

## Pupil premium strategy statement: Alderman Knight School 2019/20

1. Summary information					
School	Alderman Knight School				
Academic Year	2019/20	Total PP budget	£54,800	Date of most recent PP Review	July 2019
Total number of pupils	154	Number of pupils eligible for PP	45	Date for next internal review of this strategy	July 2020
2. Current progress					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	
<b>% making good or better progress in English Summer 2019</b> Evidence in Standards and pupil premium report 18/19			95%	84%	
<b>% making good or better progress in Maths Summer 2019</b> Evidence in Standards and pupil premium report 18/19			75%	87%	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers					
A.	All pupils have SEN and statement or EHCP for learning difficulties and their attainment and progress is well below average, particularly in English and mathematics.				
B.	A high proportion of pupils have difficulties with communication and interaction.				
C.	Increasing mental health issues, particularly for some ASD pupils.				
External barriers					
D.	Many pupils have restricted opportunities to engage in community activities				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	Improve pupils' attainment and progress in core subjects of English and mathematics.			Pupils eligible for PP make rapid progress, so that differences diminish and they achieve well in comparison to non PP pupils in core subjects and wider subjects. Mid-year and end of year tracking closely monitors the progress of pupils to check they are on track and where they are not, appropriate interventions are implemented. PP are highlighted by subject	

		leaders in progress reports at the end of each assessment period. Interventions needed are prioritised for PP.
<b>B.</b>	Pupils improve their communication and interaction to become confident communicators in a range of different situations.	Pupils eligible for PP participate in a range of activities such as after school clubs, holiday activity days, residential trips, inter-school sporting events, enrichment activities, working at the Abbey tea rooms, work experience, opportunities to access education at local secondary school in areas where gifted and talented, external activities, school performances. PP pupils have opportunities as young leaders and peer mentors. All these opportunities promote communication and interaction skills as well as boosting their self-esteem and self-confidence.
<b>C.</b>	Pupils have access to appropriate support and counselling to help them cope more effectively with anxiety and manage change more effectively and their behaviour improves. The school has a new pastoral support team to help pupils manage anxiety and change.	Fewer behaviour incidents recorded for these pupils on the school system and pupils have access to appropriate support in school and where necessary externally. Feedback from pupils and parents highlights the value they place on the school pastoral co-ordinator and mentoring sessions. The pastoral support team will be able to provide closer support to improve pupils personal and emotional well being and improve their receptiveness to learning.
<b>D.</b>	Pupils have a broader range of experiences and opportunities and engagement in learning is increased	The school's curriculum is broad and balanced and designed to reflect the needs, strengths and interests of all pupils and PP pupils are actively encouraged to engage in a wide range of experiences and enjoy learning, evidenced by high rates of attendance and feedback from pupils at their PEP and EHCP reviews.

## 5. Planned expenditure

Academic year

2019/20

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Improve pupils' attainment and progress in core subjects of English and mathematics, with a particular focus on preparing pupils for Functional Skills Accreditations and developing independence.</p>	<p>All PP pupils undergo detailed diagnostic assessments in school and profile used with other assessment data to target areas of weakness. Pupils may have small group or 1:1 targeted interventions.</p> <p>Literacy and numeracy software programmes, Accelerated Reader, My Maths are used regularly with pupils to help them improve their numeracy and literacy skills. New technology and computer programs will be evaluated.</p> <p>School works with home to encourage consolidation of literacy and numeracy using Accelerated Reader and my maths. Parents evenings focusing on use of these programmes held in school and discussed individually at PEP/ LAC EHCP reviews</p> <p>The SIP highlights PP and this is also reflected in PM progress targets. PP pupils</p>	<p>Regular opportunities for pupils to practice these skills are seen as the most effective approach. This is a programme which has shown to be effective in other schools.</p> <p>Pupils are given high quality feedback, which research shows is a very effective strategy to improve attainment.</p> <p>The link with carers is extremely important and senior staff lead all PEP and CIC meetings to discuss progress towards English and maths targets and identify additional ways of improving support and opportunities.</p> <p>The link with home re Accelerated Reader and My Maths helps consolidate and reinforce learning in school.</p> <p>The school improvement plan focuses on all disadvantaged groups and phase meeting agendas have PP pupils as a standing agenda item</p> <p>The use of teachers' performance management progress objective includes focus on PP pupils and emphasises the importance of planning and teaching to meet the needs of all pupils.</p> <p>It is envisaged that the cumulative impact of the interventions, will narrow the gap further</p>	<p>Resources are appropriate to meets learning needs of pupils.</p> <p>Internal and external lesson observations</p> <p>Scrutiny of PP pupils work in English and Maths, both internally and externally.</p> <p>Training to ensure staff plan and meet all needs in lessons.</p> <p>Monitoring of intervention groups. Feedback at PEP, CIC, EHCP meetings</p> <p>Pupil and parent/ carer feedback</p> <p>Analysis of data provided by the different software programmes used.</p> <p>Provision mapping will track additional provision and opportunities for PP pupils and ensure a range of interventions and approaches used to support pupils</p> <p>If families do not have internet school will work with them to provide additional in school or after school opportunities for learning using these approaches</p>	<p>Head teacher and Deputy head teacher - Teaching</p>	<p>Assessment periods October February May</p> <p>Evaluation following each intervention</p>

