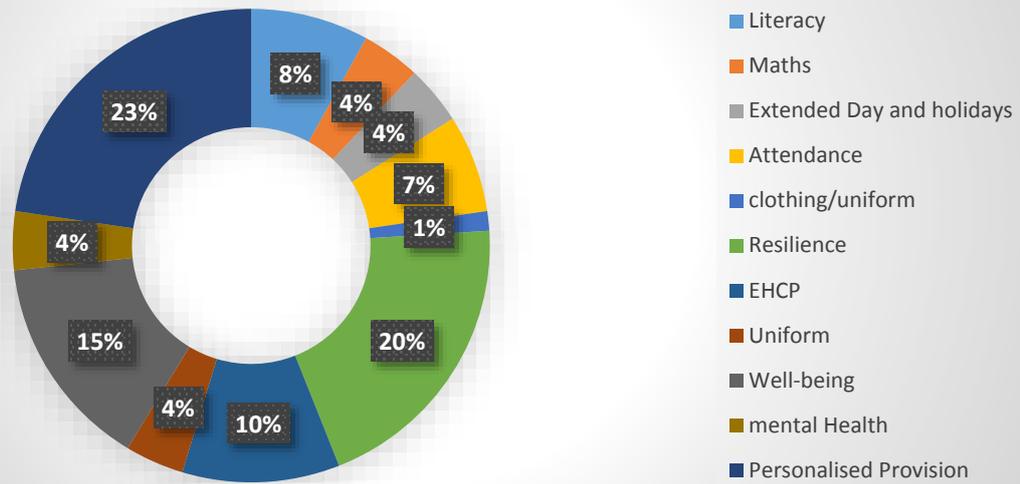


In 2018-19 the school received £75,025 for pupil premium students. The money was allocated to the budgets identified in figure 1 and the impact was measured through student progress, closing the gap with their mainstream national counterparts, KS4 attainment, Resiliency measures, Outcomes and attendance.

(figure 1, breakdown of spend)

### Pupil Premium spend



## Impact

Within the intervention element of the pupil premium spend (Maths, Resilience, Outdoor Education and English), the school has implemented the following actions/activities and achieved the following successes:

<ul style="list-style-type: none"> <li>• All KS3 students’ reading and spelling ages have been tested and used as a baseline for identification for literacy intervention.               <ul style="list-style-type: none"> <li>- Student are rotated every term based on whole school re-testing</li> <li>- Timetable established as a regular session</li> </ul> </li> <li>• Well established Reading for Pleasure sessions for all Year 7 and 8 students               <ul style="list-style-type: none"> <li>- Students have been consulted on book choices – termly visits to the library to choose books established,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• In Autumn term:               <ul style="list-style-type: none"> <li>✓ 100% of students receiving reading intervention improved on RA</li> <li>✓ of these 100% are now on track for English</li> <li>✓ 75% of students receiving spelling intervention have improved spelling ages</li> <li>✓ Of these 62.5% now on track in English</li> <li>✓ 87.5% of student maintained 90% attendance to intervention lesson.</li> </ul> </li> <li>In Spring Term:               <ul style="list-style-type: none"> <li>✓ 66% of students receiving reading intervention improved reading age</li> <li>✓ 71% of students receiving spelling intervention improved their spelling age</li> <li>✓ Of these 60% are on track in English</li> <li>✓ Where students were struggling to access RFP lessons, 47% of yr7 &amp; 8 students have now accessed the first lucky dip (3 books read independently) and 30% have accessed lucky dip 2 (5 or more book).</li> <li>✓ 52% of year 7 and 8 students have now borrowed books to read independently</li> </ul> </li> </ul>
--	---



