

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium) for the 2022 to 2023 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	162
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plan)	2020-21, 2021-22, 2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Head Teacher
Pupil premium lead	Kayleigh Clements
Governor / Trustee lead	Michelle Walkley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,303
Recovery premium funding allocation this academic year	£46,372
LAC funding allocation this academic year	£12,050
LAC Recovery funding allocation this academic year	£1,450
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£132,175</b>

# 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 Kingsley Learning Foundation 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 of Kingsley Academy allocate pupil premium and recovery premium funding 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 parents as we recognise that pupils achieve most when staff and families support one another and work towards shared goals. Additional support in school, 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 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
Effective recruitment and training	Implement precise targeted continuous professional development and the provision of 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 in relation to emotional well-being and protective behaviours and work undertaken by the occupational therapists in securing self-regulation and thereby access and availability for learning.
Family Support	Offer respite, allowing families time to replenish themselves and training to develop the skills of parents and carers to support children with highly specialised needs.
Therapeutic support	Whether via Speech and Language consultancy or Music Therapists we offer pupils engagement. Encouraging them to independently explore emotions and develop early stages of intentional communication and vocalisation whilst 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
PACE Approach	Regulating pupils in a calmer classroom	1, 2, 4
Wellbeing workshop	Requirement for staff wellbeing	1, 4, 5
Boardmaker training	Essential communication	3, 4
Medical competencies	Approaches for PMLD cohort	1, 2, 4, 6
TEACHH	Promoting structured learning	2, 3, 4
Signalong	Whole school communication	3, 4
Induction courses	New staff members embracing the Kingsley ethos	4, 5

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

Budgeted cost: £113,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Occupational Therapist	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
After-school club	Offers development of social and play skills and parental respite.	1, 4, 5, 6
Playscheme	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	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: £132,175**

## Part B: Review of outcomes in the previous academic year (2021-22)

### Funding overview

Detail	Amount
Pupil premium funding allocation for academic year	£65,902
Recovery premium funding allocation for academic year	£13,267
LAC funding allocation for academic year	£11,850
LAC Recovery funding allocation for academic year	£1,450
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£92,469</b>

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

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

The Family Support Workers held nurture groups, parenting courses, and saw the re-introduction of After-school club. 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.

#### **Ensured pupils' sensory needs were met through individual and group sessions**

The Occupational Therapists provided a variety of services including assessments, therapeutic intervention consultation and training. Many sensory issues were addressed, including special dietary needs. The aim is to help children improve their participation and function in everyday activities.

#### **Addressed the needs of our PMLD cohort 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 children experiencing difficulties with their well-being and mental health.

## Externally provided programmes

Programme	Provider
Step on training	Norfolk Steps (Norfolk County Council)
Wellbeing workshop	Requirement for staff wellbeing
TEACCH training	Autism Independent UK
SEND specific training (short courses)	A range of providers
Counselling	The Key Coaching