

Pupil premium strategy statement 2022-2023 (Year 2 of 3 year plan)

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	1380
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 Year 2 of 2021-24 plan
Date this statement was published	October 22
Date on which it will be reviewed	October 23
Statement authorised by	Simon Cope (Deputy Head teacher)
Pupil premium lead	Rhiannon Force (Reducing barriers to learning)
Governor / Trustee lead	Dave Ryder

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£214,542
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
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	£214,542

Part A: Pupil premium strategy plan

Statement of intent

Our Vision

At Kingsmead we understand that each child is unique: we strive to unlock the potential every person has no matter what role they hold within our school. We do this by removing any barriers to success, recruiting the best staff and challenging them to be outstanding in their day-to-day practice. We demand the highest commitment from teachers, governors and students.

We do this for our students, parents and local community and believe that our values; resilience, innovation, mindfulness and employability will help us reach this goal. Kingsmead is a school for taking chances, it is a school to excel in, it is a school that will always challenge you to try harder, to do better, to be honest with yourself and proud of what you achieve.

Our Values

Our values help build our students' character and achieve our school vision. They are:

Resilience

Innovation

Mindfulness

Employability

At Kingsmead we all share these values and we like to show it in everything we say and do. We take pride in finding every individual's talent and making them the best that they can be.

The focus of our pupil premium strategy is to support disadvantaged students to achieve their goals. We consider the challenges faced by vulnerable students and carry out specific activities to counteract these challenges.

Effective first teaching is at the heart of all we do. The impact of this is seen in the outcomes for all students, particularly the disadvantaged. We have a particular focus currently on tier 3 vocabulary, retrieval practice and metacognition. Notably our use of 6-week cycle data analysis to inform what we do, robust and impactful use of PLC's which ensure students always know what they can improve on and the use of technology such as our Blended Learning platform which supports in all of this.

Our response and approach to the support of disadvantaged students is always based on data and knowing our students. The approaches we adopt aid towards ensuring the best outcomes possible.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Lower prior attainment compared to non-disadvantaged students</u></p> <p><i>With SATs not taking place in the last few years we developed a strategy which involved testing students using GL assessment. With SATS taking place properly this year we still conducted GL's as a support to our understanding of these students. SATS results for this cohort highlighted a gap of 2.3 between PP and non-PP in reading and a gap of 1.6 between PP and non-PP in mathematical ability</i></p> <p><i>Our intention is to bridge the gap completely between PP and non-PP students, despite starting points.</i></p>
2	<p><u>Lower attendance figures than non-disadvantaged students</u></p> <p><i>Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been between 2-6% lower than for non-disadvantaged pupils.</i></p> <p><i>Currently we are 91% attendance disadvantaged, compared to 93% non-disadvantaged (May 2022).</i></p> <p><i>5 - 8% of disadvantaged pupils have been 'persistently absent' compared to 12 - 14% of their peers during that period.</i></p> <p><i>Attendance is vital to allow for effective retrieval and recall practice. It is clear from analysis of Kingsmead 6-week assessment cycles, that students who have lower attendance tend to progress at a much slower rate than expected.</i></p> <p><i>As staff we see this affecting their confidence, their enjoyment of school and ultimately their outcomes and life chances. We look to find ways to reduce any barriers to attendance to ensure we develop resilient, innovative, mindful and employable learners.</i></p> <p><i>We use timetabled sessions such as PULSE and STRAT to review current attendance and work together to implement strategies across whole groups and individual students.</i></p>
3	<p><u>Over time proportional of behaviour has not decreased at the rate that would be anticipated</u></p> <p><i>With the adoption of a new behaviour structure in the last 2 years, we have been able to clearly track and compare the behaviour incidents for all groups.</i></p> <p><i>During term 1 of 2020-21, PP students accounted for 48% of all sanctions in place, compared with 31% the year after.</i></p> <p><i>From observations and data analysis, although behaviour for learning and attitude to learning has improved post pandemic, there is more support needed.</i></p>

4	<p><u>Potential for issues related to personal wellbeing</u></p> <p><i>Student and parent voice has highlighted that the wellbeing of students has been greatly affected by the pandemic. National figures have highlighted that PP students were the most adversely affected by the pandemic and remote learning.</i></p>
5	<p><u>Inability to self-fund resources and/or experiences</u></p> <p><i>The requirements for the qualification of PP funding are linked to household income below £16,190 either in the present or over the last 6 years.</i></p> <p><i>Therefore, families within this category need additional support in the provision of uniform, equipment or paying for school experiences like trips.</i></p>
6	<p><u>Aspirations</u></p> <p><i>There is a potential for students who are disadvantaged to have lower aspirations based on life experiences. This can be influenced from home or peers.</i></p> <p><i>Therefore it is important to ensure all students' potential is realised and they are given the opportunity to partake in experiences they may never have before</i></p>

