

Pupil premium strategy statement – Knowsley Central School.

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	52
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Continuation from 2022 - 23 with additions added October 2023 for academic year 2023-24
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Daryl McConnell
Pupil premium lead	Michelle McFadden
Governor / Trustee lead	Moria Kenneway

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,750
Recovery premium funding allocation this academic year	£28,710
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
Total budget for this academic year <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>	£101,460

Part A: Pupil premium strategy plan

Statement of intent

Knowsley Central School is an outstanding school for pupils with Autism and other associated needs which is situated within an area of high deprivation. Knowsley Central recognises that the children's deprivation is often not their barrier to learning and that often children who are entitled to Pupil Premium, do as well as if not better than their non-pupil premium peers in academic achievements. For pupil premium pupils at Knowsley Central we ensure that through the enriched and broad curriculum both formal and informal that we consider the individual needs of the child and use the appropriate strategies and/or interventions to ensure that every pupil premium child meets their full academic potential. To ensure that this is possible we recognise that pupils need to be regulated and at their baseline in order to access learning, therefore we attempt to ensure that pupils sensory needs are fully supported and this in turn helps us to promote pupils independence and emotional awareness so that they may grow into resilient and regulated members of an educational setting and wider community.

Challenges

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

Challenge number	Detail of challenge
1	Communication Curriculum - Communication is an area of significant need for our pupils due to their special educational need. Both social and emotional communication are areas that pupils require significant support to develop through their time at Knowsley Central. Limited communication impacts a pupil's ability to access learning, to engage appropriately with others and to get needs and wants met by others. This in turn can impact on a pupil's behaviour and ability to self-regulate. This therefore impacts on pupil's wellbeing and mental health which without intervention further limits academic attainment & progress. PP pupils may not have access to appropriate communication resources at home and as technology is a key area in today's society it is important the pupils are able to access communication aids that enable them to access broader life experience both at school and in the wider community.
2	Engagement and attention (readiness for learning) – Due to the significant SEND needs of the pupils many are working at very early developmental stages and have not learnt the skills of engaging with an activity or have

	difficulty with sharing attention. Therefore, to enable pupils to access the curriculum school recognises that we need to be highly skilled in supporting pupils to engage and focus.
3	Sensory provision . – An area of support for many of our pupils is Sensory support. Many pupils require high levels of support to enable them to regulate so that they may engage with learning and access different areas of the curriculum. School seeks to ensure that there is relevant equipment and training for staff along with specialist provision in the form of OT advice and work with pupils who require this.
4	Access to a broader life skills experiences /Curriculum . – PP Pupils often are not able to access different activities due to the financial implication with their families. However, for PP pupils at Knowsley Central this is often further compounded by their learning difficulty or educational needs. Simple activities that promote learning such as accessing shops, restaurants, travelling on different transportation or visiting local environments can be limited for our PP pupils, which then impacts on their ability to access the activities as the skills have not been learnt and embedded.
5	

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
Communication – 38% of Pupil Premium pupils either are nonverbal or have limited language, to ensure that pupils are able to make appropriate progress, access education and the wider community it is important that pupils are provided with the necessary interventions, support and resources which therefore enables our learners to self-regulate by ensuring that the can communicate effectively.	<ul style="list-style-type: none"> Pupils who are at appropriate language development levels to access blank levels will make appropriate progress. School will also monitor progress for pupils through the Communication functional check list. Pupils who are accessing targeted or specialist speech and language support will achieve targets. School environment will continue to adapt to increase the use of communication tools and enhance this through the use of technology.
Engagement and attention – 25% of Pupil Premium Pupils are working at stage 3 or below in regards to attention levels. This means that pupils are functioning at age 3 and below. It is important that pupils are provided with a wide range of experiences and individualised support in order for them to progress through the Attention Level stages.	<ul style="list-style-type: none"> Pupils will develop their ability to give attention to activities, people and foci through a wide range of curriculum experiences which will promote engagement and curiosity. Pupils engagement levels will improve which will be monitored through attention autism.

This then increases engagement and curiosity.	<ul style="list-style-type: none"> Staff will create opportunities for pupils to become curious therefore developing attention to support pupils with learning.
<p>Sensory – Pupils with SEND often struggle to self regulate and this need can then present as social, emotional, behavioural, and/ or academic challenges. Self-regulation helps children learn, behave well, get along with others and become independent.</p> <p>Well-regulated and appropriately functioning sensory systems contribute to important outcomes in social-emotional, physical and motor, communication, self-care, cognitive, and adaptive skills development.</p> <p>Pupils require support to learn the appropriate ways to access sensory activities and experiences which then support them to engage and to learn.</p>	<ul style="list-style-type: none"> Reduction in Sleuth data of behavioural incidents over time Pupils who are receiving targeted or specialist support will achieve their targets. Monitoring of timetables to ensure that pupils have appropriate access to resources throughout school
<p>Access to a broader life skills experiences /Curriculum</p> <p>Pupils will develop independent life skills through accessing a wide and varied curriculum. This will support pupils to progress with their individual personal development pinpointing specific area of need.</p>	<ul style="list-style-type: none"> Ensuring PP pupils are part of the school council and have their voices heard. Encouraging PP parents to take part in training with their child in relation to healthy living. Earwig logs and parental comments. Uptake of school residential
Continue to promote high attendance	<ul style="list-style-type: none"> Attendance of 95% or more

