PUPIL PREMIUM STRATEGY

Contents

Comparative Data

Pupils on roll

	KS1		KS2		KS3		KS4		KS5		Total	
Sep 2021	PP	NPP	PP	NPP	PP	NPP	PP	NPP	PP	NPP	PP	NPP
No. & %	0 (0%)	13 (100%)	0 (0%)	9 (100%)	7 (32%)	15 (68%)	0 (0%)	8 (100%)	2 (22%)	7 (78%)	9 (14%)	54 (86%)

Attendance & Progress

	KS1		KS2		KS3		KS4		KS5		Total	
2020-21	PP	NPP	PP	NPP	PP	NPP	PP	NPP	PP	NPP	PP	NPP
Attendance		93.5%		93.4%	89.5%	89.2%		96.2%	89.9%	84.4%	89.6%	90.5%
Good or better progress: English		70%		100%	70%	70%		40%	100%	100%	85%	76%
Good or better progress: Maths		70%		100%	70%	70%		50%	100%	100%	85%	78%
Good or better progress: EHCP Targets		75%		75%	75%	75%		75%	75%	75%	75%	75%
Critical Dysregulation					1 (33%)	2 (66%)			1 (100)		2 (50%)	2 (50%)

Additional Barriers to Attainment

KS1	KS2	KS3	KS4	KS5
External barriers ● 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. ● A reduced early help health offer means that support is not always available from outside agencies ● Some parents have perceived negative experiences of working with external agencies ● Pupils have been isolated from peers due to being young when the pandemic began and therefore have had limited opportunities for peer, social interaction ● Many pupils have restricted access to community based activities ● Many pupils exhibit limited food choices with hypersensitivity to texture, temperature and taste	**External barriers** ● 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. ● Hypervigilance, hyperarousal and anxiety related physiological stimulation has led to challenging home routines ● A reduced early help health offer means that support is not always available from outside agencies ● Some parents have perceived negative experiences of working with external agencies ● Prior to joining the school, most pupils have been unable to access full-time education with some only receiving home-visits for extended periods ● Pupils have been isolated from peers and therefore have had limited	**External barriers** ● 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. ● Many strategies that parents have used to 'manage' their child's historic presentation are now ineffective ● Inappropriate sleep patterns, lack of effective hygiene routines and inappropriate support for puberty result in pupils' basic care needs being addressed in the school environment ● Pupils have been isolated from peers and therefore have had limited opportunities for peer, social interaction ● Reduced access to the therapeutic offer (for example, hydrotherapy was not able to be	**External barriers** ● 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. ● Anxiety relating to adulthood, next steps and leaving a school based environment can cause regression in coping strategies ● Pupils have been isolated from peers and therefore have had limited opportunities for peer, social interaction ● Reduced access to the therapeutic offer (for example, hydrotherapy was not able to be offered) has meant a delay in EHCP targets being met	**External barriers** ● 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. ● Hypervigilance, hyperarousal and anxiety related physiological stimulation has led to challenging home routines ● A reduced early help health offer means that support is not always available from outside agencies ● Pupils have been isolated from peers and therefore have had limited opportunities for peer, social interaction ● Many pupils have restricted access to community based activities ● Pupils have limited awareness of safety and exhibit risk taking behaviours

● Reduced access to the therapeutic offer (for example, hydrotherapy was not able to be offered) has meant a delay in EHCP targets being met	opportunities for peer, social interaction ● Many pupils have restricted access to community based activities ● Pupils have limited awareness of safety and exhibit risk taking behaviours ● Many pupils exhibit limited food choices with hypersensitivity to texture, temperature and taste ● Reduced access to the therapeutic offer (for example, hydrotherapy was not able to be offered) has meant a delay in EHCP targets being met	offered) has meant a delay in EHCP targets being met		● Many pupils exhibit limited food choices with hypersensitivity to texture, temperature and taste ● Reduced access to the therapeutic offer (for example, hydrotherapy was not able to be offered) has meant a delay in EHCP targets being met
Internal barriers ● The majority of pupils are working within the informal curriculum and developing their early learning skills. ● Data shows disparity between attainment of non-pupil premium and pupil premium students on the informal curriculum. ● Hyperarousal results in pupils requiring regular sensory, physiological and play based stimulation to reduce anxiety levels	**Internal barriers** ● The majority of pupils are still within the informal and semi-formal stages of development, developing their early learning skills. ● Data shows disparity between attainment of non-pupil premium and pupil premium students on the informal curriculum. ● Data shows disparity between attainment of non-pupil premium and pupil premium students in	**Internal barriers** ● The majority of pupils are still within the semi-formal stages of development, developing their early learning skills ● Data shows disparity between attainment of non-pupil premium and pupil premium students in English in the semi-formal curriculum. ● Pupils' lack of resilience can lead to disproportionate emotional responses and extreme depressive states	**Internal barriers** ● The majority of pupils are still within the semi-formal stages of development, developing their early learning skills ● Data shows disparity between attainment of non-pupil premium and pupil premium students in English in the semi-formal curriculum. ● Data shows disparity between attainment of non-pupil premium and pupil premium students in	**Internal barriers** ● Significant gaps in individuals' knowledge leads to a reluctance to engage in learning; requiring a highly personalised curriculum ● Pupils focus on presentation of work, and find minimal 'mistakes' challenging ● Pressure of pupils and their families relating to the next steps in their education journey and their futures increases anxiety

