

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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

Detail	Data
School name	Kingswode Hoe School
Number of pupils in school	152
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Headteacher, A Constantine
Pupil premium lead	Tom Coxall
Governor / Trustee lead	Ruth Sturdy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,750
Recovery premium funding allocation this academic year	£76,774
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	£155,524

Part A: Pupil premium strategy plan

Statement of intent

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, as well as providing interventions and resources to meet the specific needs of disadvantaged pupils.

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.

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.
8	Attendance and levels of persistent absence. Behaviour incidences.

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
<p>Provide additional staffing to support learners and additional intervention.</p> <p>Providing alternative provision to meet pupil's needs.</p>	<p>Increase staffing numbers within targeted lessons/activities.</p> <p>Increase the number of interventions running for disadvantaged pupil, including Speech, Language and Communication, Literacy, Maths, Social and Mental Health and Wellbeing.</p> <p>Provide alternative provision to maintain engagement in education and learning for key vulnerable pupils.</p>
<p>Provide enriching social experiences inside school and the community for disadvantaged pupils.</p>	<p>Duke of Edinburgh Bronze Accreditation.</p> <p>Support for residential and day trip social experiences.</p>
<p>Provide allocated pupils with opportunities to have a healthy breakfast to optimise their engagement and learning.</p>	<p>Ensure disadvantaged pupils are directed to attend breakfast club when needed.</p>
<p>Ensure e-safety and Safeguarding for all pupils.</p>	<p>Increased pupil awareness of internet safety.</p> <p>Reduce reported E-Safety incidents on MyConcern.</p> <p>Utilising trends and data from MyConcern to inform training and interventions with pupils to improve internet safety and awareness.</p>
<p>Ensure access to high-quality resources and presentations (in lessons and in interventions).</p>	<p>Communication symbols used to aid reading in-class and interventions when relevant (Colourful semantics and Widgit).</p> <p>Engaging presentations via class assemblies.</p> <p>Word mats, phonics mats and vocabulary mats used consistently within Literacy lessons to support disadvantaged pupils (Twinkl, White Rose Math, Mathletics).</p> <p>Engaging resources used in intervention sessions where pupils make progress.</p>
<p>Enable some disadvantaged pupils to access support to attend extra-curricular opportunities/activities, such as residential trips</p>	<p>Disadvantaged pupils attending school trips and residential visits.</p>
<p>Disadvantaged pupils gain independence and feel better prepared for adulthood and have greater confidence to help them engage more with the wider community</p>	<p>Disadvantaged pupils are able to access high quality work experience and independent living workshops by participating in a variety of programs such as supermarket job experience, running a café and a school shop, working in a food truck and participating in a gardening club.</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: £95,000

Activity	Evidence that supports this approach	Challenge N(s) addressed
Developing high-quality teaching, assessment and a curriculum that responds to the needs of pupils	Improvement 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: 35,000

Activity	Evidence that supports this approach	Challenge N(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.	1,2,6,7,8
Tutoring work and alternative provision	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: £25,524

Activity	Evidence that supports this approach	Challenge N(s) addressed
Breakfast club	Improved engagement in lessons. Improved learning and progress.	1,2,3,6,8
Rest, calm and play areas equipment and resources	Improved behaviour; Supporting pupils' social, emotional and behavioural needs; Social skills progress. Improvements in sharing and communication.	2,4,7,8

Total budgeted cost: £ 152,384

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Education outcomes for primary pupils:

- High engagement in learning across the curriculum
- All pupils making progress towards personal outcomes (social, independence and resilience)
- All pupils making progress towards their academic outcomes in core and foundation subjects (social, independence and resilience).

Education outcomes for secondary pupils:

- High engagement in learning across the curriculum
- All pupils making progress towards personal outcomes (social, independence and resilience)
- All pupils making progress towards their academic outcomes in core and foundation subjects (social, independence and resilience).

Wider outcomes, for primary and secondary pupils:

- Effective preparation for more formalised secondary learning models and experiences.
- Effective preparation for more formalised and independent Post-16 learning models and experiences.
- Development of more resilient, independent young adult learners.
- Developments in understanding of work and careers, Post-16 and potential future opportunities and planning.
- Ongoing promotion of life long learning, development and curiosity.

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

Programme	Provider
Colchester United Football coaches	Colchester United