# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

| Detail | Data |
|---|---|
| School name | Keyham Lodge School |
| Number of pupils in school | 115 |
| Proportion (%) of pupil premium eligible pupils | 68.7% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | Years 7,8,9,10,11 |
| Date this statement was published | 22/1/25 |
| Date on which it will be reviewed | |
| Statement authorised by | |
| Pupil premium lead | Joe Hill |
| Governor / Trustee lead | Marie Bannatyne |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation academic year 24/25 | £100,055 |
| Pupil premium plus LAC | £4000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year (24/25)** <br> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £104,055 |

# Part A: Pupil premium strategy plan

## Statement of intent

*Keyham Lodge School is a community that inspires respect, responsibility and resilience. Our aim is to ultimately level the playing field for our students when they leave us into further education or employment, the large majority of our cohort come from the 5% most deprived areas in the country with 74.8% being banded in IDAC(income deprivation affecting children). This 20% more than the rest of Leicester and 30% more than the rest of the country.*

*We aim to support students in 4 key areas, implementing each of the areas is integral as they lead on to each other and enable our students to be successful in school and in their post 16 life.*

**Personal/character development:** Keyham Lodge's Personal Development (PD) Offer is at the heart of our school. Our PD curriculum extends beyond the academic classroom and provides students broader life experiences to assist in discovering their own interests; it provides rich and diverse learning experiences that are carefully designed to meet the specific needs of our students.

For many of our students developing their understanding of 'self' and how to exist in the wider world is a critical part of their learning journey. Their successes in school are not only measured by their academic outcomes but also by their personal growth.

Mental Health: A mental health strategy that teaches young people to think, feel, and react in ways that turn self-destructive mind-sets into self-reflective, resilient and responsive learners.

Behaviour: to create positive behaviours we need an effective behaviour strategy that teaches students how to turn self-destructive behaviours into self-reflective behaviours that lead to self-actualisation.

Teaching and learning: We aim to teach our students to be respectful, responsible and resilient children who are: -Successful learners who enjoy learning and who make progress and achieve excellence.

*-Confident, resilient individuals who are able to live safe, healthy and happy lives.*

*-Creative, critical thinkers who can approach the world of work with confidence.*

*-Responsible citizens who can make a positive contribution to society.*

# Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | To Improve outcomes for pupils |
| 2 | To continue to find innovations to increase student attendance and reduce student dis-engagement |
| 3 | To refine graduated systems to respond to the behavioural trends that are presented in school |

# 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 |
|---|---|
| **To Improve outcomes for pupils**<br><br>Refining the curriculum offer to bridge pupils personal development needs, SEN and pupils future destinations.<br><br>- Introduce/engage/embed a new consistent teaching delivery model that facilitates learning in all curriculums.<br><br>- Research immersive technologies and delivery modes of intervention to develop an intervention programme based on findings from test and learn phase. | Clear picture of current practice – modelled examples to draw upon.<br>Have a clear and detailed picture of EHCPs in the whole to identify correlations.<br>Have a clear contextual picture to inform planning.<br>Informed planning that aligns with need so that education is meaningful.<br>Data is used intelligently to build curriculums that actually serve the needs of our pupils and their future live.<br>Curriculums are high quality and purposeful vehicles for meaningful education.<br>The timetable mechanism supports a wide and varied curriculum offer and can be tailored to target pupils.<br>Staff are equipped with the expertise to make the curriculums work effectively.<br>Staff understand the what, the why and the how.<br>Learning is layered and re-visited for staff.<br>Staff are supported to make these curriculums operational entities.<br>Re-layering of the what, why how. |