<p>giving students previously disengaged with RFP ownership of the library and lessons.</p> <ul style="list-style-type: none"> <li>35 weeks of challenge established for all KS2 and KS3 students (and one KS4 tutor set). 35 weeks of challenge well established for KS2 and KS3. Other departments contributing to challenges, linking to curriculum.</li> <li>Two multi-sensory day (Harry Potter and Charlie and the Chocolate Factory) have taken place in Term 1 and Term 2, respectively. Mini-meets, shared literature across the school and a whole school CPD on multi-sensory approaches to support the successful delivery of lessons in the day.</li> <li>Next multisensory day planned for Term 3 (Maths/Problem Solving focus)</li> <li>Brilliance Programme established. 5 of the most gifted students identified to work with OBE to develop their specific area of excellence and understand how to pursue it and make a future from it.</li> <li>KS4 English intervention</li> </ul> <p><b>Resilience</b></p> <ul style="list-style-type: none"> <li>Students took their final tests at the end of the Easter term.</li> <li>Students re-base lined after the Easter break.</li> <li>New activities designed and planned by staff.</li> </ul>	<ul style="list-style-type: none"> <li>First half term 17 students (40%) nominated for the first reward trip (required high levels of engagement with the challenges), including 5 of the 7 students currently accessing literacy intervention. Whole school approach targeting students most in need of additional support</li> <li>All departments engaged in planning multi-sensory lessons for all classes. Students enjoyed an immersive learning experience on both days and teachers became increasingly familiar with a multisensory approach to delivering lessons.</li> <li>During CP review, the team notes <i>'Staff understand that an immersive learning environment will benefit their students well. Hence, the multi-sensory, whole school Hogwarts approach. Students have a place in the world and teaching supports them in acquiring the skills, knowledge and attitudes which will enable them to realise their ambitions.'</i></li> <li>All five students entirely engaged and invested in the process.</li> <li>All 5 students did their presentations during session two. All students were able to confidently 'perform' their area of brilliance and articulate why it was their chosen area. All have shown commitment and unwavering enthusiasm for the programme, despite significant time between sessions.</li> <li>All have started to consider how they could use their areas for future pathways and employment</li> <li>Following December mock exams, all 5 students have had an individual action plan based on the outcomes of the mock. All plans are being used to plan all sessions for this half term.</li> <li>PiXL Wave results show that all 3 of the students who have accessed their intervention consistently, secured grades above their FFT50 and all performed above the national benchmark (as mapped by PiXL against KS2 data).</li> </ul> <p><b>Resilience</b></p> <ul style="list-style-type: none"> <li>Ks3 increase in Motivation by 3.5%, Meta cognition by 1.1% and Openness by 2.7%.</li> <li>Ks2 increase in Motivation by 4.4%, Meta cognition by 3.1% and Openness by 6.2%</li> <li>Individually: L has had a 24% increase in his Motivation which is also reflected in his attendance 97%. He has pushed on to be above expected in Maths, English, Geography/History, gone up to an L2P in ICT and is now back on track in Art.</li> <li>The year 9 baseline for Grit (perseverance and passion for long term goals) is low at 2.79/5, showing the need for the Friday sessions being dedicated to their future pathway.</li> </ul>
--	---





<ul style="list-style-type: none"> <li>• Students reallocated into new groups according to their base line tests.</li> <li>• Year 9 have been set up onto a new programme based around Grit and their pathways.</li> </ul>	
--	--

Attendance remains a key focus of the school and as such, we have continued, for two days of each holiday, run activities with pupils whose attendance was low and/or whose behavioural issues were impacting on their attendance and engagement in school. The focus of these sessions was to ensure that students could build positive and trusting relationships with school staff outside of the classroom and maintain routines and structures that they found difficult to adhere to when they were back in school. In addition to this initiative, some students had individual key workers and personal support plans which worked with the students' family to help engage students in school and through phone calls with parents, a barrier to attendance that they cited was due to the purchase of uniform. Consequently the school worked with these families and used some of the pupil premium budget to purchase uniform for these students.

**Attendance**

Within the attendance element of the pupil premium spend, the school has implemented the following actions/activities and achieved the following successes:

<ul style="list-style-type: none"> <li>• Attendance pick up and staff identified for each day (breakfast organised for pick up)</li> <li>• Attendance team including (Year Team Attendance Coordinators) established</li> <li>• Re-assigned attendance buddies, based on student/staff relationships (as established in term 1)             <ul style="list-style-type: none"> <li>- Weekly review of attendance buddies sent to all staff</li> </ul> </li> <li>• Solo Taxis arranged for a number of students who have struggled on group transport</li> </ul>	<ul style="list-style-type: none"> <li>✓ Successfully collected between 1 and 6 students a day, helping to maintain or improve attendance.</li> <li>✓ Open and honest dialogue with persistent non-attenders, who are still invested in the school. When asked if he was going to be in school after the Easter break C said <i>'I have to come in, because I know it will affect my attendance if I don't'</i></li> <li>✓ 10 targets students in HT3 improved overall, by 9.89%. In HT4, 50% of key students' attendance improved with S improving 24%, I 13% and L by 18%</li> <li>✓ 4/7 Primary students' attendance has improved since. 6/8 have above 90%</li> <li>✓ 2 Yr7 students have maintained 100% attendance all year (highest for both since 16/17)</li> <li>✓ Attendance of all students on solo transport improved</li> <li>✓ National average of students with below 90% attendance (in 2017-18) was 55%             <ul style="list-style-type: none"> <li>- In autumn term, whole School this was 52%.</li> </ul> </li> </ul>
---	---





