

# 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	63
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	Continuation from 2024 - 25 academic year 2025 - 26
Date this statement was published	September 2025
Date on which it will be reviewed	October 2026
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	Based on the last school census school's funding is £89,385
Recovery premium funding allocation this academic year	

<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><i>*Recovery premium received in academic year 2021 to</i></p> <p><i>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></p>	£0
<p><b>Total budget for this academic year</b></p> <p><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></p>	

## 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 the primary 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 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.

Knowsley Central School also understands that in order for children to thrive they require the ability to communicate their needs, wants and wishes. Therefore, Knowsley Central School seek to provide the appropriate support to promote the best form of communication for the individual child.

### Challenges

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

Challenge number	Detail of challenge
1	<p><b>Communication Curriculum</b> – Communication continues to be an area of significant need for our children due to their special educational need. Children at Knowsley Central School require significant support to develop their social and emotional communication skills.</p> <p>Limited communication impacts a children's ability to access learning, to engage appropriately with others to have needs met. This can impact on children's behaviour and ability to self-regulate. If a child is affected in this way this will then impact upon a child's wellbeing and mental health which without intervention further limits academic attainment &amp; progress.</p>
2	<p><b>Engagement and attention (readiness for learning)</b> – Due to the significant SEND needs of the children 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 children to engage and focus.</p>
3	<p><b>Sensory provision.</b> – An area of support for many of our children is Sensory support. Many of our children require high levels of support to enable them to regulate to enable them to 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.</p>
4	<p><b>Access to a broader life skills experiences /Curriculum.</b> – PP Children often are not able to access different activities due to the financial implication with their families. However, for PP pupils at Knowsley Central School, 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.</p>
5	<p><b>Development through Play</b> – PP Children often are not able to access the same play opportunities as other children which supports children with their development. For example, accessing outdoor play or soft play experiences to develop gross motor skills is something that children with developmental needs require further opportunities to explore to support with their development with organisational skills, problem and to ensure that they are able to develop coordination and gross /skills in the classroom.</p>

## 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
<p><b>Communication–</b></p> <p>At Knowsley Central our population of children who are non-speaking or minimally speaking continues to increase, to ensure that children are able to make appropriate progress and accessing a broad educational experience it is important that we provided children with the necessary interventions, support and resources to enable them to communicate as effectively as possible and therefore reduce any frustration that and support self-regulation.</p>	<ul style="list-style-type: none"> <li>• Children will be provided with appropriate language support and will have access to appropriate interventions and resource.</li> <li>• School will also monitor progress for children through engagement steps, functional communication check list and blank levels depending on the child's individual needs and stage of development.</li> <li>• Children who are assessed as requiring targeted or specialist speech and language support will have access to this and will achieve appropriate targets.</li> <li>• School environment will continue to adapt to increase the use of communication tools and enhance this through the use of technology where appropriate.</li> </ul>
<p><b>Engagement and attention –</b> An increasing number of Pupil Premium children are working at stage 3 or below in regards to attention levels. Developmentally the children are functioning 3 years and below. It is important that children are provided with a wide range of experiences and individualised support in order for them to further their ability to focus and engage in learning.</p>	<ul style="list-style-type: none"> <li>• Children will develop their ability to attended to activities, people and foci through a wide range of curriculum experiences which will promote engagement and curiosity.</li> <li>• Children will increase their levels of engagement and will make progress from their starting points which will be monitored through curiosity levels, Intensive Interaction levels and attention autism.</li> <li>• Staff will create opportunities for pupils to become curious therefore developing attention to support pupils with learning.</li> </ul>

<p><b>Sensory</b> – Children with SEND often struggle to self-regulate and this can present as social, emotional, behavioural, and/ or academic challenges. Self-regulation helps children to be ready to learn, supports them with positive behaviour. It also supports children to accept and engage with social interactions and develop their life skills which promotes independence.</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>Children 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"> <li>• Reduction in CPOMS data of behavioural incidents over time</li> <li>• Children who are receiving targeted or specialist support will achieve their targets.</li> <li>• Monitoring of timetables to ensure that children have appropriate access to resources throughout school</li> <li>• Ensure that children have the relevant equipment to support their sensory needs</li> </ul>
<p><b>Access to a broader life skills experience</b></p> <p><b>/Curriculum</b></p> <p>Children will develop independent life skills through accessing a wide and varied curriculum. This will support children's progress and build upon their personal development working through specific area of need.</p>	<ul style="list-style-type: none"> <li>• Ensuring PP children are part of the school council and have their voices heard.</li> <li>• Encouraging PP parents to take part in training with their child in relation their children education, health and wellbeing.</li> <li>• Use Earwig to share children's learning both in school and at home.</li> <li>• Uptake of school residential</li> <li>• increase opportunities for children to access clubs both afterschool and during lunch times.</li> </ul>
<p>Continue to promote high attendance</p>	<ul style="list-style-type: none"> <li>• Attendance of 95% or more</li> </ul>

