

Pupil Premium Strategy 2018/19

1. Summary information					
School	Kings Mill School			Type of SEN (eg.PMLD/SLD/MLD etc.)	PMLD, SLD, ASD
Academic Year	2018/19	Total PP budget	£51,715	Date of most recent PP Review	Summer 2018
Total number of pupils	124	Number of pupils eligible for PP	46	Date for next internal review of this strategy	Spring 2019

2. Current attainment			Spring term 2018	
		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	
% achieving expected targets in communication		95%	89%	
% achieving expected targets in maths		95%	88%	
% achieving expected targets in PSHE		83%	79%	

3. Barriers to future attainment (for pupils eligible for PPG)		% pupils eligible for PPG		
Where high represents a significant impact on future attainment		High	Medium	Low
A.	Specific communication needs	63%	17%	20%
B.	Levels of engagement / motivation to learn (including behaviour)	39%	35%	26%
C.	Pupil emotional well-being	44%	30%	26%
D.	Social and cultural (including access to the wider community)	28%	42%	30%

4. Outcomes		
<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>
A	Increased progress in communication and engagement. Learning intentions will be agreed with the teachers and assessment tools will be used to measure progress.	This will be specific to each pupil. We would expect to see an increase in their engagement and progress in their communication.
B	Reduced incidence of problem behaviour measured through incident recording on CPOMS.	Reduction in the number of incidents recorded.
B & C	Pupils more settled and engaged in their learning. Learning intention will be agreed with the teachers and assessment tools will be used to measure progress.	This will be specific to each pupil. We would expect to see an increase in their engagement and maintained progress towards their expected targets.
C & D	Ensuring all pupils have equal access to 'learning for life' measured through trip participation records.	Pupils attending residential trips
A & B	Access to a curriculum which is varied and stimulating. Learning intentions will be agreed with the teachers and assessment tools will be used to measure progress.	This will be specific to each pupil. We would expect to see an increase in their engagement and maintained progress towards their expected targets.
D	Access to meaningful social groups measured through after school club participation records.	Pupils attending after school clubs.

5. Planned expenditure					
Academic year	2018-19				
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Will allow for classes to average 10 pupils across key stage 2</p> <p>Smaller classes should allow for</p> <p>Staff morale and well-being to be increased due to reduced work load- especially when writing EHCP reviews and setting targets for IEPs</p> <p>Incidences of problem behaviour are reduced due to smaller, calmer work environments.</p> <p>Pupils will be more settled, happier and engaged in their learning. Pupils will have increased contact with teacher.</p>	<p>Creation of new primary class with additional class teacher and 3 learning support assistants to reduce class size in the primary department.</p> <p>Specific CPD and training to support new staff.</p>	<p>Class size in the lower key stage classrooms were becoming increasingly large.</p> <p>As of September 2017 there were 14 pupils in class 2 (across years 3, 4, 5).</p> <p>The management of such impacted on the teaching of pupils in the classes.</p>	<p>Rigorous interview and selection process.</p> <p>Support / mentoring system in place to support new staff.</p> <p>Monitoring of continuing professional development of all staff.</p> <p>Termly review of pupil progress with the class teacher</p>	<p>SLT</p> <p>AH</p> <p>AH/LB</p> <p>AH</p>	<p>Monthly for first 6 months</p> <p>Termly</p> <p>Termly</p>
Total budgeted cost					£34,143

