

Pupil premium strategy statement 2021-22

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	1249
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	October 21
Date on which it will be reviewed	October 22
Statement authorised by	Simon Cope
Pupil premium lead	Rhiannon Force
Governor / Trustee lead	Mark Pickeril

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210,335
Recovery premium funding allocation this academic year	£31,175
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	£241,510

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aim with this strategy is to ensure that all barriers to learning are addressed and eradicated for our disadvantaged pupils. Therefore bring them in line with, and in some cases above national average figures for attendance, P8 etc.

This strategy aids us in working towards this as it allows us to strategically identify key areas of focus and track/monitor the interventions put in place. It also allows us to monitor spending predictions vs actual spending.

The key principles of this current strategy are aimed towards closing gaps that have been widened due to the pandemic. This focuses on staff retention, numeracy and literacy gaps, progress and attendance.

Challenges

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

Challenge number	Detail of challenge
1	Lower prior attainment compared to non-disadvantaged students
2	Lower attendance figures than non-disadvantaged students
3	Higher potential for negative behaviours/ attitude to learning
4	Potential for issues related to personal wellbeing
5	Inability to self-fund resources and/or experiences
6	Gaps between PP and non-PP highlighted and widened in some cases due to pandemic

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	Achieve top quartile of progress made by disadvantaged students in similar schools/settings
Attainment 8	Achieve national average for attainment for all disadvantaged students
%grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools
Attendance	Maintain and continue to improve on attendance
FSM uptake	Improve number of students utilising FSM eligibility in school each day
Ebacc	Better than national average Ebacc entry for all students

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: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain full teams in all faculty areas to ensure all lessons are taught by specialists	Cyclical data that shows impact of interventions such as period 6 – taught by specialists	1 and 6
Provide up to date training to staff with regards to how to identify and close gaps and how to support disadvantaged pupils	Training such as Pupil Premium Conference allows for RFE to share best practice with staff.	1-6

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

Budgeted cost: £96,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Measure and improve the literacy and numeracy levels of all PP students to ensure they match expected for their respective ages	GL and baseline assessments in September 21 showed that some students are below expected literacy/numeracy for their age.	1,3 and 6
Identify and close gaps created by COVID-19 to maintain lower than national average gap between PP and non-PP students	EEF findings on COVID impact.	2 and 6
To continue to embed blended learning into all year groups and subject areas	School based research that highlights the impact of the use of the BLP for lessons and HW	5 and 6

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

Budgeted cost: £95,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve PP attendance by 1-2% in order to return it to past figure.	Clear correlations between consistent attendance and outcomes	1-4 and 6
Remove barriers to learning for all students – through targeted mentoring	EEF research and school based research	1-6

Total budgeted cost: £241,510

Area	Challenge	Mitigating action	Responsible
Teaching	Ensure staff have access to wide variety of training opportunities could be affected by pandemic (courses not running, being called etc.)	<p>Heavy use of online training / videos</p> <p>Use of 'best practice' staff to share training</p> <p>Use subject based training for specificity</p> <p>Use of PFM (planning for metacognition) with emphasis on PP</p> <p>A focus on learned helplessness and linking with the SEND team</p>	Simon Cope
	Isolating due to symptoms (staff and students)	<p>Where possible, ensuring lessons are covered by specialists in the that subject with teacher using Teams to conduct lesson.</p> <p>Ensuring all students have a device so they can continue to work from home</p>	Rhiannon Force Ben Morris
	Ensuring consistency of closing gaps programme – ensuring PP students have access, reminders and opportunities to succeed (support them in their independence)	<p>Have our associate Assistant Headteacher Tom Truby overseeing involvement of students and closing the gaps.</p> <p>Part of a wider school initiative which is tracked and QA-d for effectiveness and potential barriers through regular 'pulse' meetings</p>	Tom Truby
	XP structure not always representing students working hard regularly and disproportionately rewarding students where improvements are made (following September review)	<p>A restructured XP structure and QA checks as part of the 6 week cycle</p> <p>Tracking to ensure no different PP and non-PP over time</p>	Adam Reynolds Chris Long Rhiannon Force

Targeted support	Wider gaps than in previous years due to pandemic	Longer than usual transition week to conduct GL assessments and PLCS to give staff extra planning time	Ben Morris
	Lower literacy and numeracy levels due to varying levels of online teaching conducted by primary schools	Reading programme greater structured with checkpoints included (include comprehension and key reading skills) (adjusted October review)	Matt Russell
		Student led reading programme to ensure capacity for PP is increased	6 th form student leaders
	Engaging parents in the blended learning process	Checking use and access of reports. Follow up with partnership evenings, personal phone calls, visits (if necessary), video tutorial and student tutorials	Simon Cope Ben Morris
	Access to laptops whilst parents work from home	Regular surveys to check that students have access to laptops – loan facilities in school in lessons so these don't need to come into school	Ben Morris

<p>Wider strategies</p>	<p>PP attendance is a national issue with these parents being typically harder to engage with.</p> <p>Parents engagement in activities due to fear of money or being identified for additional help</p>	<p>Extra transition sessions and summer school being used to build positive relationships.</p> <p>Formation of attendance team to meet fortnightly and strategies for harder to reach pupils/families (adjusted October review to ensure quick intervention)</p> <p>Progress team priorities around their year group to ensure systems and resources targeted on where need is – may not be attendance for all year groups (added October review)</p> <p>Tracking to ensure families understand what they are entitled to. Listen to forums to identify where concerns lie and be seen to remove these.</p> <p>Have an easy system by which families can claim on allocation when needed that address any issues previously identified</p>	<p>Tom Truby Rhiannon Force</p> <p>Adam Reynolds Toni Bohn Chris Long Kath Gleeson</p> <p>Rhiannon Force Progress Leads</p> <p>Rhiannon Force</p>
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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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, however, as a school we continued to carry out rigorous mock exams and in class assessments. These were internally and externally moderated. This data highlighted a P8 score of +0.3 for the year 11 cohort. The % of grade 5+ in maths and English was 60%.

Whole school attendance for disadvantaged students was at 90.33% by the end of the year

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Scholars Programme	Brilliant Club