

Kingsmead School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Kingsmead School
Number of pupils in school	951
Number of pupil premium eligible pupils	176
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mark Williams, Headteacher
Pupil premium lead	Kim Davies, Assistant Headteacher
Governor / Trustee lead	Sue Harrison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,150
Recovery premium funding allocation this academic year	£20,010
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£45,606
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£189,766

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through our school-based Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Progress and Attainment in English and Mathematics, with its subsequent impact on student ability to access the rest of the curriculum.

2	Aspiration – a proportion of PP students do not aspire to attain highly and progress to an appropriate destination.
3	Engagement & attendance – a proportion of PP students do not sufficiently engage in PE, additional educational opportunities and trips. Furthermore their attendance is poor.
4	Study skills – a proportion of PP students are insufficiently engaged in home learning, revision and reading.
5	Open Bucket Attainment – this is an area of weakness for PP students.

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
Improve the quality of teaching and learning for all students to ensure access to the breadth of the school curriculum.	<p>Progress in English/Maths according to GCSE outcomes and census point reports.</p> <p>Lesson observations, work scrutinies and student council discussion show improvement.</p> <p>Our Shared Expectations embedded across all lessons.</p>
Aspiration to success Post-16, with its subsequent effect on motivation and sense of purpose whilst at school.	<p>Appropriate destination decisions.</p> <p>Reduction in PP-NEET %.</p>
Greater confidence, wellbeing and resilience, which leads to improved aspirations and the resilience to overcome hurdles along the way.	<p>More PP students on trips / clubs / representing the school etc.</p>
Students know how to utilise their independent study time appropriately to further their progress.	<p>Measured by home learning submission rate, attendance at after-school/holiday based and revision sessions.</p> <p>Develop self-quizzing skills for a knowledge-based curriculum improving knowledge retention.</p>

Improved attainment in open bucket.	Outcomes in open bucket raised in 2022+ results and the gap between the achievement of PP and non PP students narrowed.
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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: £80,959

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,5</p>
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>It will first be rolled out in maths and science followed by other subjects.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,4</p>

High standards and expectations – held by learners, encouraged by staff	PP class work needs to be of a high standard. Ofsted Key Principles for using Pupil Premium - '2. The school never confuses eligibility for the pupil premium with low ability... focus [should be] on the highest levels'.	2,3,4
Specific paid support for open bucket teachers	Some open bucket subjects are taught by inexperienced staff who have requested additional support.	5
Consistent use of assessment to inform planning and teaching	EEF suggests that Mastery Learning has a + 5 month impact on PP students. To enable mastery learning, assessment must inform planning and teaching	1,2
High quality home learning	EEF suggests at secondary schools home learning has a + 5 month impact on PP students	4
Metacognition in our CPD cycle	EEF suggests Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress	2,4
Feedback	EEF suggests that good quality feedback has a high impact of +8months	1,2,5
PP identification and accountability	Staff must know PP students and be held accountable for PP progress	1
PP provision begins in primary, best practice is shared	EEF suggests early identification of unmet need in PP students is crucial	1,2

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

Budgeted cost: £63,412

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3
Small group tuition	According to EEF, small group tuition has a +4-month impact.	1,2,3
Accelerated reader platform	EEF efficacy trial focused particularly on pupils who did not achieve a level 4 on their Key Stage 2 SATs. The project found a positive impact on all pupils of an additional three months' progress over the course	1,4
Academic mentoring	EEF suggests positive mentoring has an impact of +1 months	2,3,4
Revision classes - Easter, Whitsun, Lunchtimes, Afterschool	EEF suggests extending the school time to have a +2 month impact and will also help to close the gap in independent study skills.	2,3,4
Personal mentoring – Y11.	EEF suggests positive mentoring has an impact of +1 months	2,3,4
2 school meals per day	Cardiff University study 2015 – 'children who eat breakfast before school are twice as likely to perform well in tests'	1,4
Computer devices / internet support	EEF suggests digital technology can have a +4 month impact.	1,3,5
Careers advisor and Co-ordinator support	PP students often have low aspiration or struggle for work experience.	2

Funding of educational resources	Revision guides etc are costly / PP students are less likely to have the necessary family income	4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
Governance monitoring	'Strong governance is critical to schools' successful use of the pupil premium funding' (Ofsted – The Pupil Premium, an Update 2013)	1,5
Parental involvement	EEF suggests parental involvement has an impact of +3 months	1,2,3,4,5
Attendance / lateness	Attendance is vital for attainment and achievement	3
Praise and reward	Monitoring to ensure that PP students are rewarded at least as much as other learners.	2,3
Clubs and teams	To ensure clubs and teams are made up proportionately of PP students / provide access to provision such as music tuition.	3
Funding of educational visits	PP students need support to access paid trips / are less likely to have access to a range of life experiences.	3
Tracking of funding and impact	To ensure spending is appropriate and has an impact	1,2,3,4,5
Priority counselling, PFSA and student welfare access	Staff refer wellbeing concerns of PP students at a disproportionately high rate	3

Total budgeted cost: £189,766

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 2020 to 2021 academic year.

Review:

The 2021-year group on a whole performed similarly to 2020. A deficit in outcomes is evident in attainment at 4+ and 5+ particularly. However, we have clear ambition for PP students given their high EBACC entry rate – in line with national average.

Academic progress was insufficiently supported by interventions, which have been further developed for 2021-22 academic year.

Interventions across the school were too focussed on SEN pupils, meaning PP pupils were under-supported.

Utilisation rates of PP provision were high, including Revision Guide take up, careers appointment attendance rates etc. Use of welfare and support facilities from PP students remained high. As such we believe significant need was met by our provision.

Learning points:

- ✓ A new approach to PP will be led by AHT for T&L, Kim Davies.
- ✓ Intervention tutors Caroline Yon and Helen Anson will focus more on PP support specifically.
- ✓ Staff will work together collaboratively on a new model for intervention, ensuring support is targeted at PP pupils.
- ✓ There will be an improved attendance focus.
- ✓ Year 11 is too late for PP interventions. PP support needs to target all year groups, not just Year 11, with greater Year 7/8 focus.
- ✓ PP 'take up' of trips and PE activities should be specifically measured.
- ✓ HPA PP students need specific academic intervention support.

Services premium students need a renewed focus, with Beckie Ashford taking a lead in meeting with and supporting this group from Sept '21.

Externally provided programmes

Programme	Provider
NA	

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We have set up lunchtime school clubs for service children. This supports friendships between service pupils.</p> <p>A dedicated member of staff is available to support service pupils with anxiety and loss when a family member is deployed.</p>
What was the impact of that spending on service pupil premium eligible pupils?	Too early to tell – this is a new innovation for 2021-22.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.