

## Premium Strategy 2022-25

This statement details our school's use of pupil premium funding to help improve the attainment and progress of our disadvantaged pupils both academically and socially and emotionally.

It outlines our pupil premium strategy, how we intend to spend the funding during our first academic year.

### School overview

Detail	Data
School name	The Keystone Academy
Number of pupils in school	69
Proportion (%) of pupil premium eligible pupils	28 (41%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	March 2023, reviewed Oct 23
Date on which it will be reviewed	September 2024
Statement authorised by	LSB
Pupil premium lead	Ali Bellaby / Dan Blundred
Governor / Trustee lead	TBC

### Funding overview 22/23

Detail	Amount
Pupil premium funding allocation this academic year	£12,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Pupil Premium Plus funding allocation this academic year	£12,650
Sports Premium allocation this academic year	£7,000
Recovery Premium	£13,622
Service Pupil Premium	£335
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£45,832

## Funding overview 23/24

Detail	Amount
Pupil premium funding allocation this academic year	£33,315
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Pupil Premium Plus funding allocation this academic year	£17,710
Sports Premium allocation this academic year	£11,000
Recovery Premium	TBC
Service Pupil Premium	£1005
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£63,030

## Part A: Pupil premium strategy plan

### Statement of intent

The purpose of this Pupil Premium Strategy is to support each student in their academic, spiritual, moral, cultural, social, emotional and physical development. We recognise that many of our students experience a variety of challenges that present barriers, which can impact upon their ability to achieve their potential.

The Keystone Academy has an approach which aims to identify, understand, nurture and meet the various needs of our students, so as to develop resilient learners who are confident to engage and achieve. Every effort is made to build positive relationships and to give young people the sense of belonging to our community. From this, their self-esteem improves, impacting upon their engagement with learning. We believe that every young person has a strength to be harnessed, even if they themselves have not yet identified it.

We recognise that some of the barriers for our school community include: attendance to school, financial hardship, poor literacy skills, low and unknown aspirations, mental ill-health, specific areas of SEND, including Speech Language and Communication Needs (SLCN).

Our aim is to engage students in their learning and prepare them for the future so that they can achieve the best that they can, progress into meaningful further education, employment or training and make a positive contribution to society.

The key principles of this plan are to:

- Foster positive relationships so that all students engage with their learning and believe they can achieve
- Improve our students' literacy skills
- Improve our students' attendance
- Improve opportunities so that all students widen their experiences
- Improve life chances so that when our students leave school they are successful

### Challenges

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

Challenge number	Detail of challenge
1	<p>Language and literacy skills</p> <ul style="list-style-type: none"> <li>● Language and literacy skills are low, with a high percentage of our cohort achieving SAS in reading and spelling of below 90 (using NGRT and NGST).</li> <li>● A high proportion of our students have a speech, language and communication needs, which influences their ability to comprehend and access learning.</li> <li>● A high proportion of our students lack confidence around oracy.</li> </ul>
2	<p>Attendance rates of pupils</p> <ul style="list-style-type: none"> <li>● Attendance rates with several of our students are low, therefore reducing access to school hours and learning opportunities.</li> </ul>

	<ul style="list-style-type: none"> <li>• The legacy of Covid-19 lockdown has continued to impact upon the attendance of our children and on the marginal gains that had been achieved prior to the lockdowns.</li> <li>• Due to a proportion of complex needs, including high-level mental health needs (such as EBSA), an increase in the need for reduced timetables and progression plans have been required, impacting on access to learning opportunities.</li> <li>• Due to a need to manage and support the holistic needs of individuals who have historically been EHE for sustained periods, there is a need to provide a bespoke curriculum.</li> </ul>
3	<p>Social skills and emotional resilience</p> <ul style="list-style-type: none"> <li>• Many young people join The Keystone Academy with negative experiences of education and learning. This impacts on their confidence, attitude and engagement in learning.</li> <li>• 100% of our cohort have some form of SEMH need. SEMH issues for pupils can have a detrimental impact on their academic progress and that of their peers. Many lack confidence in themselves and their ability and do not have the resilience to cope with setbacks and face new challenges.</li> <li>• 56% of our cohort have an ASC diagnosis and 64% have a diagnosed SLCN. Both areas impact on student skills and confidence in the area of social and emotional development. Many experience challenges in forming and maintaining successful relationships.</li> <li>• Many of our students do not understand their neurodivergence in terms of both the challenges and opportunities they provide.</li> </ul>
4	<p>Aspiration (risk of NEET)</p> <ul style="list-style-type: none"> <li>• Pupils often arrive with low aspirations and limited engagement in learning, which increases their risk of not being prepared for post-16 and becoming NEET.</li> <li>• Many of our students have limited skills to support them in their post-16 and future careers choices. Skills such as resilience, independence, problem-solving and collaboration are areas which our pupils find challenging.</li> <li>• Many of our pupils have had limited access to high quality careers provision from KS2 onwards which affects their view of the importance of learning and their ability to plan for their futures.</li> </ul>
5	<p>Engagement in healthy, active lifestyles</p> <ul style="list-style-type: none"> <li>• Many of our pupils have difficulties with social relationships and struggle specifically with team sports and activities.</li> <li>• Many have limited experiences of a variety of sports and healthy activities, having little aspiration and motivation to develop healthy, active lifestyles</li> <li>• Many suffer with low mood little engagement in exercise</li> </ul>

## 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
Improved language and literacy skills	<p>Increased NGRT and NGST scores</p> <p>Evidence of progress in reading, writing and oracy at KS2 / KS3</p> <p>Improved SPAG identified in English lessons and across the wider curriculum.</p> <p>Improved score in phonics assessments for those students using phonics intervention</p>
Improved attendance compared to starting point. Above average attendance (compared to other SEND schools nationally)	<p>Increased attendance rates as a whole school</p> <p>Reduced number of progression plans with more students accessing full time provision</p>
Increase in emotional and social resilience	<p>Improved levels of wellbeing and resilience demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Improved PASS scores and Boxall Profile outcomes</li> <li>• Increased participation in enrichment activities</li> </ul>
Motivation and engagement in learning and positive behaviours	<p>Improved motivation and engagement demonstrated by:</p> <ul style="list-style-type: none"> <li>• Implementation of Dojo</li> <li>• Qualitative data from student voice, lesson observations</li> <li>• Improved PASS scores</li> <li>• Engagement in broadening curriculum offer (catering, workshop, sports, OAA, extra curricular clubs)</li> <li>• Teacher observation of increased metacognitive and self-regulation skills across all subjects</li> </ul>
Greater use of diagnostic tools to plan strategies and interventions for SEND pupils	<p>SEND needs identified and supported consistently, evidenced within PCPs. To include:</p> <ul style="list-style-type: none"> <li>• Diagnostic assessments on induction (GL Suite, YARC, SLCN)</li> <li>• Wider implementation of Boxall Profiles</li> <li>• Dyslexia screening</li> <li>• Access arrangements to identify exam concessions for KS2 and KS4</li> </ul>
Motivation and engagement in healthy sports and activities	<p>Engagement in sporting activities, in addition to the core PE curriculum. To include:</p> <ul style="list-style-type: none"> <li>• Gymnastics, climbing, walking</li> </ul>

## Activity in this academic year (2023-24)

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: £5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing metacognitive and self-regulation skills in all pupils, to include whole staff CPD (Zones of regulation)</p>	<p>Teaching and learning across the school uses evidence based pedagogy to ensure gaps in progress and attainment close.</p> <p><a href="#">EEF - Metacognition &amp; self-regulated learning guidance report</a> highlights the evidence of this approach to improve learning behaviours</p>	<p>1,3,4</p>
<p>Oracy CPD across the whole school to improve speech and language skills across all subjects.</p> <p>Continued engagement with Voice 21 oracy whole school programme, developed to the cascade programme for 2 staff, plus whole school access to resources.</p> <p>Development of library with age and stage appropriate choice of books to support daily reading</p>	<p>Literacy is key to learning all subjects across the curriculum. The <a href="#">EEF Improving Literacy in Secondary Schools guidance report</a> highlights the impact of using a disciplinary literacy approach to improving wider skills in literacy, outside of the subject of English.</p>	<p>1</p>
<p>Work towards Communication Friendly Status. This will include:</p> <p>Consistent use of SLCN strategies / interventions used in all classrooms</p> <p>Learning environments are communication friendly, supporting children with SLCN</p> <p>SLCN CPD delivered by SALT</p> <p>INSET time allocated for staff training</p>	<p>The <a href="#">Bercow report, 10 years on</a> (2018) highlights the importance of identifying and meeting SLCN in schools to improve access to learning. It also makes a strong connection between SLCN and presenting behaviours.</p>	<p>1, 5</p>
<p>Boxall Profile training for 2 x AHTs (inc SENCO) to cascade to and support all staff to be skilled to use, interpret and plan interventions for young people.</p>	<p>There is strong evidence (see <a href="#">commissioned research by nurtureuk</a>) to suggest that embedding the 6 principles of nurture, including the use of nurture groups, increases the social and emotional development in children and young people. The Boxall Profile is an important factor in assessing social and emotional skills.</p>	<p>1, 3, 4</p>

Autism Education Trust – Good Autism Practice - whole school training	<p>The <a href="#">2023 education report</a> from the National Autistic Society highlights:</p> <ul style="list-style-type: none"> <li>• only 25% of autistic pupils feel happy at school</li> <li>• 7 in 10 autistic CYP said school would be better if more teachers understood autism</li> <li>• Over half of autistic students wanted help to understand how to get on with their peers</li> <li>• Without appropriate teacher training, autistic children are twice as likely to be excluded from school</li> </ul>	1, 3, 5
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £ 10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy interventions, including:</p> <ul style="list-style-type: none"> <li>• Read write Inc Fresh start (including training)</li> <li>• VIPERS</li> <li>• Clicker8</li> </ul> <p>In addition, establishing an up to date and accessible selection of reading material which will support:</p> <ul style="list-style-type: none"> <li>• Reading in school</li> <li>• Implementation of a new reading programme (reading diaries and book colour coding)</li> </ul>	<p>Improved GL scores and teacher assessments</p> <p>Reading comprehension strategies have a positive impact on ability to understand text, especially when interventions are delivered over a shorter timespan (see <a href="#">EEF reading comprehension strategies</a>)</p>	1, 5
<p>Suite of diagnostic assessments completed upon induction (including GL Assessments, SLCN, Boxall).</p> <p>Staff time to complete induction baseline assessments</p>	As above	1,5
<p>Commission a SALT to provide specialist SLCN assessments and consultations to inform and support interventions for students and deliver CPD</p>	<p>The <a href="#">Bercow report, 10 years on</a> (2018) highlights the importance of identifying and meeting SLCN in schools to improve access to learning. It also makes a strong connection between SLCN and presenting behaviours.</p>	1,5
<p>Bespoke interventions to target English and maths Functional Skills</p>		1, 4



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

**Budgeted cost: £20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review rewards systems used to promote positive BfL and attendance	A research report by the DfE found that, in a study on 'Behaviour Management Systems in Schools Rated Outstanding', <b>100% of all schools utilised reward systems</b> as a proven method of encouraging positive behaviour	2
Whole school breakfast	<a href="#">Maslow's hierarchy of needs in relation to learning</a> - if the basic physiological needs are not met (such as food, shelter), it is not possible to focus on anything else, including learning.	2
Team Teach training for all staff	Team Teach have been medically reviewed by ICM, certified by BILD Act, independently accredited by the CPD Accreditation Service, and goes through the robust quality control and assurances process of NTA. The training is in line with our child centred approach to education and our focus on building and maintaining positive relationships.	3, 4
Boxall Profile assessments used to identify and support the social and emotional development needs of students	There is strong evidence (see <a href="#">commissioned research by nurtureuk</a> ) to suggest that embedding the 6 principles of nurture, including the use of nurture groups, increases the social and emotional development in children and young people. The Boxall Profile is an important factor in assessing social and emotional skills.	1,3,4
Subscription for Boxall online (from Jan 2023)	As above	3, 5
All children have opportunity to participate in OAA: <ul style="list-style-type: none"> <li>• Duke of Edinburgh</li> <li>• Forest School / Outdoor Studies</li> </ul>	The <a href="#">English Outdoor Council</a> identifies the benefits of OAA for young people, to include improving confidence, self esteem and resilience.	3, 4, 6
Hardship fund available in a bespoke response to need (e.g. uniform, equipment, food parcels, etc)	Child poverty was a big problem prior to the pandemic but has become increasingly worse since. As a result, there is a need to be aware of how support can be provided to help tackle this issue in schools, using the pupil premium. The <a href="#">Children Society</a> highlights why it is an issue.	3,4
Therapeutic interventions available for targeted groups of students: <ul style="list-style-type: none"> <li>• Art Therapy</li> </ul>		3



<p>Pastoral Support Officer</p> <p>Targeted attendance intervention and support for families facing complex barriers and for persistent absence</p> <p>(PP to fund proportion of role)</p>	<p><a href="http://www.gov.uk">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p> <p>'Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.'</p> <p><a href="http://www.gov.uk">Mental health issues affecting a pupil's attendance: guidance for schools - GOV.UK (www.gov.uk)</a></p> <p>This guidance highlights the importance of making reasonable adjustments and providing appropriate support for young people and families where MH is a barrier to good attendance.</p>	<p>2</p>
<p>Pastoral Support Officer</p> <p>To deliver SEMH interventions in a targeted way, as part of a graduated approach to meeting mental health and wellbeing needs.</p> <p>(PP to fund proportion of role)</p>	<p>As above – providing support for MH needs, considering the holistic needs of pupils is an essential part of this role.</p> <p><a href="http://www.gov.uk">Mental health and behaviour in schools - GOV.UK (www.gov.uk)</a></p> <p>This guidance highlights the importance of considering the possibility of MH reasons behind presenting behaviour and planning to provide appropriate support.</p>	<p>2, 3, 5</p>