| | The curriculums are high quality in their delivery and deliver meaningful learning experience. |
| --- | --- |
| | That curriculums are supporting pupils to learn fundamental life skills that will support them in their future lives. |
| | A model that creates clarity for staff and pupils. All teachers are equipped with a delivery model that supports the retention of knowledge. |
| | Clarity of the model that is understood by all. |
| | It has become a main teaching model as part of our main approach to learning delivery. |
| | Staff understand the key concepts and the research. |
| | Staff re-visit, engage and understand. |
| | Monitor the effectiveness on the learners in the classroom. |
| | Clear picture of data to inform next steps. |
| | Clear picture of data linked to intelligence and decision making. |
| | Clear contextual position is articulated. |
| | Technology opportunities are being utilised to inform future developments in interventions. |
| | Programmes are forward thinking but have clear parameters for success. |
| | Decisions are informed by data. |
| | Interventions are relevant and informed by data rich sources. |
| **To continue to find innovations to increase student attendance and reduce student disengagement.**<br><br>Refining the strategy to explore individual contexts/needs to increase pupil and family engagement in school.<br><br>- Creating a bespoke therapy first satellite provision for a targeted group of pupils. | Establish relationship with parents and a constant line of communication that acts as support-check-challenge to ensure parents are actively engaged in the attendance of their child in school and have access to early intervention when needed. Measured through: attendance data, parent voice.<br><br>Further refinements are in place that work at an individual level to increase pupil attendance and are child-centred and formalised. Measured through: attendance data.<br><br>Daily attendance scrutinised and action taken at earliest point before downward trends appear a bespoke provision is created that is therapeutic and communication first. It is mapped around sensory regulation and |

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|---|---|
| | meets the needs of pupils with anxiety-based school avoidance and supports their SEMH needs through a highly targeted approach.<br><br>Pupils attendance increases and they engage in learning.<br><br>Dysregulation is decreased and pupils are working towards qualifications that will support them in their next steps. |
| **To refine graduated systems to respond to the behavioural trends that are presented in school.**<br><br>Using data trends to create targeted whole school strategies that respond to individual and group behaviours that are not in-line with school expectations.<br><br>- A programme of intervention linked to self-destructive behaviours and behaviours that cause others harm. | DATA feeds into decision making<br><br>All stakeholders feel heard and are active participants.<br><br>There is an active engagement in addressing behaviours that impact on the school culture and an individuals ability to thrive<br><br>Data reflects positively to school action.<br><br>Pupils reduce repeat behaviours.<br><br>Pupils learn the skills needed to keep them and others safe.<br><br>Pupils engage in personal accountability.<br><br>Pupils develop a sense of self and belonging, alongside the importance of the school values. |

# 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: £35,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Developing/maintaining a curriculum that is broad and ambitious for all pupils, supporting their needs and improving their outcomes.** | 

Teacher's Overall Performance



Teachers Performing at 1-1.9



Progress 8 Score | 1 |

| | | |
|---|---|---|
| | The proportion of teachers consistently delivering good or outstanding lessons remains high. Where teachers are not performing at this level, plans are put into place to support their professional development; which has resulted in an improvement in lesson delivery, planning and pupils engagement.<br><br>In 2024 the student attainment 8 scores have increased 0.5.<br><br>The Progress 8 score demonstrates significant increase compared to 2023.<br><br>**By the end of KS3 students with the largest literacy deficit are now closer to the national average -** Students who receive intervention over a 5-month period increased reading age by 1.4 years on average compared to 0.52 when compared to students not receiving 1-1 intervention – Data taken form LASS Spring 23 – Autumn 24.<br><br>Increase to students' attitude towards reading and reading across the curriculum – Confidence in reading 15% increase, Reading enjoyment 18% increase, Importance of reading 30% increase, Reading being a key part of lessons 39% increase, feeling supported with reading 18% increase (measured in positive responses Students voice 03/23 compared to 11/23) | |

|  |  |  |
| --- | --- | --- |
|  |  |  |

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

Budgeted cost: *£60,000*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| --- | --- | --- |
| *Re development of the personal development curriculum to truly meet individual needs and EHCP outcomes.* | • Our Personal Development Curriculum aims to build **students' confidence** so they can become life-long learners and fully realised citizens within their communities and the wider world. We want our students to develop as **well-rounded young people** who can contribute meaningfully to the wider community and go on to lead **happy, successful and healthy lives.**<br><br>• Our PD offer at Keyham Lodge responds to these recommendations through its aims to develop these characteristics in all our learners as:<br><br>   • Self-control<br><br>   • Self-perceptions<br><br>   • Social skills/Communication<br><br>   • Resilience- the ability to cope with stress<br><br>   • Personal values<br><br>The behaviour data and individual case studies of students massively highlighted the needs to find the equal weighting between academic and character curriculum. | 1,2,3 |

Year 11: *PD = 25%* (this will be much higher for learners who continue to struggle to access learning in the traditional classroom setting - there will be an appropriate split to meet specific need)
*AC = 75%*

Year 10: *PD 35%* (this will be much higher for learners who continue to struggle to access learning in the traditional classroom setting - there will be an appropriate split to meet specific need)
*AC = 65%*

