

# Pupil premium strategy statement 20-21

1. Summary information					
School	Keelman's Way School				
Academic Year	20-21	Total PP budget	£95095	Date of most recent PP Review	Sept 2020
Total number of pupils	147	Number of pupils eligible for PP	67	Date for next internal review of this strategy	July 2021

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Language and communication skills for EYFS are a key area for new starters to school. Early intervention will offer additional support to all pupils with limited communication skills to support all aspects of learning.	
B.	More able pupils will have additional targeted support in Literacy Maths and Science to ensure good or outstanding progress and to ensure accreditation is in place for the most able	
C.	All pupils have been impacted by the recent closure and focussed teaching will be required to support their recovery of progress, mental and physical health	
D.	Staff need the appropriate skills and emotional resilience to support pupils complex medical and emotional needs	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	Factors linked with closure and stresses on family life. Consistency and support for attendance moving forward	
E.	Parent support is essential, particularly for the pp pupils, to secure progress and shared working between home and school	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Additions will be made to the environment to improve access to simulating areas for physical, emotional well being and learning opportunities	Outdoor learning areas for physical engagement in all aspects of EYFS learning goals and primary curriculum will be in place by Spring 2020 pupil data and learning journals will show evidence of progress for all pupils
B.	Intervention groups will focus on more able pupils across the school. Clearly identified cohort of pupils will achieve accreditation at Post 16 in English and Maths	Data from Pivats 5 will show all pupils in this group will have good or outstanding progress measured using national pivats Data when available. internal data collection evidence will show good or better progress for individual pupils via EFL
C.	All pupil will show demonstrable Progress from their reassessed starting point in agreed in Sept 2020	Progress data for each learning pathway will show evidence of progress appropriate to the child
	EHCP and staff information around pupil development will be evident through advice from Educational Psychiatrist	reports and feedback from Ed Psyc supports classroom learning and parental engagement

<b>D.</b>	Pupils in all age groups will work closely with staff to increase confidence for students and families with regard to moving on to the next stage of education. Aspects of preparation for adulthood will be addressed through enhanced, termly, personal plans. Engagement with other agencies will support this. Student and parent feedback will be measured through surveys of views	positive changes in views and perceptions of transition . MJ will demonstrate progress through a research study.
-----------	--	--

4. Planned expenditure					
<b>Academic year 20-21</b>					
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	Cost
EYFS/primary pupils will have access to a high quality, stimulating outdoor area for physical, communication and interaction activities	The environment will allow for targeted activities for all pupils to access and engage with staff and peers	the area will be matched to interest and levels or pupil needs and support outdoor opportunities that support health and development  This will give an insight into the levels of pupils physical communication skills and how best to make further progress in their physical and mental healths	Resources will be in place by October 2019 training and professional development of staff will be undertaken via training sessions and visits to other high quality provisions to observe additional good practice	RF/PS	£15,000
Staff will have up to date training and resources to ensure pupils are engaged in appropriate activities to support language	staff enquiry project into language and learning Access to support and advice from other settings  Direct training online/face to face as required	staff need to update their own knowledge and understanding in the context of SEND and mainstream expectations Mental health, Safeguarding, medical needs and curriculum areas to be covered throughout the year	monitor engagement and outcomes ensure training is up to date high quality and relevant.		£3000
<b>Total budgeted cost</b>					
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
Subject Specific learners will access targeted support in core subjects to match or better	subject specific learners in all key stage will have access to subject leaders targeted/intervention group	Pupils need direct support form subject specialist	planning will be in place and data will show outcomes for individuals and groups.	PS/LM/DC	£50,000

expectations on assessment outcomes	work with additional appropriate teaching input all technician	Resources will be developed for direct teaching and for secured for use via remote learning should this be required  Teachers will have access to modelled strategies for use in their own teaching and planning	Monitored termly alongside data collection to ensure the pupils are appropriately grouped in classes and in intervention groups according to the Provision map for school  SDP will be reviewed by Governors termly to ensure accurate reporting and appropriate actions and modifications to teaching programmes		
Educational Psychology, support in place to support staff and parents in addressing the complex behavioural and sensory needs for prioritised pupils	EP will carry out observations and professionals discussions with staff managing named, complex pupils Parent contact coordinated between staff, parents and EP as required.  Class staff will be able to plan shared approaches with EP.	a positive and supportive relationship will be secured with the relevant advice for pupils with complex sensory needs	MAPP targets will demonstrate the effectiveness of the strategies	PS/VG	£6964
PMLD provision will be enhanced to support the most vulnerable pupils in school	PLMD provision will be further supported by specific resources and targeted TA support for pupils with the most complex health issues  Individualised sets of resources will be in place in class	Resources will be developed for direct teaching and for secured for use via remote learning should this be required  The increasing complexity of some pupils needs requires specialised training, support and equipment to meet pupil needs and support links close with families	PMLD activities and resources will be planned by special staff and supported by the Medical and Inclusion lead	MC/VG	£20131
<b>Total budgeted cost</b>					£95095