• Pupils require ongoing support to revisit stages of early childhood development via a process of repetitive overlearning and neurological pathway stimulation activities • Pupils struggle to build relationships with adults and peers • Unstable interactions are commonplace, requiring high levels of adult support to negotiate them	English in the semi-formal curriculum. • Pupils require ongoing support to revisit stages of early childhood development via a process of repetitive overlearning and neurological pathway stimulation activities • Unstable interactions are commonplace, requiring high levels of adult support to negotiate them	• Unstable interactions are commonplace, requiring high levels of adult support to negotiate them	maths and science in the formal curriculum. • Significant gaps in individuals' knowledge leads to a reluctance of engage in learning • Pupils focus on presentation of work, and find minimal 'mistakes' challenging • Pressure of pupils and their families relating to the next steps in their education journey and their futures increases anxiety • Inflexibility of thought can lead to pupils becoming fixated on one progression pathway • Some pupils attempt to reject school relationships prematurely in order to control their process of detachment from Kisharon • Peer acceptance and interaction can become the priority for some pupils whilst at school • Unstable interactions are commonplace, requiring high levels of adult support to negotiate them	• Inflexibility of thought can lead to pupils becoming fixated on one progression pathway • Some pupils attempt to reject school relationships prematurely in order to control their process of detachment from Kisharon • Peer acceptance and interaction can become the priority for some pupils whilst at school • Unstable interactions are commonplace, requiring high levels of adult support to negotiate them

Priorities for 2020-2023

Whole School	Key Stage	Group or Pupil Specific
Implement a strategic and operational plan with specific actions to reintegrate Pupil Premium children back into learning; especially relating to reading.	Reduce the gap between Key Stage 3 / 4 PP and NPP pupils in formal curriculum maths	Support specific PP pupils to reintegrate into school via highly personalised and strategically monitored use of intervention
Ensure staff have the skills and knowledge to implement a fully inclusive and personalised curriculum for every Pupil Premium child.	Reduce the gap between Key Stage 3 / 4 PP and NPP pupils in formal curriculum science	Create a significantly personalised curriculum for PP pupils who exhibit high levels of deficit in core curriculum progress
Support Pupil Premium children to develop age appropriate communication, interpersonal and social skills through a whole school approach to social use of language	Reduce the gap between PP and NPP pupils who are working on the informal curriculum	Employ bespoke social communication skills programmes for KS4 PP pupils requiring intensive intervention prior to accessing post-16 education

Detailed Information

Objective	Success Criteria	Milestones	Spending	Allocation
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. Half-termly data collections ensure that identification of gaps in learning can be identified quickly, with target additional funding allocated to support pupil progress.	- 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. - Additional capacity is facilitated via the deputy headteacher to ensure swift attendance support is in place for PP pupils who are struggling to attend school. - Deputy headteacher facilitates intensive working relationships with wider agencies ensuring the right support is in place at the right time for families in receipt of PP funding. - Catch-up funding is targeted to address any academic gaps for PP pupils. Close analysis of progress data means gaps are addressed quickly and interventions are in place. - Basic needs of PP pupils are swiftly actioned to ensure PP pupils are confident and comfortable to attend school. - The Remote Learning policy is introduced to the school community ensuring every member is aware of, and can fulfil, their responsibilities from day one of home learning. - Curriculum development is at the heart of the school's focus	**Targeted catchup** **School library** **Reading intervention**	 **£850** **£700**
Ensure staff have the skills and knowledge to implement a fully inclusive and personalised curriculum for every PP child.	Teachers have a strong knowledge of the subjects that they teach and confidently build robust curriculum plans for PP learners. All teachers ensure a rigorous and sequential approach to reading that assesses and addresses gaps so that PP	- Curriculum is in place, with regular reviews - The curriculum CPD strand supports teachers to explore specific pedagogy that supports PP pupils - Curriculum pathways are introduced throughout the year to ensure new ways of working are embedded over time - PP Pupils make use of the school library to promote reading for pleasure - Class Dojo deployed as a tool to reaffirm learning and provide opportunities to celebrate success. - Reading spaces throughout school mean PP pupils can enjoy reading in calming spaces	**Research materials** **Training resources** **Class libraries**	**£350** **£500** **£900**