Year 9: *PD 45%* (this will be higher for learners who continue to struggle to access learning in the traditional classroom setting - there will be an appropriate split to meet specific need)
*AC = 55%*

Year 8: *PD 50%* (this will be higher for learners who struggle to access learning in the traditional classroom setting - there will be an appropriate split to meet specific need)
*AC = 50%*

Year 7: *PD 60%* (this will be higher for learners who struggle to access learning in the traditional classroom setting - there will be an appropriate split to meet specific need)
*AC = 40%*

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

Budgeted cost: £9,055

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Attendance* | All students have attendance buddies and incentives linked to attendance. To ensure students are safe and they progress academically and socially they need to be attending consistently. Students in our setting that have attendance above 90% have consistently better behaviour for learning gears. | 2 |
| *Food* | Fund food for the catering curriculum. Food available so all students have accessible meals and snacks at least twice a day. Food available for parcels to go home and support families. This will support the poor demographic of our students who don't always have the best quality food and or health in their family homes. | 1,2,3 |
| *Pastoral support/keyworker sessions.* | Catering for the pastoral needs of our students is essential as they are from the poorest demographics in the country. Hunger, belonging, safety, wellbeing and their individual SEMH needs will be targeted. 100% of all our new starters received pastoral support enabling them to build positive relationships. This fed into their pupil passports which outlines their needs from their point of view. | 1,2,3 |