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff	Staff understanding that there is another way in which pupils learn language. Understand the 6 stages and	1

Gestalt Language Development	ways in which to support pupils through the stages.	
<i>Targeted or Specialist support for those PP pupils who require this</i>	Highlighting pupils through the functional communication check list and provide interventions either at a targeted or specialist level depending on the pupils individual needs. IEP's to be created if required and targets met.	1
<i>Curiosity training</i>	Training for staff to provide opportunities for pupils to increase their ability to share attention and focus. This increases pupil's ability to engage and access learning opportunities.	1&2
<i>Specialist support from Speech and language therapist</i>	Support staff with different interventions for targeted pupils and provide 1:1 support for pupils who require high levels of support within speech and language. Create reports for professionals and support in the creation of IEP's where necessary.	1&2
<i>Training for use of communication aids</i>	Staff to access training to ensure that they are able to support the pupils with communication aids within the classroom.	1
<i>Purchase of resources for attention autism</i>	To provide activities for attention autism for pupils to develop their attention levels resource are required which are sensory based and require replenishing throughout the academic year	2
<i>Creation of visuals to support communication</i>	Provide pupils with visuals for both home and school use were required to support pupils with communication and understanding scheduled routines and to access the different activities.	1&4
<i>Educational visits</i>	To support pupils with their learning it is important that they are able to access the wider environment and experience things in real life. Ensuring that all pupils can access educational visits is a priority as many pupils are unable to access the wider environment with the parents/carers.	4

<i>Ensuring that Pupil Premium pupils access the schools residential</i>	Providing opportunities for pupils to experience a wider environment away from home to learn independent skills, form relationships, and learn about nature.	
<i>Provide additionality to the National Tutoring Programme</i>	Pupils to access interventions through additional support to ensure that pupils are making progress from their base lines and are making expected progress from their starting points	1,2,3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutoring for pupils as additionality to the National Tutoring Programme</i>	Pupils to access a variety of different interventions depending on the pupil such as sensory input, focused prereading or pre-writing activities. Some pupils may have increased Attention Autism sessions. Others will work on Blank levels. The additionality will be guided on an individual an personalised basis to ensure that pupils needs are being met.	1&2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Supporting parents through healthy eating programme</i>	Advice and guidance provide by Knowsley's NHS service and school nursing support that highlights that Knowsley is above National Average for children with obesity.	4

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Communication –

Language for behaviour data

75% of the Pupil Premium pupils made good progress within Language for behaviour

25% of Pupil Premium pupils struggled with the intervention. Therefore, were redirected to different interventions.

100% of CLA pupils (1 pupil) struggled with the intervention and was redirected to another intervention.

Pupils at Knowsley Central School all have an Educational Health Care Plan. From the data we are able to see that the Pupil Premium Pupils make the same progress and on occasion better than that of their non premium peers.

Reading PP Pupils			Writing PP Pupils		
Exceeding	On Track	Not Met	Exceeding	On Track	Not Met
59%	21%	20%	52%	30%	18%

100% of CLA pupils made exceeding progress in Reading 50%

of CLA pupil (1 pupil) made exceeding progress in Writing

50% of CLA pupil (1 pupil) made expected progress in Writing.

Number		
Exceeding	On Track	Not Met
63%	13%	24%
100% of CLA pupils (2 pupils) made Exceeding Progress in Number		

IEP targets for Pupil Premium Pupils Depending on needs pupils will access targets for Reading, Writing, Number, Flexibility of thought, Communication, Social skills, Daily Living, Eating Mealtimes, Independence and Resilience.

Below shows the percentage of pupil premium pupils that achieved the below percentage of IEP targets by Summer 2023

90% to 100%	80% to 89%	70 to 79%	60% to 69%	50% to 59%	40% to 49%
23%	23%	14%	17%	17%	6%
Below shows the percentage of CLA pupils					
			50% (1 Pupil)	50% (1 Pupil)	

Intervention involvement data

Intervention	Number of Pupil Premium Pupils involved
Thriving Reading	63.6%
Lego Club	62%
Maths Intervention	63%
Accelerated Reader	75%

Budgeted cost academic year 2022-23

Occupational Therapy funding for pupil premium pupils	£16,487.25
Speech and Language Therapy funding for pupil premium pupils	£18,768.75
Educational Psychologist funding for pupil premium pupils	£4,860.00
Attention Autism Training for staff	£3,687.50
Resources for Attention Autism	£500.00
Curiosity Program Training for staff	£3,150.00

Widgit	£229.50
Residential	£500.00
Earwig	£375.00
Educational Visits	£300.00
Team Teach training	£500.00
TEACCH training	£445.00
External Communication boards	£1250.00
Music	£4,875.00
Accelerated Reading	£225.00
Education City	£450.00
Teaching Assistant hours for interventions	£23,660
Go Talk	£137.00
OT resources	£2757.00
Twinkl	£675.00
SMART boards	£8580.00
External play areas	£3657.50
Lego	£645.52

All areas are match funded for non-pupil premium pupils from school budget.