

# Pupil premium strategy statement 2024-25

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

| Detail  | Data                        |
|---|-----------------------------|
| School name   | Kemball School              |
| Number of pupils in school  | 220                         |
| Proportion (%) of pupil premium eligible pupils   | 60%                         |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024/2025 to 2026/2027      |
| Date this statement was published   | September 2024              |
| Date on which it will be reviewed   | September 2025              |
| Statement authorised by   | Lisa Hughes<br>Head Teacher |
| Pupil premium lead  | Lisa Hughes                 |
| Governor / Trustee lead   | Hilary Gregory              |
|   |                             |

## Funding overview

| Detail  | Amount      |
|---|-------------|
| Pupil premium funding allocation this academic year   | £142,934.00 |
| Recovery premium funding allocation this academic year  | £0          |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0          |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 144,731   |

# Part A: Pupil premium strategy plan

## Statement of intent

We recognise that there are many barriers to educational achievement for all our learners as well as all those in receipt of pupil premium. Many of these barriers relate to a specific Special Educational Need, physical barriers, communication and interaction difficulties, social and emotional health, sensory and processing skills.

We therefore aim to use pupil premium funding to assist us in achieving positive outcomes for all of our pupils through quality first teaching including access to high quality resources which are linked to a broad and balanced curriculum offer delivered by skilled practitioners.

We also use Pupil Premium to tackle some of the broader aspects of well-being associated with our young people including developing independence, preparation for adulthood and crucial support for families.

Our strategy will be driven by the needs of all our pupils based on assessment data and our in depth knowledge of our students next steps of development. Our practice ensures that we equip our young people with the skills they need for life beyond school.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Our assessments, observations and discussions show that our pupils struggle to retain phonological awareness which impacts on reading retention and comprehension skills  |
| 2                | Our assessments and observations indicate that our pupils have greater challenges around all aspects of functional communication including the ability to express their wants and needs. This in turn can impact negatively on behaviours and levels of frustration   |
| 3                | Our observations and assessments show that our pupils need very specific, high quality resources and experiences to be able to access a broad and balanced curriculum which in turn leads to academic progress  |
| 4                | Our observations and assessments show that our pupils need to be supported to learn acceptable behaviours and understand how to function in different situations in order to be prepared for life beyond school. This also includes preparing them for life beyond school including how to develop safe relationships |
| 5                | Our work with families indicates the level of support needed in order to assist in safeguarding our vulnerable pupils and families, maintaining good attendance and promoting the value of education.   |
| 6                | Our assessment and observations signify that our pupils have higher levels of sensory impairments which in turn impacts on learning.  |
| 7                | Our assessment and observations indicate that our pupils' physical needs impacts both their learning and levels of independence.  |

## 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  |
|--|---|
| Improve phonic and reading performance   | <p>Phonological awareness increased.</p> <p>Improvement in reading resulting in pupils' achieving end of year targets and ability to be entered into end of key stage 4 examinations.</p> <p>Improvement in overall comprehension and understanding skills.</p> <p>Pupils are assessed correctly and are grouped accordingly</p> <p>Teachers and teaching assistants are confident in delivering a range of strategies to support reading acquisition</p> <p>All pupils are seen as potential 'readers'</p>   |
| To develop essential speech, language and communication strategies so that so that pupils are able to share their views and articulate their understanding (assessment for learning) | <p>Pupils have increased speech and language skills that can be transferred into a range of social situations.</p> <p>Pupils are able to demonstrate their wants and needs alongside showing their level of understanding</p> <p>Pupils are allocated the correct communication strategies and resources based on their individual needs</p> <p>Pupils are supported to use alternative communication aids</p> <p>Staff are supported to ensure pupil's communication needs are fully met.</p> <p>Close liaison with families so that communication strategies are transferred between home and school</p> <p>Achievement of communication and interaction EHCP outcomes and milestones</p> |
| Pupils make progress across all subject areas including the essential key skills of maths and English  | <p>Pupils are educated in the correct pathway</p> <p>Quality of teaching contributes to improved pupil outcomes</p> <p>Increased levels of engagement</p> <p>Appropriate resources support teaching and learning</p> <p>Appropriate assessment materials that are well suited to pupil's needs</p> <p>All staff have high expectations of all pupils</p> <p>Pupils know and remember more</p> <p>Identified pupils achieve Trinity music awards</p>   |

