

2020-21 Pupil Premium Strategy



1. Summary information					
School	Kingsmead School				
Academic Year	2020-21	Total PP budget	£159,290	Date of most recent PP Review	October 2020
Total number of pupils	928	Number of pupils eligible for PP	156	Date for next internal review of this strategy	October 2021

Attainment					
Category	2017 - Pupils eligible for PP at Kingsmead	2018 - Pupils eligible for PP at Kingsmead	2019 - Pupils eligible for PP at Kingsmead	2019 - School average (all students)	2019 - National average (all students)
Pupil Premium students achieving Grade 5 or above in English and Maths	28%	30%	7%	35.3%	45%
Pupil Premium students achieving Grade 4 or above in English and Maths	56%	46%	48.28% (Nat Average 47% - FFT)	64%	67%
Attainment 8 score for Pupil Premium students	41.16	37.78	32.68	45.3	48
Pupil Premium students achieving the Standard Pass in EBacc subjects	28%	17%	17%	42%	Unk
Ebacc Average Point Score for Pupil Premium students	Unk	3.43	3.07	4.27	4.6
Overall Progress 8 score for Pupil Premium students	-0.17	-0.38	-0.65	-0.06	-0.02

			<i>(‘above average’ for comparable schools – EEF)</i>		
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2. Barriers to future attainment (for pupils eligible for PP, including high ability)

The following barriers are identified through:

- Staff consultation, examination of internal and external data, use of student voice
- Research on strategies to support disadvantaged pupils including NFER, Education Endowment Foundation and the Sutton Trust

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Progress and Attainment in English and Mathematics + Open Bucket subjects, with its subsequent impact on student ability to access the rest of the curriculum.
B.	Aspiration – a proportion of PP students do not aspire to attain highly and progress to an appropriate destination.
C.	Wellbeing, Confidence and Resilience – a proportion of PP students do not exhibit resilience and make healthy choices.
D.	Study skills – a proportion of PP students are insufficiently engaged in home learning, revision and reading.

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Attendance – a proportion of PP students have attendance which is below the national average, with subsequent underachievement.
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3. Desired outcomes

	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Ability to access the breadth of the school curriculum, achieve entry criteria for an appropriate Post-16 destination and ensure success in the workplace.	Progress in English/Maths according to GCSE outcomes and census point reports.
B.	Aspiration to success Post-16, with its subsequent effect on motivation and sense of purpose whilst at school.	Appropriate destination decisions. Reduction in PP-NEET %.

C.	Greater confidence and resilience, which leads to improved aspirations and the resilience to overcome hurdles along the way.	Fewer sanctions, more PP students on trips / clubs / representing the school etc.
D.	Students know how to utilise their independent study time appropriately to further their progress.	Measured by home learning submission rate, attendance at afterschool/holiday based and revision sessions.
E.	Students attend and engage in learning.	Raised attendance % for PP students.

4. Planned expenditure

Academic year	2020-21
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Higher standards and expectations of PP student work	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’.	Termly departmental team and SLT book scrutiny	Headteacher, HoDs	Annual
Open bucket focus	Focus on improving open bucket outcomes, a category of course favoured by PP students	PP students (particularly HPA) disproportionately select open bucket subjects which are our lowest attaining subject category.	New courses, revised line management processes, change of staffing.	AAHT – T&L DHT	Annual

Strategies to support the learning of PP students in our classroom	CPD, personalised for our staff	Ofsted 'Key Principles for using Pupil Premium' - 'quality first teaching is paramount'.	Cycle of learning walks by SLT, HoD, shared monitoring documentation	Headteacher, AAHT – T&L	Annual
	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	Cycle of learning walks by SLT, HoD, shared monitoring documentation	Headteacher, AAHT – T&L	Annual
	High quality home learning	EEF suggests at secondary schools home learning has a + 5 month impact on PP students	Class teacher monitors submission. HoD monitors frequency/quality, Headteacher shares overview.	DHT, HoDs Headteacher	Termly set home learning overview
	Metacognition	EEF suggests Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress	School Inset programme, observations of metacognitive teaching strategies	DHT, HoDs Headteacher	Annual
	Feedback	EEF suggests that good quality feedback has a high impact of +8months	Monitoring of class books for quality of feedback + impact on student progress.	HoDs, AAHT – T&L	Learning walks, termly observations
	PP identification and accountability	Staff must know PP students and be held accountable for PP progress in performance management	Identified PP in progress folder, evident ability to support PPs in learning walks/observations	HoDs	Learning walks, termly observations

