for more able pupils	Pupil data will be used for spring term intervention to support pupils that could make more rapid progress in literacy and numeracy	pupils that may have fallen behind will have direct tutor support to meet targets	subject leads will provide intervention groups	DC/MK/LMC	£14,000
Pupils engage readily with peers and staff in their own groups and in activities that allow integrations across the school.	Outdoor activities will be in place that allow them to engage in wider groups than their own with identified staff support and resources	Pupils have had limited access to school and community access during recent Covid restrictions. Opportunities to socialise and establish good relationships will	HLTA lead to support provision and ensure resources are in place	CW/PS	Resources £5000 Cycle maintenance and safety resources £5000
Offsite and outdoor learning will support pupils independence and prepare them for steps to adulthood	Pupils of all ages will access outdoor and offsite learning to increased their awareness of the wider world	Pupils have been significantly restricted. Many have limited social interactions beyond school. Travel training and offsite learning allows them to engage with the wider community. Older pupils have had little opportunity to access our usual residential experiences.	DH and post 16 staff will identify pupils that will most benefit from residential making sure no pupils are financially disadvantaged. The school offsite programme will be expanded and monitored	PS/ER	Additional support £5000
Pupil will increase their understanding of how to keep themselves safe	Community opportunities to develop fitness e.g.access to public pools. climbing	Pupils will be aware of their own fitness and their own preferences for activities beyond	the programme will be costed and staff and pupils will be surveyed on the value of each activity	ER	£10,000

and well in the wider community	wall and outdoor sport facilities	school. Preparing for times when they may access these independently or with families	This will be evidenced through ASDAN personal progress for older pupils		
Total budgeted cost					93416