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
Progress 8	<p>By the end of our current plan 2023/24, disadvantaged students achieve +0.8 in progress 8 and in line with non-PP at Kingsmead.</p> <p>We have seen since 2019 (-0.51) a sizeable increase in achievement for PP, 2021 (+0.03). We achieved +0.2 in 2022. And predict an outcome of +0.4 in 2023</p>
Attainment 8	<p>By the end of our current plan 2023/24, disadvantaged students achieve 48 points in attainment 8 and in line with non-PP at Kingsmead.</p> <p>We have seen since 2019 (38) a sizeable increase in achievement for PP, 2022 (42). We currently predict 48 for 2022/2023.</p>
%grade 4+ in English and maths	<p>By the end of our current plan 2023/24, 61%% of disadvantaged students to achieve 4+ in English and maths and in line with non-PP at Kingsmead.</p> <p>We have seen since 2019 (32%) a sizeable increase in achievement for PP, 2022 (54%). We currently predict 58% for 2022/23.</p>
Attendance	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%. the percentage of all pupils who are persistently absent being below 18% and the figure among disadvantaged pupils being no more than 20% higher than their peers.
Ebacc	<p>By the end of our current plan 2023/24 PP students will achieve an average point score of 3.7.</p> <p>We have seen since 2019 (3.17) a sizeable increase in the achievement for PP, 2022 (3.30)</p> <p>We currently predict 3.5 for 21/22</p>

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: £119,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Maintain full teams in all faculty areas to ensure all lessons are taught by specialists</u></p> <ul style="list-style-type: none"> hiring of new staff members, all staff in each area specialists adaptations to cover strategy to ensure all absence is covered by specialists within each area 	<p>Our external and internal assessments have clearly highlighted that student achieve much higher when consistently taught by subject specialists – within all key stages. Parent and student voice has echoed this.</p> <p>Government findings further support the impact https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/578350/Subject_Specialism_Report.pdf</p>	<p>1,2,3&6</p>
<p><u>Provide up to date training to staff with regards to how to identify and close gaps and how to support disadvantaged pupils</u></p> <ul style="list-style-type: none"> whole school pupil premium training Sept 22 whole school PP mentoring training Sept 22 Subject leaders – PP friendly classroom TBC Twilight sessions throughout year ECT specific training 	<p>Staff surveys allow for the identification of areas in which staff feel they would benefit from more training.</p> <p>Training feedback forms indicated the impact of in-house training sessions.</p> <p>The Sutton Trust strongly highlights the importance of developing teachers 'Learning needs to be at the core of what happens in the classroom, but all the current evidence also shows that the high-achieving systems also invest heavily in the learning and Professional Development (PD) of their teachers.'</p> <p>https://www.suttontrust.com/wp-content/uploads/2019/12/Developing-Teachers-1.pdf</p>	<p>1,2&6</p>
<p><u>Quality First teaching</u></p> <ul style="list-style-type: none"> Metacognition present in all SOL and students able to 	<p>The Sutton Trust states that 'Of 16-18 year olds in full-time education in 2019, around 47% are studying in schools or sixth form colleges (most of which are within the state sector), with around 37% at general FE or</p>	<p>1-6</p>

<p>identify and define term</p> <ul style="list-style-type: none"> • Consistent retrieval practice throughout school to aid memory and retention • Use of Bedrock to fully embed tier 3 vocabulary • pupil pursuits used to identify areas of strength and weakness throughout school 	<p>other specialist colleges. Most are studying for Level 3 qualifications (A levels or vocational), though around 30% of males and 20% of females are studying for qualifications at Level 2 or below.’ Highlighting the need to ensure less students are needing to go on to level 2 courses after year 11</p> <p>https://www.suttontrust.com/wp-content/uploads/2021/10/Going-Further.pdf</p> <p>‘Retrieval practice is regarded as one of the most effective study strategies to support learning, for all learners.’ It has huge impacts on students with tumultuous or unsettled home life and aids towards building long term memory</p> <p>https://blog.innerdrive.co.uk/share-benefits-of-retrieval-practice-with-school-community#:~:text=Retrieval%20practice%20is%20regarded%20as,transfer%20and%20organisation%20of%20knowledge.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £85,816

