

# Pupil premium strategy statement – Marjory Kinnon School- SEND

This statement details our school’s use of pupil premium (and recovery 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	304
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021-2024
Date this statement was published	September 23
Date on which it will be reviewed	September 24
Statement authorised by	T Meredith
Pupil premium lead	T Meredith
Governor	A Wood

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year.	£ 164,505
Recovery premium funding allocation this academic year.	£ 133,410
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> .  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.</i>	£ 297,915

# 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 / MLD, ASD, ADHD, Specific Learning Difficulties, Medical Needs and social and emotional needs. The pandemic 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 Recovery 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 free breakfast club and after school clubs including 2-week Summer School club in the holiday.

## 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 still affected by lockdown and disrupted learning.
2	To support the social and emotional needs of pupils who have been most affected by the pandemic disruptions.
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 the pandemic disruptions.	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 most affected by pandemic lockdowns and disrupted learning.	Reading Recovery and intervention data will show pupils catching up to pre-pandemic levels
To support pupils and their families have enrichment experiences that they cannot afford due to socio economic deprivation.	Attendance and persistent absence will improve.  Summer School will support ASC families with opportunities to develop social and communication skills post-pandemic and build pupil's confidence and resilience back up to pre-pandemic levels.

## 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: £105.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
In class therapeutic Thrive interventions and reading interventions.	Thrive impact assessment data from class screenings.	1, 2
In-class SaLT and OT interventions.	Orange folders and SaLT and OT reports.	3, 4, 5

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

Budgeted cost: £148,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Autumn 2021 and 2022 Reading Interventions identified at Pupil Progress Meetings in Sept where pupils have not met their individual targets due to 2020-21 pandemic disruptions. Reading Recovery teacher appointed and Secondary Academic Interventions teacher used for particular pupil premium pupils.	Data analysis of 2020-21 in September 2021 showed that 25% of pupils did not achieve their reading target. Pupil premium pupils were identified and prioritised for 1:1 TA recovery work or Reading Recovery work.  Small step targets data analysis 2021-22 will show pupils are achieving their targets at pre-pandemic levels in English, Maths and Science.	1
Autumn 2022-23	Class based TAs will all have interventions to support pupils' reading and communication difficulties.	1

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Practitioners and class TAs to do targeted interventions for identified pupil premium pupils in KS4 to prepare for exams and accreditation.	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 around exams and transitioning to Post 16.	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 attendance.  FSW can support parents to support the children around many of these issues that impact on attendance.	5, 2

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Subsidised uniform.</li> <li>• Subsidised educational visits including residential visits.</li> <li>• After school clubs costed paid for by the school.</li> <li>• Theatre trips and in-school drama, Art and Music workshops fully funded to support cultural capital.</li> <li>• Breakfast Club.</li> </ul>	<p>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.</p> <p>SMSC grid will track and provide data to support coverage of all strands.</p>	4

**Total budgeted cost: £ 298,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### 2022-23

Pupil Progress small step data showed that all pupils had caught up with pre-pandemic levels due having access to our qualified Reading Recovery teacher.

Academic pupil progress data showed all PP pupils in KS4 were provided with booster tutoring from our in-house staff and emotional support to sit exams and transition to their next destinations. The data saw them all meet the targets set and there was no significant gap between PP and Non-PP progress.

Attendance data for pupils who have persistent absenteeism had improved with 6 pupils targeted by the new Family Support Worker.

The new SaLT and OT provision had a big impact on the development and progress of pupil communication. 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 and Maths practical problem-solving workshops.

Cultural capital opportunities have been hugely up scaled to ensure recovery after the pandemic and try to close the gap.

### 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)

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

## Further information (optional)

We have also run a food bank funded by charitable and voluntary donations to support families during this cost of living crisis.

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

We are running a heavily subsidised Christmas Fayre to provide affordable quality Christmas gifts to families using voluntary and charitable donations.