

# Pupil premium strategy Review 2022 - 2023

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	Kingsmead Hospital Medical Provision (Castle)
Number of pupils in school	16
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 – 2023 to 2024-2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ ?
Recovery premium funding allocation this academic year	£?
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ ?
<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	£?

# Part A: Pupil premium strategy plan

## Statement of intent

The aims for our pupil premium pupils is to use the allocated funding to maintain and improve positive outcomes for our most disadvantaged pupils. Our pupils face many challenges as a result of being unable to attend either their mainstream provision owing to their medical needs or their extreme vulnerability as a result of heightened anxiety linked to social communication and poor mental health. These difficulties have been further impacted by the current cost of living crisis.

In school data suggests that the variance of outcomes for our disadvantaged pupils is less good compared to their peers in terms of:

- Social opportunities
- Academic resilience
- Extra-curricular opportunities

Quality first teaching is at the heart of our approach with the aim to target the most effective support based on diagnostic assessment outcomes to allow pupils to access a broad and balanced curriculum.

As there are XXXXXX pupils not in receipt of pupil premium funding; this strategy will benefit all pupils in school through an inclusive approach to ensure better than expected progression for all.

We will also provide our disadvantaged pupils with opportunities beyond the classroom to enhance their cultural, sporting and academic experiences.

Our strategy intends to meet the needs of every pupil based on formal and informal assessments alongside pupil and parent voice without assumptions or labels.

Therefore, we aim to ensure that we enhance skills, knowledge and experiences to prepare them for life in the modern world.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments indicate that pupils have better than expected reading ages but very limited exposure to quality literature

2	Disengagement from traditional learning due to difficulties attending previous school setting
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
4	The majority of pupils arrive at Castle with significant gaps in their curriculum learning due to previous attendance issues and prolonged disengagement.
5	Pupils arrive at Castle displaying introverted behaviour that affects their emotional, social and mental wellbeing including behaviour for learning.

## 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
Improved exposure to quality literature through individual reading and group sessions.	All pupils show expected or better than expected progress in reading with all subjects ensuring that reading and vocabulary forms part of all learning. Pupil voice indicates an enjoyment in group reading and for pleasure.
July 2023 Review (on roll 45 pupils – current PP 15 pupils 43%)	
<ol style="list-style-type: none"> <li>1. Head of English appointed – New system to be launched Kingsmead Reads to include Accelerated Reader, Kindles, further literature for all sites specific to need.</li> <li>2. Castle library development – additional books including non-fiction (eg cookery books and magazines subscriptions)</li> <li>3. Pupil voice questionnaire completed with actions developed by Castle English coordinator</li> <li>4. 4 pupils with reading ages below ARE – interventions planned including Support staff training</li> <li>5. Castle Deep Dive indicated enjoyment in reading and recognition that reading opportunities are valued by pupils and Pupils make regular and accurate use of subject vocabulary and make contextually appropriate references to literature.</li> <li>6. Word of the week embedded and Wordy Wednesday launched to explore vocabulary</li> <li>7. DEAR (Drop Everything and Read) time more focussed to 'monitor' pupil's reading.</li> </ol>	
Disadvantaged pupils re-engage with learning and the school environment.	Behaviour data will show a reduction in persistently disruptive behaviours and incidents of refusal. Attendance data will show improvement at both individual and whole school level
July 2023 Review (on roll 45 pupils – current PP 15 pupils 43%)	
<ol style="list-style-type: none"> <li>1. 65% more pupils on roll compared to September 2022 cohort</li> <li>2. Fluctuation in behaviour incidents owing to change in school roll Autumn 1 - 167</li> </ol>	

<p>Autumn 2 - 83  Spring 1 - 148  Spring 2 - 121  Summer 1 - 232  Summer 2 - 83</p> <p>3. 96% improvement in attendance from previous setting</p>	
<p>Children to be able to self-regulate with positive engagement in learning.</p>	<p>Pupil voice and intervention impact evidence will correlate with improved attendance and reduced behaviour incidents.</p>
<p>July 2023 Review (on roll 45 pupils – current PP 15 pupils 43%)</p>	
<p>1. 50% more pupils on roll compared to September 2022 cohort</p> <p>2. Fluctuation in behaviour incidents owing to change in school roll  Autumn 1 - 167  Autumn 2 - 83  Spring 1 - 148  Spring 2 - 121  Summer 1 - 232  Summer 2 - 83</p> <p>3. 96% improvement in attendance from previous setting</p> <p>4. Interventions planned with support staff to address EHCP requirements</p>	

