Pupil premium strategy statement – Marjory Kinnon School - SEND

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	312
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025-2028
Date this statement was published	September 25
Date on which it will be reviewed	September 28
Statement authorised by	T Meredith
Pupil premium lead	T Meredith
Governor lead	T Gardner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£153,050

Part A: Pupil premium strategy plan

Statement of intent

Marjory Kinnon is a SEND school where there are significant barriers to learning including developmental cognitive delay, ASC, ADHD, Specific Learning Difficulties, Medical Needs and social and emotional needs. The socio-economic picture in our area has had a huge impact on our children and families especially the most disadvantaged and vulnerable.

The school aims to support these children and families by adopting the following principles:

- To provide catch up-interventions for all those who have fallen behind or are not meeting their annual targets.
- To provide high quality therapeutic interventions and family support for those impacted socially, emotionally and behaviourally.
- To provide high quality curriculum enrichment activities as part of a curriculum that boosts pupil's enjoyment and engagement in school - this includes after school clubs, educational visits, residential trips and visiting drama and music groups to enhance the learning.
- To subsidise uniform and provide a hygiene bank, and after school clubs including a 2-week Summer School club in the holidays.
- To support families who are impacted by poverty and its associated stresses including a food bank every Friday with a Family Support Worker.

Challenges

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

Challenge number	Detail of challenge
1	To focus on catch-up for those pupils not meeting annual targets.
2	To support the social and emotional needs of pupils who are struggling with trauma.
3	To support families of pupils who have been most affected by socio economic deprivation.
4	The most impacted pupils due to economic deprivation have access to curriculum enrichment activities and experiences including after school clubs and quality educational visits.
5	To support pupils who have persistent absence and attendance issues.

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
To support the social and emotional needs of pupils who have been most affected by social deprivation and trauma.	Pupil resilience will improve and Thrive Assessment data will show significant progress through developmental strands for all pupils. Case studies and data-based impact reports from Therapeutic Team will show pupils feel more supported and confident.
To identify and focus on catch-up for those pupils not meeting their annual targets.	Intervention data will show pupils catching up with their targets
To support pupils and their families to have enrichment experiences that they cannot afford due to socio economic deprivation.	Data for attendance and persistent absenteeism will improve.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

CPD Budgeted cost: **£5,370**

Family Support Worker: Tavistock Systematic Approaches course £3,710
Interventions TA: Thrive Childhood Licenced Practitioner £1,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
In class therapeutic Thrive interventions	Thrive impact assessment data from class screenings.	1, 2

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

Budgeted cost: **£38,791**

Reading Support Teacher: £38,791

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language and communication interventions from classroom TAs. and are overseen by the school SaLT. Reading Recovery Teacher	Red Folder SaLT and OT files will track progress which will show pupils are achieving their EHCP targets which are reported in Annual Reviews. The reading recovery pupils all make good progress from starting points in the reading recovery programme.	1

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

Budgeted cost: **£116,924**

Thrive Practitioners: £59,261
Family Support Worker: £57,663

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Practitioners and class TAs to do targeted interventions for identified pupil premium pupils across the school.	In-depth Thrive Assessments will show progress data for each pupil in interventions. Pupil's worries and anxieties around their SEND needs require a very high level of adult support and pastoral care.	2
Family Support Worker (FSM) will work with pupils with persistent absences and attendance concerns.	Attendance analysis shows that PP pupils and families really struggle with issues that can cause poor attendance. FSW can support parents to support the children around many of these issues that impact on attendance.	5, 2
• Subsidised uniform. • Subsidised educational visits including residential visits. • After school clubs costed /paid for by the school. • Theatre trips and in-school Drama/Art/Music Workshops fully funded to support cultural capital.	Pupils have very limited access to enrichment activities and cultural capital activities and opportunities in their lives so PP money supports these experiences by fully funding trips and experiences. Pupil voice feedback - surveys and Change Team meeting minutes.	4

• Breakfast Club.		

Total budgeted cost: £161,085

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2025-26

Pupil Progress small step data showed that all targeted pupils for Thrive interventions had met or exceeded their targets. They also showed good social and emotional progress within the Thrive Assessment tool.

The pupils having reading recovery from the specialist Reading Recovery teacher all made good progress within the programme.

Academic pupil progress data showed 100% of PP pupils made at least 2 steps progress from their starting points and 70% make 10 or more steps. There was no significant gap between PP and non-PP progress.

Attendance data for pupils who have persistent absenteeism had improved with identified pupils targeted by the Family Support Worker showing improved engagement and attendance. Examples include pupils who went from 85% progress to 92%, 82% to 90% and 72% to 91%.

The SaLT and OT reports showed a big impact on the development and progress of pupil communication shared with parents in Annual Reviews. Primary and Secondary PPG pupils had access to residential activity-based holiday experiences and Duke of Edinburgh camping trips linked to the Bronze Award. There were also a very wide range of cultural capital opportunities and experiences to boost pupil engagement in school. The school had drama groups and workshops throughout the year that included a visiting orchestra, cultural dance experiences for Diwali and Chinese New Year.

There were after school clubs that included multi-sports activities, Drama, Science, Netball, Brownies (for MKS girls) and LEGO Interventions,

Externally provided programmes

Due to being a SEND school we provided bespoke in-house interventions using our own staff as opposed to outside providers.

Programme	Provider
N/A	
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

The school runs a food bank funded by charitable and voluntary donations to support families during this cost-of-living crisis.

Our Family Support Worker has made links with the hygiene bank who donate shampoo, soap, sanitary products, toothpaste, etc., that are distributed to the most needy families.

The school run a heavily subsided Christmas Fair to provide affordable quality Christmas gifts to families using voluntary and charitable donations.