

Kingsley Special Academy - Pupil Premium Strategy 2023-2026

This statement details our school's use of pupil premium funding (and recovery premium) for the 2025 to 2026 academic year 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	Kingsley Special Academy
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plan)	2023/2024, 2024/2025, 2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Headteacher
Pupil premium lead	Amanda King
Governor/Trustee lead	Kayleigh Clements

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,247.00
Recovery premium funding allocation this academic year	£0
LAC funding allocation this academic year	£7890.00
LAC Recovery funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£77,137.00

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. Pupil Premium funding is also provided for children who have been looked after continuously for more than six months and the children of service personnel. At Kingsley, overcoming barriers to learning is central to our Pupil Premium use. We identify difficulties that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our aim is to ensure that our pupils are able to foster a passion for learning and engage fully with the curriculum. We believe that with the correct support all pupils can achieve their full potential.

Our ultimate objectives are to:

- ✓ Remove barriers to learning due to social, emotional and mental health difficulties for ALL pupils
- ✓ Develop positive relationships with parents
- ✓ Ensure ALL pupils have access to communication aids and resources to meet their sensory regulation needs
- ✓ Develop confidence in pupils' ability to communicate effectively in a wide range of contexts
- ✓ Enable staff to look after their social and emotional wellbeing and to develop resilience in a challenging environment
- ✓ Access a wide range of teaching programmes and therapeutic consultation to ensure we offer every opportunity for engagement.

Our Context:

Our school serves families of children with SEND within the Kettering area. We are part of the Kingsley Learning Foundation Trust which also includes Red Kite Special Academy in Corby.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide optimal learning for all pupils in our care
- Focus on self-regulation to ensure access and availability to learning
- Secure the context of a well-regulated and stable family environment

- Provide opportunities for emotional wellbeing and protective behaviours for all pupils
- Provide Occupational Therapist support to address sensory needs
- Introduce communication aids as required to ensure all our pupils have a voice.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles:

The Senior Leadership Group of Kingsley Special Academy allocate pupil premium to support achievement across all areas. This may involve progress through the curriculum and towards personalised objectives, the ability to engage positively with learning and the ability to generalise learning. Funding is also allocated to support partnership with guardians as we recognise that pupils achieve most when staff and families support one another and work towards shared goals. Additional school support, whether in the form of staffing or resources, is seen as part of ongoing teaching and learning and integrated into the routines of the school. Planning and evaluation takes place at the level of the individual pupil and the impact of pupil premium is monitored in the context of the factors affecting each pupil's progress.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health difficulties
2	Need for sensory regulation and occupational therapy
3	Communication needs
4	Special educational needs and disabilities
5	Cultural / social expectations
6	Poor attendance due to transition difficulties

Intended outcomes

This explains the outcomes we aim for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Effective recruitment and training	Implement precise targeted continuous professional development and support for teachers in the early phases of their careers to secure optimal learning for every child in our care.
Targeted Academic support	Work undertaken by the Family Support Team to ensure emotional wellbeing and protective behaviours and work undertaken by the commissioned occupational therapists in securing self-regulation and thereby access and availability for learning. This maximises availability for learning for all pupils.
Family Support	Our Family Support Team provides a tailored 24-hour curriculum (at specified dates) aimed at offering social opportunities and personal growth to students, while also allowing families to take some time to recharge. Additionally, we offer training to guardians to help them develop the necessary skills to support children with highly specialised needs.
Therapeutic support	Our school supports pupils' engagement and development through commissioned Speech and Language Therapy, Occupational Therapy, and/or Music Therapy. We encourage them to explore emotions, develop intentional communication and vocalisation skills, while enjoying a sensory experience.

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: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Talk for Writing</i>	Talk for Writing is an engaging teaching framework based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version. It has recently been adapted to special schools and evidence has shown	1,3,4,5

	improvement engagement, communication skills and Literacy skills.	
<i>InPrint Training</i>	The purchase of InPrint software has allowed the school to work in line with SALT and secondary schools, providing a consistent approach to communication.	1,2,3,4,5,6
<i>Norfolk Steps Lead Professional – Step On and Step Up</i>	‘Step On’ is based on sound evidence-based principles which promote positive behaviour strategies such as consistency, de-escalation, behaviour analysis and differentiated planning. This programme also provides guidance and practical advice to develop an understanding of the safe and effective use of everyday physical interventions. ‘Step Up’ focuses on the safe and effective use of restrictive physical intervention within current legislative frameworks’.	1,4,5
<i>TEACCH Training</i>	The TEACCH programme has received National and International recognition and is widely regarded as an outstanding model of service, training, and research.	1,3,4,5

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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Occupational Therapy	Expertise and resources available for staff to resolve dysregulation. Pupils well regulated and ‘available’ for learning.	1, 2, 4
Music Therapy	Enable children to develop social skills, in particular initiation and turn-taking. Strengthen relationships.	1, 2, 3, 4
SALT	Engage with pupils who experience difficulty in communicating. Offer expert advice to improve communication skills.	3, 4, 5
Family Support	Strong, positive relationships with families maintained and developed.	1, 4, 5, 6

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

Budgeted cost: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Scheme	Pupil's self-esteem and confidence grows as friendships are improved across the age ranges. With a range of activities to choose from pupils are encouraged to find new skills and hobbies.	1, 4, 5, 6
Camp Kingsley / Year 5 Sleepovers	Appreciative parents. Staff cherish the opportunity to focus on social and life skills beyond our usual day-to-day offer.	1, 4, 5, 6

Total budgeted cost: £138,911

Part B: Review of outcomes in the previous academic year (2024-25)

Funding overview

Detail	Amount
Pupil premium funding allocation for academic year	£60680
Recovery premium funding allocation for academic year	£0
LAC funding allocation for academic year	£17990
LAC Recovery funding allocation for academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for 2024-2025 academic year	£78670

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Helped build emotional resilience and support for our most vulnerable pupils and families in school.

The Family Support Team held nurture-based groups, parenting courses, and ran After School Clubs and holiday provision (Play Scheme). Sessions for pupils were delivered in school on a 1:1 basis as well as small groups. This has had an impact on pupil behaviour, pupil attendance and improved school and parent partnerships. The advice and support offered to guardians from the Family Support Team has enabled our families to overcome very significant challenges with particular focus on pupils whose families are struggling, often those who are entitled to pupil premium. The Family Support Team have also ran events including coffee mornings and family learning weeks to improve parent engagement. Support has also continued to take place with key pupils to develop their emotional regulation skills and mental health/anxiety. Feedback from the pupils and their families on this intervention has been extremely positive for personal development and wellbeing.

Ensured pupils' sensory needs were met through individual and group sessions and behaviours supported through outreach services

The commissioned Occupational Therapists provided a variety of services including assessments, therapeutic intervention, consultation and training. Many sensory issues were addressed, including special dietary needs. The work of the occupational therapists has continued to support the school, families and staff understanding of occupational therapies and sensory regulation within school and the home. We have continued to see across the school sustained progress within our executive functioning skills and independence skills. Facets of individual pupil's specific needs are comprehensively addressed and therapists work in close collaboration with class teachers and leaders, developing interventions and programmes for pupils but also contributing to our curricular framework. A number of targeted interventions have been worked on, essentially with guardians who were experiencing particular difficulties. Observations, discussions and reports from Maplefields Outreach Service have provided support for pupils who demonstrate behaviours that challenge and need more targeted and specific approaches to support behaviours associated with SEMH needs.

Addressed the needs of our pupils through Music Therapy

Music Therapy offers a worthwhile, enriching environment and experience for our pupils with complex needs. Opening avenues, both cognitive and communicative, with pupils experiencing difficulties with their wellbeing and mental health. Particular progress has also been observed with our pupils that have profound autism through the use of Neurologic Music Therapy. This a standardised evidence-based clinical treatment system of 20 techniques that is driven by advances in applied auditory music neuroscience and the clinical understanding of music perception, production, and cognition. The NMT System targets specific functional behaviours in the areas of cognition, sensorimotor, and speech and language based on a pupil's diagnostics and treatment goals. The NMT system provides structured music-based exercises that can

be integrated into intervention practices for all allied healthcare professionals, in the disciplines such as physical therapy, occupational therapy, neuropsychology, and speech-language pathology. Through this, we have seen an increase in regulation with specific targeted pupils.

Ensured that recruitment is effective and staff are trained to meet the needs of all pupils

Staff have been able to take advantage of bespoke training and training that offers the school greater depth and understanding in behaviour, ASD strategies and regulation skills based theories. Norfolk Steps trainer training has enabled the whole school staff to develop their skills in de-escalating behaviour at the earliest moment using identified strategies for each individual pupil. As a result, staff report to feeling more confident in de-escalation strategies and intervening when necessary. TaSSeLs on body signing training has supported the staff working with our PMLD pupils which has had a positive impact on their communication and interaction skills. The on body signing has enabled the pupils to develop their anticipation skills and awareness of what is going on around them, leading to increased wellbeing. The purchase of InPrint software has allowed the school to work in line with SALT and secondary schools, providing a consistent approach to communication. In house training has developed the confidence of staff to be able to produce individualised communication and educational resources, for in school use and for our families, providing consistency across settings.

Externally provided programmes

Programme	Provider
Norfolk Steps Training	Norfolk Steps (Norfolk County Council)
SEND specific training (short courses)	A range of providers