	<ul style="list-style-type: none"> <li>- In spring term, this was reduced further with 49% of students with below 90% and in school this was lower still with 40% of students with below 90% attendance.</li> </ul> <p>Whole School Attendance since January improved by 1.05%</p>
--	--

## Mental Health

Within the mental health and the well-being element of the pupil premium spend, the school has implemented the following actions/activities and achieved the following successes:

<u>Actions</u>	<u>Collective impact</u>
<ul style="list-style-type: none"> <li>• Delivered a CPD session for staff around developing positive relationships with families.</li> <li>• Further CPD linked to brain development theory, resilience and linking in therapy theories into classroom practice and behaviour management for staff.</li> <li>• Adapted our educational offer, for specific students whose mental health and/or well-being needs are not being met in the classroom setting</li> <li>• Continued to develop the joined-up strategy between the Occupational Therapist and AHT for CC to co-ordinate a programme for supporting successful placements and developing intervention therapy for students whose placement is about to; or has broken down.</li> <li>• Collaboratively written specific staged support plans for students to meet their therapeutic needs within the classroom setting and developed a collaborative approach between ISM and Therapists/Psychologist for planned behaviour strategies</li> <li>• Continued to develop expertise in the Rapid Response team so that they work 1:1 with students to deliver programmes linked into the therapists' work carried out with pupils and to meet their educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>✓ By HT2 reduction of exclusions to 0. This is a significant drop on the same time period in 2018, which totalled 33.5 days lost to exclusions. This is the first time that an exclusion figure of 0 during a half term since 2013.</li> <li>✓ 82% of students who have received IRT therapeutic interventions have achieved a serious reduction in physical interventions (av reduction of 50%), negative incidents (av reduction of 52%) and time given in lessons (av reduction of 49%).</li> <li>✓ Exclusions have reduced by 64% compared to last academic year.</li> <li>✓ Keyham Base is a growing provision which has enabled 100% of students to re-engage with their counterparts in lessons for English and Maths.</li> <li>✓ We have successfully established our first linear tutor group and as a result this has facilitated positive engagement for all of the students who have joined Keyham Base due to their identified vulnerabilities, upon entry into the school, which has been sustained through the ongoing support of Keyham Base.</li> <li>✓ 6 students who have received a prolonged timetable with IRT and intense therapy due to ongoing mental health issues, are now re-engaged within school and are having lessons with their counterparts whilst still having access to ongoing IRT support.</li> </ul>



<ul style="list-style-type: none"> <li>• Student Welfare Co-ordinator and a Family liaison and Welfare member of staff continue to work closely with families and other agencies to link the work being done in school to the work taking place externally.</li> <li>• Adapted our educational offer, for specific students whose mental health and/or well-being needs are not being met in the classroom setting</li> <li>• Developed the equine therapy at the land and further developed the curriculum offer linked to equine therapy.</li> </ul>	
--	--