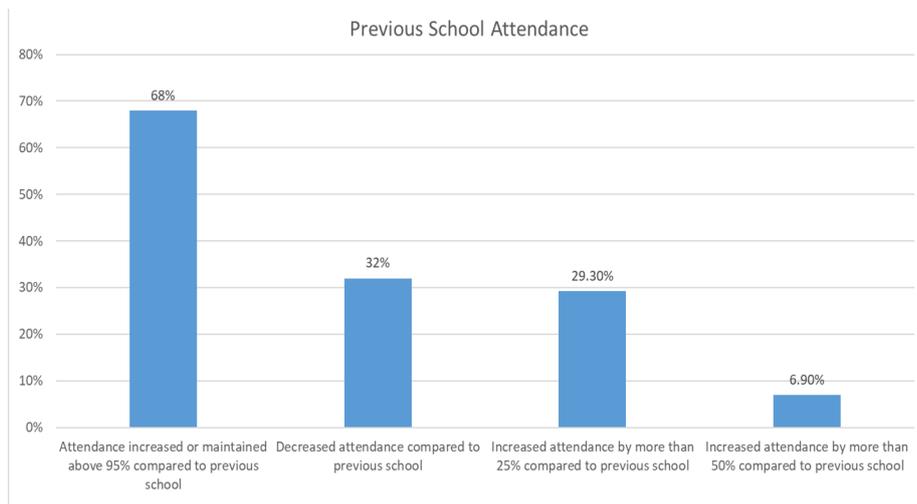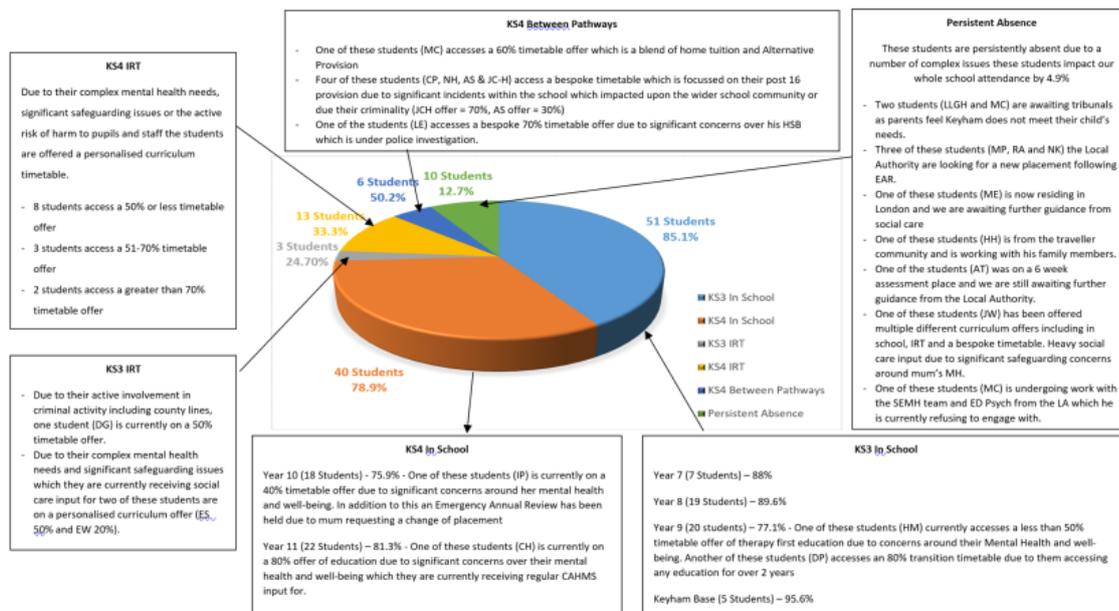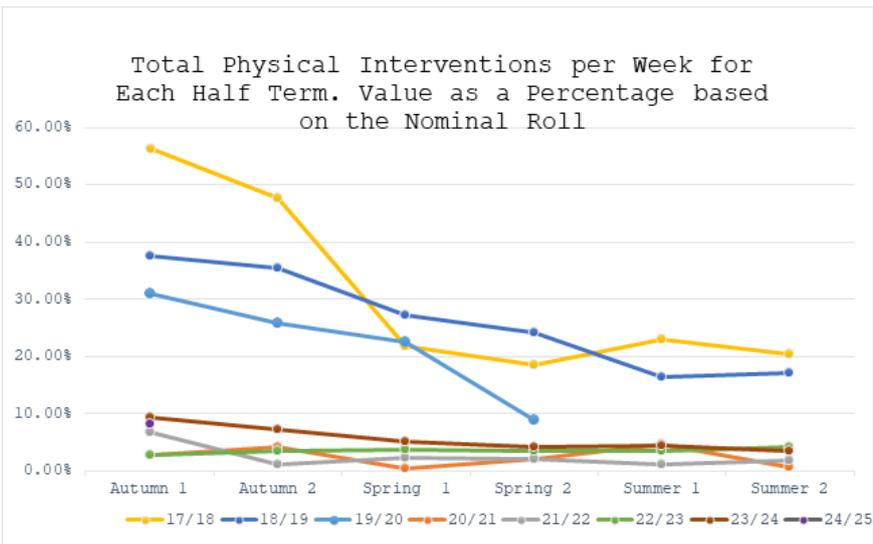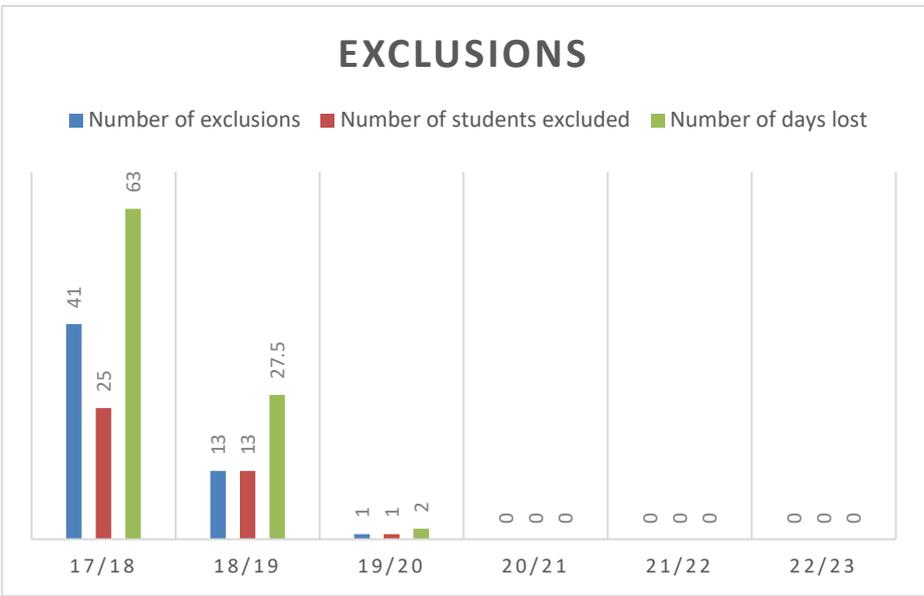| School uniform | Our students families can't always afford uniform, they struggle to manage money effectively and often don't wash/provide clean uniform. This is a barrier we take away daily at school, so students don't feel isolated. | 2 |
|---|---|---|
| Extended day/clubs | Students require positive adult role models and relationships so they can work effectively in school. Extended day provides the perfect opportunity to build these relationships. The schools behaviour principles are built on positive relationships. Students can articulate how much they enjoy clubs, we use these relationship to give students a key worker in school. These close relationships also feed into their pupil passports. | 2,3 |
| School holiday programs | Some of our most deprived and vulnerable students will have targeted sessions, so we can ensure they are safe, avoid criminality and maintain positive relationships away from school. All staff use CPOMS and our safeguarding lead targets students who require school holiday welfare checks, activities and support. | 1,2,3 |