	pupils can access the full curriculum.	• Class readers are reviewed and evaluated to ensure literature is inviting, exciting and challenging. • Use of reading space and bookshelves in each class. • PP pupil voice is collected in relation to reading materials and practises to ensure that all pupils are stimulated and have access to books that interest them.		
Support PP children to develop age appropriate communication, interpersonal and social skills through a whole school approach to social use of language	Staff have good knowledge of how language acquisition takes place, and how use of language can be supported over time The school community models and values effective social communication strategies Communication is an integral part of the curriculum with opportunities to rehearse and engage in a wide variety of interactions	• Social communication CPD strand is launched. Research materials and interim activities provide stimulus for reflection and development on an ongoing basis • Staff are able to track speech and language progress, with the support of therapists and adapt as needed to meet current level of need • Personalised therapy training sessions for classes are supported via half termly curriculum focus.	**Research materials** **INSET days materials**	**£350** **£350**
Reduce the gap between Key Stage 3 / 4 PP and NPP pupils in formal curriculum maths	PP pupils progress in formal maths is as good or better than their NPP counterparts	• Structure core learning sessions to allow pupils to access maths teaching and learning at the optimum time for them • Maths co-ordinator to provide input for each group • Real world play to support constructivist maths approach • Class groupings support capacity for swift and targeted maths intervention when gaps in learning are identified • Working with other schools to develop working links and embed core skills that promote positive progression	**Maths coordinator** **Maths resources**	**£500** **£1000**
Reduce the gap between Key Stage 3 / 4 PP and NPP pupils in formal curriculum science	PP pupils progress in formal science is as good or better than their NPP counterparts	• Collaborative science planning ensures appropriate levels of challenge and support in teaching and learning • UPS focus on developing the competency and capacity of science and the use of ICT teaching and learning for staff that are new to the school • Teacher led intervention provides structured support for pupils	**UPS teacher** **ICT resources to develop the curriculum**	**£500** **£1000**
Reduce the gap between PP and NPP pupils who are working on	PP pupils progress in informal curriculum is as good or	• Structure core learning sessions to allow pupils to access teaching and learning at the optimum time for them	**Teacher interventions**	**£250**

the informal curriculum	better than their NPP counterparts	• Therapy team provide input for each group • Teacher led intervention provides structured support for pupils • Ensure that pupils have access to reading materials at home	**Therapeutic interventions**	**£500**
Support specific PP pupils to reintegrate into school via highly personalised and strategically monitored use of intervention	Pupils access data led interventions which support current needs. Data will show improvement in targeted areas and demonstrate positive reintegration	• Assessments provide insight into specific areas of emotional wellbeing deficit following transition back into school • Pupil learning plans allow all adults working with a pupils to provide consistent and developmental intervention and support • Therapeutic teams provide regular assessments to support planning and interventions	**Assessments** **Interventions**	**£250**
Create a significantly personalised curriculum for PP pupils who exhibit high levels of deficit in core curriculum progress	Pupils narrow attainment gaps and progress in line with NPP peers. Pupils work evidences progress in targeted areas through moderation and learning scrutiny	• Entry into core curriculum learning is carefully planned. Reduction in learning anxiety is an immediate focus • Additional teacher intervention is allocated to ensure high-quality, responsive and flexible input to address pupil need • New curriculum plans and associated CPD provide workshop opportunities for collaborative evaluation and planning for specific pupil groups	**Assessments** **Interventions** **Training**	**£245**
Employ bespoke social communication skills programmes for KS4 PP pupils requiring intensive intervention prior to accessing post-16 education	Pupils are confident in reciprocal conversations with others outside of their working group Pupils experience formal interview process to prepare for post-16 interviews Pupils are able to explore learning in a adult based environment	• Post-16 planning processes are addressed early in the academic year • Close links with the post-16 provision views post-16 as a natural progression in the school and allows pupils with opportunities to access educational spaces, revisit them and plan for communications • Pupils are provided with 'alternative' communication rehearsal, rephrasing, and mirroring opportunities • Social confidence development opportunities are enhanced through engineered sessions	**Training** **Planning time** **TLR Post-16**	**£250** **£250** **£500**

Value for Money Statement

Kisharon School is committed to ensuring value for money in the allocation of pupil premium and closely monitors spending to ensure it is focused on the objectives set out in this plan. The school evaluates the cost and efficacy of interventions using guidance from external organisations such as the Education Endowment Fund (EEF) and, where possible, utilises high impact / low cost strategies. Interventions that have not been considered by the EEF must have a significant evidence base confirming their effectiveness. For 2020-21, costs have been allocated as follows:

Distribution of Funding

Whole School	Key Stage	Group / Pupil Specific
£4000	£4000	£1045

Cost Per Child

KS1	KS2	KS3	KS4	KS5
		£644.01		£1,082.78