

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kelford School
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	26.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 to 2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kari Anson
Pupil premium lead	Catherine Bentley
Governor / Trustee lead	Phil Knight

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40, 485
Recovery premium funding allocation this academic year	£10,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£50, 635

Part A: Pupil premium strategy plan

Statement of intent

At Kelford School we instil our school values in all learners: Pupil Voice, Respect, Independence, Dignity and Entitlement (PRIDE). 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 craft a bespoke curriculum that is broad, balanced and purposeful. 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 starting points, through equipping them with the resources, skills and strategies to overcome challenges. We expose our children to a wide range of enrichment experiences and ensuring our children develop crucial communication skills.

Challenges

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

Challenge number	Detail of challenge
1	The lack of NHS assessment and direct intervention for Speech and Language. In November this was 12% & of the school population, despite the fact that 24% have speech and language communication needs as their primary area of need.
2	Access to opportunities to access cultural capital opportunities. For a wide variety of reasons many families find it difficult to access the community and expose their young people to enrichment activities e.g. the arts, theatre and sports.
3	Throughout the restrictions of COVID Kelford remained open to all learners but a large proportion of students remained at home where there were minimal demands for learning. Returning to school and accessing learning was difficult for some of these students and they communicated their aversion to learning and difficulties in interacting with peers through behaviours of concern. For the students who remained at school the initial emphasis was to provide an education of 'best endeavours. When all learners returned to school and there were

	<p>academic demands some of these learners found it difficult to regulate their emotions and communicate effectively; sometimes resulting in behaviours of concern.</p> <p>Regression in communication and self-regulation strategies resulted in reduced engagement with learning and a decline in mental health due to the potential exposure to trauma during lockdown.</p>
4	Children with low self-esteem or other mental health needs impacting on progress in the classroom.

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
Improved attainment for disadvantaged students within Communication & Interaction; pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	<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>Students will access a broad and balanced curriculum with enrichment opportunities to improve their access to cultural capital experiences within the arts.</p> <p>Through the Arts mark programme and the promotion of arts subjects, learners will be inspired to participate in arts subjects and use these to improve their confidence in these areas of the curriculum, increasing overall confidence in their ability to learn.</p>	<p>Kelford School will be awarded The Arts Award.</p> <p>A number of young people will gain the Arts Mark Award.</p> <p>'Kelfest' in Summer 2022</p>
A culture of a Positive Behaviour Support ethos focused on the universal programme of Zones of Regulation. Young people will be able to identify their	100% of students will have a Positive Behaviour One Page Profile identifying their Zones of Regulation and associated strategies.

<p>emotion and co-regulate and/or self-regulate using a personalised strategy.</p>	<p>A reduction of restrictive physical intervention and/or physical intervention</p>
<p>For learners to 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>Trauma informed school accreditation</p> <p>Achievement of EHC plan termly SEMH outcomes shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in school.</p>

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.

Speech & Language Teaching

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of an additional half day per week of an independent Speech and Language Therapist (SALT)	Oral language programmes improve student outcomes by 6+ months. EEF Evidence re: Oral Language	1

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Completion of the Trauma Informed UK Training for 2 members of staff	EEF Evidence re: Social & Emotional Aspects of Learning	4
Recruitment of a well-trained HLTA to deliver trauma informed programmes of study.	There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: Sutton Trust - What Makes Great Teaching	4

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidy of enrichment opportunities for children eligible for PPG e.g. residential visits</p> <p>£4,000</p>	<p>Ofsted Research (2019) places emphases on improving cultural capital, particularly for disadvantaged pupils, talking of social justice and equity.</p>	<p>2</p>
<p>Subsidy for children eligible for PPG to attend sports clubs. Subsidy for children eligible for PPG to have access to music lessons pitched to their need.</p> <p>£5,000</p>	<p>Sutton Trust –Parent Power 2018 – Cultural capital is associated with higher academic performance. Cultural capital measured by the type and number of books read, types of television programmes watched, and visits to art galleries and museums positively relates to attainment. Extracurricular classes can both help to build cultural capital and essential life skills.</p> <p>EEF Arts Participation (+3months) Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>EEF Outdoor Adventure Learning - There is a wide evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p>EEF Physical Activity (+1 month) There is a small positive impact of</p>	<p>2</p>

	physical activity on academic attainment (+1 month). Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment).	
<p>Bild training of 10 positive behaviour support (PBS coaches)</p> <p>Whole school training on the Zones of Regulation</p> <p>£10,000</p>	<p>Whole school universal approaches to a positive behaviour support ethos and targeted interventions can impact positively upon student outcomes with learners by 4+ months</p> <p>EEF Evidence re: Behaviour Interventions</p> <p>Studies suggest that self-regulation strategies/programmes are low cost but can have high impact with students' outcomes improving by 5+ months</p> <p>EEF Evidence re: Self-Regulation Strategies</p>	3

Total budgeted cost: £ 50,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Our internal assessments during 2020/21 indicated that all pupils academic and wider development outcomes were in general lower than what was anticipated. Our assessment of the reasons for these outcomes points primarily to COVID-19. This disrupted teaching of all subject areas and had a negative impact on most pupils' development particularly in limiting opportunities to progress within their communication and independent skills.

In May 2021 our internal assessments showed that our planned pupil premium strategy spending has a positive impact upon student outcomes in three quarters of the SEND Code of Practice area of needs: Cognition and Learning, Social, Emotional and Mental Health and Physical and Sensory.

Students in receipt of Pupil Premium made progress equal to their peers within independence; although this is not a gap in attainment, it is an area of focus for 2021/22.

The one area where students in receipt of Pupil Premium did not make progress in line with their peers was in Communication & Interaction, which will form the basis of our strategy for 2021/22.