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Measure and improve the literacy and numeracy levels of all PP students to ensure they match expected for their respective ages</u></p> <ul style="list-style-type: none"> • purchase and use of Bedrock throughout all departments • use of baseline GL assessment data for each year group to assign interventions • 6th Form SLT group develop and run 	<p>The Sutton Trust created an in-depth analysis of numbers of PP students going on to further education which highlights the need to ensure literacy and numeracy levels are in line with age.</p> <p>https://www.suttontrust.com/wp-content/uploads/2021/10/Going-Further.pdf</p> <p>The EEF states ‘Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding</p>	<p>1,2&6</p>

<p>reading interventions with KS3</p> <ul style="list-style-type: none"> Continued and embedded use of Flash-back4 in all maths lessons to aid retrieval 	<p>particular vocabulary, which may be subject-specific.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
<p><u>Identify and close individual gaps in students learning/knowledge/skills</u></p> <ul style="list-style-type: none"> All students in years 7-10 to complete GL assessments in Sept 22 Outcomes of GL assessments to inform Closing the Gaps programme Thorough and universal use of PLC's across all subjects – I can statements directly linked to BLP (blended learning platform) so students are able to fill gaps Use of recovery assessments to monitor impact Adaptation of reporting systems and parents evenings to allow for detailed bespoke conversations Continued focus on metacognition throughout all areas 	<p>Parents evening attendance data highlighted a lower number of PP families attending compared to non-PP.</p> <p>GL and SATs data has been used thoroughly and highlighted clear gaps in some students learning. In some cases this is due to learning within primary schools and others it could be repercussions of students engagement within lockdown.</p>	<p>1,2,3&6</p>
<p><u>Further embed the use of blended learning to aid all students</u></p> <ul style="list-style-type: none"> Redesign of the blended learning platform to aid accessibility for parents and students Adding of a Parent Zone to the BLP Purchase and embedding of Bedrock through all departments to assist with tier 3 vocab and disciplinary literacy 	<p>Given students the tools to direct their own learning at home (with the support of parents) is a huge part of metacognition. Metacognition can add 7 months to a students development as you are teaching them to be self-sufficient, effective learners</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>1,2,3,4,5,6</p>

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

Budgeted cost: £84,028.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Improve PP attendance</u></p> <ul style="list-style-type: none"> Continuation of tiered approach – PP parents contacted before to check absence Attendance monitored and reported on each half term Attendance monitored and reviewed by progress tutor In-house competitions 	<p>Internal and national data highlights a continued gap between PP and non-PP attendance. As well as a disproportionately higher number of PP who are classed as PA (persistently absent)</p> <p>1-2-1 tuition is proven to add 5 months to students development and effective parental engagement can add 3 or more months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>2,3,4&6</p>
<p><u>Remove barriers to learning for all students</u></p> <ul style="list-style-type: none"> Tiered mentoring approach (RAG) in which all PP students are mentored by their progress tutor. The number of meetings is dependent on individual situations of pupils. Provision of materials such as laptops and equipment to any student in need Formation of hardship fund to support with costs for things such as open days etc for sixth form students 	<p>Data collected from previous years interventions highlighted a strong impact from bespoke, tailored interventions.</p> <p>National trend of higher living costs which has an impact on the provisions parents are able to provide towards their child's education.</p>	<p>1-6</p>

Total budgeted cost: £214,542

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.

Final outcomes:

The P8 achieved by the 2021/22 year 11 cohort was +0.2. This is a significant increase on the results achieved on the last official exams in 2019 (0.51). There is a similar picture with A8, with students this year achieving 42 points, compared to 38 in 2019. There are slight dips in both P8 and A8 from 2020&2021 due to use of TAG grades – disadvantaged students tend to perform better in less pressurised environments which could link to the slightly higher outcomes during TAG years.

The 2022/23 year 11 students achieved -0.25 in their summer mocks. Which is +0.11 above where the 21/22 cohort were at the same point.

The whole student PP attendance figure by the end of July was 91% - which was roughly 3% lower than Non-PP peers. This is however, 8% above the national average for PP attendance.

There were many strategies and interventions which were successful. For example the 'Closing the Gaps' programme showed a huge increase in the gaps being closed in KS3 due to covid. The year 11 intervention HW club had continued success throughout the year showing clear positive impact. Finally the formation of a 6th Form SLT, who each have individual projects had a huge impact on reading abilities in years 7&8.