

Pupil Premium Strategy 2018-19

Amount of Pupil Premium funding received 2018-19: £77900

To support: 63 pupils of whom:

1 LAC who receives £1500

2 Post LAC who receive £2300 each

1 Service who receives £300

KS1-KS2 who receive £1320

KS3 who receive £935

Total amount: £77900

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
- Access to extra-curricular activities – including clubs and educational experiences
- 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
Access to Speech and Language Therapist		Communication	£22176
Small group Music Sessions with music specialist		Communication	£487.50
Whole School Orchestra and Choir		Communication, Personal and Social, music skills	£3169
Funding for extra-curricular clubs		Personal and social	£1680
Additional learning resources, swimming equipment, cookery ingredients.		Communication, Physical development	£19083.50
Funding for school trips		Personal and social	£2000
Funding for breakfasts		Personal and social	£500
Funding for fruit at snack time		Access to learning	£2000
TA 1:1 support for school non attender		Access to learning	£5431
Access to Sensory Integration Occupational Therapist		Access to learning	£6120
Access to a music therapist		Communication and Interaction	£1024
Access to Art Stories			£14229

Area of spend	Intended outcomes – why these approaches were taken	Actions	Review
Access to Speech and Language Therapist	<ul style="list-style-type: none"> • Improved learning outcomes in communication (differentiated for each individual) • Improved confidence for pupils in communicating and interacting with others 	<ul style="list-style-type: none"> • Regular reviews of PP group timetable with AHT (x4 milestones per year) 	

	<ul style="list-style-type: none"> • Learning tasks and support tailored to specific needs of pupils • 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 communication EHCP outcomes in a different environment • Generalisation of skills 	<ul style="list-style-type: none"> • Regular reviews of progress including towards communication EHCP targets with AHT (x4 milestones per year) • Termly meeting with AHT and SaLT to review pupil progression • Regular communication between SaLT and class teachers – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources and knowledge • Tracking of pupils progress during sessions on Tapestry online learning journal 	
Small group Music Sessions with music specialist	<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 	
Whole School Orchestra and Choir	<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 	
Funding for extra-curricular clubs	<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) 	
Additional learning resources, swimming equipment, cookery ingredients	<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 	<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 	

	<ul style="list-style-type: none"> • Pupils are fully supported by learning resources being made available to them • Pupils enjoy access to swimming • Pupils are enabled to access cooking 		
Funding for school trips	<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 	
Funding for breakfasts	<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 	
Funding for fruit at snack time	<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 	
TA 1:1 support for school non-attenders (2 pupils- 1 a school refuser and 1 who medically has been unable to attend)	<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) 	
Access to Sensory Integration Occupational Therapist and individual equipment as necessary	<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 	
Access to a music therapist	<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 	<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 	

	<ul style="list-style-type: none"> • Time to work on EHCP outcomes in a different environment • Generalisation of skills 		
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How will the school measure the impact of the Pupil Premium?

To measure progress on attainment within individual pupils Red Progression Folders. 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 music 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

SaLT: TBC

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:

November 1nd 2018

10th January 2019

25th April 2018

13th June 2018