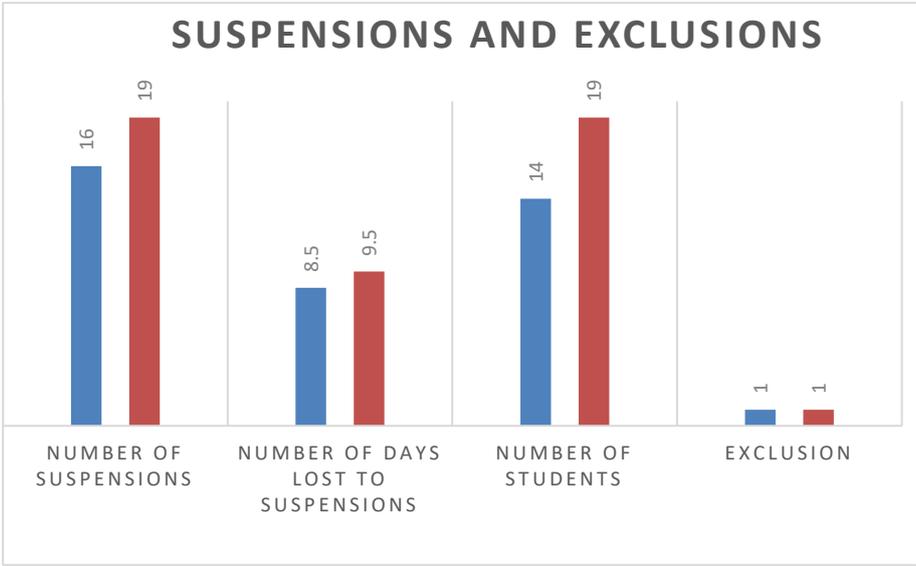**Total budgeted cost: £** *£35,000, £60,000 and £9,055*

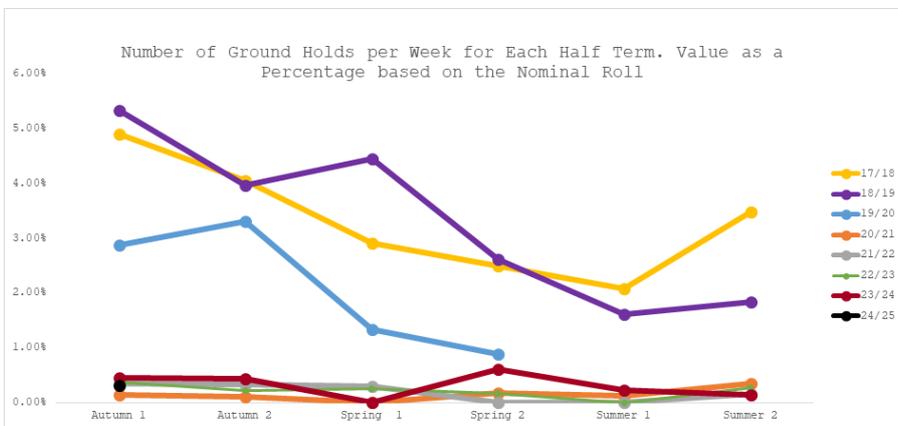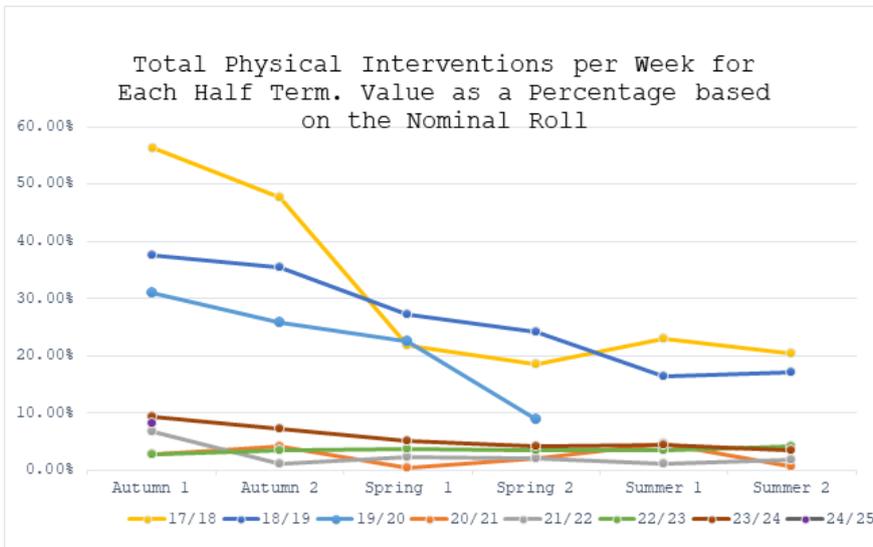# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.



