

Pupil Premium 2018-2019

School's Pupil Premium grant allocation amount

This document provides information about the Pupil Premium Funding allocation for the academic year 2018-2019. Funding received by Kennel Lane School will be used to enable us to provide identified learners with additional support and resources. This is in addition to any funding the learner may receive to support their special educational needs.

The range of provision that will be covered for learners:-

- Facilitating learners access to education
- Facilitating learners access to broader curriculum opportunities
- Additional teaching and learning opportunities
- Alternative support and intervention
- Facilitate individual learner development.

Total number of learners on roll at September 2018	182
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<p>All LA – including Bracknell Forest, Hampshire, Southwark and Windsor and Maidenhead</p> <p>Total number of learners eligible for Pupil Premium Funding;</p> <ul style="list-style-type: none"> • 25 Primary Free School Meals (£1320) • 27 Secondary Free School Meals (£935) • 6 Service Children (£300) • 4 Looked After Children (including 1 on SG) (£1,900) • 1 Primary Free School Meals and Service Child (£1,620) <p>Please note all Looked After Children and Post Looked After Children funding is held by the VHT (Virtual Head Teacher).</p>	<p>£33,000</p> <p>£25,245</p> <p>£1,800</p> <p>£7,600</p> <p>£1,620</p>
Total	£69, 265

The main barriers to educational achievement faced by eligible pupils at the school

Kennel Lane School is committed to ensuring its learners have the best possible outcomes for when they transition into adult life. The school places communication, literacy skills, numeracy skills and independence at the heart of the curriculum and recognises that for all learners, regardless of ability, reaching their full potential may be dependent on communication, literacy skills, numeracy skills and independence. Therefore, Kennel Lane School will use the Pupil Premium Funding on raising attainment in these priority areas.

Over the last few years Kennel Lane School recognises that an increasing number of our learners are suffering from mental health issues some of which are related to historical events outside of the school environment.

How we will spend the school's Pupil Premium to overcome the barriers and the reasons for our approach

Action	Rationale	Impact
To continue offering support through individualised resources that facilitate access to education and individual learner development, including access extra-curricular activities.	Learners at Kennel Lane School are varied and complex and this approach enables the school to provide resources and interventions at the point of need, and ensures that Pupil Premium funding is targeted specifically for who it is intended.	
To continue offering Additional Literacy as an individualised intervention for learners eligible for Pupil Premium.	To ensure a gap does not develop between the progress made by Pupil Premium learners and their peers in Literacy, including Read Write Inc. Specific Pupil Premium learners will receive targeted Additional Literacy support based on Read Write Inc. data to enable them to access the English curriculum and other curriculum subjects as well as their peers.	
To offer Additional Numeracy as an individualised intervention for learners eligible for Pupil Premium.	To ensure a gap does not develop between the progress made by Pupil Premium learners and their peers in Numeracy. Specific Pupil Premium learners will receive targeted Additional Numeracy support based on PBI data to enable them to access the Mathematics curriculum and other curriculum subjects as well as their peers.	
To continue offering Music Therapy as an individualised intervention for learners eligible for Pupil Premium.	Music Therapy has been successful in school in accomplishing individual goals within a therapeutic relationship by a professional who has completed an approved therapy program. This has been considerably successful in school in supporting young people to deal with their feelings when they cannot put them into words.	
To offer ELSA (Emotional Literacy Support Assistants) as an individualised intervention for learners eligible for Pupil Premium.	ELSA is an initiative developed and supported by educational psychologists who apply psychological knowledge of children's social and emotional	

	<p>development to particular areas of need and to specific casework.</p> <p>ELSAs will target specific Pupil Premium learners to understand their emotions and respect the feelings of those around them. They will provide the time and space for these learners to think about their personal circumstances and how they manage them so that they can engage in learning.</p>	
<p>To offer Play Therapy as an individualised intervention for learners eligible for Pupil Premium.</p>	<p>Play Therapy has been successful in other schools in accomplishing individual goals within a therapeutic relationship by a professional who has completed an approved therapy program. This has been considerably successful in other schools in supporting young people to deal with their feelings and come to terms with historic events, including domestic abuse.</p>	
<p>To offer a counselling programme through Youthline as an individualised intervention for learners eligible for Pupil Premium.</p>	<p>Counselling will give specific Pupil Premium learners the opportunity to deal with their feelings (including significant mental health issues resulting in self-harm) and/or to come to terms with historic events, including different types of abuse. By addressing these fundamental issues learners will be ready to engage in learning.</p>	
<p>To offer Lego Therapy as an individualised intervention for learners eligible for Pupil Premium.</p>	<p>Lego Therapy will give specific Pupil Premium learners opportunities to communicate, and understand, their feelings on particular topics. As well as this, learners will develop many skills such as verbal and non- verbal communication, joint attention and concentration, sharing and turn taking, as well as collaborative problem solving. Research shows that Lego Therapy has a positive impact on young people with autism in regards to improved social skills and play skills.</p>	
<p>To provide Chess for learners eligible for Pupil Premium.</p>	<p>Chess will encourage specific Pupil Premium learners to follow rules and techniques, exercising</p>	

