

Pupil Premium Strategy 2017 - 2018

Amount of Pupil Premium funding received 2017-18: £73210

To support: 63 pupils of whom:

- 2 LAC who receive £1900 each
- 1 Post LAC who receives £1900
- 1 Service who receives £300
- KS1-KS2 who receive £1320
- KS3 who receive £935

Key to acronyms:

HLTA	Higher Level Teaching Assistant
TA	Teaching Assistant
PP	Pupil Premium
LAC	Looked After Child
EHCP	Education and Health Care Plan (Annual Review)
AHT	Assistant Headteacher
SaLT	Speech and Language Therapist
HT	Headteacher

Identified barriers to educational achievement

Kingsdown School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Lack of Communication Skills and development of Fine Motor Skills
- Access to extra-curricular activities – including clubs and educational experiences
- Access to sports activities including swimming outside of school
- Attendance
- Behaviour – pupils with specific social and emotional needs which affect their learning
- Access to fresh fruit and a healthy breakfast

Key expenditure – how the allocation will be spent Area of spend	Focus	Total allocation
Dedicated HLTA x 1.5 days per week - Literacy	English-Reading, Writing, Communication	£8771.00
Dedicated HLTA x 3 days per week - Communication	Communication	£13432.00
Dedicated HLTA x 1 day per week - Fine Motor Skills	Fine Motor Skills	£4258.00
Dedicated HLTA x 2 days per week - Art Stories	Personal and Social including personal decision making, Art/ Sensory Skills skills	£6151.00
Small group Music Sessions with music specialist	Communication	£487.50
Whole School Orchestra and Choir	Communication, Personal and Social, music skills	£3169.00
Funding for extra-curricular clubs	Personal and social	£1680.00
Additional learning resources: iPad, iPods, swimming equipment, cookery ingredients.	Communication, Physical development	£18186.50
Funding for school trips	Personal and social	£2000.00
Funding for breakfasts	Personal and social	£500.00
Funding for fruit at snack time	Access to learning	£2000.00
TA 1:1 support for school non attender	Access to learning	£5431.00
Access to Sensory Integration Occupational Therapist	Access to learning	£6120.00
Access to a music therapist	Communication and Interaction	£1024.00

Area of spend	Intended outcomes – why these approaches were taken	Actions
<p>Dedicated HLTA x 1.5 days per week Literacy</p>	<ul style="list-style-type: none"> • Improved learning outcomes in reading, writing and communication (differentiated for each individual) • Improved confidence for pupils in specified areas • Learning tasks tailored to specific needs of pupils – closing gaps in understanding • Consolidation of learning completed in classes – time for practise and application of skills • 1:1 or small group time for confidence building • Time to work on EHCP outcomes in a different environment • Generalisation of skills 	<ul style="list-style-type: none"> • Regular reviews of PP group timetable with AHT (x4 milestones per year) • Regular reviews of progress including towards EHCP targets with AHT (x4 milestones per year) • Observation of PP group pupils in their classes once in September and January • Regular communication between PP HLTA and class teachers – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources • Teaching resources and materials – PP HLTA to liaise with AHT and Literacy Subject Leader as necessary • HLTA to access SaLT training and speak to SaLT as appropriate • Tracking of pupils progress during sessions on Tapestry online learning journal
<p>Dedicated HLTA x 3 days per week Communication</p>	<ul style="list-style-type: none"> • Improved learning outcomes in communication (differentiated for each individual) • Improved confidence for pupils in specified areas • Learning tasks tailored to specific needs of pupils – closing gaps in understanding • Consolidation of learning completed in classes – time for practise and application of skills • 1:1 or small group time for confidence building • Time to work on EHCP outcomes in a different environment • Generalisation of skills 	<ul style="list-style-type: none"> • Regular reviews of PP group timetable with AHT (x4 milestones per year) • Regular reviews of progress including towards EHCP targets with AHT (x4 milestones per year) • Observation of PP group pupils in their classes once in September and January • Regular communication between PP HLTA and class teachers – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources • Teaching resources and materials – PP HLTA to liaise with AHT and Literacy Subject Leader as necessary • HLTA to access SaLT training and speak to SaLT as appropriate • Tracking of pupils progress during sessions on Tapestry online learning journal

