

Pupil premium strategy statement – Kelford School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil 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	155
Proportion (%) of pupil premium eligible pupils	38%
Academic years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sarah Mulhall
Pupil premium lead	Sarah Mulhall
Governor / Trustee lead	Sacha Schofield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,690
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>	£67,690

Part A: Pupil premium strategy plan

Statement of intent

At Kelford School our PRIDE school values: Pupil Voice, Respect, Independence, Dignity and Entitlement, sit firmly at the centre of all that we do. We enable young people to flourish, be the best they can be and become empowered for the next phase/stage of their life; Preparation for Adulthood is a key driver in all that we do.

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged learners.

We understand that all young people are individuals and need bespoke learning opportunities that are rooted in their individual needs and therefore we have crafted a bespoke curriculum that is broad, balanced and purposeful. In addition, we expose our children to a wide range of enrichment experiences to develop their social interaction skills. For our most disadvantaged young people, we work to remove barriers to their learning to allow them to close their gaps and raise attainment in accordance with their Education Health Care Plans. Our Pupil Premium strategy is designed to enable children to make accelerated progress from their starting points, through equipping them with the knowledge, skills, strategies and resources to overcome challenges.

Challenges

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

Challenge number	Detail of challenge
1	Limited curriculum models to support pupils with complex learning difficulties. Specialist knowledge comes from within the school in terms of pupil need and specific curriculum subject knowledge. Constructing a curriculum specifically to meet the school context is time consuming although necessary to strengthen engagement and learning.
2	Insufficient allocation of SALT time to support individual communication needs. Resources required to support individual approaches to communication.
3	Pupils with sensory processing needs require specialist input to help them to learn strategies to assist them to manage the complexities of the world in which we live in.
4	Children with low self-esteem or other mental health needs impacting on progress in the classroom.
5	Our pupils have a range of complex learning difficulties and therefore need access to a bespoke curriculum which is centred around communication & interaction, academic learning, Independence and Well-being. Many pupils are

	unable to access learning and community activity without additional adult support and transport facilities.
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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
<p>Curriculum – CH & Faculty Leads</p> <p>Faculty Leads create a meaningful and engaging curriculum that is understood by all stakeholders.</p>	<p>The school curriculum is coherently planned to enable pupils to know more and remember more therefore academic outcomes are sustained or show improvement.</p>
<p>Communication: JC/JH/JB</p> <p>All PP pupils will make progress within Communication & Interaction ILP; pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.</p>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.</p> <p>Achievement of EHC plan termly outcomes shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in school.</p>
<p>Sensory Integration – JH</p> <p>PP pupils will have opportunity to undergo thorough sensory processing assessment by the bought in sensory occupational therapist.</p> <p>PP pupils will have sensory diet programmes with access to appropriate sensory equipment as recommended by the sensory occupational therapist.</p> <p>Staff will receive appropriate training to meet individual sensory needs.</p>	<p>Pupils with sensory processing needs will have their needs met enabling them to engage in learning activity for longer periods of time.</p> <p>Pupils will have reduced behavioural incidents as they are regulated due to having the correct sensory equipment as part of their sensory diet.</p> <p>Staff will have knowledge to implement appropriate sensory activity to support pupils to maintain engagement and therefore make progress.</p>
<p>SEMH – ES & TL</p> <p>Staff will have greater knowledge of pupils social, emotional and mental health needs through specialist advice, support and training. Pupils will have high aspirations in terms of their expectations for their futures and to be confident when completing learning tasks on a day-to-day basis.</p>	<p>Pupils will have improved outcomes in SEMH.</p> <p>Reduction in incidents of dysregulation.</p>
<p>Independence – Minibus</p>	

PP pupils will be able to access enrichment experiences via community visits, trips, events and where appropriate residential.	Pupils will experience life beyond the school as part of their preparation for adulthood. Experiences serve to strengthen academic outcomes.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD budget to support teachers to develop the schools bespoke curriculum and support high quality teaching. £10,000	Promote, deliver and design high-quality learning opportunities. High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhances children's outcomes in the classroom. Effective Professional Development EEF	1

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £56,708

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school's specialist communication team provide targeted support for identified pupils.	Oral language programmes improve student outcomes by 6+ months. Oral language interventions EEF	2

£56,708		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £66,967

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part-time Sensory Occupational Therapist delivering sensory integration sessions. £10,000	Sensory sessions help increase engagement, provide stimulation, develops spatial awareness and supports self-regulation.	3
Designated full-time Behaviour Lead trained in trauma informed practice and part-time Behaviour Support £52,717	Social and emotional learning EEF	4
Access to additional transport services 3 x per week £4,250.00	Ofsted Research (2019) places emphases on improving cultural capital, particularly for disadvantaged pupils, talking of social justice and equity.	5

Total budgeted cost: £133,675

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational performance of the pupils that are in receipt of Pupil Premium during the Academic Year 2023/2024.

The data shows that in communication the percentage of pupils achieving or exceeding their targets was; Communication 80% and in Cognition and Learning was 82%. For non pupil premium funded pupils this compares to 81% and 87%.

The data demonstrates that there is a marginal difference pupils in receipt of pupil premium in comparison with pupils that do not receive pupil premium funding for Communication. This was an identified barrier and a focus for part of the school's funding allocation. For Cognition and Learning the difference equates to 5 pupils within English and 7 pupils in Maths out of a possible 56, with 4 pupils identified across both areas. Based on our data collection for this year, overall our pupils have met the expectations of 80% or above that we set out to achieve. The school continues to adopt a bespoke curriculum, which is in year 2 of its 3 year cyclical development, to meet the needs of its pupils based on 4 cornerstones: Cognition and Learning, Independence, Well-Being both physical and mental and Communication.

The impact of the funding and its approach to managing SEMH barriers has seen outcomes in SEMH improve from 47% in the previous year to 67% this year. There is still a gap as 82% of pupils not in receipt achieved their outcomes. The school is on track to improve outcomes as capacity has been increased to provide additional support to identified pupils.

The data for Sensory and Physical, highlights that there is no difference for pupils who are eligible 78% and non pupil premium pupils 77%. For pupils eligible the improvement from the previous year is significant as outcomes were 47%, therefore, a 31% improvement.

We have reviewed our strategy plan and made changes, based on outcomes, on how we intend to use the funding this year. This will be the final year of our 3 year plan.

Externally provided programmes

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

Programme	Provider
N/A	

