

## 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	Keelman's Way School
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1 year with a view to extension of therapy input subject to review
Date this statement was published	September 21
Date on which it will be reviewed	April 22
Statement authorised by	Phil Johnson
Pupil premium lead	Paula Selby
Governor / Trustee lead	Phil Johnson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90000.00
Recovery premium funding allocation this academic year	£19,140.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<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	£109140.00
<b>School contribution</b>	£5520

## Part A: Pupil premium strategy plan

### Statement of intent

Our ultimate goal is for all pupils to reach the greatest independence they can while in school and when they move on to their next phase of education and into adulthood.

In addition to socio economic factors our pupils have learning, physical and health difficulties that can impact on their progress

School data shows us where best to target a wide range of interventions that support all pupils within school and well as those identified as allocated to PP

We use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils in their academic success, physical access to the curriculum and to small groups focussed teaching alongside their peers.

Access to the wider community and their understanding of their own needs and strengths is a key area for preparation for life beyond school and into adulthood.

We want pupils and families to be supported and able to understand how to advocate for their own future in the community

School data is used to lead the strategy and ensure that all groups, including the most able, have access to the best possible teaching interventions and a very personalised curriculum. Personal and social development is a key factor in these decisions.

A wide range of interactions including music therapy, speech and language and community activities contribute to the learning.,

Pupils access a breadth of curriculum that supports their learning, their personal interests and aspirations for the future.

Provision of quality interventions by staff with specific expertise increase the learning and life outcomes for all pupils as well as the disadvantaged

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.

All planned interventions link with our school Vision and form part of the mission statement.

The impact of Covid has been very significant for many of our pupils. Although some have been very resilient others have needed robust targeted support from school and other agencies. This has been identified and strategies put in place to allow them to integrate back into school with tailored programmes of support identified through our provision audit. Outside specialists have been included in this process notably music therapy and educational psychology support.

Assessment processes are ongoing, include parent views and aim to regain pupil pathways to positive life experiences and, for those that are able, result in life in the community or workplace when they complete their education.

## Challenges

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

Challenge number	Detail of challenge
1	Time out of school has impacted on pupils' academic and personal development. EFL and school audit shows this and it needs to be addressed in a carefully focussed strategy
2	Speech and language skills are especially compromised for our disadvantaged pupils observation and data shows that pupils need additional support to move forward and regain lost learning opportunities
3	Observation and data shows us that some disadvantaged pupils have been significantly impacted in managing their own emotions and social interactions. Their lack of language and opportunities for social interaction need additional, direct interventions to regain successful learning behaviours in school
4	Limited access to wider community groups has limited the life experiences of some of our pupils. This in turn impacts upon their understanding and appreciation of others' needs and roles in their lives. Cultural capital has been limited and needs to be re established
5	Personal skills e.g travel, access to mainstream facilities like gym and local shops has been curtailed and needs to be reestablished. Personal skills are a key element of the development that leads pupils to be ready for adulthood and their next steps in education.
6.	Statutory and developmental staff training was limited by Covid and school now is in the process of upgrading this alongside the support that is in place for pupils

## 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
All pupils will have equitable access to ICT that supports their structured learning and language development.	EFL will show all disadvantaged pupils match their peer in meeting expectations on EFL outcomes
Targeted support will ensure pupils meet expectations alongside their peers in SALT, PSD, and academic success	Pupils will achieve success that matches the PLG
Pupils with diagnosis of ASD will have the support of staff that fully understand how to meet their need	School will have preparations and verification of steps towards Autism Mark
Staff engagement in class based targeted research will match pupils needs using up to date research and strategies	Class data will show no disadvantaged children to be falling behind peers
Pupils will have frequent access to safe space and locations beyond school including residential	PDS data will show that disadvantaged pupils match their peers 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: £

ASD	1050
Preschool and emotional literacy training	1500
Parent Group support	875
Inquiry projects	5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff will share experience and knowledge of ASD moving toward the successful completion of the Autism Mark	The whole school approach with expertise from external services will give our increasing cohort of pupils with ASD diagnosis the best possible access to high quality teaching and learning matched to their needs	1,2,3,6
Staff training will enhance knowledge of how best support emotional literacy and preschool support	Staff will be increasingly able to identify pupils that need specific support Transition into school at EYFS will be strengthened through knowledge of Portage strategies	2,3,6
Professional development/inquiry projects will be carried out in class teams to establish good practice for the cohort and to share with other school teams enhancing staff knowledge and practice	Coordinated efforts to establish close working links with TAs and others e.g parents in the class team will match educational theory with practice within the team This has been carried out in school previously and proved very effective  <a href="https://www.evidenceforlearning.net/barrycarpenter/">https://www.evidenceforlearning.net/barrycarpenter/</a> ile:///C:/Users/PSelby/Downloads/school-based-collaborative-enquiry.pdf	3,4,6