<p>Dedicated HLTA x 1 day per week Fine Motor Skills</p>	<ul style="list-style-type: none"> • Improved learning outcomes in fine motor skills (differentiated for each individual) • Improved confidence for pupils in specified areas • Learning tasks tailored to specific needs of pupils – closing gaps in understanding • Consolidation of learning completed in classes – time for practise and application of skills • 1:1 or small group time for confidence building • Time to work on EHCP outcomes in a different environment • Generalisation of skills 	<ul style="list-style-type: none"> • Regular reviews of PP group timetable with AHT (x4 milestones per year) • Regular reviews of progress including towards EHCP targets with AHT (x4 milestones per year) • Observation of PP group pupils in their classes once in September and January • Regular communication between PP HLTA and class teachers – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources • Teaching resources and materials – PP HLTA to liaise with AHT and Art Subject Leader as necessary • Tracking of pupils progress during sessions on Tapestry online learning journal
<p>Dedicated HLTA x 2 days per week</p>	<ul style="list-style-type: none"> • Improved learning outcomes in Personal and Social Skills and art • Improved confidence for pupils • Learning tasks tailored to specific needs of pupils – closing gaps in understanding • Consolidation of learning completed in classes – time for practise and application of skills • 1:1 or small group time for confidence building and adult support • Generalisation of skills 	<ul style="list-style-type: none"> • Regular reviews of PP Art Stories with AHT (x4 milestones per year) • Reviews with HT as necessary to discuss individuals • Regular communication between PP HLTA and class teachers – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources • Teaching resources and materials – PP HLTA to liaise with AHT and Art Subject Leader as necessary • Tracking of pupils project during sessions on Tapestry online learning journal
<p>Small group Music Sessions with music specialist</p>	<ul style="list-style-type: none"> • Improved learning outcomes in music (differentiated for each individual) • Improved confidence for pupils in specified areas • Learning tasks tailored to specific needs of pupils – closing gaps in understanding • Consolidation of learning completed in classes – time for practise and application of skills • Small group time for confidence building • Time to work on EHCP outcomes in a different environment • Generalisation of skills 	<ul style="list-style-type: none"> • Regular reviews of progress including towards EHCP targets with AHT (x4 milestones per year) • Regular communication between PP Music Specialist and class teachers – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources • Teaching resources and materials – PP Music Specialist to liaise with AHT and Music Subject Leader as necessary • Tracking of pupils progress during sessions on Tapestry online learning journal

<p>Whole School Orchestra and Choir</p>	<ul style="list-style-type: none"> • Improved learning outcomes in music and communication • Improved confidence for pupils in specified areas • Consolidation of learning completed in classes in a large group setting • Confidence building through local and national performances • Time to work on EHCP outcomes in a different environment • Generalisation of skills 	<ul style="list-style-type: none"> • Regular reviews of PP pupils within groups with Music Subject Leader and AHT (x4 milestones per year) • Regular communication between PP Music Specialist and class teachers – individual pupils’ needs, learning to consolidate, sharing of resources • Teaching resources and materials – PP Music Specialist to liaise with AHT and Music Subject Leader as necessary
<p>Funding for extra-curricular clubs</p>	<ul style="list-style-type: none"> • Access to extra-curricular activities outside of a classroom setting • Improved confidence for pupils in specified areas 	<ul style="list-style-type: none"> • Regular reviews of PP pupils whose clubs are paid for with SSA manager, club leaders and AHT (x4 milestones per year)
<p>Additional learning resources, iPad, iPods, swimming equipment, cookery ingredients</p>	<ul style="list-style-type: none"> • Improved learning outcomes in specific learning areas including swimming and communication • Improved confidence for pupils in specified areas • Consolidation of learning completed in classes in a large group setting • Time to work on EHCP outcomes • Pupils are fully supported by learning resources being made available to them • Pupils enjoy access to swimming • Pupils are enabled to access cooking 	<ul style="list-style-type: none"> • Regular reviews of progress of PP pupils who have received access to additional learning resources by AHT (x4 milestones per year) • Teachers, HLTAs and SSAs to report any additional learning resources necessary to AHT
<p>Funding for school trips</p>	<ul style="list-style-type: none"> • Pupils are able to participate fully in school trips • Learning is supported by trips that are carefully planned to enhance the school’s curriculum • Social skills, independence, perseverance and team-work are developed through participation in group activities 	<ul style="list-style-type: none"> • Teachers made aware of funding available
<p>Funding for breakfasts</p>	<ul style="list-style-type: none"> • Improved learning outcomes due to increased concentration • Pupils are ready to learn • Sense of wellbeing having been nurtured 	<ul style="list-style-type: none"> • Teachers made aware of funding available