## 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
<i>Targeted or Specialist support for those PP children who require this</i>	Highlighting children through the functional communication check list and provide interventions either at a targeted or specialist level depending on the children individual needs. IEP's to be created if required and targets met.	1
<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 children with communication aids within the classroom.	1
<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
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Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Ensuring that Pupil Premium children 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>Extend our curriculum through the use of after school clubs and lunch time clubs</i>	Providing children with a variety of activities to engage them during lunch time and after school with different activities such as music and dance.	4
<i>To ensure that Pupil Premium children are provided with a variety of outdoor play opportunities through OPAL</i>	Providing the children opportunities for increased engagement in outdoor learning activities. This will support with improved behaviour and social interactions during play and lunchtime. There will be greater independence and responsibility displayed by children in managing outdoor resources and engaging in self-directed play.	5

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

<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
Supporting parents understanding children's behaviour	Support through Positive Behaviour Support (NHS service) to work with families who are highlighted or request support	4
<i>Work with parents to develop shared learning for children</i>	Support parent with learning activities that are to be completed at home.	1,2,3,4,5

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### *Communication –*

- Staff training delivered – Total communication approach  
Communication books  
Intensive interaction
- Specific groups of staff have taken part in Attention Autism training, Curiosity training and Elklan training.

The table below shows the data for Pupil Premium children who accessed the communication check list. 36 Pupil Premium children were included in this assessment.

<b>Pupil Premium Functional Communication Check List Data</b>	
<b>Some progress</b>	<b>16%</b>
<b>Good progress</b>	<b>42%</b>
<b>Significant progress</b>	<b>42%</b>

Knowsley Central School has seven curriculum pathways. Data is collected in a variety of ways for our Early Years Learners the assessment tool is DEYO. For children accessing the Engagement Model the assessment tool used is Bsquared however, the children do not follow a subject specific assessment. The areas are Communication, functional movement, making connections, self and emotions and sensory for the purposes of this document the table below shows the progress of those Pupil Premium Pupils who access Progression Steps and a subject specific curriculum.

<b>Pupil Premium Pupils</b>			
<b>35 Pupils were assessed through Bsquared assessments</b>			
<b>Subject</b>	<b>Achieved</b>	<b>Exceeded</b>	<b>Not on Track</b>
<b>English</b>	<b>94%</b>	<b>54%</b>	<b>6%</b>
<b>Writing</b>	<b>(33/35)</b>	<b>(19/35)</b>	<b>(2/35)</b>
<b>Maths</b>	<b>97%</b>	<b>66%</b>	<b>3%</b>
<b>Number</b>	<b>(34/35)</b>	<b>(33/35)</b>	<b>(1/35)</b>

Due to our personalised curriculum across school, there is very little difference between the performance of our Pupil Premium and Non-Pupil Premium children and the primary factor is



the individual child's profile of needs, in particular their communication and sensory processing needs which significantly impact their ability to regulate and thus their readiness to learn.

**During the summer term:**

- All Year 1 children were disapplied from the phonic screening tests.
- All Year 2 children were disapplied from the Year 2 phonic screening test.
- All Year 4 children were disapplied from the Multiplication check.
- All Year 6 children were disapplied from the 1 Year 6 English and Maths SATs tests.

Intervention involvement data			
Thriving Reading		4 Pupil Premium pupils engaged in this intervention. Pupil A made 3 months progress Pupil B made 9 months progress Pupil C made 11 months progress Pupil D made 12 months progress - Due to the change in cohort the children accessing this level of intervention has decreased.	
Lego Club			
	Receptive Language Skill	Expressive Language Skills	Social & Conversational Skill
Stay the same	0%	0%	0%
Some	100%	100%	100%
Good	0%	0%	0%

## Budgeted cost academic year 2025-26

Occupational Therapy for pupil premium children	£18,711
Speech and Language Therapy funding for pupil premium children	£17,374.50
Educational Phycologist funding for pupil premium children	£5,265
Residential	£1000.00
Educational Visits for pupil premium children	£1000.00

Team Teach training for train the trainer	£807.00
Team Teach Training for staff and resources	£936.00
Music- Charanga	£190.00
Teaching Assistant Hours for interventions	£33,118
OT resources for sensory needs	£4500.00
OPAL	£2641.50
Technology for communication support	£3842.00

Total	£89,385.00
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All areas are matched funded for non- pupil premium children from school budget.

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