

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2026 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	Kingsland school
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	62
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published (first)	01/09/2023
Date on which it will be reviewed	01/09/2024
Statement authorised by	Mrs A Skelly
Pupil premium Lead	Mr Karl Said
Governor Lead	Mr D Dunkley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,100.00
Recovery premium funding allocation this academic year	£5,796.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Not applicable

## Part A: Pupil premium strategy plan

### Statement of intent

At Kingsland School our intent is to provide our pupils with the best opportunity to succeed in life. Our aim is to use this funding to enable students from less advantaged backgrounds to achieve as well as all students, by benefitting from:

- A broad and rich curriculum that develops personal and social skills, confidence in learning and cultural capital.
- A pedagogy that effectively promotes motivation, high aspiration and accelerated learning for all.
- Providing funds during a credit crisis for children suffering hardship to meet the cost of trips, life skills activities and clothing, that allow students to participate in a wider curriculum and access opportunities to experience new and enjoyable activities.
- Targeted interventions including additional tutoring in English & Maths which is tailored to meet student's individual needs and accelerate their progress.
- Develop the Independent Careers Advice and Guidance programme to ensure students have access to information, are able to experience varied working environments and are support with post 16 pathways and applications to 6<sup>th</sup> form, college or apprenticeships.

### Challenges

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

Challenge number	Detail of challenge
1	Literacy and cognitive ability, the reading age profile based on in school data shows that those of a disadvantaged background, PP, PP+ is significantly lower than their non-pp peers.
2	Enrichment & Aspirations: Student's aspirations at Kingsland are lower than their peers, and their educational enrichment and opportunities to participation in the wider curriculum is low, access to further education and post 16 pathways often a barrier to social mobility.
3	Trauma: A significant number of PP students who are CLA / PCLA present with a history of trauma, and their emotional wellbeing and mental health present in lack of engagement, low aspirations and lack of engagement in lessons, disruptive behaviour in lesson.
4	Attendance: rates of attendance for the pp cohort is lower than non-PP, not attending will impact on progress and attainment.
5	Disadvantaged families may struggle to afford the basics such as food and housing. Items such as school uniform, school meals and contributions

	<p>towards school trips can put a significant strain on families and result in them going without in other areas of their lives.</p> <p>Some pupils arrive in school have no eaten breakfast.</p>
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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
1. PP students will make comparable progress and attainment in relation to NPP students.	End of Term Academic review BASE Data External qualifications
2. Literacy and cognition for the PP cohort improves.	Data shows that in year progress of students who access interventions show a positive increase in literacy and age expected progress (via academic review, Reading Plus and BASE points system).
3. PP students access and engagement in extra- curricular activities, trips will be in line with non-PP.	Evidence of participation across extracurricular opportunities. All students are able to access these opportunities. Offering free of charge, non-contributory activities for all students.
4. Develop the Independent Careers Advice and Guidance programme with the support from positive steps.	Weekly visits from career advisor to support career aspirations and development.
5. Ensure the provision is in place to provide pupils with breakfast and a free school meal every day for every child.	Provision in place for every child.

## 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.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £0.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Staff CPD and development of pedagogy that is focussed on raising potential.</li> <li>A curriculum that is broad, rigorous, equality of opportunity and has progress and achievement at its core.</li> </ul>	<ul style="list-style-type: none"> <li>Training tracker will log the CPD that is undertaken by each member of teaching staff.</li> <li>BASE Point system to evidence the increased engagement and attitude to learning from our students</li> <li>Termly Data review will evidence the academic progress of each student.</li> <li>Curriculum development managed by the Senior Leadership Team ensuring a design that is suitable for the needs of the students.</li> </ul>	1,2
<ul style="list-style-type: none"> <li>Staff CPD with a specific focus on development of relationship building with pupils and their families</li> </ul>	<ul style="list-style-type: none"> <li>Training Tracker will log the CPD that is undertaken by each member of teaching staff.</li> <li>BASE Point system to evidence the increased engagement and attitude to learning from our students.</li> <li>Evidence of building relationships with our pastoral partners.</li> </ul>	1,2
<p>Learning &amp; Progress:</p> <ul style="list-style-type: none"> <li>High Quality teaching and learning engages students and raises aspirations and encompasses metacognition.</li> <li>Robust tracking and monitoring with high quality feedback and support.</li> </ul>	<ul style="list-style-type: none"> <li>Termly data review is undertaken analysed by Head of Site.</li> <li>Scutinisaton and review of individual subject review, ensuring building next steps for consistent progress.</li> <li>Training Tracker will log the CPD that is undertaken by each member of teaching staff.</li> </ul>	1,2