<p>Funding for fruit at snack time</p>	<ul style="list-style-type: none"> • Improved learning outcomes due to increased concentration • Pupils are ready to learn • Sense of wellbeing having been nurtured 	<ul style="list-style-type: none"> • Local supplier sought by PSHE subject coordinator • Monitoring of fruit being eaten by PSHE Subject coordinator
<p>TA 1:1 support for school non attender</p>	<ul style="list-style-type: none"> • Access to learning for pupil who has not been to school for 2 years • Resources created to support learning at home • Sense of wellbeing for pupil who is receiving 1:1 support 	<ul style="list-style-type: none"> • Regular reviews of progress of individual with HT (x4 milestones per year)
<p>Access to Sensory Integration Occupational Therapist and individual equipment as necessary</p>	<ul style="list-style-type: none"> • Pupils are supported to access the curriculum by having their sensory needs met • Sense of wellbeing and calm for individual 	<ul style="list-style-type: none"> • Regular reviews of progress of PP pupils who have received access to Sensory Integration by AHT (x4 milestones per year) • Regular communication between OT and class teachers – individual pupils’ needs, learning to consolidate, sharing of resources
<p>Access to a Music Therapist</p>	<ul style="list-style-type: none"> • Improved learning outcomes in communication (differentiated for each individual) • Improved confidence for pupils in specified areas • Learning tasks tailored to specific needs of pupils – closing gaps in understanding • Consolidation of learning completed in classes – time for practise and application of skills • Small group time for confidence building • Time to work on EHCP outcomes in a different environment • Generalisation of skills 	<ul style="list-style-type: none"> • Regular reviews of progress including towards EHCP targets with AHT (x4 milestones per year) • Regular communication between PP Music Specialist and class teachers – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources • Teaching resources and materials – PP Music Specialist to liaise with AHT and Music Subject Leader as necessary • Tracking of pupils progress during sessions on Tapestry online learning journal

How will the school measure the impact of the Pupil Premium?

To measure progress on attainment, BSquared (an assessment system that we use that measures progress against the P Scales and National Curriculum Levels) will be used and monitored by AHT at each Milestone meeting with the person leading the Strategy. During the progress meeting with the Teacher, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school.

Pupil Premium Funding and the impact of this is a regular item on the governing body agenda and termly meetings between the AHT and Nominated Governor will take place to discuss the impacts.

Designated staff member in charge:	Assistant Headteacher
Pupil Premium HLTAs:	Abbie Quinn, Jane Frampton, Katie Lloyd, Holli Callaghan
Art Stories HLTA:	Ali Ward
Music Specialists:	Music Man (David Stanley and Jenny Hitchcock)
Sensory Integration Occupational Therapist:	Donna Boygle
Nominated Governor:	Katy Duddridge

Date of next Pupil Premium Strategy Reviews:

16th November 2017

4th January 2018

26th April 2018

12th July 2018

Pupil Premium Strategy 2016-17

Amount of Pupil Premium funding received 2016-17: £62,420

To support: 56 pupils of whom: 2 LAC who receive £1900 each
 1 Post LAC who receives £1900
 1 Service who receives £300
 KS1-KS2 who receive £1320
 KS3 who receive £935

Carry forward from 2015/2016: £30,210

Total Budget: £92,630

Key to acronyms:

HLTA	Higher Level Teaching Assistant
TA	Teaching Assistant
PP	Pupil Premium
LAC	Looked After Child
EHCP	Education and Health Care Plan (Annual Review)
AHT	Assistant Headteacher
SaLT	Speech and Language Therapist
HT	Headteacher

Identified barriers to educational achievement

Kingsdown School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Lack of Communication Skills and development of Fine and Gross Motor Skills
- Access to extra-curricular activities – including clubs and educational experiences
- Access to sports activities including swimming outside of school
- Attendance
- Behaviour – pupils with specific social and emotional needs which affect their learning