Primary engagement	PP provision begins in primary, best practise is shared	EEF suggests early identification of unmet need in PP students is crucial	Regular TVP meetings on implementation	Headteacher, TVP Headteachers	Annual
Total expenditure					£91,605
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Academic progress	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.	AHT-HU to oversee implementation, review provision.	AHT-HU	Quarterly
	Small group tuition	According to EEF, small group tuition has a +4-month impact.	DH-P&P + PP assistant to arrange tuition. Classroom teacher to advise of areas of weakness.	DH-P&P	Quarterly
	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.	Line management of PP assistant by DH P&P	PP Assistant	Quarterly
	Academic mentoring	EEF suggests positive mentoring has an impact of +1 months	Line management by headteacher	AHT-HU	Quarterly

Suitable energy levels	2 school meals per day	Cardiff University study 2015 – ‘children who eat breakfast before school are twice as likely to perform well in tests’	Finance + catering manager to oversee provision.	Finance manager	Annual
Digital literacy	Computer devices / internet support	EEF suggests digital technology can have a +4 month impact.	E-learning leader to oversee digital engagement.	E-Learning leader	Quarterly
Support in making aspirational Post-16	Careers advisor and Assistant support	PP students often have low aspiration or struggle for work experience.	Careers performance review	DH-P&P	Quarterly
Personal revision preparation	Funding of educational resources	Revision guides etc are costly / PP students are less likely to have the necessary family income	PP revision guide take-up report	Finance assistant	Quarterly
Support literacy	Encourage reading	Students explicitly/verbally offered an appropriate reading book to take home from a range of known engaging authors	% takeup	PP assistant (Y7&8) LAC coordinator (Y9+)	Quarterly
Total expenditure					£26,874

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
High quality monitoring of PP	Governance monitoring	'Strong governance is critical to schools' successful use of the pupil premium funding' (Ofsted – The Pupil Premium, an Update 2013)	Disadvantaged learner outcomes is a standing item on AT&L governor agenda	DH-P&P	Annual
Raised attendance	Attendance / lateness	Attendance is vital for attainment and achievement	Attendance report to governors with disadvantaged attendance	DH – WB&D	Quarterly
Engaged learners	Praise and reward	Monitoring to ensure that PP students are rewarded at least as much as other learners.	Discussion point at PDBW meeting	DH – WB&D	Quarterly
Healthy participators	Clubs and teams	To ensure clubs and teams are made up proportionately of PP students / provide access to provision such as music tuition.	Report on PP involvement in teams	HoD – PE	Quarterly
Life experiences	Funding of educational visits	PP students need support to access paid trips / are less likely to have access to a range of life experiences.	Report on PP attendance on school trips	Finance assistant	Quarterly
Appropriate spending	Tracking of funding and impact	To ensure spending is appropriate and has an impact	Review at SLT	PP assistant	Quarterly
Improved awareness of mental health and wellbeing	Priority counselling, PFSA and student welfare access	Staff refer wellbeing concerns of PP students at a disproportionately high rate	Report on welfare services take up, PP % itemised	DH – WB&D	Annual

Total expenditure	£40,811
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5. Review of expenditure / outcomes

Previous Academic Year	2019-20
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i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improved progress for disadvantaged learners across all given measures.	See ** 'Pupil Premium, 2019-20'	<p>The 2018-19 year group on a whole performed more poorly than the previous year group, and this was reflected in PP attainment data. Academic progress was insufficiently supported by 2018-19 interventions, which need to be further developed for this new academic year.</p> <p>The 2019-20 year group performed <i>very</i> significantly better, however the outcomes are not to be reported. We believe the very significant improvement is down to:</p> <ul style="list-style-type: none"> -Quality of lower school interventions in literacy and numeracy -Focus on PP in T&L strategy -Frequency of PP tutoring in core subjects -Utilisation rates of PP provision, including Revision Guide take up, careers appointment attendance rates, PP proportions on trips and visits etc. -Curriculum development continued to better engage students including PP in school life, for example the introduction of Construction. 	<p>Varied, including:</p> <ul style="list-style-type: none"> ▪ 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. ▪ Intervention must be of a suitably high quality to ensure benefits ▪ Teaching staff should highlight learning areas for PP intervention. ▪ All staff must be engaged in supporting disadvantaged learners ▪ PP 'take up' of trips and PE activities should be specifically measured ▪ The outcomes of PP spending is challenging to measure, not all benefits can be easily quantified ▪ PP support needs to begin at Primary level ▪ Interventions must be led by our strongest teachers 	£155,301

