

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	174
Proportion (%) of pupil premium eligible pupils	84 (48%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 continuation
Date this statement was published	18/09/2023
Date on which it will be reviewed	July 2024
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	91,800
Recovery premium funding allocation this academic year	30,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
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	121,808
School contribution	8192

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, 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 increases the learning and life outcomes for all pupils as well as the disadvantaged, teacher time and HLTA is allocated to this as required.

Specialist support for some areas will be enhanced e.g early physical development, music and preparation for families planning for transition from school.

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 has re-established and will be expanded.

We will be introducing additional opportunities for pupil voice from younger pupils in school, including Junior D of E and widening the range of school council.

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

Outside specialists have been included, notably music therapy and educational psychology support, in the planned interventions for specific pupils.

Home/school specialist programmes of support 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.

A new satellite school is in place to support additional local pupils that need specialist communication and sensory based provision.

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. Pupils with complex behaviour need to engage in the curriculum with targeted support and a personalised curriculum that matches their needs
2	Speech and language skills are especially compromised for our disadvantaged pupils observation and data shows that pupils need additional, targeted group support to move forward. Specific activities e.g. Lego Club, Little Chatterboxes support the particular needs of individuals identified in school data.
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. Groups and individuals need specialist support and staff need access to expert advice to maintain quality of provision for pupils
4	Consistent access to community has a significant impact upon pupils cultural capital, understanding of the wider world and appreciation of others' needs and roles in their lives. Many of our pupils have limited access through family provision due to their complex needs and the school seeks to support opportunities to address this.
5	Independence skills e.g travel, access to mainstream facilities like gym and local shops needs to be maintained as some pupils have limited access to these in the course of their daily life. Personal skills are a key element of the development that leads pupils to be ready for adulthood and their next steps in education.

6.	Quality of training needs to be maintained for staff to have the skills to address the increasing areas of challenge in pupils' education.
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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	4000
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
<p>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.</p> <p>The projects will be themed around specific conditions impacting on pupils in their cohort e.g.ASD, ODD</p>	<p><i>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</i></p> <p>https://www.evidenceforlearning.net/barrycarpenter/</p> <p><i>ile:///C:/Users/PSelby/Downloads/school-based-collaborative-enquiry.pdf</i></p>	1,2,3,4
<p>Staff will share experience and knowledge of ASD moving toward the next stage of successful</p>	<p>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</p>	1,2,3

completion of the Autism Mark Support for development through Educational Psychology service and a Collaborative Enquiry planning session	strategies for implementation of the award	
School and external training programme for updates of existing staff and induction of new staff. Phonics, and Health And Safety updates will form part of this programme	Detailed programme is in place to support all updates Safeguarding updates and staff teams supporting pupils ECT programme will be in place and for some staff, fully completed	6
Qualifications updates will be in place to find more efficient and effective processes for delivery. The possibility of becoming an exams centre will be explored	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 therapist. Teacher support £10000
Identified groups relating to EHCP/PSD/SEMH	27,000
Team Teach/inclusion lead support for parent projects	9000
Literacy intervention lead Reading support	10,000
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
<p>Music training for staff will support the whole school development of the subject</p> <p>The skills and input from Jessie's Fund and our part time music therapist will ensure all classes have access to good quality experiences</p>	<p>Music therapy has been shown to be very successful for support of some complex pupils.</p>	3,4
<p>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> <p>Staff skills will be matched to appropriate groups that are identified via EFL and PLG outcomes</p>	<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
<p>More able pupils, including the disadvantaged, will be supported to exceed expectations in Number and literacy through interventions sessions.</p> <p>Phonics programmes for the more able will be integrated into class and groups activities</p> <p>Pupils benefit from small groups teaching carried out by qualified teaching staff.</p>	<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.</p> <p>More able pupils from KS3 onward will be assessed to establish expectations for exam entries at post 16</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
<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"> • 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>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 “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>	4,5
<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>Lunchtime staff will be supported in offering more safe and</p>	<p>Pupils have a great enthusiasm for 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> <p>Structured training for SAs and TAs using OPAL resources will enhance the</p>	4,5,

structured activities for pupils outdoor experiences	opportunities for staff to better understand how pupils can benefit	
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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 2022 to 2023 academic year.

MAPP shows that learners achieved the expected outcomes. Data was used to establish intervention groups to ensure pupils were fully supported in meeting targets.

Staff have increased their awareness of the needs of pupils with ASD diagnosis in various presentations. Sections of the Autism mark are complete in preparation for submission and all staff have been actively engaged in discussion and skills development around this.

Staff shared presentations of their own learning with regard to positive behaviour management. A few pupils with complex behaviour remain challenging but the majority of pupils have very good behaviour and are well supported by staff. Additional support in class, working with parents and other professionals successfully supports even the most complex pupils.

There is a comprehensive programme of taring in school relating to curriculum, health and behaviour management that supports all pupils well. Curriculum maps show the coverage for the wide range of subjects in school.

Engagement through music has increased significantly and pupils' responses are overwhelmingly successful. Interventions from specialist musicians have increased staff ability to support music themselves.

Targetted, small group teacher tuition has ensured progression for all pupils. Staff have focussed on the impact made by school curricula initiatives. Achievement in reading, literacy skills and maths have been evidenced in school data and regularly reviewed.

Preparation for life in the wider world has increased pupil awareness of their own needs and aspirations. Residential experiences for primary as well as older pupils has greatly increased their resilience and self awareness.

No groups show signs of falling behind in achievement.

Pupil accreditation in wider ranging and identified pupils have targeted support from KS3.

Qualifications and Accreditation outcomes for 2023

Qualifications achieved Per Pupil - Leavers 2023

Pupil 1		
Entry	ASDAN	Certificate in Personal Progress
Pupil 2		
Entry	ASDAN	Certificate in Personal Progress
Pupil 3		
Entry	ASDAN	Certificate in Personal Progress
Pupil 4		
Entry	ASDAN	Certificate in Personal Progress
Entry		Arts Award Discover
Pupil 5		
Entry 2	ASDAN	Award of Personal and Social Development
Entry 2	ASDAN	Award in Employability
Entry 2	AQA	Entry Level Certificate Mathematics
Entry		Arts Award Explore
Bronze		Duke of Edinburgh Award
Silver		Duke of Edinburgh Award
Pupil 6		
Entry 3	ASDAN	Award of Personal and Social Development
Entry 3	ASDAN	Certificate in Employability
Entry 2	AQA	Entry Level Certificate Mathematics
Entry 3	NCFE	Functional Maths
Entry 1	NCFE	Functional English
Entry 2	NCFE	Functional English
Entry		Arts Award Explore
Bronze		Duke of Edinburgh Award
Silver		Duke of Edinburgh Award
Pupil 7		
Entry 3	ASDAN	Award of Personal and Social Development
Entry 3	ASDAN	Certificate in Employability
Entry 2	AQA	Entry Level Certificate Mathematics
Entry 2	NCFE	Functional Maths
Entry 1	NCFE	Functional English
Entry 2	NCFE	Functional English
Entry		Arts Award Explore
Bronze		Duke of Edinburgh Award

Silver		Duke of Edinburgh Award

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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