Key expenditure – how the allocation will be spent	Focus	Total allocation
Dedicated HLTA x 2 days per week - Communication	Communication	£11360.00
Dedicated HLTA x 1 day per week - Fine Motor Skills	Fine Motor Skills	£3268.00
Dedicated HLTA x 1 days per week - Gross Motor Skills	Personal and Social including personal decision making, Art/ Sensory Skills	£4133.00
Dedicated HLTA x 5 days per week - Art Stories (Apr-Aug)	Personal and Social including personal decision making, Art/ Sensory Skills	£11831.00
Whole School Orchestra and Choir	Communication, Personal and Social, music skills	£3500.00
Funding for extra-curricular clubs	Personal and social	£100.00
Additional learning resources, iPad, iPods, swimming equipment, cookery ingredients.	Communication, Physical development	£15802.00
Funding for school trips (horse riding)	Personal and social	£773.50
Access to Sensory Integration Occupational Therapist	Access to learning	£8325.00
Unallocated (to form carry forward)	Access to learning	£33537.00

Area of spend	Intended outcomes – why these approaches were taken	Actions
<p>Dedicated HLTA x 2 days per week- Communication</p>	<ul style="list-style-type: none"> • Improved learning outcomes in communication (differentiated for each individual) • Improved confidence for pupils in specified areas • Learning tasks tailored to specific needs of pupils – closing gaps in understanding • Consolidation of learning completed in classes – time for practise and application of skills • 1:1 or small group time for confidence building • Time to work on EHCP outcomes in a different environment • Generalisation of skills 	<ul style="list-style-type: none"> • Regular reviews of PP group timetable with AHT (x4 milestones per year) • Regular reviews of progress including towards EHCP targets with AHT (x4 milestones per year) • Observation of PP group pupils in their classes once in September and January • Regular communication between PP HLTA and class teachers – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources • Teaching resources and materials – PP HLTA to liaise with AHT and Literacy Subject Leader as necessary • HLTA to access SaLT training and speak to SaLT as appropriate • Tracking of pupils progress during sessions on Tapestry online learning journal
<p>Dedicated HLTA x 1 day per week- Fine Motor Skills</p>	<ul style="list-style-type: none"> • Improved learning outcomes in fine motor skills (differentiated for each individual) • Improved confidence for pupils in specified areas • Learning tasks tailored to specific needs of pupils – closing gaps in understanding • Consolidation of learning completed in classes – time for practise and application of skills • 1:1 or small group time for confidence building • Time to work on EHCP outcomes in a different environment • Generalisation of skills 	<ul style="list-style-type: none"> • Regular reviews of PP group timetable with AHT (x4 milestones per year) • Regular reviews of progress including towards EHCP targets with AHT (x4 milestones per year) • Observation of PP group pupils in their classes once in September and January • Regular communication between PP HLTA and class teachers – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources • Teaching resources and materials – PP HLTA to liaise with AHT and Art Subject Leader as necessary • Tracking of pupils progress during sessions on Tapestry online learning journal
<p>Dedicated HLTA x1 day per week- Gross Motor Skills</p>	<ul style="list-style-type: none"> • Improved learning outcomes in gross motor skills (differentiated for each individual) • Improved confidence for pupils in specified areas • Learning tasks tailored to specific needs of pupils – closing gaps in understanding 	<ul style="list-style-type: none"> • Regular reviews of PP group timetable with AHT (x4 milestones per year) • Regular reviews of progress including towards EHCP targets with AHT (x4 milestones per year) • Observation of PP group pupils in their classes once in September and