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

Budgeted cost: £ [insert amount]

ICT and communication skills	15000
Identified groups relating to EHCP/SPSD/SEMH	27000
Team Teach lead	9000
Literacy intervention lead	4000
	2000
More able pupils support (Ruth)	14,000
Literacy workshops	2000
Art therapy	6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide pupils with equitable access and the skills to use ICT and communication aids	Children are able to communicate more readily and work independently on areas of their own curriculum Staff are able to support good learning behaviours and offer personalised activities to support progress toward PLGs <a href="#">Using technology in education - GOV.UK</a>	1,2
Targeted intervention support to increase staff capacity to meet the needs of specific pupils identified as disadvantaged due to SALT, medical and behavioural needs	Pupils benefit from personalised therapeutic sessions that meet the expectations identified in the EHCP plan Well trained HLTAs with specific areas of expertise focus on areas for pupil development physical, language, behavioural development (SEMH) Art therapy to support targeted engagement for SEMH and Behavioural challenges <a href="#">Closing The Gap: The Benefits Of Small Group Tuition - Engage ...</a>	1,2,3

More able pupils, including the disadvantaged, will be supported to exceed expectations in Number and literacy through interventions sessions. Pupils benefit from small groups teaching carried out by qualified teaching staff.	School EFL data will be used to identify pupils across the whole school that can be coached from all classes in order that they meet expected targets. This will ensure that they can achieve the very best accreditation when they leave school. A trial within school has resulted in an effective programme that produced positive results at Entry level.. This will be implemented across the school to help pupils close the gaps between them and the mainstream achievers. Programmes produced by the specialist teacher are now rolled out to other staff enhancing professional development.	1,6
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [insert amount]

Prep adulthood	5000
Offsite learning	10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Preparations for adulthood activities will ensure the pupils engage in on and offsite activities that extend their engagement in the wider world e.g.</p> <ul style="list-style-type: none"> <li>residential experiences.</li> <li>work experience</li> <li>travel training</li> <li>educational visits related to school structured learning including reading</li> </ul>	<p>Our pupils need explicit teaching to allow them to access the wider world. These activities need more planning to overcome the disadvantage of a all kinds</p> <p>Cultural capital “<b>the essential knowledge that children need to be educated citizens</b>” (Ofsted EY Inspection Handbook 2019, p31). It goes on to say: Cultural capital is the essential knowledge that children need to prepare them for their future success.</p> <p><a href="https://www.gov.uk/government/news/home-to-school-travel-and-transport">Home-to-school travel and transport - GOV.UK</a></p>	4,5

<p>The school's full curriculum will be in place for all pupils</p> <p>Pupils will access all activities the site has to offer to regain the confidence in their independence and social relationships. They will learn about keeping themselves safe in and out of school as well as online</p>	<p>Pupils have had limited access to the outside environment, Access to outdoor activities enhances independence cooperation with peers and adults as well as structured academic learning.</p> <p>Access to learning in fresh air helps limit risk for infections</p> <p><a href="#">Council for Learning Outside the Classroom</a></p>	<p>3,4</p>
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**Total budgeted cost: £**



## 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.

Outdoor resources are now in places and well used. They offer safe learning opportunities for pupils.

Due to Covid measures staff training was carried out in extensive online provisions. Specialist areas were covered e.g.SALT and safeguarding.

SSL data showed that despite Covid measures pupils had made progress in most areas.

The areas of development clearly identify the PSD areas to be focused on this term. This fits directly into the recovery curriculum model.

- The main focus for classes is on Behaviour for learning, personal independence and social awareness and relationships.
- This is as expected due to pupils being at home for so long with no boundaries, routines, challenges or expectations similar to school.
- One class made limited progress and has been addressed with a change of teacher and structure to the curriculum.

5 pupils Successfully gained Entry 1 functional english

2 Entry 1 AQA maths

2 Entry 2 maths

2 Entry 2 ASDAN PSD

7 Entry level ASDAN Personal progress

Educational psychology joint working provided staff with insights to managing the behaviour of pupils severely affected by time out of school. Targeted groups were set with HLTA support that helped pupils reengage with education alongside peers.

Individualised resources were provided to pupils at home and in school that met their sensory and SEMH needs. Remote learning supported pupils in a variety of ways and a variety of live sensory sessions online supported the most complex pupils and their families.

## 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

## Service pupil premium funding (optional)

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

**Further information (optional)**

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