## Primary Sports Premium

**Budgeted cost: £11,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Gymnastics and climbing sessions available throughout the year</p>	<p>Research suggests that whole body activities, such as gymnastics and climbing can have a hugely beneficial impact on neurodiverse children, providing them with numerous physical, cognitive and social benefits. For example: physical development, sensory integration, cognitive benefits, social interaction, self-esteem, emotional regulation.</p> <p><a href="#">Paper on climbing and ADHD</a></p>	<p>5</p>

## Pupil Premium Plus (LAC / PLAC)

**Budgeted cost: £17,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Bespoke alternative provision, tailored to individual SEMH needs, including:</p> <p>Forest Schools approach, to build confidence, self-esteem, working in nature, developing relationships</p> <p>Focus on online safety and exploitation</p>	<p><a href="#">Forest Schools: impact on young children in England and Wales</a>. NEF (New Economics Foundation) evaluation of the impact of Forest Schools (2003-5) suggested the positive impact this approach has on young people includes: confidence, social skills, communication, motivation, physical skills</p> <p>The UK Council for Child Internet Safety (<a href="#">UKCCIS</a>) is a partnership of more than 200 organisations that work together to keep children safe online, using research and evidence to inform their work. 'those already at risk offline are more likely to be at risk and vulnerable online.'</p> <p>Taking a bespoke response to higher risk online safety, that considers the holistic needs of young people is more likely to impact understanding and support changes in online behaviour.</p>	<p>1, 2, 3, 5</p>
<p>Recruitment of Speech &amp; Language Therapy Assistant (SALTA)</p> <p>(PP to fund proportion of role)</p>	<p>The <a href="#">Bercow report, 10 years on</a> (2018) highlights the importance of identifying and meeting SLCN in schools to improve access to learning. It also makes a strong connection between SLCN and presenting behaviours.</p>	<p>1,5</p>

**Total budgeted cost: £63,000**

Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 22 to 23 academic year.

1	Improved language and literacy skills
<ul style="list-style-type: none"> <li>• NGRT results showed that 81% of pupils with comparable scores made at least expected progress in reading</li> <li>• 100% of pupils in receipt of targeted reading and phonics interventions made at least expected progress</li> </ul>	
2	Improved attendance compared to starting point. Above average attendance (compared to other SEND schools nationally)
<ul style="list-style-type: none"> <li>• Whole school attendance 79%. Attendance of PP – 73.6%</li> <li>• When compared to the starting point of all pupils during 21/22, calculated as a whole school average (74.7%), this demonstrates an improvement of 4.3%.</li> <li>• When compared to the Aut / Spr 22/23 national special school attendance data (86.8%), this falls below the national average.</li> <li>• A reduction in pupils with a Progression Plan, demonstrates progress from starting point, with increased time in school, improved access and engagement.</li> </ul>	
3	Increase in emotional and social resilience
<ul style="list-style-type: none"> <li>• It is often the case that social and emotional development can progress with a spikey trajectory, due to wider factors, such as environmental, social, family, SEND. Our overview Boxall Profile data demonstrates this, with the majority improving and a small minority worsening over a period of time, based upon specific, individual circumstances.</li> <li>• 100% of pupils made progress against their individual SEMH targets</li> </ul>	
4	Motivation and engagement in learning and positive behaviours
<ul style="list-style-type: none"> <li>• Improved engagement in learning, demonstrated through a reduction in reported incidents of lower and mid-level behaviours across the school between Spring and Summer terms.</li> <li>• Improved identification of needs, including those relating to SLCN, has supported children to engage in positive learning behaviours appropriate to their SEND and disposition.</li> </ul>	
5	Greater use of diagnostic tools to plan strategies and interventions for SEND pupils
<ul style="list-style-type: none"> <li>• GL Assessment suite is used effectively to identify specific difficulties in reading and spelling, enabling 18 pupils to be identified for targeted interventions.</li> </ul>	
6	Motivation and engagement in healthy sports and activities
<ul style="list-style-type: none"> <li>• 92% pupils have participated in either gymnastics or climbing activities</li> <li>• 88% of pupils participated in Outdoor and Adventurous activities at the end of the school year</li> <li>• Y9 pupils began Duke of Edinburgh award</li> <li>• 96% engagement in whole school walks in the local area</li> </ul>	

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Forest Schools mentoring (1:1)	Lower Bush Farm
Horticulture & Land & Environment studies	Lower Bush Farm