	<ul style="list-style-type: none"> • Consolidation of learning completed in classes – time for practise and application of skills • 1:1 or small group time for confidence building • Time to work on EHCP outcomes in a different environment • Generalisation of skills 	<ul style="list-style-type: none"> • January • Regular communication between PP HLTA and class teachers – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources • Teaching resources and materials – PP HLTA to liaise with AHT and PE Subject Leader as necessary • Tracking of pupils progress during sessions on Tapestry online learning journal
<p>Dedicated HLTA X5 days per week -Art Stories (Apr-Aug)</p>	<ul style="list-style-type: none"> • Improved learning outcomes in Personal and Social Skills and art • Improved confidence for pupils • Learning tasks tailored to specific needs of pupils – closing gaps in understanding • Consolidation of learning completed in classes – time for practise and application of skills • 1:1 or small group time for confidence building and adult support • Generalisation of skills 	<ul style="list-style-type: none"> • Regular reviews of PP Art Stories with AHT (x4 milestones per year) • Reviews with HT as necessary to discuss individuals • Regular communication between PP HLTA and class teachers – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources • Teaching resources and materials – PP HLTA to liaise with AHT and Art Subject Leader as necessary
<p>Whole School Orchestra and Choir</p>	<ul style="list-style-type: none"> • Improved learning outcomes in music and communication • Improved confidence for pupils in specified areas • Consolidation of learning completed in classes in a large group setting • Confidence building through local and national performances • Time to work on EHCP outcomes in a different environment • Generalisation of skills 	<ul style="list-style-type: none"> • Regular reviews of PP pupils within groups with Music Subject Leader and AHT (x4 milestones per year) • Regular communication between PP Music Specialist and class teachers – individual pupils’ needs, learning to consolidate, sharing of resources • Teaching resources and materials – PP Music Specialist to liaise with AHT and Music Subject Leader as necessary
<p>Funding for extra-curricular clubs</p>	<ul style="list-style-type: none"> • Access to extra-curricular activities outside of a classroom setting • Improved confidence for pupils in specified areas 	<ul style="list-style-type: none"> • Regular reviews of PP pupils whose clubs are paid for with SSA manager, club leaders and AHT (x4 milestones per year)

Kingsdown School

<p>Additional learning resources, iPad, iPods, swimming equipment, cookery ingredients</p>	<ul style="list-style-type: none"> • Improved learning outcomes in specific learning areas including swimming and communication • Improved confidence for pupils in specified areas • Consolidation of learning completed in classes in a large group setting • Time to work on EHCP outcomes • Pupils are fully supported by learning resources being made available to them • Pupils enjoy access to swimming • Pupils are enabled to access cooking 	<ul style="list-style-type: none"> • Regular reviews of progress of PP pupils who have received access to additional learning resources by AHT (x4 milestones per year) • Teachers, HLTAs and SSAs to report any additional learning resources necessary to AHT
<p>Funding for school trips</p>	<ul style="list-style-type: none"> • Pupils are able to participate fully in school trips • Learning is supported by trips that are carefully planned to enhance the school's curriculum • Social skills, independence, perseverance and team-work are developed through participation in group activities 	<ul style="list-style-type: none"> • Teachers made aware of funding available
<p>Access to Sensory Integration Occupational Therapist and individual equipment as necessary</p>	<ul style="list-style-type: none"> • Pupils are supported to access the curriculum by having their sensory needs met • Sense of wellbeing and calm for individual 	<ul style="list-style-type: none"> • Regular reviews of progress of PP pupils who have received access to Sensory Integration by AHT (x4 milestones per year) • Regular communication between OT and class teachers – individual pupils' needs, learning to consolidate, sharing of resources

How did the school measure the impact of the Pupil Premium?

To measure progress on attainment, BSquared (an assessment system that we use that measures progress against the P Scales and National Curriculum Levels) was used and monitored by AHT at each Milestone meeting with the person leading the Strategy. During the progress meeting with the Teacher, the school reviewed the impact of actions taken and planned for how the funding was specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school looked at all pupils across the school. Each HLTA set targets for those within the group and the progress was measured against these targets.

Pupil Premium Funding and the impact of this was a regular item on the governing body agenda and termly meetings between the AHT and Nominated Governor took place to discuss the impacts.

Designated staff member in charge:	Assistant Headteacher
Pupil Premium HLTAs:	Mel Goddard, Vanessa Asher/Nikki Siciliani, Katie Lloyd, Ali Ward/ Holli Callaghan
Music Specialists:	Music Man (David Stanley and Jenny Hitchcock)
Sensory Integration Occupational Therapist:	Donna Boygle
Nominated governor:	Katy Duddridge

Date of Pupil Premium Strategy Reviews:

16th November 2016

4th January 2017

26th April 2017

12th July 2017