	both sides of the brain. Research shows that playing chess has many positives, such as, increased problem solving, encouraging independence, improved memory and concentration. Learners will improve these core skills through Chess, which they can transfer to their learning across the curriculum.	
To offer individual or small group Outdoor Learning sessions for learners eligible for Pupil Premium.	Pupil Premium learners are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being.	
All Pupil Premium learners to have their own iPad.	To raise Pupil Premium learners' attainment in Computing and promote access to other areas of the curriculum through ICT. All iPads to have applications on to support learning including Grid 2 Player to support learners with their communication needs.	
To run the school radio station broadcasting from the designated area.	<p>Pupil Premium learners will support and take the lead responsibility in running the school's radio station.</p> <p>Speaking and Listening – Radio is an incredible way to develop language, communication, formal and informal speaking and of course, presentation.</p> <p>Reading and Literacy – Presenters always reading from sources of information and relaying this on to the listeners. Quite often, the DJ has to read out stories or copy 'cold', (not having the chance to proof read it, but instead reading it out for the first time, live on air). Most links, interview questions, radio dramas etc are read from scripts helping learners to stay focused.</p> <p>Writing – As 'off the cuff' as many professional broadcasters may seem, there's a huge amount of work that goes into scripting information, news</p>	

	<p>stories, features and links that happens behind the scenes.</p> <p>Mathematics – Working to a time frame and within the clock format is an integral part of broadcasting. Quick thinking is required to work out how long learners need to speak for whilst hitting the 13:00 news, with a 20 second jingle to introduce the news leading up to the hour, a 3 minute 28 second track to squeeze in and 49 seconds left on the current track with the time currently being 12:54:33.</p> <p>Unlike an essay or print newspaper with a required number of words, radio is measured in time. All scripts should not only be rehearsed ahead of their broadcast, but also timed where possible.</p> <p>ICT – School Radio packages harness the latest technologies in radio broadcasting. Learners will get a unique opportunity to use radio software that is used throughout the world by professional stations, but also utilise touch-screens, mixing desks, word processors and/or tablets for creating scripts and the internet for researching.</p>	
<p>To provide bespoke outdoor education packages to enable learners to access other curriculum areas.</p>	<p>Pupil Premium learners are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being. Path Hill Outdoors and Red Dragon offer intervention programmes which target disengaged and at risk young people who find education difficult. They work with specific learners to combat antisocial behaviour, reengage them in education and improve their self-esteem.</p>	

How the effect of the Pupil Premium will be measured

The impact of the Pupil Premium will be measured in the following ways;

Hard data	Soft data
Termly Subject Leader reports using PBI Mid-year and End-of-year CASPA data reports Attendance data from Simms Behaviour incidents monitored through Sleuth	Lesson Observations Learning Walks Book Scrutinies Therapist Reports Learner Voice Staff feedback Ways Forward Plans

Dates for review

- 01st March 2019 – Mid-year data
- 01st May 2019 – Spring Term PBI data
- 01st November 2019 – End-of-year data

For the previous academic year 2017-2018

How the Pupil Premium allocation was spent and the effect of the expenditure on eligible Pupil Premium learners and other learners

Action	Rationale	Impact
To continue offering support through individualised resources that facilitate access to education and individual learner development, including access extra-curricular activities.	Learners at Kennel Lane School are varied and complex and this approach enables the school to provide resources and interventions at the point of need, and ensures that Pupil Premium funding is targeted specifically for who it is intended.	Individualised resources have benefitted learners. No Pupil Premium learners have been highlighted as making below expected progress, in the core subjects, at the end of year CASPA data. 'Ways Forward Plans' have been put in place for learners who made expected progress to raise their attainment and maximise their progress. These plans have been implemented by class teams and will be reviewed and monitored on a regular basis.
To continue offering Additional Literacy as an individualised intervention for learners eligible for Pupil Premium.	To ensure a gap does not develop between the progress made by Pupil Premium learners and their peers in Literacy, including Read Write Inc. Specific Pupil Premium learners will receive targeted Additional Literacy support based on Read Write Inc. data to enable them to access the English curriculum and other curriculum subjects as well as their peers.	Secondary Pupil Premium learners continue to be referred for Additional Literacy where a gap between their progress and that of their peers needs 'diminishing'. A similar intervention now needs to be extended to Primary learners.
To offer Additional Numeracy as an individualised intervention for learners eligible for Pupil Premium.	To ensure a gap does not develop between the progress made by Pupil Premium learners and their peers in Numeracy. Specific Pupil Premium learners will receive targeted Additional Numeracy support based on PBI data to enable them to access the Mathematics curriculum and other curriculum subjects as well as their peers.	Secondary Pupil Premium learners continue to be referred for Additional Numeracy where a gap between their progress and that of their peers needs 'diminishing'. A similar intervention now needs to be extended to Primary learners.
To continue offering Music Therapy as an individualised intervention for learners eligible for Pupil Premium.	Music Therapy has been successful in school in accomplishing individual goals within a therapeutic relationship by a professional who has completed an approved therapy program. This has been considerably successful in school in supporting	The Music Therapist's caseload is fluid and their reports suggest that all learners attending sessions are benefitting from this additional support. A number of learners came off caseload as they are now ready to engage in learning activities without this additional input.