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Pupils will be engaged in either semi-formal or informal models, once subject specific learning becomes unproductive for learners as a long term goal. (Informal – P1-P4 Semi-Formal- P4-L2 Subject specific- L2+)</p> <p>Curriculum Long term Plan will provide schemes of work across the different models.</p> <p>A curriculum will be in place that is relevant to individual learners' needs and at which s/he can succeed</p> <p>Pupils will make expected progress against their learning outcomes.</p>	<p>Review of whole school curriculum.</p> <p>To include purchase of relevant resources</p>	<p>To consider and develop the school curriculum to ensure that it is appropriate for the needs and requirements of our pupils.</p> <p>To maximise the opportunities for learners to be the best they can be and to do the best they can do</p>	<p>Coordinators will lead on their subjects</p> <p>Key professionals to attend relevant courses – to investigate options.</p> <p>Review of current long term plan.</p> <p>Schemes of Work will be holistic, developmental and provide staff with teaching ideas.</p>	<p>Subject coordinators</p> <p>AH/LB</p> <p>Teachers</p>	<p>Half termly</p>
Total budgeted cost					£4,000

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Targeted pupils have clear objectives / learning intentions.</p> <p>Pupils will be identified through EHCPs, CPOMS and teacher referral.</p> <p>Pupils will make expected progress against their PSD objectives.</p> <p>Pupils will be more settled, happier and engaged in their learning.</p> <p>Targets will be shared with parents and included on IEPs and in EHCPs</p>	<p>CPD and ongoing time for newly appointed Emotional Literacy support assistants to support pupils.</p> <p>Cover for these staff when running interventions</p> <p>New resources</p>	<p>Identified need to support an increasing number of pupils with social and emotional needs, that is having an impact on learning.</p>	<p>On-going review of interventions</p> <p>Links with St Annes ELSA staff</p> <p>Joint supervision with Ed Psych team.</p> <p>Release time for staff to effectively plan for the sessions.</p> <p>Liaison time between teachers and ELSA's</p>	<p>AH & ELSAs</p> <p>AH and KO (St Annes)</p>	<p>Half termly</p> <p>Termly</p> <p>As required</p> <p>As required</p>
Total budgeted cost					£3,500
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Ensure all pupils have equal access to 'learning for life'</p>	<p>All pupils to be invited to attend at least one residential trip during the school year</p>	<p>Pupils have the opportunity to develop their independence skills, extra- curricular experiences and access residential community based activities</p>	<p>Monitor the residential trips participation</p> <p>Review the feedback from the trips and progress against life skills targets</p>	<p>AR</p>	<p>Termly</p>
Total budgeted cost					£4,000

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils to be using current technologies to improve communication and engagement with learning	Purchase of additional hardware and software to increase availability in classes and therefore increase access for specifically identified pupils	<p>Increase in the number of pupils requiring communication aides 'Communication' is identified as a high level barrier to learning,</p> <p>'Levels of Engagement' is also identified as a high level barrier to learning</p> <p>Observation shows that pupils engage and are motivated by technology i.e. use of the smarts TVs and tablets</p>	Review of usage, as a communication aide to be monitored alongside the SaLT	ZW JP AH	Termly
Total budgeted cost					£4072
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide access to a curriculum which is varied and stimulating	Community based projects Specialist music/arts dance workshops	<p>Pupils work with specialist teachers/coaches and respond positively to physical activities.</p> <p>From previous projects pupils have shown increased confidence and improved self-esteem.</p>	Termly meetings with the staff lead	GL	Termly
Total budgeted cost					£2,000

6. Review of expenditure			Total Pupil Premium allocated £ 46,375
Previous Academic Year	2017-18		
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	
<p>Increased progress in communication and engagement.</p> <p>Increased staff knowledge in specialist provision and specific pupil needs e.g. sensory integration, intensive interaction, Communication aids.</p>	<p>Creation of new primary PMLD class with additional teacher and 3 learning support assistants to provide targeted support and coordinated access to specialist provision e.g. sensory curriculum, physio, OT, Nurses, use of the hydro pool, time in specialist seating.</p> <p>Specific staff training with use of specialist providers.</p>	<p>The class was set up in September with 7 pupils on role. All pupils have complex and medical needs. These pupils are now assessed using the QUEST assessment.</p> <p>Pupils are following an informal curriculum that allows for staff to focus on engagement and communication. Spring term 2018 data shows a 9% increase (for PPG pupils) and 10% increase (non-eligible pupils) for pupils achieving expected targets for communication.</p> <p>Pupils have better access to specialist resources and personalised timetables. All pupils are receiving provision, as stated in their EHCP</p> <p>Staffing ratios allow for increased opportunities for 1:1 teaching.</p> <p>Staffing includes a Level 4 LSA with responsibility for Moving and Handling and a Level 3 LSA with responsibility for sensory access.</p> <p>There has been specific staff training using the VI service,</p>	
		Total budgeted cost	£32,000

