

Pupil premium strategy statement: ISP School Teynham

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	60
Proportion (%) of pupil premium eligible pupils	52
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024, July 2025, July 2026
Statement authorised by	Carole Cox
Pupil premium lead	Jemma Hoult
Governor / Trustee lead	Jacqui Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £17,560.81
Recovery premium funding allocation this academic year	£ 0
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>	£ £17,560.81

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our complex and disadvantaged children. Whilst socio-economic disadvantage is not always the primary challenge our children face, we do see a variance in outcomes for our children across the school when compared to peers in other schools (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching linked with high quality emotional support, focussed on areas where our children require it most, targeted support based on robust diagnostic assessment of need, therefore, helping our children to access a broad and balanced curriculum.

Our strategy will benefit all children in our school where funding is spent on whole school approaches, such as high-quality teaching, and resources to support emotional regulation and well being. Implicit in the intended outcomes detailed below, is the intention that outcomes for our children will be improved.

We will also provide our children with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each child, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
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1	Internal and external assessments show that our children generally make less progress from their starting points on entry to the school. Whilst the types of barriers to learning and the difficulties our children 3 experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged children.
2	Our assessments, observations and discussions with children show that disadvantaged children are generally more likely to have language comprehension difficulties than non-disadvantaged children in other schools.
3	Our assessments, observations and discussions with our children show that disadvantaged children generally have greater challenges around communicating and expressing their needs than other children including limited language and social interaction difficulties.
4	Through observations and conversations with children and their families, we find that disadvantaged children generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments, observations and conversations with children indicate that disadvantaged children often require additional support to develop personal skills, e.g., independent travel.
6	Our assessments, observations and discussions with children and families demonstrate that the education, wellbeing and wider aspects of development of many of our children have been affected by the impact of lengthy times out of school (not just as result of COVID-19 pandemic), the partial school closures during the COVID-19 pandemic, and to a greater extent than for other children in other schools. These findings are backed up by several national studies.

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
<i>Improved attainment for our children in all subjects, relative to their starting points as identified through baseline assessments.</i>	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2025/26. An increase in the percentage of our children entered for GCSE subjects, particularly core subjects. For those that are entered, results show a reduction in the attainment gap between our children and their peers.
Improved language comprehension for our children so that they can independently	Assessment of childrens' language comprehension shows a reduction in the disparity in outcomes between our children

comprehend subject specific texts with challenging terminology.	and their peers by the end of our strategy in 2025/26.
Children can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes and robust community meetings, daily.
Disadvantaged children have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with children and their families.
Our children feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	All our children are able to access high quality work experience and careers mentoring. By the end of 2025/26, our children are progressing to higher or further education at the end of KS5 in the same proportions as 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of a Middle Leader to work with Deputy Head to enhance teaching across the school (particularly Maths) in line with DfE guidance. The lead will engage with similar schools to develop the quality of maths teaching through CPD.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:	1

	What-Makes-Great-TeachingREPORT.pdf (suttontrust.com)	
CPD for teaching staff on developing pupils' mental models focusing on executive functioning	Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge: Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)	1, 2, 3, 5, 6
Development of SENDCo role to include access arrangements	Statutory required qualification to administer access arrangements and facilitate appropriate exam support.	1, 2, 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced sensory regulation equipment for PP children with enhanced sensory needs and trauma. We will also fund staff training.	We have observed that sensory equipment and resources such as outdoor gym equipment, tunnels, weighted blankets and additional proprioceptor equipment can be effective at providing support for our children with sensory needs and complex trauma.	3
Programme working with parents and carers to develop effective home learning environments and increased self expression.	The NSPCC recommends parents and carers work with children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities NSPCC	3, 4
Public transport training for our older children. Involves CPD and release time for staff members.	Independent Travel Training is likely to enhance childrens' social and employment opportunities:	4, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of wider enrichment opportunities for pupils	More bespoke pupil led learning leads to greater self autonomy and increased progress across all curriculum subjects	1, 6

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Wider outcomes, for our children:

All Year 11 and 12 leavers successfully moved on to post 16 provisions having achieved formal qualifications in at least core subjects if not beyond.

Work experience restarted following a Covid- 19 hiatus and 50% of our pupils completed successful work experience placements, with some continuing onto career related pathways.

All children demonstrated an improvement in communication skills, and life skills as we were able to provide more opportunities to support them with activities and external opportunities throughout this academic year

Education outcomes for our children:

Most pupils made at least expected, if not above expected progress across the majority of the curriculum. In cases where pupils did not make the expected rate of progress, small step positive progress was seen in core subjects.

All Year 11 and 12 leavers sat formal qualifications in the core subjects. Exam assessments were also offered to pupils in Year 10 and 9, with all Year 10 pupils opting to sit assessments in core subjects.

GCSE English candidates achieved a 100% pass rate, with 13% at grade 4 or above. GCSE Maths candidates achieved a 92% pass rate, with 15% at grade 4 or above. Entry level science candidates achieved 100% pass at level 3.

All BTEC entries for Hospitality and Land and Environment achieved 100% pass rate.