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

Budgeted cost: £33,275.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy support for those students identified as SEND & PP (Reading +)	Purchase reading plus (£3,275.00)  Data analysis for literacy across the school.	1,2
Small group tuition in Maths and English after school.	Interventions taking place after school for pupils who cannot access a full time education / placement due to their high levels of anxiety.  Recorded intervention logs of all intervention sessions.  Wider recruitment to expand the HLTA's trained to deliver interventions.	1,3

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

Budgeted cost: £25,240.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance:  Tracking support and intervention via attendance and welfare officers and pastoral team.	Attendance review (SIMS/Effective)  Refer to graphs to view the effective attendance for our students.  Wider recruitment to expand the pastoral team (£10,000.00)	4
Narrative therapy:  Emotional support Lego Therapy. (Trauma Support)	Recorded intervention logs of all intervention sessions. Intervention review data. BASE Points system. Data review of impact of sessions. Attendance projections. Training (£2,000.00)	3,4

Funding for extracurricular activities: Food Technology, PE and Uniform	Receipts. BASE Points system. Photographic evidence. (£4,000.00)	2,4
Careers: Develop the Independent Careers Advice and Guidance programme to ensure students have access to information, are able to experience varied working environments and are support with post 16 pathways and applications to 6 <sup>th</sup> form, college or apprenticeships.	Organised Careers fairs Visits to colleges Regular advice and guidance (£9,240.00)	4
Funding for pupil bus passes to support their attendance in school.	System in place to purchase school bus passes for those pupils are not eligible under the current LA criteria. (£1000.00)	4
Provision for school meals for every child & breakfast free of charge.	Provided by School. (contribution £2,500.00)	

**Total budgeted cost: £ 62,100.00**

### Recovery Premium 2023-2024

Budgeted cost: £ 5,796.00

Spend: £

<b>Funding Priorities</b>	
<b>Teaching and Learning</b>	High quality teaching  CPD: Investment in the professional development and improved practice of our staff.  Online learning: Ensure we have a platform to support our pupils through a variety of obstacles to their schooling
<b>Targeted Academic Support</b>	Interventions – Funding to provide extra curricula or timetabled support.  Small group tuition – Funding to provide intervention for small groups. (Social Development-Core Skills)

	<p>One to one support – Narrative Therapy/Lego Therapy/Emotional Support.</p> <p>Reading interventions – (Reading +.)</p>
<p><b>Wider Strategies</b></p>	<p>Parental engagement – Supporting parents/carers (Expansion of Pastoral team).</p> <p>Social &amp; emotional – Additional support activities to support those vulnerable or in need.</p> <p>BASE developments.</p> <p>Providing Opportunities for pupils to experience new horizons(Kit and Funding support for these activities.)</p>

