

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	The Kingsmead School PRU
Number of pupils in school	55
Proportion (%) of pupil premium eligible pupils	69%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	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	£56,365
Recovery premium funding allocation this academic year	£9209
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	£65,574 (-£15,600- to Hospital Medical) £49,974

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 permanently excluded, including those resulting from socio-economic disadvantage which has been further heightened by the current cost of living crisis.

The majority of pupils are boys from a range of ethnic backgrounds. An increasing number of pupils arrive speaking English as an additional language.

Pupils arrive with a range of challenging behaviours and many students have EHCPs. A significant number of pupils arrive having being permanently excluded. Many of these have depressed levels of literacy numeracy, often a result from a turbulent education experience in previous key stages.

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

- Social opportunities
- Academic attainment
- In year suspensions

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.

Currently, approximately two thirds of our pupils are eligible for pupil premium funding. As all excluded pupils face significant disadvantage through broken schooling, 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 modern Britain.

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	Outcomes and progress are significantly related to the depressed levels of literacy and numeracy, often a result from a turbulent education experience in previous key stages.
2	Disengagement from traditional learning due to permanent exclusion from school
3	Erratic attendance due to changing or challenging home circumstances
4	The majority of pupils arrive at The Kingsmead School with significant gaps in their curriculum learning due to previous attendance issues and prolonged disengagement. Some will have an undiagnosed learning need and subsequent referrals made or EHCPs written.
5	Pupils arrive at The Kingsmead School displaying challenging and dysregulated behaviour affecting 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
Gaps narrowing in English and Maths term by term, across the year. Number of PP students achieving both English and Maths qualifications to be nearer the national average.	<ul style="list-style-type: none"> Data drops show English and Maths coming in line with each other for both PP and non PP. Comparison with national figures
Gaps in Mathematics move to be at least in line with those in English.	Data drops to show both subjects moving further towards 'expected progress' for PP students.
Reading ages to improve.	<ul style="list-style-type: none"> Sutton Trust EEF evidence indicates that focusing on 'Reading Comprehension Strategies' students, on average, make +6 months progress, improving student outcomes. Evidence will be access to more complex exam questions in final exam, more extensive vocabulary and increase in reading age.

	<ul style="list-style-type: none"> EAL students make sufficient progress to access core curriculum groups
Pupil attendance to improve	Attendance statistics to improve, with subsequent outcome of increased pupil outcomes and a fall in behaviour incidents due to greater time in class and consistent targeted work on emotional regulation.

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of dedicated reading interventionist to work with subject specialists to develop reading within the range of the curriculum.	Reading is the gateway to learning. It is the key to pupils' future academic achievement and well-being. Pupils who struggle to read words accurately quickly fall behind their peers. They read less and do not accumulate the necessary background knowledge and vocabulary from reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2,4
Working with Curriculum Heads to ensure department literacy and numeracy plans are of high quality to drive achievement	Curriculum subjects require pupils to have literacy skills which enable them to interpret and compose texts across different disciplines. This involves teaching about how different language choices and patterns represent and document ideas and views of the world through a range of genres. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,4
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. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1,2,4

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

Budgeted cost: £22,974

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging pupils on a 1-2-1 basis to provide a high quality personalised learning programme for pupils with gaps in their learning.	<p>1-2-1 targeted support with English and Maths skills.</p> <p>At each data capture any gaps to be identified.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	1,2,4
Bespoke English intervention to increase confidence in reading and specific language acquisition for EAL pupils.	<p>1-2-1 targeted support with English and literacy skills.</p> <p>At each data capture any gaps to be identified.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2,4

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

Budgeted cost:£12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Triple P training for all Family Support Workers to aid in driving up school attendance.	<p>Increased school attendance to increase pupil attainment and decrease behaviour incidents.</p> <p>All evidence to come from data drops and comparison with previous year.</p>	3,5
Targeted SEMH interventions to reduce behaviour incidents	To ensure all children have positive engagement in their learning and are positive about themselves as a learner.	3,5

and increase engagement in school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
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Total budgeted cost: £49,974

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.