

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Kisharon Noe School
Number of pupils in school	54
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Emma Castleton
Pupil premium lead	Emily Haddock
Governor / Trustee lead	Emma Castleton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,245
Recovery premium funding allocation this academic year	£TBC
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	£

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Covid-19 has had a significant impact upon the anxieties and stressors of learners and their families. These include changes to family structure, distance from support networks and disruption of routine.
2	A reduced early help health offer means that support is not always available from outside agencies
3	Some parents have perceived negative experiences of working with external agencies
4	Pupils have been isolated from peers due to being young when the pandemic began and therefore have had limited opportunities for peer, social interaction
5	Many pupils have restricted access to community based activities
6	Many pupils exhibit limited food choices with hypersensitivity to texture, temperature and taste
7	Reduced access to the therapeutic offer (for example, hydrotherapy was not able to be offered) has meant a delay in EHCP targets being met
8	Reduced opportunities to read means that some pupils have taken a backwards step with their reading skills

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
Implement a strategic and operational plan with specific actions to reintegrate PP children back into learning.	A well-planned transition supports new and existing PP pupils to engage in learning quickly and effectively.

	<p>Half-termly data collections ensure that identification of gaps in learning can be identified quickly, with target additional funding allocated to support pupil progress.</p>
<p>Ensure staff have the skills and knowledge to implement a fully inclusive and personalised curriculum for every PP child.</p>	<p>Teachers have a strong knowledge of the subjects that they teach and confidently build robust curriculum plans for PP learners.</p> <p>All teachers ensure a rigorous and sequential approach to reading that assesses and addresses gaps so that PP pupils can access the full curriculum.</p>
<p>Support PP children to develop age appropriate communication, interpersonal and social skills through a whole school approach to social use of language</p>	<p>Staff have good knowledge of how language acquisition takes place, and how use of language can be supported over time</p> <p>The school community models and values effective social communication strategies</p> <p>Communication is an integral part of the curriculum with opportunities to rehearse and engage in a wide variety of interactions</p>
<p>Reduce the gap between Key Stage 3 / 4 PP and NPP pupils in formal curriculum maths</p>	<p>PP pupils progress in formal maths is as good or better than their NPP counterparts</p>
<p>Reduce the gap between Key Stage 3 / 4 PP and NPP pupils in formal curriculum science</p>	<p>PP pupils progress in formal science is as good or better than their NPP counterparts</p>
<p>Reduce the gap between PP and NPP pupils who are working on the informal curriculum</p>	<p>PP pupils progress in informal curriculum is as good or better than their NPP counterparts</p>
<p>Support specific PP pupils to reintegrate into school via highly personalised and strategically monitored use of intervention</p>	<p>Pupils access data led interventions which support current needs. Data will show improvement in targeted areas and demonstrate positive reintegration</p>
<p>Create a significantly personalised curriculum for PP pupils who exhibit high levels of deficit in core curriculum progress</p>	<p>Pupils narrow attainment gaps and progress in line with NPP peers.</p> <p>Pupils work evidences progress in targeted areas through moderation and learning scrutiny</p>
<p>Employ bespoke social communication skills programmes for KS4 PP pupils requiring intensive intervention prior to accessing post-16 education</p>	<p>Pupils are confident in reciprocal conversations with others outside of their working group</p> <p>Pupils experience formal interview process to prepare for post-16 interviews</p>

	Pupils are able to explore learning in a adult based environment
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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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
School library	£850 EEF research	8
Research materials	£350 EEF research	1-8
Training resources	£500 EEF research	1-8
Class libraries	£900 EEF research	8
Research materials	£350 EEF research	1-8
INSET days materials	£350 EEF research	1-8
Maths coordinator	£500 EEF research	1
Maths resources	£1000 EEF research	1
UPS teacher	£500 EEF research	1
ICT resources to develop the curriculum	£1000 EEF research	1
Training	£250 EEF research	1-8
Planning time	£250 EEF research	1-8
TLR Post-16	£500 EEF research	5

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

Budgeted cost: £1945

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic teams provide regular assessments to support planning and interventions	EEF research	2, 3
Additional teacher intervention is allocated to ensure high-quality,	EEF research	1-8

responsive and flexible input to address pupil need		
Reading intervention provide reading spaces throughout school mean PP pupils can enjoy reading in calming spaces	EEF research	8

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

Budgeted cost: £1,945

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class teams ensure enhanced communication is maintained throughout transition or disruption periods for PP pupils. Acute connections with families mean concerns are addressed and actioned rapidly.	EEF research	3
Social communication CPD strand is launched. Research materials and interim activities provide stimulus for reflection and development on an ongoing basis	EEF research	1, 3, 4, 8
Personalised therapy training sessions for classes are supported via half termly curriculum focus.	EEF research	2, 3, 7
Assessments provide insight into specific areas of emotional wellbeing deficit following transition back into school	EEF research	2, 3, 7
Social confidence development opportunities are	EEF research	2, 3, 7

enhanced through engineered sessions		
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Total budgeted cost: £9,245

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Item	Impact
Education supplies and Team Teach training to support with behaviour management	<ul style="list-style-type: none"> ● Team Teach training equipped staff with the strategies and skills to successfully support challenging behaviour as evidenced by the significantly reduced incidents requiring physical restraint ● Staff reported increased confidence due to having the skills and knowledge to diffuse challenging situations ● Art resources provided opportunities for pupils to express themselves through different mediums resulted in in high quality outcomes and increased pupil self esteem
Smartkids, White Rose Maths, Maths Shed Subscriptions	<ul style="list-style-type: none"> ● Resources supported the development of the maths curriculum ● Reduced the gap between Key Stage 3 / 4 PP and NPP pupils in formal curriculum maths ● Resources supported the personalise teaching of phonics and reading ● Reducing the gap for KS1/2 PP and NPP in formal curriculum phonics and reading
Reading books for more able readers	<ul style="list-style-type: none"> ● Reducing the gap for KS3/4 PP and NPP in formal reading ● Increased pupil engagement in reading

	<ul style="list-style-type: none"> • Increased challenge for more able readers
Well-being gift packs at Chanukah and Christmas	<ul style="list-style-type: none"> • The significant proportion of PP families who were isolating due to medical vulnerabilities felt included in the festivities • Doorstep deliveries for vulnerable PP pupils who were self-isolating enabled personal contact to take place with pupils and their families to make in person checks on well being • Enterprise opportunities for Post 16+ PP pupils
Subsidised uniforms for some pupils	<ul style="list-style-type: none"> • All PP pupils have access to correctly sized school uniforms

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	