



Pupil Premium Strategy 2018 – 19

Summary Information					
School	Kings Meadow School				
Academic Year	2018 - 19	Total PP budget	£31,340	Date of most recent PP review	
		Total PP+ budget	£3060 (allocated via individual PEPs)		
Total number of pupils	35	FSM	26	Date of next internal review of this strategy	July 2019
		Care leavers	1		
		Looked after Children	3		

Barriers to future attainment (for pupils eligible for PP)	
In school barriers (<i>issues to be addressed in school</i>)	
A.	Low self-esteem and poor perceptions of themselves as learners which impacts negatively on their readiness for learning.
B.	Impaired emotional regulation skills, particularly in relation to attachment difficulties and trauma, which impact on pupils ability to form and sustain positive relationships with both adults and peers.
C.	Learning difficulties particularly affecting processing, communication, concentration and social interaction skills.
External barriers	
D.	Engagement with our families who have not always found the education system to be an easy or positive place for many different reasons. We work hard to support our families and provide them with advice and guidance.

	Desired outcomes	Success Criteria
A.	Improved engagement with learning	Increased adult to pupil ratio will enable 1:1 teaching of 'trigger' subjects (often writing) to protect self-esteem and build confidence.
B.	Improved emotional regulation	There will be a reduction in the number of physical interventions. Boxall profile data will reflect improvements in the diagnostic strands. Pupil voice will reflect that they understand the strategies in place to support them.
C.	Improved communication and social interaction skills.	Speech and Language Therapist reports reflect positive progress for individual students. Each class will have successfully trialled a specific approach identified for them by the Speech and Language Therapist. Our bespoke Spoken Language Assessment tool will be used by all classes and will reflect positive progress.
D.	Families are accessing advice and support and are positively engaged with the work of the school.	Parents and carers are positively engaged with the Family Support Worker, the DSL team and the wider staff team and this is reflected in contact records. Parents give positive feedback via annual review reports. Attendance at school events such as coffee mornings, special assemblies and celebrations to support their child reflects positive engagement.

Planned expenditure 2018 – 19					
1) Quality 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	When will you review implementation?
A. Improved engagement with learning	Provide daily opportunities for 1:1 teaching in core subjects, particularly writing, in order to protect self-esteem and build confidence.	Most of our children have low self-esteem and do not view themselves as good learners (often reflected in their EHCPs). They will use disruptive or withdrawing behaviours to avoid areas of learning that they perceive to be difficult and that make them move into survival mode. Providing 1:1 teaching opportunities in these areas helps to create a feeling of safety for the pupil and allows them to be taught at the right individual stage without others in the class being aware of their ability.	Provide training to ensure all staff understand the rationale and purpose of this approach. Use learning walks to look for evidence of this approach in use. Analyse the data in core subjects for PP children.	NH/HMc	July 2019
				Cost:	£15855 (partially funded)
B. Improved emotional regulation	To become an attachment aware and trauma informed (AATI) school.	Based on the latest research in relation to the neurological impact of attachment difficulties and trauma. All of our children have some degree of difficulty in this area and enhanced knowledge and skills will enable practitioners to support the pupils emotional regulation even more effectively.	An identified member of staff will undertake the AATI training. There will be frequent whole staff training as part of the school development plan.	HMc	February 2019 July 2019
				Cost:	£3000

2) 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	When will you review implementation?
Improved communication and social interaction skills	Employ our own SALT for half a day a week to provide individual pupil support and to develop staff capacity in this area through training and support. To develop class specific approaches to supporting and developing communication and social interaction skills.	Many of our children have speech and language and difficulties identified in their EHCP, as well as difficulties with social communication and interaction. Some require individual support from the SALT and our NHS allocation is only three half days per year. Our staff require a greater level of skill and understanding in this area and are learning from our SALT to implement particular approaches that are suitable for their classes.	Our SALT will have regular meetings with senior leaders to support the implementation of individual pupil intervention programmes. Learning walks and pupil voice will reflect the success of agreed approaches in individual classrooms. The SALT will contribute reports for annual reviews and liaise regularly with parents of targeted children.	NH/HMc	June 2019
				Cost:	£7200
3) Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Families are accessing advice and support and are positively engaged with the work of the school.	Family support worker	Many of our families have had negative experiences of school for in the past and we are working hard to provide them with positive support and guidance to help them recognise their child's potential and progress.	Parent views via the annual review process. Anecdotal feedback from parents at school events or following particular support.	PJ	July 2019
				Cost:	£5285 (partially funded)
				Total cost:	£31,340