

# Pupil Premium Strategy 2017-18

**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

Total amount:

## 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 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 Head Teacher

SalT: Speech and Language Therapist

HT: Head Teacher

Key expenditure – how the allocation will be spent Area of spend	Focus	Total allocation	Impact
Dedicated HLTA X 1.5 days per week -Literacy	English-Reading, Writing, Communication	£8771	Weekly sessions were offered for each pupil that was tailored to their individual needs. This supported their learning which was consolidated in class. 89% of Pupil Premium pupils made good or outstanding progress when assessed using B Squared.
Dedicated HLTA X3 days per week -Communication	Communication	£13432	
Dedicated HLTA X 1 day per week -Fine Motor Skills	Fine Motor Skills	£4258	
Dedicated HLTA X2 days per week -Art Stories	Personal and Social including personal decision making, Art/ Sensory Skills skills	£6151	Weekly sessions were offered to targeted pupils to support their engagement and creativity skills. The pupils created a puppet show which they performed to a variety of audiences. The pupils gained confidence and engaged in their learning. In addition family art stories sessions were offered to support targeted families through bereavement and difficult situations. This helped the pupils and the families express and understand their emotions during these times.
Small group Music Sessions with music specialist	Communication	£487.50	Weekly sessions were offered to targeted pupils to support their communication skills. Each pupil engaged in their learning and initiated communication through music call and response activities. They were able to engage and communicate with their peers through a small group session.

Whole School Orchestra and Choir	Communication, Personal and Social, music skills	£3169	Weekly choir and orchestra sessions were offered for pupils to choose to join in. This created a community within the school that focussed on music and communication skills.
Funding for extra-curricular clubs	Personal and social	£1680	Weekly club sessions were offered to targeted pupils. The pupils were able to use and generalise their social skills outside of the school day and with a variety of peers.
Additional learning resources, iPad, iPods, swimming equipment, cookery ingredients.	Communication, Physical development	£18186.50	Where required resources were purchased to support the pupils learning. An iPad was purchased which enable a pupil to be able to communicate their wants and needs. Swimming resources were purchase to support the development and generalisation of movement skills for targeted pupils. Cookery ingredients were purchase which supported pupils in learning about safe cooking, hazards in the kitchen, and healthy eating.
Funding for school trips	Personal and social	£2000	Where required school trips were funded to ensure that pupils could participate with their peers. It created a class community where the pupil was able to develop social skills outside in the community and learn how to be safe outside of school.
Funding for breakfasts	Personal and social	£500	Weekly breakfast and snack was purchased which supported the pupils' well-being. This helped to full their bodies and prepare the pupils brains to be able to engage with their learning.
Funding for fruit at snack time	Access to learning	£2000	
TA 1:1 support for school non attender	Access to learning	£5431	Weekly sessions were offered to continue to support the pupil's learning while not attending school. This has supported the pupil's engagement with the school and they will be attending sessions with support the next academic year.
Access to Sensory Integration Occupational Therapist	Access to learning	£6120	Weekly sessions were offered to targeted pupils where required. Sensory diets, movement breaks, sensory regulation activities, and sensory toys were introduced to support pupils to ensure they had the appropriate regulation in order for them to engage and access their learning.
Access to a music therapist	Communication and Interaction	£1024	Weekly sessions were offered to targeted pupils to support their communication skills. Each pupil engaged in their learning and initiated communication through music call and response activities. These sessions were offered on a one to one or small group session where appropriate for the pupil.