The Number of Students and Attendance for each provision/curriculum offer at Keyham Lodge



Previous School Attendance

## SUSPENSIONS AND EXCLUSIONS

A bar chart showing suspensions and exclusions data with blue and red bars:

| Category | Blue | Red |
|---|---|---|
| Number of Suspensions | 16 | 19 |
| Number of Days Lost to Suspensions | 8.5 | 9.5 |
| Number of Students | 14 | 19 |
| Exclusion | 1 | 1 |

## EXCLUSIONS

Legend: ■ Number of exclusions  ■ Number of students excluded  ■ Number of days lost

| Year | Number of exclusions | Number of students excluded | Number of days lost |
|---|---|---|---|
| 17/18 | 41 | 25 | 63 |
| 18/19 | 13 | 13 | 27.5 |
| 19/20 | 1 | 1 | 2 |
| 20/21 | 0 | 0 | 0 |
| 21/22 | 0 | 0 | 0 |
| 22/23 | 0 | 0 | 0 |

## Total Physical Interventions per Week for Each Half Term. Value as a Percentage based on the Nominal Roll

A line chart with y-axis from 0.00% to 60.00% and x-axis showing half terms: Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1, Summer 2.

Legend: 17/18, 18/19, 19/20, 20/21, 21/22, 22/23, 23/24, 24/25

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Total Physical Interventions per Week for Each Half Term. Value as a Percentage based on the Nominal Roll



Number of Ground Holds per Week for Each Half Term. Value as a Percentage based on the Nominal Roll

**The School is also making gains in terms of closing the gap for disadvantaged students:**

*although there is a recognised difference in the FSM and non-FSM cohort, and thus an identification of some of our learners as disadvantaged and some as not, as a school, we recognise that the vast majority of our learners are in fact, disadvantaged by virtue of their context, even when they are not in receipt of FSM,*

**2024**



ATTAINMENT 8



PROGRESS 8
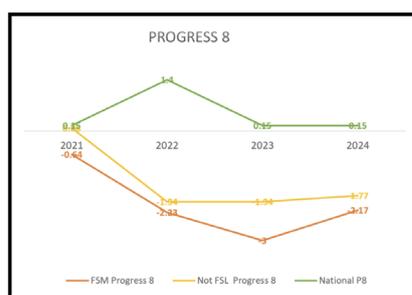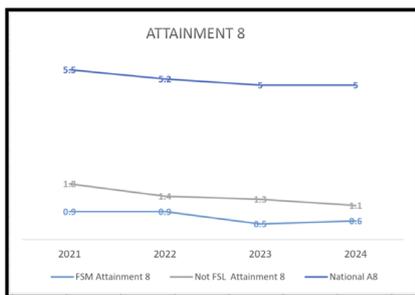
The majority of students at Keyham Lodge are FSM and therefore fall into the 'disadvantaged' bracket.

Although not defined as such, most of the students at Keyham Lodge do in fact, access FSM.

Despite National trends, which have seen a reduction in the ATTN8 score, students at Keyham Lodge have continued to improve in this area. students have increased ATTN8 by 0.1 of a grade.

Likewise, the students' P8 score have also significantly improved. In the case of FSM students, 0.82, almost a whole grade, a huge gain for these learners.

Given the tempestuous nature of the 2023-24 cohort, these figures clearly demonstrate that regardless of starting point, student at Keyham Lodge continue to achieve well and succeed beyond their expectations.

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