

Pupil premium strategy statement -Kisharon Noé School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	76
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/2025
Date this statement was published	November 2023
Date on which it will be reviewed	
Statement authorised by	Emily Haddock
Pupil premium lead	Adina Collins
Governor / Trustee lead	Jane Pearl

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,029
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£20,880
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£36,909

Part A: Pupil premium strategy plan

Statement of intent

Kisharon Noé School has around 16% Pupil Premium students.

The National average in all schools is 27.3%. However, this is on average considerably higher for pupils with SEN at 37.5% and 41.1% of pupils with an EHC plan are eligible for Free School Meals.

Anecdotally we are aware that we have a far large number of Pupil Premium students but there is a stigma in our school community to ask for support from the local authority; as well as some families not being eligible due to their income not hitting the threshold but they have large families, meaning that income is spread thinly.

We therefore know that we have a far larger cohort of disadvantaged students than our 16% headline figure suggests.

Our ultimate objectives therefore are:

1. Communicating with, and supporting, parents:
 - a. To remove the stigma for our families on accessing support from the local authority or external networks.
 - b. To support our families to accept their child's diagnosis and condition.
2. Extend school time, including summer schools
 - a. To support our families when they need help the most, for example, during school holidays.

Challenges

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

Challenge number	Detail of challenge
1	Lack of purposeful activities in the summer holidays which support our cohort of students and their families.
2	Lack of positive, collaborative engagement with parents.

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
The introduction of a summer school can provide additional experiences to students and activities, such as arts or sporting activities. These activities will be valuable in and of themselves but may also increase parental engagement as a whole.	<ul style="list-style-type: none"> Pupil premium families are more engaged and therefore access the wider Kisharon offer which is already established. Families report that the summer school is a success and helpful to their child and family. Pupils report enjoying summer school. Attendance as a whole increases.
Parental engagement with school is collaborative, purposeful and supportive of the needs of their child, due to attendance at high quality training programmes.	<ul style="list-style-type: none"> Teachers report that the annual review process with parents is useful and purposeful. Parents are working positively and collaboratively with school to identify purposeful and relevant targets for their child.

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: £6,909

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent research group with Dr Nina Robinson and Dr Mike Hymans focused on parental aspirations	<ul style="list-style-type: none"> The average impact of improving parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parental engagement strategies are typically more effective with parents of very young children. Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to 	2
Parent engagement activity days to encourage positive interaction with their children		

	change parents' aspirations will raise their children's aspirations and achievement over the longer term.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Summer school	<ul style="list-style-type: none"> • Summer schools have a positive impact on average (three months' additional progress) • Summer schools that use teachers that are known to the pupils have a higher impact • Summer schools can also provide additional experiences and activities, such as arts or sporting activities. This might be valuable in and of themselves or be used to increase engagement alongside academic support. • Evidence suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. 	1

Total budgeted cost: £36,909

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Actions:

- Attention autism training delivered to 12 staff.
- Attention autism resources purchased.
- Trip to Israel was heavily subsidised for pupils.
- All staff completed action research projects on a range of topics impacting disadvantaged pupils, for example, how music impacts wellbeing, and the importance of being in nature.
- Maths co-ordinator in place and delivered INSET for all staff.
- Bespoke websites introduced for all pupils to improve communication with parents.

Impact:

- All pupils made good levels of progress from their starting points.
- Maths is being delivered to a high standard throughout school.
- Attention autism is fully embedded and pupils are progressing from Stage 1 - 3, demonstrating the ability to concentrate for longer periods of time.
- Parents report being more aware of their child's progress since the introduction of the websites.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider