

Pupil Premium Statement

What is it?

The pupil premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on children who have registered for a free school meal at any point in the last 6 years, children that are in care or adopted and children whose parents are currently serving in the armed forces.

Why has it Been Introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between disadvantaged children and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Whilst schools are free to spend the Pupil Premium as they see fit we are required to publish online information about how we have used the Premium and the impact it is having.

How much Funding has Been Allocated to The Kingsmead School (Integrated Provision)?

For the academic year **April 2017 to March 2018** our school received **£193,00** of Pupil Premium funding. For the financial year **April 2018 to March 2019** the school has received **£180,000**. The percentage of our pupils known to be eligible for free school meals is over **80%**. The national percentage is **28.7% (secondary)**.

Objectives for Spending

To close the gap between pupil premium and non pupil premium cohorts by;

- Boosting literacy where appropriate
- Improving numeracy skills where appropriate
- Improving attendance to maximise opportunities to engage in learning and make progress
- Providing opportunities to raise pupils self-esteem and confidence, social skills and behaviour
- Helping pupils engage positively in learning, including supporting attendance
- Providing extra support that some pupils need to sustain placements – vocational and enrichment
- Extending access to IAG and providing enhanced post 16 progression planning and support
- Preparation for reintegration to mainstream placements where appropriate

At Kingsmead our cohort fluctuates during the year and so it is hard to be precise about the % of pupils who attract pupil premium, however over the past 3 years between 70 – 85% of pupils have been entitled to free school meals at any point.

We work hard to improve the progress and attainment of all our students. The barriers to learning faced by our pupil premium students are the same barriers faced by the majority of our students and so we have taken a decision to treat all pupils as individuals and access their holistic needs whatever group they belong to. However we do consider the progress of all our groups and report specifically regarding pupil premium and non pupil premium and other significant groups.

Staff have a very clear idea of each student's individual needs and they try to support them effectively based on those actual and specific needs. Our pupil premium has therefore been used to either expand existing initiatives or to fund new strategies. We have to keep this under review as if we were not making an impact in any area then we need to reconsider and re-focus the spending.

In 2017/18 We Have Evaluated How Our Pupil Premium Money Has Been Used:

| 2017/18 | Expected outcome/Impact | Allocated Funding |
|---|--|-------------------|
| Attendance Rewards and Interventions, including Contribution to Additional Transport for Alternative Provision and to HLTA Post to Support Attendance | <p>Improved attendance for all pupils and gap narrowed further between pp and non PP cohorts across the provision.</p> <p>MAINTAIN & INCREASE: <i>This has been a positive way to use PP funding to impact on the majority. We have not yet closed the gap. Even where pupils only have small gains in improved attendance the impact on pupil progress is positive and although we have to constantly refresh targeting of funding to specific pieces of work we can demonstrate impact.</i></p> | £25,000 |
| Improve Literacy - Targeted literacy for individual pupils | <p>Increased % of PP pupils make expected and better than expected progress in English in all year groups</p> <p>MAINTAIN: <i>This has had a positive effect on whole school outcomes. Some individual students have made significant progress by improving their reading age</i></p> | £43,000 |
| Enhance the Read it Write it Programme | | |
| Improve Numeracy - Targeted numeracy for individual pupils | <p>Increase % of PP making expected and better than expected progress in Maths and to have the confidence to grapple with numbers</p> <p>MAINTAIN: <i>This has had a positive effect on whole school outcomes and significant impact on a number of individual pupils</i></p> | £5,000 |
| Contribution to Y6/ Transition Post | <p>A specific post to work with pupils identified as vulnerable at KS2/3 transition, supporting the development of transition plans, getting to know families and working on key issues that may be barriers to succeeding at KS3 during the spring term of Y6 and them working with the pupil to support integration at KS3.</p> <p>MAINTAIN: <i>This has had a significant impact in terms of settling pupils into provision more quickly and ensuring that a positive relationship is built up straight away through an identified individual who then can support integration – either into Kingsmead or into another mainstream or special school. We believe this has reduced anxiety for the pupil and has helped them to settle in quickly so maximising access to learning. In addition some pupils had been on limited timetables in KS2 provision and have moved more quickly to fuller programmes at Kingsmead as a result of this support.</i></p> | £10,000 |