## 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: £ 500 for library book enhancement

£ 3600 per term for a trained support staff member to support emotional dysregulation and to re-engage with learning.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of quality literature from a range of genre to be read individually and in group setting aimed at challenging and engaging KS3 and KS4 pupils to develop a love of literature</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates.</p> <p>The evidence indicates that groups of 3–5 is most effective for collaborative learning approaches – there are smaller positive impacts for both paired work and collaborative learning activities with more than 5 pupils in a group.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p>	<p>1,2,3</p>

Ensure quality first teaching and the building of cultural capital in the pupils.	Ensure every teacher is supported in delivering high quality teaching to achieve the best outcomes for all pupils. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>	1,2,3

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

Budgeted cost: £8,000 (to supply agency – 1.0)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with a 1:1 to provide a high quality personalised learning programme for pupils with gaps in their learning.	1:1 targeted at specific needs and knowledge gaps identified from baseline assessments At each data capture any gaps to be identified.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="#">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	2,4,5
A bespoke mentoring package providing one-to-one emotional wellbeing support for pupils, on a one-to-one basis.	To ensure all pupils have positive engagement in their learning and are positive about themselves as a learner.  <a href="#">Mentoring   EEF (educationendowmentfoundation.org.uk)</a>	
		2, 5

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

Budgeted cost:

- £4000 enrichment opportunities

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra curricular Arts participation	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p><a href="https://educationendowmentfoundation.org.uk/Arts-participation-EEF">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	3, 5
Targeted exposure to careers' knowledge and possible further education opportunities	<p>By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. Aspiration interventions tend to fall into three broad categories:</p> <ul style="list-style-type: none"> <li>- interventions that focus on parents and families;</li> <li>- interventions that focus on teaching practice; and</li> <li>- out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	2,5
Contingency fund for acute issues.	<p>Based on our experiences, we have identified a need to set aside a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	
To ensure equality and inclusion for all pupils to engage with all school activities and school visits and visitors.	<p>All pupils are able to access trips and school visits.  All children will have daily access to breakfast.  All pupil have equal access to enrichment opportunities.  The daily experience of PP pupils will be enhanced through the provision of transport where needed.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	3,5
To ensure parents/carers feel fully included in their child's current and	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>- approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> </ul>	

further education.	<ul style="list-style-type: none"> <li>- general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>- the involvement of parents in their children's learning activities; and</li> <li>- more intensive programmes for families in crisis.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	
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**Total budgeted cost:**



## 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 2021 to 2022 academic year.

Aim	Evidence of impact	Actual IMPACT
Higher rates of progress in reading, writing and maths	Assessment data will show all PP children making expected or more than progress.	90% of PP children are making expected or exceeding expected progress in reading, writing and maths.
To improve levels of self-esteem and well-being.	Increased engagement in learning. Pupils will be more content and settled in learning opportunities available to them. More positive engagement with the curriculum. PP will make expected progress or more fewer incidents reported on SIMs Increase of numbers of children on full time timetables.	90% of PP children are making expected or exceeding expected progress in reading, writing and maths. 26% reduction in Serious incidents 67 % reduction in all behaviour incidents 85% pupils on a full time timetable Attendance 90%
Pupils to recognise their emotions and develop strategies to self-regulate.	Pupils will be able to self-regulate and talk about their feelings in a safe manner. Decrease in incidents recorded on SIMs.	26% reduction in Serious incidents 67 % reduction in all behaviour incidents 85% pupils on a full time timetable Attendance 90%
To experience a variety of enhanced learning opportunities, visits to inspire pupils and increase motivation and increased awareness of the world around them.	Maintained and increased access and participation in wider curriculum opportunities. Learning will show that children are using language and vocabulary across the curriculum.	39 off site visits completed to 11 different locations 4 whole school (off site) outward bound (Lea Green) visits
To provide enrichment activities for learning they would not normally experience including local trips, theatre, residential trips.	Maintained and increased access and participation in wider curriculum opportunities. Learning will show that children are using language and vocabulary across the curriculum.	39 off site visits completed to 11 different locations 4 whole school (off site) outward bound (Lea Green) visits

<p>Classroom coverage of the curriculum reflects the intent to increase cultural capital.</p>	<p>Maintained and increased access and participation in wider curriculum opportunities.</p> <p>Learning will show that children are using language and vocabulary across the curriculum.</p>	<p>Further professional music offer to all pupils</p> <p>SATs week enrichment (to include cooked breakfast for all)</p> <p>Further visitors in school – no cost needed</p> <p>39 off site visits completed to 11 different locations</p> <p>4 whole school (off site) outward bound (Lea Green) visits</p>
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