### Impact Through Outcomes

<u>Actions</u>	<u>Impact</u>
<ul style="list-style-type: none"> <li>- Year 9 taster &amp; KS4 project week included visits and training sessions to Alternative providers / companies and included Social Personal Development.</li> <li>- Ran a 'reality check' programme alongside Yr11 revision and KS4 project week</li> <li>- Started Yr9 Friday tasters earlier to replicate the option blocks for next year. Students encouraged to work offsite where possible</li> <li>- Teachers that lead on Pathway options have looked to transition into ks4 work to reduce anxieties and give quality to the provision</li> <li>- Visits to some companies included offers of work placements and mentoring / training for our students including Ollivieti, Leicester Coffee Company and Somaiya Motors.</li> <li>- Introduced a Pathways 'Enterprise' option for Leicester Coffee company to distribute coffee to local businesses</li> </ul>	<ul style="list-style-type: none"> <li>✓ KS4 project week - one staff comment: "J surprised me the most and probably worked the hardest out of the lot on the Wednesday clearing the land and following instructions from A well. He was committed, didn't moan once and worked well as a team with the others. On Friday again I was impressed with his work ethic. He came ready to work and along with L made a plan for the day straight away and without being asked for together the tools and wood that they would need and headed straight to the poly tunnel to start work"</li> <li>✓ Over Easter one Year 11 pupil emailed to say: "...I have had a lot of time to think about our meeting on Friday afternoon and to consider what my future holds for me...although I have said no to college so many times I have thought about it and I would like to change my answer because I want to do what's best for me and my future..."</li> <li>✓ Three pupils are trialling other pathway offers by their own request before committing at KS4, ALL other students have continued their Pathway option on Fridays with 100% participation for the first 2 weeks</li> <li>✓ A Yr11 pupil, who CAMHS said is a selective mute, was recorded successfully completing his Entry Level English Speaking &amp; Listening task</li> </ul>
<p><u>Outcomes</u></p> <ul style="list-style-type: none"> <li>- 11 x Year 11s took FS1 Maths and 8 took FS1 English</li> </ul>	<p><u>Outcomes</u></p> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>✓ 9 x Yr11s passed FS1 Maths, with the other 2 pupils only 5 marks off or less (out of 48)</li> </ul>



<ul style="list-style-type: none"> <li>- 12 x Year 10s took FS1 Maths and 9 took FS1 English</li> <li>- Assigned each pupil an exam buddy based on need and relationships</li> <li>- SENCO worked with HoDs and teachers on access arrangement need and evidence</li> <li>- Completed mocks in English, Maths, Science and Geography</li> </ul>	<ul style="list-style-type: none"> <li>✓ 6 x Yr10s passed FS1 Maths, with 3 pupils only 5 marks off or less (out of 48)</li> <li>✓ 6 pupils graded in the mock (3 are working towards Grade 4)</li> <li>✓ 14 x Yr11s have now passed GCSE or FS1; 3 have an entry level qualification</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>✓ 3 x Yr11s passed FS1 English</li> <li>✓ 3 x Yr10s passed FS1 English</li> <li>✓ 3 x Yr10s passed the FS1 Reading component, with 2 pupils only 1 mark off passing FS1 Writing</li> <li>✓ 7 pupils graded in the mock (3 are working towards Grade 4)</li> <li>✓ 15 x Yr11s have now passed GCSE or FS1</li> </ul> <ul style="list-style-type: none"> <li>✓ 10 x Yr11s and 2 x Yr10 now have a GCSE or FS1 in both Maths and English</li> <li>✓ 3 x Yr11s have an entry level or better in both</li> <li>✓ FS exams and mocks showed a positive link between pupils and their scribes</li> <li>✓ Latest Challenge Partners review acknowledged our outcomes as "OUTSTANDING"</li> </ul>
<p><u>Destinations</u></p> <ul style="list-style-type: none"> <li>- Attended (Leicester and Leicestershire Enterprise Partnership)</li> <li>- Commissioned work to meet with several companies / industries to consider how they will work with KLMS –</li> <li>- Leavers of KLMS still continue to be supported where required.</li> </ul>	<p><u>Destinations</u></p> <ul style="list-style-type: none"> <li>✓ Out of 10 Year 11s that have been given conditional offers there are 2 at level 3, 2 at level 2 and 6 at level 1</li> <li>✓ Companies will offer us monitoring / buddying / work placements / support with Apprenticeships and training</li> <li>✓ One leaver finished his traineeship with KLMS and now is volunteering at an animal store.</li> <li>✓ 2 leavers are completing work experience at companies we work with.</li> </ul>

All students who attend Keyham Lodge School have an Education Health Care Plan and as part of this have individual EHCP outcomes. There are no formal quantitative data systems in place tracking these currently, however each student has a personal EHCP tracking book with their targets, which demonstrates and evidences how students are making progress in these areas. Through the pupil premium money we have developed an outdoor education and well-being provision which teaches the students a wide range of skills such as social engagement, gross motor skills, how to manage risk, managing sensory exposure, developing positive relationships, developing age appropriate conflict management strategies, how to manage unstructured times and independent living skills. Activities include kayaking, climbing, residential trips, Duke of Edinburgh, music lessons, EHCP weeks, team building, horse riding, counselling, play therapy and an on-site chef who cooks high quality, home cooked nutritious food for free for the students in receipt of pupil premium.