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|   | <p>By the end of KS4, pupils achieve entry level examinations, ASDAN qualifications and Duke of Edinburgh awards</p> <p>Achievement of EHCP termly outcomes, end of year milestones and end of key stage outcomes</p>  |
| To support pupil's behaviour needs and wellbeing including good school attendance | <p>Fewer behaviour incidents recorded</p> <p>Robust and supportive behavioural intervention plans in place</p> <p>The importance of good school attendance is promoted</p> <p>Overall attendance to improve</p> <p>Staff and parents feel more supported to deal with pupil's individual needs thus having a positive impact</p> <p>Disadvantaged including looked after children continue to make good progress</p> <p>Improved well-being of parents and carers as they feel supported by school</p> <p>Pupils learn about healthy relationships</p> |
| To ensure that pupils sensory needs are met                                       | <p>Sensory needs are recognised as being linked to behaviour needs</p> <p>OT recommendations are followed – sensory diet and sensory circuits are in place for pupils who need this intervention</p> <p>Increased levels of engagement and academic progress including readiness to learn</p> <p>Appropriate resources support independence and learning including pupil's increased ability to self regulate</p> <p>All staff feel equipped to meet pupils' sensory needs</p>   |
| To ensure pupils physical needs are supported                                     | <p>Increased levels of engagement and academic progress as pupils are comfortable and therefore ready to learn</p> <p>Pupils maintain their physical skills</p> <p>Increased levels of independence, long term benefits which may prevent surgery and absences from school</p>   |
| To improve knowledge and understanding of the world                               | <p>Improved confidence, behaviour, physical and social skills, emotional wellbeing, language and communication, concentration, knowledge and understanding of the world.</p> <p>Resilience and teamwork is built upon</p>  |

|  |  |
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|  | Pupils are able to generalise and use their learnt skills in different contexts. |
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## 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: £41,600

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| CPD for teachers and support staff with a particular focus on staff new to the school | Research evidences that when teachers, as learners themselves, base their everyday practice on an updated, coherent and integrated professional knowledge base, this can lead to improvements in pupils' learning outcomes<br><a href="https://www.gov.uk/government/publications/teachers-professional-development-in-schools/independent-review-of-teachers-professional-development-in-schools-phase-1-findings">https://www.gov.uk/government/publications/teachers-professional-development-in-schools/independent-review-of-teachers-professional-development-in-schools-phase-1-findings</a> | 1,2, 3, 4, 5, 6               |
| Employment of a specialist music teacher (2.5 days per week)                          | Research evidences that high quality teaching is fundamental to pupils' music experiences<br>Involvement in music engages and re-engages pupils, increasing self esteem and maximising progress.<br>Music is a unique form of communication that can change the way that a pupil feels, thinks and acts.<br><a href="https://www.gov.uk/government/publications/research-review-series-music/research-review-series-music">https://www.gov.uk/government/publications/research-review-series-music/research-review-series-music</a>   | 2, 3, 4                       |

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

Budgeted cost: £26,256

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Additional reading books, class texts and phonic resources. Accelerated reading licence   | <p>There is strong evidence that phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills particularly for disadvantaged children</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Read Write Inc is on the DFE list of validated systematic synthetic phonics</p>   | 1, 3, 4                       |
| Resources to support the delivery of the updated curriculum and to ensure quality first teaching and assessment (including on line resources) | <p>Research evidence highlights good or better teaching impacts significantly on pupil outcomes .All children have the right to a broad and balanced education tailored to their specific needs. Our pupils require very specific resources to enhance their learning experience</p>   | 2, 3, 4, 5, 6                 |
| Nurture sessions delivered by HTLA trained to provide this intervention and 1:1 counselling sessions for identified pupils                    | <p>More than 100 academic studies have demonstrated the positive impact of nurture groups. Although their primary goal is to improve children and young people’s social, emotional and behavioural difficulties, nurture groups have positive outcomes across a wide range of areas, both for pupils themselves and also for teachers, the school community and beyond.</p> <p><a href="https://www.nurtureuk.org/wp-content/uploads/2021/10/Nurture-Groups-Booklet-Dec-2019.pdf">https://www.nurtureuk.org/wp-content/uploads/2021/10/Nurture-Groups-Booklet-Dec-2019.pdf</a></p> | 4, 5,                         |
| Employment of a private physiotherapist 1 day per week and rebound therapy ( linked with sports premium)                                      | <p>Research suggests that early intervention and physical therapy for children with disabilities or developmental motor difficulties is important in predicting future outcomes. Pupils with physical disabilities need to be physically comfortable in order to engage and learn. Postural management is crucial especially for wheelchair users. Maintenance of independent movement including walking, leg strengthening, reducing muscle/ligament constrictions. Improvements in attendance and attainment</p> <p>To develop stamina, perseverance and co-ordination</p>       | 7                             |

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

Budgeted cost: £ 76,875

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Targeted support for pupil's behaviour, attendance and wellbeing including providing assistance for staff including CPI training        | <p>Research shows that universal behaviour systems are unlikely to meet the needs of all students. For pupils with more challenging behaviour, the approach should be adapted to individual needs.<br/> <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</a></p> <p>It is therefore important that our staff feel supported and equip to meet the needs of pupils who demonstrate challenging behaviour and are able to use strategies to keep everyone safe.<br/> Pupils require targeted interventions and support from an experienced member of staff who is understands how additional needs can impact on behaviour.<br/> Managing pupil's behaviour needs can be challenging for members of staff</p> | 4, 5                          |
| To provide support to our most vulnerable families looked after children and provide essential home school links and attendance support | <p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions:<br/> <a href="https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-send/">https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-send/</a></p> <p>Promoting regular attendance in school is paramount to pupil outcomes<br/> <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1723421311">https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1723421311</a></p>   | 4, 5                          |
| Careers support, qualifications and travel training Year 9–11 pupils to use public transport.   | <p>Independent Travel Training is likely to enhance pupils' social and employment opportunities:<br/> <a href="http://publishing.service.gov.uk">Department for Education (publishing.service.gov.uk)</a></p>  | 4, 5                          |
| Improving sensory regulation through specialist OT advice, staff training   | <p>Through observations and research, we recognise the importance of how the implementation of relevant strategies for pupils with sensory needs/impairments impacts significantly on their outcomes<br/> Pupils with sensory needs require very specific resources to enhance their learning experience and levels of engagement. Staff will be advised by an experienced occupational therapist.</p>   | 3, 6                          |

