

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	166
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year with a view to extension of therapy input subject to review
Date this statement was published	September 22
Date on which it will be reviewed	April 23
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	£91800.00
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£91,8000
School contribution	£2152

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 one 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 increases the learning and life outcomes for all pupils as well as the disadvantaged following the success of intervention 21-22 teacher time will be allocated to this.

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.

Education off site for pupils to prepare for and meet the challenge of Duke of Edinburgh Award as well as access to targeted activities for after school clubs will be re established

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.

Although most pupils have returned very successfully to good learning behaviours a small identified group remains complex. Home/school specialist programmes of support will be in place in September to ensure they have the best possible opportunities to engage successfully with learning. Assistant head teachers, the inclusion lead and Team Teach lead will ensure there is a coordinated response.

Assessment processes are ongoing, include parent views and aim to establish pathways to positive life experiences and, for those that are able, result in life in the community or workplace when they complete their education. We will provide increased opportunities for pupils' own voice to be heard.

Challenges

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

Challenge number	Detail of challenge
1	Pupils' academic and personal development need to be secure. EFL and school audit shows this and it needs to be addressed in a carefully focussed strategy. For some the struggle to return to learning behaviours continues to be challenging.
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. The link between therapy targets and literacy need to be more transparent and effective. SALT plans and EHCPs will be more coordinated in their goals for pupils
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. Children joining us in EYFS have little experience of communication alongside peer groups. Parents need support to enhance their child's engagement in school.
4	Wider access to community is now achievable and will impact upon their understanding and appreciation of others' needs and roles in their lives.
5	Personal skills e.g travel, access to mainstream facilities like gym and local shops has been reestablished. Personal skills are a key element of the

	development that leads pupils to be ready for adulthood and their next steps in education. These will be extended over time to support pupils independent awareness of their community i.e.Cultural Capital
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. The school has a cohort of 5 ECTs and they will need considerable support to establish themselves in school and meet the expectations of the ECT programme.

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
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 in relation to supporting complex behaviours	Class data will show no disadvantaged children to be falling behind peers in areas of Personal Development CPOMs will demonstrate significant reduction of complex behaviours
Pupils will have frequent access to safe play space and locations beyond school including residential	PDS data will show that disadvantaged pupils match their peers' outcomes. Pupil attendance at residential will show no eligible child is disadvantaged
Staff training for all, and particular ECTs, will ensure staff are sufficiently skilled to support our pupils	Planning and delivery of curriculum will be effective and evidenced in pupil achievements

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: £

Performance management/research projects	6000
ASD and Educational Psychologist budget	3000
Staff training updates	5000
Qualification updates	1000
Early Career Teacher support (SLT mentor Time)	2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. This will be themed around positive behaviour and home/school links	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 https://www.evidenceforlearning.net/barrycarpenter/ ile:///C:/Users/PSelby/Downloads/school-based-collaborative-enquiry.pdf	1,2,3,4
Staff will share experience and knowledge of ASD moving toward the successful completion of the Autism Mark Support for development through Educational Psychology service and	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. All staff will engage ED psych training to support strategies for implementation of the award	1,2,3

a Collaborative Enquiry planning session		
School and external training programme for updates of existing staff and induction of new staff. HLTA training offer	Detailed programme is in place to support all updates Safeguarding updates and staff teams supporting pupils ECT programme will be in place	6
Qualifications updates	Training and support for staff delivering and assessing qualifications	5
Support and development for ECTs	We have a cohort of ECT requiring intensive support. Senior leaders will be allocated time to maintain their own role and training for this as well as effectively supporting the new staff	6

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

Budgeted cost: £ [insert amount]

Music therapy /curriculum	2000
Identified groups relating to EHCP/SPSD/SEMH	10,000
Team Teach/inclusion lead support for parent projects	9000
Literacy intervention lead Reading support	4000
Literacy intervention lead exam support	2000
More able pupils support / EFL targeted support	37,452 Full time

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music review across the school will be undertaken to widen the understanding of staff in how it can support learning as well as being a subject area in itself	Music therapy has been shown to be very successful for support of some complex pupils.	3,4

Targeted intervention support to increase staff capacity to meet the needs of specific pupils identified as disadvantaged due to SALT, medical and behavioural needs	<p>Pupils benefit from personalised therapeutic sessions that meet the expectations identified in the EHCP plan</p> <p>Well trained HLTAs with specific areas of expertise focus on areas for pupil development physical, language, behavioural development (SEMH)</p> <p>Art therapy to support targeted engagement for SEMH and Behavioural challenges</p> <p>Closing The Gap: The Benefits Of Small Group Tuition - Engage ...</p>	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.	<p>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.</p>	1,2,3

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

Budgeted cost: £ [insert amount]

Cultural capital/preparation for adulthood	10000
Onsite outdoor learning	5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Preparations for adulthood activities will ensure the pupils engage in on and offsite activities that extend their engagement in the wider world e.g.	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	4,5

<ul style="list-style-type: none"> ● residential experiences. ● work experience ● travel training ● educational visits related to school structured learning including reading ● visits to museums and local places of interest and learning <p>D of E will be supported financially</p>	<p>Cultural capital “the essential knowledge that children need to be educated citizens” (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>Home-to-school travel and transport - GOV.UK</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>Additional events/workshops will enhance this experience</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. Access to learning in fresh air helps limit risk for infections</p> <p>Council for Learning Outside the Classroom</p>	4,5,

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 2021 to 2022 academic year.

Significant progress has been made toward the achievement of the Autism Mark with the support of the TLR Leader and Educational Psychologist. This work will be continued.

Portage strategies have widened the knowledge of class staff and the implementation of EYFS curriculum. This will be shared and extended to support the new intake of pupils. Pupils needs are clearly identified and home school support offered where required.

Enquiry projects are very successful and provide shared experiences of class based training and research. These are available to all staff and governors for viewing and will be extended in the next year to a targeted area of SDP.

ICT is integrated into learning and now includes the use of QR codes for some sessions. Govt laptop scheme added homeschool dimension to pupils' learning during the few times remote learning had to be reinstated.

Staff data is now recorded centrally and is accessible to all staff as required.

HLTA support for SALT has been especially useful and serves to support some pupils' development of positive behaviour as well as their language skills.

Music therapy has been especially successful and a full review of music provision in school will be undertaken 22-23

Outdoor learning has begun to flourish again both on and offsite. The school's own outdoors space offers a variety of environments for different styles of learning and includes a quiet garden area which is favoured by some pupils.

The first residential experience has been undertaken and will be repeated next year. Supporting families financially helped considerably.

Data shows no groups are falling significantly behind others. Individual needs are addressed and reassessed at least termly.

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

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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review with mel and emily

check totals and areas of priority