

Pupil Premium Strategy Statement 2023-2024



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged learners.

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	Kennel Lane School
Number of learners in school	198
Proportion (%) of pupil premium eligible learners	38.8% (this includes bursary learners)
Academic year/years that our current pupil premium strategy plan covers	Summer Term 2023 Autumn and Spring Terms 2023-2024
Date this statement was published	Autumn Term 2023
Date on which it will be reviewed	Autumn Term 2024
Statement authorised by	SLT & FGB
Pupil premium lead	SENCO
Governor / Trustee lead	Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,895
Recovery premium funding allocation this academic year	£65,554
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£24,781
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	£176,230

Part A: Pupil premium strategy plan

Statement of intent

At Kennel Lane we enable our learners to understand the world around them, become fulfilled individuals and active and compassionate citizens by providing an innovative and outstanding education. We keep learners next steps and end goals at the forefront when planning their learning journeys.

Learners at Kennel Lane require a curriculum which extends beyond academic, and our broad and balanced TALENTS curriculum allows for this, focusing on the following curriculum strands: Total Communication, Academic, Life skills, Employability, Nurture, Therapies and Social. Each of our learner's accesses all of the curriculum strands, with certain strands holding greater weight to match their needs. Therefore, Kennel Lane will use the Pupil Premium funding on raising attainment in these curriculum areas. At the heart of the curriculum sits each learner's individual EHCP outcomes and short term TALENTS targets.

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, as well as the impact of Covid-19. Therefore, a proportion of our funding will be spent on therapeutic support and additional provisions to enable our learners to get to a position where they are ready to access learning to a greater extent.

Challenges

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

Challenge number	Detail of challenge
1	High quality teaching is not yet consistent across the school.
2	Shared Language for learning has not yet been embedded to discuss learners' attainment and progress.
3	Reading is not always prioritised.
4	Three ECTs have joined this academic year, as well as Teachers new to a special school (+2 years), and these individuals require a high level of training and support.
5	Colleagues do not yet have a secure understanding of what 'trauma informed practice' looks like and the impact that Adverse Childhood Experiences (ACEs) can have on young people.
6	Learners (where appropriate) and carers and parents do not always have a secure understanding of the harm that can be caused by negative interactions on social media, games and or internet platforms.
7	Learners have a limited awareness and understanding of different cultures, religions, ethnic and socio-economic communities.
8	Our learners' opportunities and life experiences can be limited due to their needs and the challenges that this brings for community inclusion.

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 consolidate what an innovative and valuable education looks like within the classroom environment so that there is a shared understanding across the school community, as a result teachers deliver our curriculum effectively.	<ul style="list-style-type: none"> High quality teaching is consistent across the school
Our Shared Language for learning is embedded within our classroom practice, including throughout recording and reporting attainment and progress.	<ul style="list-style-type: none"> Teachers and Class Teams accurately discuss Learners' attainment and progress using our shared language for learning Carers and Parents understand the language being used to describe their young person's attainment and progress.
<p>Reading, across the curriculum, is prioritised.</p> <p>The Reading Spine ensures the texts learners are exposed to are high quality texts, which are largely in line with their developmental level and interests</p>	<ul style="list-style-type: none"> Learners have regular opportunities to read / be read to Learners have high quality texts, which are, for the most part, in line with their developmental level and interests Learners have relevant topic texts which will support and enrich their learning.
ECTs and Teachers new to special school (+2 years) receive the support and training opportunities they need to ensure effective classroom practice so that learners make good or better progress.	<ul style="list-style-type: none"> ECTs are equipped with the knowledge and skills to deliver high quality teaching Learners make good or better progress
Colleagues are confident in implementing PRICE strategies and guiding others to improve practice.	<ul style="list-style-type: none"> Learners are regulated and able to access learning to a greater extent Where behaviours begin to escalate, crisis is avoided, and learners are regulated in a timely manner Behaviours of concern are managed effectively within Key Stages
Learners are ready to learn due to getting the correct amount and level of input for their Social, Emotional and Mental Health needs through therapeutic support, ELSA and Nurture.	<ul style="list-style-type: none"> Learners can access their timetabled lessons for a greater period of time Learners make good or better progress towards their EHCP outcomes and the relevant Earwig frameworks
Learners, where appropriate, and their parents/carers have a secure understanding of the harm that can be caused by negative interactions on social media, games and or internet platforms.	<ul style="list-style-type: none"> Learners are settled and ready to learn Negative incidents of behaviour (including peer on peer) have reduced on Sleuth as a result of working with learners and parents
Learners have a better understanding of the world around them. This is supported through the continuation of learning from Assemblies, Multi-cultural Days and New time.	<ul style="list-style-type: none"> Learners have a better understanding of the world around them Learners value others
Learners receive similar opportunities and experiences to those of the non-SEN peers.	<ul style="list-style-type: none"> Learners, including those with the most complex needs, access events, which are suitable to them, in line with their peers

