

Pupil premium strategy statement - Kisharon Noé School 2023 - 2025

2024 Update

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	77
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Adina Collins
Pupil premium lead	Silvia Labra
Governor / Trustee lead	Jane Pearl

Funding overview Part A: Pupil premium strategy plan

Statement of intent

Detail	Amount
Pupil premium funding allocation this academic year	£23668
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£20257
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£23668

Kisharon Noé School has around 18% Pupil Premium students.

The National average in all schools is 27.3%. However, this is on average considerably higher for pupils with SEN at 37.5% and 41.1% of pupils with an EHC plan are eligible for Free School Meals.

Anecdotally we are aware that we have a far large number of Pupil Premium students but there is a stigma in our school community to ask for support from the local authority; as well as some families not being eligible due to their income not hitting the threshold but they have large families, meaning that income is spread thinly.

We therefore know that we have a far larger cohort of disadvantaged students than our 18% headline figure suggests.

Our ultimate objectives therefore are:

1. Communicating with, and supporting, parents:
 - a. To remove the stigma for our families on accessing support from the local authority or external networks.
 - b. To support our families to accept their child's diagnosis and condition.
2. Extend school time, including summer schools
 - a. To support our families when they need help the most, for example, during school holidays.

Challenges

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

Challenge number	Detail of challenge
1	Lack of purposeful activities in the summer holidays which support our cohort of students and their families.
2	Lack of positive, collaborative engagement with parents.

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
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The introduction of a summer school can provide additional experiences to students and activities, such as arts or sporting activities. These activities will be valuable in and of themselves but may also increase parental engagement as a whole.	• Pupil premium families are more engaged and therefore access the wider Kisharon offer which is already established. • Families report that the summer school is a success and helpful to their child and family. • Pupils report enjoying summer school. • Attendance as a whole increases.
Parental engagement with school is collaborative, purposeful and supportive of the needs of their child, due to attendance at high quality training programmes.	• Teachers report that the annual review process with parents is useful and purposeful. • Parents are working positively and collaboratively with school to identify purposeful and relevant targets for their child.

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: £6,909

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent research group with Dr Nina Robinson and Dr Mike Hymans focused on parental aspirations	• The average impact of improving parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. • Parental engagement strategies are typically more effective with parents of very young children. • Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's	2
Parent engagement activity days to encourage positive interaction with their children		

	aspirations and achievement over the longer term.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Summer school	• Summer schools have a positive impact on average (three months' additional progress) • Summer schools that use teachers that are known to the pupils have a higher impact • Summer schools can also provide additional experiences and activities, such as arts or sporting activities. This might be valuable in and of themselves or be used to increase engagement alongside academic support. • Evidence suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in.	1

Total budgeted cost: £36,909

Part B: Review of the previous academic year (2023-2024)

Outcomes for disadvantaged pupils

Actions:

1. Parent group held with educational psychologists
2. Parent events held throughout the year including coffee mornings, winter fair, open mornings and parent child activities
3. In person parent evenings with childcare options held during the year
4. After school club run by Langdon Brady has been established
5. Training for communication and collaboration with parents

Impact:

1. A report written by Dr Nina Robinson and Dr Mike Hyams has been published and has impacted the schools communication plan. Teachers and Senior Leaders have created a communication plan and risk assessment which is used to inform how best to communicate based on the needs of the most disadvantaged pupils, thinking about parental communication preferences, level of literacy and cognitive load. This has significantly improved the approach to communication.
2. Parents have had a variety of opportunities to come into school under different pretences, to work with their own children, network and meet other parents and enjoy the resources school has to offer. This has strengthened the relationship between staff and parents which creates an environment where the most disadvantaged pupils can thrive.
3. Parents had the opportunity to come into school and discuss their child's progress at another time in the year other than annual review. This has previously been tricky to run due to childcare however offering additional after school clubs over a number of evenings allowed for a much better turn out to over 70% of parents. This strengthened the partnership between parents and teachers and will allow for an environment where the most disadvantaged pupils can thrive.
4. Many after school programmes do not run for pupils with SEN and often can come with challenges due to the environment. The school opens for an additional 3 hours each week for an after school club that is staffed by school staff who are familiar with the pupils and housed within the school in a familiar environment. This allows us to offer more support to our families most in need and allows pupils who attend to continue to work on social targets in a more relaxed environment. 16% of pupils who attend the club are on the school's pupil premium register.
5. Staff have attended a variety of training around communication including Working with the most difficult to engage families. This can improve

communication skills and build stronger relationships. The training has been implemented through improving communication strategies for our parents with language barriers which make up 16% of our pupil premium register.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Langdon Brady Club	Kisharon Langdon

Mid Point Review of Intended Outcomes

Intended outcome	Success criteria	Review (Nov 2024)	RAG
The introduction of a summer school can provide additional experiences to students and activities, such as arts or sporting activities. These activities will be valuable in and of themselves but may also increase parental engagement as a whole.	- Pupil premium families are more engaged and therefore access the wider Kisharon offer which is already established. - Families report that the summer school is a success and helpful to their child and family. - Pupils report enjoying summer school. - Attendance as a whole increases.	- Some pupils on the pupil premium register attend after school and holiday clubs. - Some work has been done with Langdon Brady to offer half term and Summer schemes - Langdon Brady is now linked up with KEF (a club attended by some pupils) to try and cover more time during the holidays between the 2 programmes.	

Parental engagement with school is collaborative, purposeful and supportive of the needs of their child, due to attendance at high quality training programmes.	- Teachers report that the annual review process with parents is useful and purposeful. - Parents are working positively and collaboratively with school to identify purposeful and relevant targets for their child.	- Annual review process has been reviewed and a new structure is being implemented with a view to being fully embedded by September 2025. - There is more collaborative practice between school and home, however more can be done to improve these connections and drive towards pupil outcomes as a partnership	
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Activitt for Academic Year 2024 - 2025

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: £3668

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent engagement activity days to encourage positive interaction with their children	- The average impact of improving parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. - Parental engagement strategies are typically more effective with parents of very young children. - Parents' aspirations also appear to be important for	2

	pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Summer school	• Summer schools have a positive impact on average (three months' additional progress) • Summer schools that use teachers that are known to the pupils have a higher impact • Summer schools can also provide additional experiences and activities, such as arts or sporting activities. This might be valuable in and of themselves or be used to increase engagement alongside academic support. • Evidence suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in.	1