Desired outcome	Chosen action/approach	Estimated impact	
Make progress with communication and reduce incidences of problem behaviour	Employment of assistant behaviour analyst	<p>An assistant behaviour analyst appointed as qualification completed. Involved in assessments and the setting up of specific programmes and learning targets. She has written behaviour reports to contribute to planning and meetings. She has been working with SLT and Head of 6th form to ensure that transition of ABA pupils to the 6th form goes well and behaviour isn't compromised.</p> <p>Bespoke in-house training delivered to staff, parents and outside agencies.</p>	
		Total budgeted cost	£5,000
Pupils more settled, happy and engaged in their learning	Employment of 2 Emotional Literacy support assistants to work across the school	<p>2 LSA staff (and 1 Senior care staff trained) as ELSA's – completed LA 12 week course. Supervision being provided as part of the course.</p> <p>ELSA's presented to the teaching staff – talked about the role, vision for the future and how it will impact on the well-being of the pupils.</p> <p>Pupils identified, and sessions commenced in the summer term, 2 per week across lower and upper school. 63% of pupils attending the sessions were PPG eligible.</p> <p>ELSA board promotes the role.</p> <p>Links have been made with the ELSA's at St Annes, Hull Visits to both schools and joint supervision has been planned.</p>	
		Total budgeted cost	£3,000

Desired outcome	Chosen action/approach	Estimated impact	
Ensure all pupils have equal access to 'learning for life'	All pupils to be invited to attend at least one residential trip during the school year	Trips that have run this year :- <ul style="list-style-type: none"> • Bendrigg – Outward bound Residential - October 17 (key stage 2,3 and 4) • Rosedale Residential - October 17 and March 18 (Key stage 4 pupils) • Birmingham Cricket finals – December 17 (Key stage 3 and 4 pupils) • Voice in a Million, London – March 18 (key stage 2 and 3 pupils) • France residential – May 18 (Key stage 4) • Camping – May 18 (Key stage 1,2,3,4,) • A total of 47% PPG eligible pupils have attended at least one of these trips 	
		Total budgeted cost	£4,000
Provide access to a curriculum which is varied and stimulating	Community based projects Specialist music/arts dance workshops	<ul style="list-style-type: none"> • Specialist music teacher takes a mixed lower school session, once a week. • Remarkable Arts -4 workshops (free) • NYMAZ – Music / Sensory workshops for PMLD pupils • YAMSEN – Multisensory day and Music Day – Leeds (ABA(L) and PMLD) • Voice in a Million – London • Dance performance – Bridlington • The Big Sing – Bridlington Spa <p>Staff have worked alongside specialist staff. LSA with special interest in music has attended the YAMSEN day, as part of her CPD, with a view to increasing out in-house provision.</p>	
		Total budgeted cost	£2,000

Desired outcome	Chosen action/approach	Estimated impact	
Provide access to fun and meaningful social groups beyond the classroom	After school clubs Sport, Dance, Cookery	<p>After school clubs for Sports and Food technology – clubs run on a 6 week rotation between lower school and upper school age groups. These are run by LSA's, the sports session is overseen by Andy W. as PE coordinator.</p> <p>18% of pupils attending the sessions were PPG eligible. (Note: club places limited and subject to parental collection)</p> <p>East Riding Youth Dance – one evening per week</p>	
		Total budgeted cost	£375