Area of spend	Intended outcomes – why these approaches were taken	Actions	Reviewed
Dedicated HLTA X 1.5 days per week- Literacy	<ul style="list-style-type: none"> <li>• Improved learning outcomes in reading, writing and communication (differentiated for each individual)</li> <li>• Improved confidence for pupils in specified areas</li> <li>• Learning tasks tailored to specific needs of pupils – closing gaps in understanding</li> <li>• Consolidation of learning completed in classes – time for practise and application of skills</li> <li>• 1:1 or small group time for confidence building</li> <li>• Time to work on EHCP outcomes in a different environment</li> <li>• Generalisation of skills</li> </ul>	<ul style="list-style-type: none"> <li>• Regular reviews of PP group timetable with AHT (x4 milestones per year)</li> <li>• Regular reviews of progress including towards EHCP targets with AHT (x4 milestones per year)</li> <li>• Observation of PP group pupils in their classes once in September and January</li> <li>• Regular communication between PP HLTA and class teachers – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources</li> <li>• Teaching resources and materials – PP HLTA to liaise with AHT and Literacy Subject Leader as necessary</li> <li>• HLTA to access SaLT training and speak to SaLT as appropriate</li> <li>• Tracking of pupils progress during sessions on Tapestry online learning journal</li> </ul>	<p>Met with HLTA termly Observed twice during academic year Termly meetings with Governing body lead</p> <p>Groups going well Pupils all making progress towards targets No issues</p>
Dedicated HLTA X3 days per week (1 X 1.5 and 1X 1.5) - Communication	<ul style="list-style-type: none"> <li>• Improved learning outcomes in communication (differentiated for each individual)</li> <li>• Improved confidence for pupils in specified areas</li> <li>• Learning tasks tailored to specific needs of pupils – closing gaps in understanding</li> <li>• Consolidation of learning completed in classes – time for practise and application of skills</li> <li>• 1:1 or small group time for confidence building</li> <li>• Time to work on EHCP outcomes in a different environment</li> <li>• Generalisation of skills</li> </ul>	<ul style="list-style-type: none"> <li>• Regular reviews of PP group timetable with AHT (x4 milestones per year)</li> <li>• Regular reviews of progress including towards EHCP targets with AHT (x4 milestones per year)</li> <li>• Observation of PP group pupils in their classes once in September and January</li> <li>• Regular communication between PP HLTA and class teachers – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources</li> <li>• Teaching resources and materials – PP HLTA to liaise with AHT and Literacy Subject Leader as necessary</li> <li>• HLTA to access SaLT training and speak to SaLT as appropriate</li> <li>• Tracking of pupils progress during sessions on Tapestry online learning journal</li> </ul>	<p>Met with HLTA termly Observed twice during academic year Termly meetings with Governing body lead</p> <p>Groups going well Pupils all making progress towards targets No issues</p> <p>Met with HLTA termly Observed twice during academic year Termly meetings with Governing body lead</p> <p>Groups going well 1 pupil not making progress, all others making progress 1 pupil to be swapped from January</p>

<p>Dedicated HLTA X1 day per week- Fine Motor Skills</p>	<ul style="list-style-type: none"> <li>Improved learning outcomes in fine motor skills (differentiated for each individual)</li> <li>Improved confidence for pupils in specified areas</li> <li>Learning tasks tailored to specific needs of pupils – closing gaps in understanding</li> <li>Consolidation of learning completed in classes – time for practise and application of skills</li> <li>1:1 or small group time for confidence building</li> <li>Time to work on EHCP outcomes in a different environment</li> <li>Generalisation of skills</li> </ul>	<ul style="list-style-type: none"> <li>Regular reviews of PP group timetable with AHT (x4 milestones per year)</li> <li>Regular reviews of progress including towards EHCP targets with AHT (x4 milestones per year)</li> <li>Observation of PP group pupils in their classes once in September and January</li> <li>Regular communication between PP HLTA and class teachers – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources</li> <li>Teaching resources and materials – PP HLTA to liaise with AHT and Art Subject Leader as necessary</li> <li>Tracking of pupils progress during sessions on Tapestry online learning journal</li> </ul>	<p>Met with HLTA termly Observed twice during academic year Termly meetings with Governing body lead</p> <p>Groups going well Pupils all making progress towards targets 1 pupil to be moved to Literacy from September No issues</p>
<p>Dedicated HLTA X2 days per week-Art Stories</p>	<ul style="list-style-type: none"> <li>Improved learning outcomes in Personal and Social Skills and art</li> <li>Improved confidence for pupils</li> <li>Learning tasks tailored to specific needs of pupils – closing gaps in understanding</li> <li>Consolidation of learning completed in classes – time for practise and application of skills</li> <li>1:1 or small group time for confidence building and adult support</li> <li>Generalisation of skills</li> </ul>	<ul style="list-style-type: none"> <li>Regular reviews of PP Art Stories with AHT (x4 milestones per year)</li> <li>Reviews with HT as necessary to discuss individuals</li> <li>Regular communication between PP HLTA and class teachers – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources</li> <li>Teaching resources and materials – PP HLTA to liaise with AHT and Art Subject Leader as necessary</li> <li>Tracking of pupils project during sessions on Tapestry online learning journal</li> </ul>	<p>Met with HLTA termly Observed twice during academic year Termly meetings with Governing body lead</p> <p>Groups going well Pupils all making progress towards targets No issues</p>
<p>Small group Music Sessions with music specialist</p>	<ul style="list-style-type: none"> <li>Improved learning outcomes in music (differentiated for each individual)</li> <li>Improved confidence for pupils in specified areas</li> <li>Learning tasks tailored to specific needs of pupils – closing gaps in understanding</li> <li>Consolidation of learning completed in classes – time for practise and application of skills</li> <li>Small group time for confidence building</li> <li>Time to work on EHCP outcomes in a different environment</li> <li>Generalisation of skills</li> </ul>	<ul style="list-style-type: none"> <li>Regular reviews of progress including towards EHCP targets with AHT (x4 milestones per year)</li> <li>Regular communication between PP Music Specialist and class teachers – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources</li> <li>Teaching resources and materials – PP Music Specialist to liaise with AHT and Music Subject Leader as necessary</li> <li>Tracking of pupils progress during sessions on Tapestry online learning journal</li> </ul>	<p>Met with HLTA termly Observed twice during academic year Termly meetings with Governing body lead</p> <p>Group going really well Pupils all making progress towards targets No issues</p>