	progress is reviewed by all staff following each assessment period.	of pupil premium pupils and their peers in English and Maths.			
B. Pupils improve their communication and interaction (C+I) to become confident communicators in a range of different situations.	<p>In school increased time provided for tutor and PSD sessions (30 mins per day + 1 hour Wed and 1 hour Friday) Tutorials focus on C+I and work with pupils focuses on identified C+I needs – small group, 1:1 work, work with S+L therapist.</p> <p>AKS Pupil passports introduced to monitor and enable planning for progression relating to C+I and other key life skills. Pupils' progress is tracked through AKS Passport.</p> <p>Access and support to learning mentor and pastoral support team.</p>	<p>C+I is a key skills for pupils and the school has a heritage of promoting these aspects very strongly, through devoting time expertise to help pupils to overcome these barriers.</p> <p>Identified pupils have focussed support from learning mentor</p>	<p>External PSD review undertaken to confirm strengths and further improve provision for pupils.</p> <p>Ongoing monitoring of PSD and C+I targets linked in with EHCP outcomes</p> <p>Pupils have confidence and interact effectively when in a range of different settings.</p> <p>Subject leader for PSD and AHT monitor progress of pupils through scrutiny of passports and PSD/ communication work folders and tracking of progress against targets.</p> <p>Pupils gain in self-confidence and are confident to talk to a wider range of people to share concerns and anxieties following work with learning mentor.</p> <p>Provision mapping will track additional provision and opportunities for PP pupils and ensure a range of interventions and approaches used to support pupils</p>	<p>Pastoral Assistant Head</p> <p>and</p> <p>Learning mentor/ Pastoral team</p>	July 2020
<b>Total budgeted cost</b>					£18 500
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>C. PP pupils continue to have access to appropriate support and counselling to help them cope more effectively with anxiety and manage change more effectively and their behaviour improves.</p>	<p>Identified pupils receive regular input from learning mentor.</p> <p>The school liaises with and buys in additional support from external agencies to reduce barriers to learning and behaviour, for example:</p> <p>Bereavement counselling as needed.</p> <p>Work undertaken by Teens in crisis.</p> <p>Referral and assessments to Educational Psychology Service</p> <p>Appointment of pastoral support team.</p>	<p>Data shows that the number of incidents has fallen steadily over the last 3 years and the trend is downward, showing excellent improvements. This is set against the school admitting pupils with more complex social and emotional difficulties. Some individual pupils exhibit challenging behaviour in relation to their needs, but nevertheless make exceptional improvements.</p> <p>Feedback from pupils and parents praise the support provided by the learning mentor in helping pupils manage their emotions more effectively and learn how to express their feelings more appropriately and be willing to talk to a greater range of people if upset or anxious.</p> <p>Families feel well supported by the school and are better placed to support their child at home.</p> <p>Pupils will have access to more specialised mental health support, which is envisaged will improve behaviour and have a positive impact on their readiness for learning.</p>	<p>Learning mentor regularly reports to the HT and regular analysis of data to check that approaches are effective and working well.</p> <p>Feedback from class teachers on effectiveness of input.</p> <p>Feedback from pupils and parents/ carers</p>	<p>Assistant Head</p> <p>and</p> <p>Learning mentor/ Pastoral co-ordinator</p>	<p>Jun 2020</p>
<b>Total budgeted cost</b>					30,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>D. Pupils have a broader range of experiences and opportunities and engagement in learning is increased</p>	<p>Pupils continue to have access to Forest schools and swimming.</p> <p>Pupils are enabled to access drama and art activities out of school time</p>	<p>Many pupils have narrow cultural and social experiences.</p> <p>Pupils learn in a variety of different contexts and the school has an extensive programme of enrichment activities. PP pupils are financially supported to participate in these activities.</p>	<p>Pupils' participation in school events and activities.</p> <p>Increased levels of engagement and enjoyment and increased development of social and academic performance.</p>	<p>Senior team</p>	<p>Ongoing monitoring</p>

	<p>such as the Shakespeare Schools Festival.</p> <p>Riding for the disabled</p> <p>All PP pupils enabled to take part in residential holidays</p> <p>Pupils are enabled to cook weekly with their peers and food taken home to share with parents. Ingredients provided for family cookery evenings.</p> <p>Saturday Craft club offered to PP children as well Saturday football club and Wednesday rugby club.</p> <p>PP pupils encouraged to join in with Duke of Edinburgh</p> <p>Transport and all costs provided for families and pupils to enable access to out of school events such as Cattle Country, Malvern Splash, Cheltenham Everyman and The Roses Theatre.</p>	<p>Research shows that children of low-income families who participate in wider enrichment activities are less likely to exhibit anti-social and behaviour problems and are more likely to be engaged in school and attentive in class.</p>			
<b>Total budgeted cost</b>					£6000