

# Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Kingsmead Hospital Medical Provision (Castle)
Number of pupils in school	17
Proportion (%) of pupil premium eligible pupils	0%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 – 2023 to 2024-2025
Date this statement was published	September 2022
Date on which it will be reviewed	June 2023
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 15,600?
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£15,600?

## Part A: Pupil premium strategy plan

### Statement of intent

The aims for our pupil premium pupils is to use the allocated funding to maintain and improve positive outcomes for our most disadvantaged pupils. Our pupils face many challenges as a result of being unable to attend either their mainstream provision owing to their medical needs or their extreme vulnerability as a result of heightened anxiety linked to social communication and poor mental health. These difficulties have been further impacted by the current cost of living crisis.

In school data suggests that the variance of outcomes for our disadvantaged pupils is less good compared to their peers in terms of:

- Social opportunities
- Academic resilience
- Extra-curricular opportunities

Quality first teaching is at the heart of our approach with the aim to target the most effective support based on diagnostic assessment outcomes to allow pupils to access a broad and balanced curriculum.

There are a number of pupils not in receipt of pupil premium funding and also a number of children where the home school receives the funding not the Kingsmead School; this strategy will benefit all pupils in school through an inclusive approach to ensure better than expected progression for all.

We will also provide our disadvantaged pupils with opportunities beyond the classroom to enhance their cultural, sporting and academic experiences.

Our strategy intends to meet the needs of every pupil based on formal and informal assessments alongside pupil and parent voice without assumptions or labels.

Therefore, we aim to ensure that we enhance skills, knowledge and experiences to prepare them for life in the modern world.

We have used recovery funding to ensure appropriate catch up for individual children has been put in place ensuring we fill gaps in knowledge that would have been taught through the COVID period.

### Challenges

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

Challenge number	Detail of challenge
1	Assessments indicate that pupils have better than expected reading ages but very limited exposure to quality literature
2	Disengagement from traditional learning due to difficulties attending previous school setting
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
4	The majority of pupils arrive at Castle with significant gaps in their curriculum learning due to previous attendance issues and prolonged disengagement.
5	Pupils arrive at Castle displaying introverted behaviour that affects their emotional, social and mental wellbeing including behaviour for learning.

## 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
Improved exposure to quality literature through individual reading and group sessions.	All pupils show expected or better than expected progress in reading with all subjects ensuring that reading and vocabulary forms part of all learning. Pupil voice indicates an enjoyment in group reading and for pleasure.
Disadvantaged pupils re-engage with learning and the school environment.	Behaviour data will show a reduction in persistently disruptive behaviours and incidents of refusal. Attendance data will show improvement at both individual and whole school level
Children to be able to self-regulate with positive engagement in learning.	Pupil voice and intervention impact evidence will correlate with improved attendance and reduced behaviour incidents.
Ensure that pupils have positive Post 16 destinations	All pupils secure and engage with an appropriate P16 destination

## 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

Budgeted cost: £ 500 for library book enhancement

£ 3600 per term for a trained support staff member to support emotional dysregulation and to re-engage with learning.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of quality literature from a range of genre to be read individually and in group setting aimed at challenging and engaging KS3 and KS4 pupils to develop a love of literature</p> <p><i>*by purchasing the school means, buying text that are appropriate to our current and evolving cohort.</i></p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates.</p> <p>The evidence indicates that groups of 3–5 is most effective for collaborative learning approaches – there are smaller positive impacts for both paired work and collaborative learning activities with more than 5 pupils in a group.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p>	1,2,3

Ensure quality first teaching and the building of cultural capital in the pupils.	Ensure every teacher is supported in delivering high quality teaching to achieve the best outcomes for all pupils. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>	1,2,3
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## Targeted academic support

Budgeted cost: £8,000 (to supply agency – 1.0)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with a 1:1 to provide a high quality personalised learning programme for pupils with gaps in their learning.	1:1 targeted at specific needs and knowledge gaps identified from baseline assessments At each data capture any gaps to be identified.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	2,4,5
A bespoke mentoring package providing one-to-one emotional wellbeing support for pupils, on a one-to-one basis.	To ensure all pupils have positive engagement in their learning and are positive about themselves as a learner.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">Mentoring   EEF (educationendowmentfoundation.org.uk)</a>	

## Wider strategies

Budgeted cost:

- £4000 enrichment opportunities

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra curricular	Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music,	3, 5

Arts participation	<p>painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p><a href="https://educationendowmentfoundation.org.uk/Arts-participation-EEF">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	
Targeted exposure to careers' knowledge and possible further education opportunities	<p>By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. Aspiration interventions tend to fall into three broad categories:</p> <ul style="list-style-type: none"> <li>- interventions that focus on parents and families;</li> <li>- interventions that focus on teaching practice; and</li> <li>- out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	2,5
Contingency fund for acute issues.	<p>Based on our experiences, we have identified a need to set aside a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	
To ensure equality and inclusion for all pupils to engage with all school activities and school visits and visitors.	<p>All pupils are able to access trips and school visits. All children will have daily access to breakfast. All pupil have equal access to enrichment opportunities. The daily experience of PP pupils will be enhanced through the provision of transport where needed.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	3,5
To ensure parents/carers feel fully included in their child's current and further education.	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>- approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>- general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>- the involvement of parents in their children's learning activities; and</li> <li>- more intensive programmes for families in crisis.</li> </ul>	

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	
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**Total budgeted cost: £15,600**

## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

Owing to the changes in our collection of school this is the first time that there has been a separate foci on individual school priorities.