Whole School Orchestra and Choir	<ul style="list-style-type: none"> <li>Improved learning outcomes in music and communication</li> <li>Improved confidence for pupils in specified areas</li> <li>Consolidation of learning completed in classes in a large group setting</li> <li>Confidence building through local and national performances</li> <li>Time to work on EHCP outcomes in a different environment</li> <li>Generalisation of skills</li> </ul>	<ul style="list-style-type: none"> <li>Regular reviews of PP pupils within groups with Music Subject Leader and AHT (x4 milestones per year)</li> <li>Regular communication between PP Music Specialist and class teachers – individual pupils’ needs, learning to consolidate, sharing of resources</li> <li>Teaching resources and materials – PP Music Specialist to liaise with AHT and Music Subject Leader as necessary</li> </ul>	<p>Met with HLTA termly Observed twice during academic year Termly meetings with Governing body lead</p> <p>Group going really well Pupils all making progress towards targets No issues</p>
Funding for extra-curricular clubs	<ul style="list-style-type: none"> <li>Access to extra-curricular activities outside of a classroom setting</li> <li>Improved confidence for pupils in specified areas</li> </ul>	<ul style="list-style-type: none"> <li>Regular reviews of PP pupils whose clubs are paid for with SSA manager, club leaders and AHT (x4 milestones per year)</li> </ul>	
Additional learning resources, iPad, iPods, swimming equipment, cookery ingredients	<ul style="list-style-type: none"> <li>Improved learning outcomes in specific learning areas including swimming and communication</li> <li>Improved confidence for pupils in specified areas</li> <li>Consolidation of learning completed in classes in a large group setting</li> <li>Time to work on EHCP outcomes</li> <li>Pupils are fully supported by learning resources being made available to them</li> <li>Pupils enjoy access to swimming</li> <li>Pupils are enabled to access cooking</li> </ul>	<ul style="list-style-type: none"> <li>Regular reviews of progress of PP pupils who have received access to additional learning resources by AHT (x4 milestones per year)</li> <li>Teachers, HLTAs and SSAs to report any additional learning resources necessary to AHT</li> </ul>	All pupils who receive additional learning support are making progress.
Funding for school trips	<ul style="list-style-type: none"> <li>Pupils are able to participate fully in school trips</li> <li>Learning is supported by trips that are carefully planned to enhance the school’s curriculum</li> <li>Social skills, independence, perseverance and team-work are developed through participation in group activities</li> </ul>	<ul style="list-style-type: none"> <li>Teachers made aware of funding available</li> </ul>	All pupils able to access trips
Funding for breakfasts	<ul style="list-style-type: none"> <li>Improved learning outcomes due to increased concentration</li> <li>Pupils are ready to learn</li> <li>Sense of wellbeing having been nurtured</li> </ul>	<ul style="list-style-type: none"> <li>Teachers made aware of funding available</li> </ul>	Pupils who have been having breakfast are ready to learn and have improved concentration
Funding for fruit at snack time	<ul style="list-style-type: none"> <li>Improved learning outcomes due to increased concentration</li> <li>Pupils are ready to learn</li> <li>Sense of wellbeing having been nurtured</li> </ul>	<ul style="list-style-type: none"> <li>Local supplier sought by PSHE subject coordinator</li> <li>Monitoring of fruit being eaten by PSHE Subject coordinator</li> </ul>	All pupils receiving fruit for snack time, all pupils now ready to learn.