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: £40,000

Activity	Rationale, including evidence that supports this approach	Challenge number(s) addressed
To train additional PRICE Instructors.	New Key Stage Leaders require PRICE Instructor training so that they can lead training within their departments, and support with the modelling of regulation strategies.	5
Level 1 Makaton training (at a minimum) for all colleagues.	Being able to communicate is a critical life skill. Makaton is a language programme using signs and symbols to help people to communicate. It is designed to support spoken language and the signs and symbols are used with speech. All colleagues will be trained to Level 1 at a minimum.	1
Nurture practitioner training for a LLSA.	An additional LLSA requires Nurture Practitioner training to ensure that the number of groups required can be ran. Nurture brings many benefits including increased feeling of security, confidence in self and a sense of empathy for others.	5
Specific training and support for ECTs.	Training for individuals will be dependent on needs identified through Mentor support (learning walks, observations, discussions, ECT meetings, Performance Management). This may also include additional time out of class to undertake observations of practice both internally and externally.	1, 4
Specific training for colleagues.	Colleagues use our training platform, BlueSky, to request any training/ development activities. Training is targeted based on the individual's role and their areas for development. This is identified through the Performance Management process.	1, 5, 7
Wellbeing initiatives to support with retention of Teachers and other colleagues.		1

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

Budgeted cost: £30,000

Activity	Rationale, including evidence that supports this approach	Challenge number(s) addressed
<p>Additional Literacy intervention for specific Pupil Premium learners</p> <ul style="list-style-type: none"> • Led by a LLSA • A structured programme (Alpha to Omega) is used which compliments RWI • Learners attend sessions roughly 3 times a week 	<p>Evidence indicates that one to one tuition can be effective, providing five additional months' progress on average. Short, regular sessions (about 30 minutes, three times a week) appear to result in optimum impact. Where teaching is delivered by TAs there is evidence that training and the use of a structured programme is advised.</p>	<p>1, 3</p>
<p>All Key Stages to have two memorable experiences (visitors, workshops) per year, linked to their Topic.</p>	<p>Memory hooks are a powerful approach to securing learning (The Science of Learning, Deans for impact). These experiences also aim to increase engagement for learning.</p>	<p>1, 7, 8</p>
<p>Music lessons weekly, for classes or individuals, delivered by Berkshire Maestros.</p>	<p>Music provision needs to be extended within Kennel Lane, as well as recognising and fostering any individual talents. Involvement in music, and success, will increase learner self-esteem and therefore have a positive impact on learning.</p>	<p>1, 8</p>
<p>A core book spine across the school which includes texts which align, in the most part, with learner's developmental level and interests. These books will also link to termly topics to ensure a richer experience.</p>	<p>The importance of cross curricular links is well documented.</p> <p>Engagement is the first requirement of learning. Learners need access to texts which are both accessible and appealing to them.</p>	<p>1, 3</p>
<p>Selected learners to have chess session weekly.</p>	<p>Chess will encourage specific Pupil Premium learners to follow rules and techniques, exercising 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.</p>	<p>1, 8</p>
<p>Individual resources for learners.</p>	<p>Learners at Kennel Lane have specific and individualised needs, outlined in their EHCPs. All resources ordered must be to support with progress towards one or more of their EHCP outcomes.</p>	<p>1, 8</p>

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

Budgeted cost: £40,000

Activity	Rationale, including evidence that supports this approach	Challenge number(s) addressed
Art Therapy (Youthline)	Social and emotional approaches have a positive impact, on average of 4 months' additional progress, over the course of an academic year. Art is used as a medium to address emotional issues which may be confusing or distressing.	5
JAC – Equine assisted learning	JACS mentoring programmes are suitable for young people who have an interest in horses or small animals, like being outdoors and may be struggling in the educational setting due to behavioural, emotional, social and or learning difficulties.	5, 8
Selected learners to have sports sessions with a coach.	Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase learner attendance and retention. Learners from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give learners access to benefits and opportunities that might not otherwise be available to them.	8
Personal training	Exercise improves mental health by reducing anxiety, depression, and negative mood and by improving self-esteem and cognitive functions. Exercise has also been found to alleviate symptoms such as low self-esteem and social withdrawal.	1, 8
Outdoor equipment	Some of our learners with higher sensory needs do not currently have a space with suitable equipment to meet their sensory needs. Sensory needs must be met to ensure learners are regulated and therefore able to access learning.	8

Total budgeted cost: £110,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on learners in the 2022 to 2023 academic year.

Intended outcomes 2022-2023

Intended outcome - Learners are getting the correct amount of input for their Social, Emotional and Mental Health needs through therapeutic support, ELSA and Nurture.

Impact – Learners are benefiting from frequent ELSA sessions. Nurture groups ran, with further to open up this academic year. Learners continued to access therapies with external providers. These reports are bespoke to the learner commenting on their individual goals, and some of which are only shared with the learner and parents/ carers. Broadly speaking learners have been ready to re-engage in learning following these sessions. Teachers have reported these therapies have been helpful outlets and have noticed some positive changes in their well-being.

Intended outcome - Learners make good or better progress in Literacy, particularly in relation to:

- Oracy (Speaking, Listening and Communicating strand)
- Read, Write, Inc. (Reading)
- Extended pieces of writing (Writing strand)

Impact – All colleagues within the 14-19 curriculum pathway have received Oracy training and are delivering Oracy sessions. Through Learning Walks and Observations there has been an increase in high quality talk. Learners have made good progress in RWI, as per the end of year data report. Selected learners have been highlighted where progress is not in line with where it should be. Classes, where appropriate, are using the Talk for Writing model to produce pieces of writing.

Intended outcome - Learners make good or better progress in Numeracy.

Impact – Progress in Numeracy is good as per the end of year data report. Pupil Premium learners are largely making progress in line with their peers.

Intended outcome - Engagement, including attendance on school site, of specific parents or carers is increased.

Impact – Further sessions were held onsite last academic year to encourage parent/ carer participation. Our Family Support Workers continue to support those families who are harder to engage.

Externally provided programmes

Programme	Provider
Counselling	Youthline
Equine Therapy	JAC
Alternative Provision	Alt Prov