

Pupil premium strategy statement Kingsmead School 2018/19

School overview

Metric	Data
Kingsmead school	Secondary School
Pupils in school	979
Proportion of disadvantaged pupils	21% (210 students)
Pupil premium allocation this academic year	£283,175
Academic year or years covered by statement	2017/18 – 2018/19
Publish date	September 2018
Review date	September 2019
Statement authorised by	Simon Cope
Pupil premium lead	Rhiannon Force
Governor lead	Mark Pickerill

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.34
Ebacc entry	
Attainment 8	37.8
% Grade 5+ in English and maths	15%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Improve P8 scores of PP across the board for all year groups	Sept 19
Attainment 8	Achieve national average for attainment for all pupils	Sept 19
Aspirations of PP students	Raise the number of PP students taking post-16 and post-18 pathways	Sept 19
Attendance of PP students	Improve attendance to national average	Sept 19
Parental involvement	To increase the attendance of PP parents to events such as open evenings and parents evenings	Sept 19

Teaching priorities for current academic year

Measure	Activity
Priority 1	Targeted CPD to raise awareness of PP within the classroom from PP external review focused on: questioning, preferential marking and intervention
Priority 2	Improve the aspirations of PP students and thus raise number of students entering post-16 and post-18 pathways (linking with ensuring HAP/HPA student reach their targets in Maths and English)
Barriers to learning these priorities address	Variation in staff understanding of PP and the impact on learning Lower prior-attainment of PP students compared to non-PP Lower than average attendance for PP students compared to non-PP Potential for issues related to behaviour and wellbeing
Projected spending	£160,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Improving rates of progress for students across maths and English – particularly those who did not do well in KS2
Priority 2	Provide learning resources to support PP running up to external exams eg. revisions guides, calculators, pens, protractors
Barriers to learning these priorities address	National trend of HPA/HAP PP underperforming later on in school career Parental involvement with homework support
Projected spending	£43,989

Wider strategies for current academic year

Measure	Activity
Priority 1	Increasing the attendance of PP students in KS3&4 and sixth form
Priority 2	Reduce the number of students considered to have PA
Priority 3	Increase parental involvement in wider school activities such as open days
Barriers to learning these priorities address	Potential for difficult home lives due to varying circumstances Low levels of parental involvement due to varying circumstances
Projected spending	£43,892

Area	Challenge	Mitigating action	Responsible
Teaching	<p>Engaging the PP students who have extenuating circumstance for various reasons</p> <p>Variance in classroom support around SEND PP provision</p> <p>Low aspirations of what some PP students feel they can achieve</p>	<p>CPD training and INSET days for whole staff training. Learning walks and lesson observations to identify best practice</p> <p>Specific training around preferential questioning and marking, pre-emptive questioning and sticky learning</p> <p>SEND training of how to remove barriers at the start of lessons – reducing variance through flowchart stickers and HELP</p> <p>Emphasis in lessons of careers, courses and the importance of performance at school</p> <p>Futures days, Futures Fayre and visits to raise awareness of what's required</p> <p>Specific one-to-one careers talks and interviews to support PP students and engage the purpose of lesson and learning at this level</p>	Simon Cope Dec Farrell

<p>Targeted support</p>	<p>Ensuring underperformance in subjects like English and maths from KS2 is properly identified and acted on early</p> <p>Adjusting Scheme of learning to show clear links from KS2</p> <p>Cost of learning resources and ensuring they get to the students needed</p>	<p>Use of data and RADY programme to ensure students are not limited early</p> <p>Regular attention and action required at senior leader pulse meetings</p> <p>Intervention in reading and numeracy programme early for these students. QA of programmes and identifying where and when they are/aren't working</p> <p>Spiralling of knowledge and skills to support KS2 topics that they struggle with – liaise with primary schools</p> <p>Reviews of KS3 SOW to audit transitional success</p> <p>Systems to ensure that resources bought and given to students that need them</p> <p>Follow up correspondence with parents about best use of resources at home</p> <p>Use of the Show My Homework and app notifications to support parent engagement</p> <p>Good practice shared with students of how to use resources</p>	<p>Ben Morris Rhiannon Force</p> <p>Simon Cope</p>
<p>Wider strategies</p>	<p>Engaging with families from very different circumstances and backgrounds.</p>	<p>Texts home and use of Parent Pay to encourage constant contact</p> <p>Introduction of Hednesford Helping Hands in support families who are struggling.</p>	<p>Rhiannon Force</p>

Monitoring and implementation

Monitoring Procedure	Time frame	Notes
3 progress checks per year group.	First round of progress checks for all year groups to occur Oct-Dec 2018 Second round of progress checks for all year groups to occur Feb-Mar 2019 Third round of progress checks for all year groups to occur April-May 2019	Data to be reviewed after each PC and target groups to be identified
Meet with Governors	Jan 19	Strategies and spending discussed
Learning walks and observations	Cycle 2 – Jan to March	Best practice identified and shared through CPD and twilights

Review: last year's aims and outcomes

Aim	Outcome
To achieve a positive progress score for all year groups, particularly year 11 leavers	<p><u>External Results</u> Year 13: A level VA score -0.43 (positive gap of 0.13); Applied General VA score 0.32 (positive gap of 0.17). Year 11: total Progress 8 -0.51 (negative gap of 0.36).</p> <p><u>Internal Assessment</u> Year 12: A level VA score 0.37 (positive gap of 0.49); Applied General VA score -1.53 (negative gap of 1.08). Year 10: total Progress 8 -0.14 (negative gap of 0.45). Year 9: average progress score 0.06 (negative gap of 0.56). Year 8: average progress score 0.06 (negative gap of 0.16). Year 7: average progress score 0.38 (negative gap of 0.19).</p>
To increase the attendance of PP students	Attendance of PP 93.17% - 1.9% less than that of Non-PP students
To promote a rise in literacy and numeracy in KS3	<p>In their EOY exams year 7 PP students achieved a P8 score of 0.393 (non-PP 0.563). 0.239 for English and -0.585 for maths</p> <p>In their EOY exams year 8 PP students achieved a P8 score of 0.449. 0.156 in English and -0.386 in maths.</p>