	young people to deal with their feelings when they cannot put them into words.	
To offer ELSA (Emotional Literacy Support Assistants) as an individualised intervention for learners eligible for Pupil Premium.	ELSA is an initiative developed and supported by educational psychologists who apply psychological knowledge of children's social and emotional development to particular areas of need and to specific casework. ELSAs will target specific Pupil Premium learners to understand their emotions and respect the feelings of those around them. They will provide the time and space for these learners to think about their personal circumstances and how they manage them so that they can engage in learning.	Secondary Pupil Premium learners, including new learners who have transitioned from another school, have benefitted from accessing this provision. Learners find this an important outlet to have and soft data shows that following the sessions learners are ready to go back into class and engage in learning. Due to the success of this provision, further staff have been trained, including a member of staff in Primary. Next year, Primary Pupil Premium learners will receive ELSA sessions.
To offer Play Therapy as an individualised intervention for learners eligible for Pupil Premium.	Play Therapy has been successful in other schools in accomplishing individual goals within a therapeutic relationship by a professional who has completed an approved therapy program. This has been considerably successful in other schools in supporting young people to deal with their feelings and come to terms with historic events, including domestic abuse.	The impact of this provision has been noticed by class teams as well as parents / carers. Learners are more confident and articulate in expressing their feelings. A reduction of anxiety for some learners has also been noticed. Some individuals are working towards longer term goals, and will continue with Play Therapy next year, therefore the impact of this cannot yet be measured.
To offer a counselling programme through Youthline as an individualised intervention for learners eligible for Pupil Premium.	Counselling will give specific Pupil Premium learners the opportunity to deal with their feelings (including significant mental health issues resulting in self-harm) and/or to come to terms with historic events, including different types of abuse. By addressing these fundamental issues learners will be ready to engage in learning.	The impact of this intervention is difficult to measure due to feedback being confidential between the counsellor and the learner accessing. The counsellor discharged two learners last year due to their sessions having been successful and them no longer requiring the direct input.
All Pupil Premium learners to have their own iPad.	To raise Pupil Premium learners' attainment in Computing and promote access to other areas of the curriculum through ICT. All iPads to have applications on to support learning including Grid 2 Player to support learners with their communication needs.	Pupil Premium learners all have their own iPads. 'Soft' data indicates that these resources are not always used effectively, therefore, better training needs to be given to staff.

<p>To purchase additional Kore Wobble Stools for learners where they are deemed appropriate.</p>	<p>The Kore Wobble Stool allows movement during sitting without compromising stability. Great for those that fidget, have hyperactivity, impaired body position awareness, and low muscle tone. It improves body position (slouching is virtually impossible!) and engages the core muscles promoting active sitting and increasing muscle tone. Active sitting can help learners to concentrate and focus on the task in hand - great for those who fidget and shift around excessively in their seat. The Kore Wobble stool is also an ideal way to practice balance, build muscle tone or can be used to spin on for sensory seekers to burn off some energy!</p>	<p>Kore Wobble stools were removed from classrooms and recalled due to a fault. Dalek chairs were purchased instead. Soft data indicates that the 'Dalek' chairs have encouraged learners to become more independent as well as increasing focus and concentration.</p>
<p>To run the school radio station broadcasting from the designated area.</p>	<p>Pupil Premium learners will support and take the lead responsibility in running the school's radio station.</p> <p>Speaking and Listening – Radio is an incredible way to develop language, communication, formal and informal speaking and of course, presentation.</p> <p>Reading and Literacy – Presenters always reading from sources of information and relaying this on to the listeners. Quite often, the DJ has to read out stories or copy 'cold', (not having the chance to proof read it, but instead reading it out for the first time, live on air). Most links, interview questions, radio dramas etc are read from scripts helping pupils to stay focused.</p> <p>Writing – As 'off the cuff' as many professional broadcasts may seem, there's a huge amount of work that goes into scripting information, news stories, features and links that happens behind the scenes.</p> <p>Mathematics – Working to a time frame and within the clock format is an integral part of broadcasting. Quick thinking is required to work out</p>	<p>Pupil Premium learners are beginning to access this resource. This now needs to be targeted to specific learners so that they can make progress in line with their peers in Reading and Writing.</p>

	<p>how long learners need to speak for whilst hitting the 13:00 news, with a 20 second jingle to introduce the news leading up to the hour, a 3 minute 28 second track to squeeze in and 49 seconds left on the current track with the time currently being 12:54:33. Unlike an essay or print newspaper with a required number of words, radio is measured in time. All scripts should not only be rehearsed ahead of their broadcast, but also timed where possible.</p> <p>ICT – School Radio packages harness the latest technologies in radio broadcasting. Learners will get a unique opportunity to use radio software that is used throughout the world by professional stations, but also utilise touch-screens, mixing desks, word processors and/or tablets for creating scripts and the internet for researching.</p>	
<p>To provide bespoke outdoor education packages to enable learners to access other curriculum areas.</p>	<p>Pupil Premium learners are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being.</p> <p>Path Hill Outdoors offers intervention programmes which target disengaged and at risk young people who find education difficult. They work with specific learners to combat antisocial behaviour, reengage them in education and improve their self-esteem.</p>	<p>Outdoor learning opportunities have been provided within the school environment. Pupil Premium learners have engaged well in their one-to-one sessions and this is evidenced by the lack of and reduction in Sleuths for negative behaviours. Path Hill outdoors is an expensive provision and other alternatives have been researched for 2018-2019.</p>

Data highlighting the impact of the allocation on eligible Pupil Premium learners compared to other learners

Subject Area and Strands	Pupil Premium Learners			Non-Pupil Premium Learners			Comparison	
	Exceeding expected progress	Making expected progress	Making below expected progress	Exceeding expected progress	Making expected progress	Making below expected progress	PP Learners making above	Non-PP learners making above
Overall (30/86)	29 = 97%	1 = 3%	0 = 0%	83 = 97%	3 = 3%	0 = 0%	30 = 100%	86 = 100%
Core (30/85)	29 = 97%	1 = 3%	0 = 0%	75 = 88%	10 = 12%	0 = 0%	30 = 100%	85 = 100%
Foundation (30/85)	27 = 90%	3 = 10%	0 = 0%	82 = 96%	3 = 4%	0 = 0%	30 = 100%	85 = 100%
English (Language and Literacy) (30/84)	27 = 90%	3 = 10%	0 = 0%	76 = 90%	8 = 10%	0 = 0%	30 = 100%	84 = 100%
Reading (29/84)	26 = 90%	1 = 3%	2 = 7%	76 = 90%	8 = 10%	0 = 0%	27 = 93%	84 = 100%
Writing (30/83)	29 = 97%	0 = 0%	1 = 3%	77 = 93%	6 = 7%	0 = 0%	29 = 97%	83 = 100%
Speaking (28/84)	24 = 86%	4 = 14%	0 = 0%	71 = 85%	12 = 14%	1 = 1%	28 = 100%	83 = 99%
Listening (29/84)	25 = 86%	4 = 14%	0 = 0%	74 = 88%	9 = 11%	1 = 1%	29 = 100%	83 = 99%
Mathematics (29/85)	27 = 93%	2 = 7%	0 = 0%	81 = 95%	4 = 5%	0 = 0%	29 = 100%	85 = 100%
Number (29/85)	25 = 86%	4 = 14%	0 = 0%	79 = 93%	6 = 7%	0 = 0%	29 = 100%	85 = 100%
Geometry (Using and applying) (29/84)	27 = 93%	2 = 7%	0 = 0%	78 = 93%	6 = 7%	0 = 0%	29 = 100%	64 = 100%
Measurement (Shape, space and measure) (28/85)	24 = 86%	2 = 7%	2 = 7%	79 = 93%	6 = 7%	0 = 0%	26 = 93%	85 = 100%
Statistics (Handling data) (18/46)	16 = 89%	2 = 11%	0 = 0%	42 = 91%	4 = 9%	0 = 0%	18 = 100%	46 = 100%
Science (16/56)	13 = 81%	3 = 19%	0 = 0%	32 = 57%	17 = 30%	7 = 13%	16 = 100%	49 = 88%

Please see the school's data report, 'Analysis of assessment data from CASPA, Early Years Foundation Stage, Accreditation and Progression Guidance – Academic Year 2017-2018', for a further breakdown of the learners' academic progress and accompanying analysis.

Document Tracking

30/10/2018	Review of the whole document as per the Government's guidelines on the www.gov.uk website	SO'B
02/11/2018	Relevant progress data added	JB