# A picture containing text, clipart Description automatically generatedPupil premium strategy statement – Kingsley St John’s CE Aided

This statement details our school’s use of pupil premium (and recovery 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

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| Detail | Data |
| Number of pupils in school | 70 |
| Proportion (%) of pupil premium eligible pupils |  |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2025 |
| Date this statement was published | Jan 2023 |
| Date on which it will be reviewed | October 2023 |
| Statement authorised by | R Jones |
| Pupil premium lead | R Jones |
| Governor / Trustee lead | L Easton |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £27285 |
| Recovery premium funding allocation this academic year | £580 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £0 |
| **Total budget for this academic year** | £27865 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *You may want to include information on:*   * *What are your ultimate objectives for your disadvantaged pupils?* * *How does your current pupil premium strategy plan work towards achieving those objectives?* * *What are the key principles of your strategy plan?* |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | 93% of our pupil premium are also SEND and 93% of our pupil premium have been educated at another establishment before transferring to KSJ. |
| 2 | Attendance below 95% due to a number of reasons – medical, appointments, vulnerability |
| 3 | Emotional regulation |
| 4 | Instabilities and inconsistencies in the home – unstable |
| 5 | Capacity of parenting to support the academic achievements specifically. |

## 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.

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| Intended outcome | Success criteria |
| Children to achieve their academic potential | End of key stage data and evidence of progress across the curriculum using alternative ways to record what they know and the skills they have. |
| Emotional regulation – including self and independence in regulating emotions | Annual reviews indicate positive engagement and access to the curriculum  School environment and monitoring of resources and supports in place. |
| Ready and preparedness for the next stage of their education | Transitional programmes to be implemented  Enhanced transitional procedures for identified pupils |
| Improved attendance within the acceptable parameters | Clear expectations agreed between home and school regarding attendance codes and timing.  Support from EWO service |

## 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: £3000 – training and staffing costs

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *OWOW training* | Trauma informed approaches to learning informs staff in strategies and the importance of building positive and highly respected relationships in order to achieve the highest outcomes in school. | All pupils – significance for all our FSM with additional vulnerabilities |
| *Virtual school conference* | Trauma informed approaches to learning informs staff in strategies and the importance of building positive and highly respected relationships in order to achieve the highest outcomes in school. | All pupils – significance for all our FSM with additional vulnerabilities |
| *SG SEN Allowance and supporting retention* | Significant impact positively on outcomes for all children in school as SENCO and high performing teacher in school. Increase to SEN Allowance and sole ownership of SEND ensures SLT prominence to enhance the SLT in the school | All pupils – significance for all our FSM with additional vulnerabilities |

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

Budgeted cost: £ *25600*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Specialist teacher for 2 days per week* | Significant pupil work and in school data identifies the progress being made academically.  Engagement and attitude to learning and the quality of the relationships built as a result. – some of the hardest to reach pupils are engaging and accessing a higher proportion of the curriculum with negotiations and agreements in place | 6 specifically plus others through SEND funding |
| *Zones of regulation work and input as a school initiative* | Daily access by a range of children but specifically aimed at PP and most vulnerable. Research shows that this improves independence, feeling of safety within school and self-regulation or co-regulation of emotions | 9 of the pupil premium plus additional SEND or emotionally struggling pupils. |
| *Targeted tracking for this cohort and monitoring the progress and learning in academic attainment* | Sharing successes  Higher level of awareness of how these children are performing and progressing daily, weekly and ongoing | This cohort of 15 |
| *Music therapy service* | Weekly music therapy for an identified PP child (post looked after\_ significant trauma and behavioural support | 1 |

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

Budgeted cost: £ *500*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Attendance review with support from EWO to arrange bespoke and agreed partnership plans with parents* | Netherlands research found that student bonds contribute to student success. USA research pupils who are supported to see the value and to engage positively are less likely to want to stay off.  Strength based approach - understanding pupil self-esteem, engagement and outcomes TES article  EEF March 2022 Attendance  Parental engagement has a small and positive impact on the attendance and is a promising area for building the evidence base in England | It is bespoke to each family  Case study shows 1 pupil in y6 now attending school regularly at around 93-95% which was an emotionally based non attender at previous school.  1 pupil in y4 now accessing school with no lates following a positive and consistent approach to build emotional regulation |
| *Unconditional positive regard and behaviour strategies for the culture of this school* | MVRP project - improving teacher confidence, children recognising emotions and building positive relationships. Without this approach – limited self awareness, negative core belief, limited creativity, inability to relate and connect with others  Developing trauma informed practices in inner London – whole school approaches which foster a culture of trusting and supportive relationships across school which are rooted in an understanding of behaviour for all God’s children, can help children and adults more likely to thrive | All pupils and staff |
| *School dog* | School dog therapy association – using the dog as a meet and greet – use the dog to simulate their thoughts and emotions and state Desmond finds it difficult to.  Children have the role of dog training  Dog sending well done letters home | All pupils especially those vulnerable and targeted. |

**Total budgeted cost: £29100**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| *Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.*  *Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *We strongly discourage comparing your school’s 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.*  *You can compare your school’s disadvantaged pupils’ performance data to local and national averages, with caution.*  *If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*  Attainment improvements across all year groups  Writing more in line with reading and maths.  Evidenced of improved spelling as a result of a clear focus, precision teaching and Pathways to Spell.  The new reading assessment systems have helped to triangulate assessment with teaching and learning strategies.  Attendance continues to be a focus area for some targeted families but taking covid 19 out of the data shows improved attendance for the majority of cases.  Rights Respecting School Award has supported pupils to feel safe to voice their views and thoughts within the context of the UNCRC – appreciation of their circumstances and rights  Cluster INSET supported trauma informed approaches and the training of a new ELSA has supported those next steps and MHWB support for our pupils.  Specialist teacher GP is having a significant and positive impact on the targeted children within this context. RH and TC significant confidence increase and engagement in learning.  Music therapy for CP – Trauma informed and Post looked after training – imperative |

## Externally provided programmes

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

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| Programme | Provider |
| none |  |
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## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
| None |
| **The impact of that spending on service pupil premium eligible pupils** |
| n/a |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |