# 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

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| Detail | Data |
| School name | Kingswode Hoe School |
| Number of pupils in school  | 153 |
| Proportion (%) of pupil premium eligible pupils | 50% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2020-2023 |
| Date this statement was published | January 2022 |
| Date on which it will be reviewed | June 2022 |
| Statement authorised by | Headteacher |
| Pupil premium lead | Mr Tom Coxall |
| Governor / Trustee lead | Ruth Sturdy  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £76,803 |
| Recovery premium funding allocation this academic year | £18,270 |
| 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 | £ 95,073  |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **Our intent is to reduce and remove the barriers that can be present in our disadvantaged pupils. These barriers can be of experience or circumstance. We are keen to support our disadvantaged pupils with becoming and feeling “the best they can be.” Our aim is also to improve the engagement, wellbeing and the rate of progress for these pupils.****Our key principles are providing new and fruitful experiences for disadvantaged pupils to support their mental health and wellbeing and future life outcomes.****Our pupil premium strategy works to collectively identify these areas for development and target these in a meaningful and holistic way to ensure the greatest possible positive impact on our disadvantaged pupils.** |

## 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 | Disadvantaged pupils having lower starting points and making less progress than non-disadvantaged peers. |
| 2 | Less previous experience of appropriate social interactions for disadvantaged pupils. |
| 3 | Less disadvantaged pupils eating/receiving breakfast before school vs. non-disadvantaged pupils. |
| 4 | Associated trauma and anxiety linked to disadvantaged status. |
| 5 | Less access to technology and less understanding of E-Safety – increased vulnerability. |
| 6 | Previous negative experiences, disengagement and poor attainment within a mainstream setting. |
| 7 | Reduced childhood experiences/access in the community/trips outside of the family home for disadvantaged pupils. |

## 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 |
| Provide additional staffing to support learners and additional intervention. | Increase staffing numbers within targeted lessons/activities.Increase the number of interventions running for disadvantaged pupil, including Speech, Language and Communication, Literacy, Maths, Social and Mental Health and Wellbeing. |
| Provide enriching social experiences inside school and the community for disadvantaged pupils. | Duke of Edinburgh Bronze Accreditation**.**Support for residential and day trip social experiences. |
| Provide allocated pupils with opportunities to have a healthy breakfast to optimise their engagement and learning. | Ensure disadvantaged pupils are directed to attend breakfast club when needed. |
| Ensure e-safety and Safeguarding for all pupils. | Increased pupil awareness of Internet Safety.Reduce reported E-Safety incidents on MyConcern. |
| Ensure access to support for pupil’s with trauma/anxiety background. | Counselling and/or group sessions to support pupils that have previously experienced trauma/anxiety related difficulties. |
| Ensure access to high-quality resources and presentations (in lessons and in interventions). | Communication symbols used to aid reading in-class and interventions when relevant.Engaging presentations via Class Assemblies.Word mats, Phonics mats and vocabulary mats used consistently within Literacy lessons to support disadvantaged pupils.Engaging resources used in intervention sessions where pupils make progress.  |
| Enable some disadvantaged pupils to access support to attend extra-curricular opportunities/activities, such as residential trips. | Disadvantaged pupils attending school trips.Disadvantaged pupils attending residential visits. |

## 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: £52,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Greater teaching/interventions provision | lmprovement in pupil engagement levels.Increase in work on specific needs/barriers for learning. | 1,2,4,6 |

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

Budgeted cost: £7,700 + £5,000 + £4,373 + £5000 = £22,073

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Supportive software | Better engagement from effective resources. Increased reporting of behaviour and safeguarding incidents and concerns. | 4,5 |
| Residential support | Greater attendance of disadvantaged pupils on residential trips and visits. | 1,2,6,7 |
| Tutoring work | Greater engagement and expected increase/maintenance of pupil progress. | 1,2,4,6 |
| Sensory, play, communication and intervention resources | Effective management of sensory needs/regulation and reduction in behaviour incidents. Improved pupil engagement. | 1,2,4,6 |

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

Budgeted cost: £5000 + £16,000 *=* £21,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Breakfast club | Improved engagement in lessons. Improved learning and progress. | 1,2,3,6 |
| Play equipment development and purchase | Social skills progress. Improvements in sharing and communication. | 1,2,4,6,7 |

**Total budgeted cost: £ 95,073**

# 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 2020 to 2021 academic year.

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| *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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.**If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?* * **Enabled Duke of Edinburgh Bronze Accreditation**
* **Support for building and resourcing of our School Gym – Enabling bespoke exercise and fitness classes, teaching and preparation for adulthood.**
* **Staff training on de-escalation strategies and approaches: Essex STEPS, TPP – supported an increase in reflective and proactive inclusive behaviour strategies.**
* **Specific intervention/support for identified pupils- Yarra Farm, Fire-talks. Some pupils received a more bespoke and engaging curriculum offer matched to their strengths and needs.**
* **Specialist HLTA hours and part of IT resources to raise standards in teaching, learning and assessment. Improved delivery of IT content to prepare pupils for their future pathways.**
* **Improved involvement in E-Safety workshops and talks with existing pupils.**
* **Remote Learning Resources and Audio/Video equipment. Improved access to remote learning for isolating pupils, or those not currently in school.**
* **Robust safeguarding recording systems - ensured maintained and improved proactive and contextual safeguarding for all pupils, especially more non-verbal and more vulnerable pupils.**
* **Development of Primary Curriculum offer and specific learning approaches: Attention Autism, Sensory supports, communication aids. Improved engagement, growing maturity and independence.**
* **Development of Primary ‘Outdoor Classroom’ learning area and resources. Enable both a safe workspace and safe area for pupil’s having ‘timeout’.**
* **Playground/Sensory Development. Reduced behaviour incidents. Increased social opportunities and support for All. Improvements in social skills.**
* **Renewed outdoor gym equipment/outdoor games. Reduced behaviour incidents. Increased social opportunities and support for All. Improvements in social skills.**
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Colchester United Football coaches | Colchester United |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# 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.* |