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|--|---|---------|
| and equipment available for learners with enhanced sensory needs |   |         |
| The delivery of Forest Schools for one day per week              | <p>There are many research articles which highlight the importance of pupils accessing the world outside of the classroom. Being involved in Forest schools, encourages improved confidence, behaviour, physical and social skills, emotional wellbeing, language and communication, concentration, knowledge and understanding of the world</p> <p><a href="https://forestschoollassociation.org/new-research-a-longitudinal-study-on-forest-school/">https://forestschoollassociation.org/new-research-a-longitudinal-study-on-forest-school/</a></p> | 2, 4, 5 |

**Total budgeted cost: £ 144,731**

## 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 2023 to 2024 academic year.

| EHCP milestone outcomes             |            |                          |                      |
|-------------------------------------|------------|--------------------------|----------------------|
| Cognition and learning              | All pupils | Non pupil premium pupils | Pupil Premium Pupils |
| Achieved                            | 46%        | 49%                      | 47%                  |
| Not achieved                        | 9%         | 8%                       | 11%                  |
| Partially Achieved                  | 45%        | 44%                      | 43%                  |
| Communication and Interaction       | All pupils | Non pupil premium pupils | Pupil Premium Pupils |
| Achieved                            | 47%        | 45%                      | 47%                  |
| Not achieved                        | 10%        | 11%                      | 10%                  |
| Partially Achieved                  | 43%        | 44%                      | 43%                  |
| Social, emotional and mental health | All pupils | Non pupil premium pupils | Pupil Premium Pupils |
| Achieved                            | 48%        | 47%                      | 48%                  |
| Not achieved                        | 9%         | 9%                       | 9%                   |
| Partially Achieved                  | 43%        | 44%                      | 43%                  |

| Physical and Sensory | All pupils | Non pupil premium pupils | Pupil Premium Pupils |
|----------------------|------------|--------------------------|----------------------|
| Achieved             | 48%        | 46%                      | 48%                  |
| Not achieved         | 14%        | 16%                      | 14%                  |
| Partially Achieved   | 38%        | 37%                      | 38%                  |

| Preparation for adulthood | All pupils | Non pupil premium pupils | Pupil Premium Pupils |
|---------------------------|------------|--------------------------|----------------------|
| Achieved                  | 46%        | 45%                      | 39%                  |
| Not achieved              | 15%        | 14%                      | 14%                  |
| Partially Achieved        | 39%        | 41%                      | 47%                  |

High emphasis is placed upon reading and phonic development for all pupils, across all pathways. This has been supported with high quality resources, including additional reading for pleasure books and additional phonic reading scheme/resources. The reading curriculum has been enhanced through continuous updating of both Read Write Inc phonics and spelling CPD for existing and new staff.

Children's Choice Occupational Therapists have continued to visit the school termly. Suggested strategies have been used to support teaching and learning, resulting in higher levels of engagement (individual data). A variety of specialist equipment was purchased to support individual need. In addition, two new sensory diet rooms have been specifically equipped to support the sensory needs of the students at Kemball. There is now one room allocated to each of the primary and secondary wings.

In the academic year 2023-24 approximately 90 pupils had some level of social care involvement over the course of the year. Our safeguarding assistant continued to support families. This has included completing Early Help Assessments, Graded Care Profile 2 assessments attending CiN/Child protection meetings, providing help/advice to individual parents/carers and liaising with social care colleagues.

Zones of Regulation and Fix it Strategies have continued to be implemented throughout the school. Assistant head teacher offered support and guidance both to staff and individual pupils. This included creating individual behaviour plans and targeted support/ interventions. Pupils are becoming more able to self regulate. 51

staff are CPI(MAPA) trained and 20 members of staff have completed social story training

In addition to teaching music for identified groups, our music teacher has continued to offer support to other teachers so that they were equipped to provide high quality music session for their pupils. Kemball school is a Music Mark School. This is in recognition of the value placed on music and ensuring that pupils are able to access and engage with a high-quality music education. This year identified multisensory pupils gained Trinity Music Qualifications. All evidence has been externally reviewed and all assessments agreed upon. The following awards and certificates in musical development, were achieved:

1 X Level 3

3 X Level 2

1 X Level 1

Positive Choice Therapy provided physiotherapy to 20 individual pupils, hydrotherapy support for 2 classes and class support for the multisensory pathway.