## Part B: Review of outcomes in the previous academic year

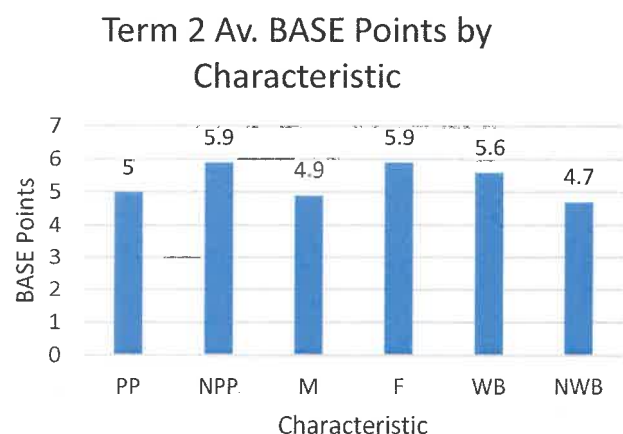
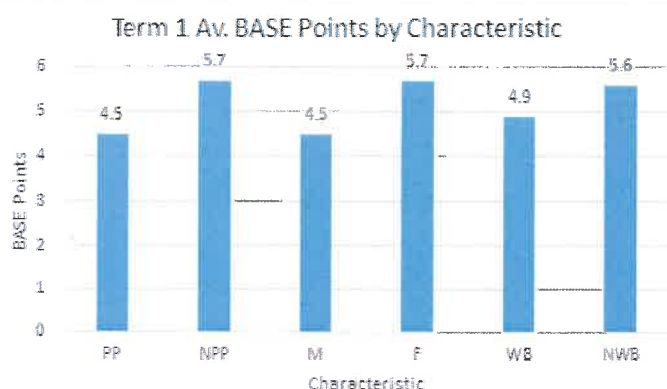
### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022.

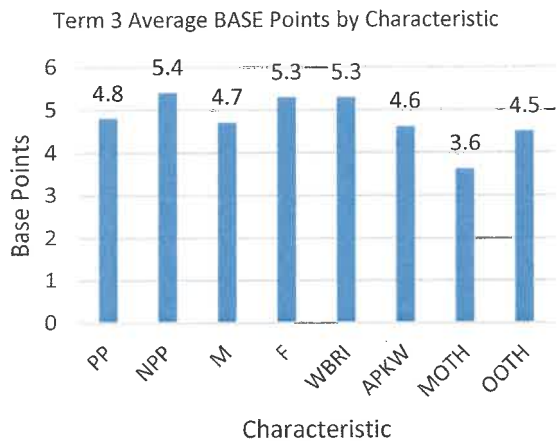
Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Data used from 2022 onwards to develop a 3-year plan 2023-2026

The Plan is currently in year of the initial plan:

#### **Attitudes to Learning and Social development:**



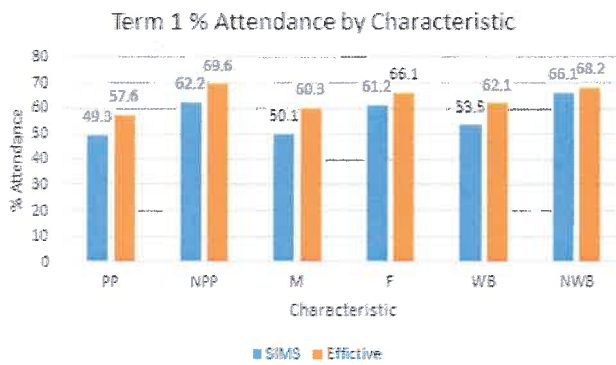




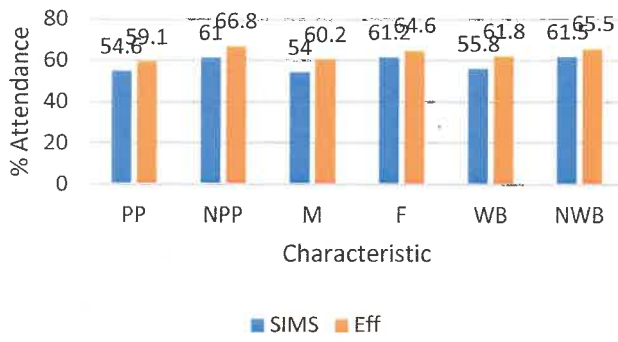
## Pupil Attainment

Evidence SIMS data drop

## Attendance



Term 2 % Attendance by Characteristic



Term 3 % Attendance by Characteristic