<p>TA 1:1 support for school non-attenders (2 pupils- 1 a school refuser and 1 whose medically has been advised not to come in while it's cold season)</p>	<ul style="list-style-type: none"> <li>• Access to learning for pupil who has not been to school for 2 years</li> <li>• Resources created to support learning at home</li> <li>• Sense of wellbeing for pupil who is receiving 1:1 support</li> </ul>	<ul style="list-style-type: none"> <li>• Regular reviews of progress of individual with HT (x4 milestones per year)</li> </ul>	<p>Met with TA termly Pupils making small steps of progress.</p>
<p>Access to Sensory Integration Occupational Therapist and individual equipment as necessary</p>	<ul style="list-style-type: none"> <li>• Pupils are supported to access the curriculum by having their sensory needs met</li> <li>• Sense of wellbeing and calm for individual</li> </ul>	<ul style="list-style-type: none"> <li>• Regular reviews of progress of PP pupils who have received access to Sensory Integration by AHT (x4 milestones per year)</li> <li>• Regular communication between OT and class teachers – individual pupils' needs, learning to consolidate, sharing of resources</li> </ul>	<p>Met with OT termly Reviewed the support all pupils are receiving, Sensory support is allowing them to make progress</p>
<p>Access to a music therapist</p>	<ul style="list-style-type: none"> <li>• Improved learning outcomes in communication (differentiated for each individual)</li> <li>• Improved confidence for pupils in specified areas</li> <li>• Learning tasks tailored to specific needs of pupils – closing gaps in understanding</li> <li>• Consolidation of learning completed in classes – time for practise and application of skills</li> <li>• Small group time for confidence building</li> <li>• Time to work on EHCP outcomes in a different environment</li> <li>• Generalisation of skills</li> </ul>	<ul style="list-style-type: none"> <li>• Regular reviews of progress including towards EHCP targets with AHT (x4 milestones per year)</li> <li>• Regular communication between PP Music Specialist and class teachers – individual pupils' needs, pre-teaching materials, learning to consolidate, sharing of resources</li> <li>• Teaching resources and materials – PP Music Specialist to liaise with AHT and Music Subject Leader as necessary</li> <li>• Tracking of pupils progress during sessions on Tapestry online learning journal</li> </ul>	<p>Met with Music Therapist termly</p> <p>All pupils making progress, some change of groups needed for January in order to facilitate better learning.</p>

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

To measure progress on attainment, B Squared (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 Head Teacher*

*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: Mike Smith*

### **Date of next Pupil Premium Strategy Reviews:**

16<sup>th</sup> November 2017

4<sup>th</sup> January 2018

26<sup>th</sup> April 2018

12<sup>th</sup> July 2018

### **Evaluation of impact:**

There are 65 pupils at Kingsdown School who receive Pupil Premium. All Pupil Premium pupils for the academic year 2017/2018 receive interventions based on their individual needs.

The following data has been collated from teacher assessments.

Throughout the year 60% of pupils who received Communication skills interventions had met one or more of their targets, 34% of pupils partially met one or more of their targets, and 6% are still working towards their targets.

Throughout the year 53% of pupils who received Literacy skills interventions had met one or more of their targets and 47% of pupils partially met one or more of their targets.

Throughout the year 78% of pupils who received Fine Motor skills interventions had met one or more of their targets and 22% of pupils partially met one or more of their targets.

Throughout the year 34% of pupils who received Music Therapy interventions had met one or more of their targets, 33% of pupils partially met one or more of their targets, and 33% are still working towards their targets.

Throughout the year 50% of pupils who received Music Man interventions had met one or more of their targets, 25% of pupils partially met one or more of their targets, and 25% are still working towards their targets.

Throughout the year 39% of pupils who received Home Tutoring interventions had met one or more of their targets, 38% of pupils partially met one or more of their targets, and 23% are still working towards their targets.

### Comparative information

Overall 96% of pupils who receive Pupil Premium funding met or exceeded expected progress in 'Language and Literacy' throughout the year. While 86% of pupils who do not receive Pupil Premium funding met or exceeded expected progress in 'Language and Literacy' throughout the year.

Overall 96% of pupils who receive Pupil Premium funding met or exceeded expected progress in 'Mathematics' throughout the year. While 91% of pupils who do not receive Pupil Premium funding met or exceeded expected progress in 'Mathematics' throughout the year.

Overall 94% of pupils who receive Pupil Premium funding met or exceeded expected progress in 'PSHE' throughout the year. While 82% of pupils who do not receive Pupil Premium funding met or exceeded expected progress in 'PSHE' throughout the year.

Overall 96% of pupils who receive Pupil Premium funding met or exceeded expected progress in the 'core subjects' throughout the year. While 84% of pupils who do not receive Pupil Premium funding met or exceeded expected progress in the 'core subjects' throughout the year.

### **Actions: 2018-2019:**

- Link with MAT to review assessment %
- Monitor termly progression in curriculum
- Recruit a Speech and Language Therapist
- Continue with Music Therapy and Music Man sessions