| 2017/18 | Expected outcome/Impact | Allocated Funding |
|---|--|--------------------------|
| | <i>*Note: funding contribution from PP reduced as alternative funding stream identified</i> | |
| Additional Support – Creative Arts Therapy etc. | <p>Increased number of pupils access support with their emotional needs and this helps to unlock barriers to learning, and increases engagement. Pupils who have benefitted from additional support inputs have increased their attendance and the majority have maintained their placement due to the support the counselling or therapeutic intervention has provided</p> <p>MAINTAIN: <i>This is crucial to our work as the Additional Support team provide a number of interventions to support students with their emotional and mental health issues. The team also supports staff in managing students with emotional health issues including self-harm and provides a range of training across the school in a variety of aspects – relaxation, endings, attachment etc</i></p> | £45,000 |
| Post 16 Transition support – Contribution to 0.5 Post to Work with Identified Pupils During Y11 and in First Part of Y12 to Support Transition to Training Providers/College etc. | <p>Maintain positive NEET figures and all pupils have an identified post 16 destination which is maintained.</p> <p>MAINTAIN & INCREASE: <i>This is probably the most important part of our work and has been successful in terms of maintaining a low NEET figure when considering the young people we work with. There are a number of changes to external processes that have made this a greater challenge for our cohort of pupils.</i></p> | £16,000 |
| Support for Trips and Educational Visits | <p>Contributions to payment for school trips locally and nationally, including development of residential trips to aid learning and enhance social interaction. Pupils able to experience new opportunities which will enhance their learning experience.</p> <p>MAINTAIN: <i>Our young people have been able to experience things they may never had seen without Kingsmead's support this money is vital to enrich our young people's lives.</i></p> | £5,000 |
| Individual Support and Interventions, including Testing and Assessment Tools | <p>Further extend range of assessment's to improve targeting of interventions; Additional resources for specific individual needs such as individual speech and language interventions; specific courses – Arts Award etc.</p> <p>MAINTAIN: <i>This funding allows us to explore the barriers to learning faced by our young people and put in place strategies to break these down.</i></p> | £3,000 |

| 2017/18 | Expected outcome/Impact | Allocated Funding |
|----------------|--|--------------------------|
| PP + | This depends on funding drawn down from PEP's on an individual basis | £ 40,000 |
| | Total | £193,000 |

In 2018/19 We Have Adjusted the Allocation of the Pupil Premium Funding and it is Allocated as Follows:

| 2018/19 | Expected outcome/Impact | Allocated Funding |
|--|--|--------------------------|
| Attendance Rewards and Interventions, including Contribution to Additional Transport for AP, support for targeted pupils get to school and to HLTA Post to Support Attendance. | Improved attendance for all pupils who receive PP. Target for PP attendance to be 80% across school | £31,000 |
| Improve Literacy - Targeted literacy for individual pupils | Increased % of PP pupils make expected and better than expected progress in English in all year groups | £43,000 |
| Improve Numeracy - Targeted numeracy for individual pupils | Increase % of PP making expected and better than expected progress in Maths and to have the confidence to grapple with numbers | £5,000 |
| Contribution to Y6/7 Transition Post | A specific post to work with pupils identified as vulnerable at KS2/3 transition, supporting the development of transition plans, getting to know families and working on key issues that may be barriers to succeeding at KS3 during the spring term of Y6 and then working with the pupil to support integration at KS3. | £7,000 |

| 2018/19 | Expected outcome/Impact | Allocated Funding |
|---|---|--------------------------|
| Additional Support – Creative Arts Therapy etc. | Increased number of pupils access support with their emotional needs which helps to unlock barriers to learning, and increases engagement. Pupils who have benefitted from additional support inputs have increased their attendance and the majority have maintained their placement due to the support the counselling or therapeutic intervention has provided | £45,000 |
| Post 16 Transition support – Contribution to 0.5 Post to Work with Identified Pupils During Y11 and in first part of Y12 to Support Transition to Training Providers/College etc. Additionally, 2x temporary enhancement of LPSA with dedicated time to focus on ensuring all pupils have positive 16 plans | Reduce NEET figures and all pupils have an identified post 16 destination which is maintained. | £41,000 |
| Support for Trips and Educational Visits | Contributions to payment for school trips locally and nationally, including development of residential trips to aid learning and enhance social interaction. Pupils able to experience new opportunities which will enhance their learning experience. | £5,000 |
| Individual Support and Interventions, including Testing and Assessment Tools | Further extend range of assessments to improve targeting of interventions; Additional resources for specific individual needs such as individual speech and language interventions; specific courses – Arts Award etc. | £3,000 |
| PP + | This depends on funding drawn down from PEP's on an individual basis | £ TBC |
| | Total | £179,000 |