



Knowsley Central School Pupil Premium Strategy



1. Summary Information				
Academic Year	2018-19		Number eligible	Amount
Total no. of Pupils	98	PP Deprivation Funding – EYFS/KS1/KS2	41 (Jan 18 census) @ £1320	£54,120
		PP Deprivation Funding – KS3	18 (Jan 18 census) @ £935	£16,830
Jan 2018 41 (EYFS/KS1/KS2), 18 (KS3)		Jan 2017 41(EYFS/KS1/KS2), 12 (KS3)	Jan 2016 34 (EYFS/KS1/KS2), 11 (KS3)	£70,950
2. Current Attainment and Strategy				
<p>Pupils at Knowsley Central School have complex needs including autism and social, emotional and mental health difficulties (SEMH), and each has an Education Health Care Plan (EHCP) or a statement of special educational needs. Progress and attainment are measured in a variety of ways that are appropriate to individual learning profiles. Pupils access effective, individualised learning programmes and interventions to improve wellbeing and enhance social development which in turn help to remove barriers to learning. The pupil premium supports these approaches by enabling us to provide additional resource to meet the needs of identified groups of pupils.</p>				
Attainment (2017-18)	Pupils eligible for PP (53 pupils)		Pupils not eligible for PP (46 pupils)	
Achieving Targets in English – Writing	79% (42/53)		93% (43/46)	
Achieving targets in Maths - Number	85% (45/53)		91% (42/46)	
3. Barriers to Future Attainment				
<p>In-School Barriers</p> <ul style="list-style-type: none"> • Social communication difficulties experienced by a significant number of pupils. • Social, emotional and mental health difficulties linked to disability or life experiences. • Delay in learning and development that requires addressing to enable good levels of progress to be made. 				
<p>External Barriers</p> <ul style="list-style-type: none"> • Lack of access to social, educational and cultural activities outside school. • Pupil experience of social difficulties within the family and community. 				
4. Desired Outcomes				Success Criteria
Improved attainment in literacy and numeracy				90% expected progress
Full access to the curriculum and extra-curricular activities.				Equality of opportunity for all pupils
Enhanced behaviour for learning including improved motivation, self esteem and wellbeing.				Less recorded incidents

Improved attendance				Attendance of 95% or more	
5. Planned Expenditure					
The three headings below enable school to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of Teaching for All					
Desired outcome/ impact	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?
All pupils will access literacy and numeracy teaching that meets their needs and provides the correct level of challenge. As well as targeted Interventions. This will result in the PP closing the Gap on non PP pupils and increasing overall achievement in both English and Maths to 85% of pupils achieving their target.	Thriving Readers, Read, Write Inc., Accelerated Readers - Interventions for literacy. (£2,000)	Accelerated Reader has positive effects on reading comprehension and reading achievement. (What Works Clearinghouse review)	Learning walks and observations.	LK DS KT VJ	Progress meetings following termly data catch.
	High level reading books for G&T pupils (£500)	Accelerated Reader has also been tested through a previous EEF efficacy trial. The project found a positive impact on all pupils of an additional three months' progress over the course of an academic year. The results also suggested that AR was particularly beneficial for children eligible for free school meals, with these pupils making an additional five months' progress. (EEF)	Data scrutiny and pupil progress meetings.		
	Plus 1 power of 2 Targeted maths interventions.(£1000)		Impact reports from interventions.		
	Speech and Language intervention (£14,000)				
	SATs booster activities.(£2,000)				
Intervention strategies for pupils not making expected progress (£1000)		Fresh Start has been tested through a previous EEF efficacy trial. The study focused particularly on pupils who did not achieve a level 4 on their KS 2 SATs. The project found a positive impact on all pupils of an additional three months' progress over the course of an academic year. Read, Write Inc. Phonics uses identical techniques with younger children (EEF)			
Dyslexia screening and support (£500)					

		Support for learning will be effective as undertaken by trained and skilled staff (interventions/screening). Enhanced resources matched to pupil ability and interest increases access to learning.			
Total budgeted cost					£21,000
ii. Targeted Support					
Desired outcome / impact	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?
<p>Identified cohorts of pupils achieves full curricular access and are enabled to access extra-curricular opportunities including a suitable residential experience.</p> <ul style="list-style-type: none"> • Identified pupils achieve over 95% attendance • SLEUTH data shows reduction in negative incidents. 	<p>1:1 support provided at identified times of day to increase access to learning for targeted pupils.(£25,000)</p> <p>Pupils access breakfast club to enhance readiness for learning. (£650)</p> <p>Provision for assistance with residential costs and extra - curricular activities. (£1000)</p> <p>Attendance awards every week (£2000)</p>	<p>Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.(EEF)</p> <p>Studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.(EEF)</p> <p>Effective individual support increases independence in learning.</p>	<p>Pupil progress records</p> <p>Pupil/parent/staff voice following residential experience demonstrates positive impact on confidence and independence.</p> <p>Analysis of pupil questionnaire shows positive outcomes and pupils enjoying school.</p> <p>Impact of intervention program.</p>	SLT	<p>Reports to Personal Development Behaviour and welfare committee and Quality and Achievement Committee.</p>

		<p>Extra-curricular activities also promote independence and enhance life experiences.(EEF)</p> <p>Evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers. (EEF)</p>			
Total budgeted cost					£28,650
iii. Other Approaches					
Desired outcome/ impact	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?
<p>Identified pupils have reduced incidents of inappropriate behaviour and demonstrate increased self control and wellbeing.</p> <p>Pupils' life skills, social skills and attendance are improved.</p>	<p>Educational psychologist support (£10,000)</p> <p>SLEUTH behaviour recording and reward system. (£500)</p> <p>Sensory circuits and sensory diets (£300)</p> <p>Lego Therapy (£2,000)</p> <p>Prince William Award (£7,500)</p>	<p>Specialist advice and support will enhance and develop existing practice in school.</p> <p>Specialist interventions support pupil wellbeing and social skills.</p> <p>School-wide system for attendance rewards promotes good attendance.</p> <p>SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school (EEF)</p>	<p>Analysis of impact of SLEUTH with staff.</p> <p>Pupil voice through review meetings.</p> <p>Review reports from professionals</p> <p>Impact reports from interventions.</p>	SLT	Termly reports to the behaviour, safety and welfare committee.

<ul style="list-style-type: none"> • SLEUTH data shows reduction in positive handling and negative behaviours • Attendance data demonstrates improvement over time 	<p>ASC accreditation (£1000)</p>	<p>Lego Therapy outcome study showed significant improvements made by a group of autistic children following 12 weeks of therapy.(Dr LeGoff 2004)</p> <p>Children who participated in the pilot of the Prince William Award reported higher levels of mental toughness post-Award when compared to pre-Award. Teachers reported significant reductions in behaviour difficulties. Children perceived there to be several benefits of the Award, including improved confidence, management of emotions, perseverance, interpersonal skills, and self- reflection. (Newcastle University)</p>			
Total budgeted cost					£21,300