

# Pupil premium strategy statement Kingsmead School 2019/20

## School overview

Metric	Data
Kingsmead school	Secondary School
Pupils in school	1134
Proportion of disadvantaged pupils	19 % ( 224 students)
Pupil premium allocation this academic year	£266,900
Academic year or years covered by statement	2018/19 – 2019/20
Publish date	September 2019
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	-0.53 ( -0.15 Non-PP)
Ebacc entry	12%
Attainment 8	38.5 (45.73 Non-PP)
% Grade 5+ in English and maths	15% ( 34% Non-PP)

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Sept 20
Attainment 8	Achieve above national average for attainment for all pupils	Sept 20
% Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Sept 20
Attendance of PP students	Improve attendance to above national average	Sept 20
Ebacc entry	Better than national average EBacc Entry for all pupils	Sept 20

## Teaching priorities for current academic year

Measure	Activity
Priority 1	Targeted CPD to support quality first teaching which will improve outcomes and aid retention of staff
Priority 2	Prioritise provision, accountability, training in subjects highlighted as potential barriers to a higher Ebacc entry
Priority 3	Greater emphasis within the structured training programme for AT, NQT, NQT+1 early careers teachers
Barriers to learning these priorities address	Variation in the quality of teaching and progress between subjects
Projected spending	£90,000

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy / reading interventions across KS3 for low attaining disadvantaged pupils
Priority 2	Embedding functional numeracy interventions across KS3 for low attaining disadvantaged pupils
Priority 3	Address knowledge and skill gaps through targeted booster and intervention programmes in priority subjects across all key stages
Barriers to learning these priorities address	Low levels literacy and numeracy on entry which impact on progress in English and mathematics Knowledge and skill gaps which influence progress and impact on KS4/5 choices
Projected spending	£80,000

## Wider strategies for current academic year

Measure	Activity
Priority 1	Improve systems and processes to further impact on attendance through increased capacity
Priority 2	Improve parental engagement through use of home texting system, involvement in Hednesford Helping Hands and parental workshops
Priority 3	Reducing impact of disadvantaged on attainment in KS2 through adjusting KS2 attainment using RADY rational
Priority 4	Improve the ongoing monitoring of disadvantaged students which is then used in the classroom to provide appropriate intervention

Measure	Activity
Priority 5	Invest and direct provision supporting mental health and well-being for disadvantaged students
Barriers to learning these priorities address	Historical low levels of parental support influencing low attendance of disadvantaged students and parents
Projected spending	£60,00

Area	Challenge	Mitigating action	Responsible
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders	Simon Cope
	Ensuring recruitment and retention of English and maths staff	Recruitment aided by involvement in training schools and ATs – prioritising English and maths staff	Simon Cope
		Induction programmes and buddy systems	Simon Cope
	QA of quality first teaching and support in leadership of identified priority subjects – reflects audits and those affecting Ebacc entry	Teaching skills for specific staff in terms of leadership and classroom delivery Standards programmes for staff not meeting requirements Identifying students able to meet subject requirements Develop schemes with support of SLEs (internally and externally)	Simon Cope Ceri Porter
	Ensure CPD reflects the need to understand cultural capital and its influence on learning	Further reference and returning to PP need within programmes of training for early careers teachers	Jamie Haden-Walker Amanda Thomas
		Included in L&T magazine and schemes of learning audits	
		Additional CPD at subject leader level to ensure that all teachers (in particular early careers teachers) are made aware of the importance of quality first teaching planning for PP	

<p>Targeted support</p>	<p>Ensuring enough time for school maths-lead to support small groups</p> <p>Additional specified time for reading</p> <p>Current books and use of the accelerated reader programme not fitting the current needs of lower attaining disadvantaged students</p> <p>Variance in delivery of numeracy at tutor level</p> <p>Attendance of PP students to intervention and support to cover knowledge and skills gaps</p>	<p>Recruitment of part time maths teacher to share groups with maths lead and allow time for support</p> <p>Allocation and use of the library</p> <p>Reading strategy amended to reflect the research. Books read as a class 3 years higher than chronological age</p> <p>Considerable investment in books – class sets of books for Year 7-9 of the suitable aspirational reading ages</p> <p>Numeracy delivered in maths lessons as part of the initial ‘bell’ or ‘starter’ task. Numeracy ninjas given greater emphasis in KS3</p> <p>Maths whizz invested and use increased to 30 students (below functional numeracy from KS2 results)</p> <p>Flowchart of parental contact including letters, subject level phone contact and then to Key stage lead. Language of assumed compliance and support for students taking on parental responsibilities. Involving primary schools where necessary</p>	<p>Matt Russell Kay Peacock</p>
<p>Wider strategies</p>	<p>Engaging the families facing most challenges</p>	<p>Working closely with experts on the RADY project to train staff whole school on engaging families. Providing support through Hednesford helping hands so that students are fed during holidays</p>	<p>Rhiannon force</p>

## Monitoring and implementation (Live document – updated as progress ongoing)

Monitoring Procedure	Time frame	Notes
Progress checks and reviews – 3 a year per, year group.	Sixth Form: PC1: Oct 19 Mocks: Jan 19 PC3: March 20 Year 11: PC1: Oct 19 Mocks: Dec 19 Mocks: March 20 Year 10: PC1: Oct 19 PC2: Jan 20 PC3: April 20 Year 9: PC1: Oct 19 PC2: Jan 20 PC3: April 20 Year 8: PC1: Nov 19 PC2: Feb 20 PC3: May 20 Year 7: PC1: Nov 19 PC2: Feb 20 PC3: May 20	Year 11&10 PC1 highlighted the 5 lowest performing students in year 11. Case studies have been built around these students and reviews will take place after each half term.  Year 11 PC1 P8 gap - 0.404 (bigger than national average) Year 11 Dec mocks P8 gap - 0.435 (bigger than national average) Year 10 PC1 P8 gap 0.433 (smaller than national average)
Mentoring programme QA and student voice	December 19/Jan 20	Overall positive feedback with students reflecting on clear impact of mentoring programme on their wellbeing and performance. Some tweaks need to be made moving forward to ensure all students are mentored on a regular basis
Report to Governors	Jan 20	Very positive meeting in which the impact of PP spending was discussed and analysed.
Whole school recording system launch	February 20	
Learning walks and observations	Cycle 2 – February – March	

## Review: last year's aims and outcomes

Aim	Outcome
Improve P8 scores of PP students across the board for all year groups	<ul style="list-style-type: none"> <li>• EOY exams for year 7 shows a P8 score of -0.51 in maths</li> <li>✓ EOY exams for year 7 shows a P8 score -0.03 in English</li> <li>✓ EOY exams for year 8 show a P8 score of -0.02 for maths</li> <li>✓ EOY exams for year 8 show a P8 score of 0.41 for English</li> <li>• Overall P8 score for year 11 -0.2</li> <li>✓ Increase in students achieving positive P8 score in English and students achieving between a 9 and 5 in English</li> <li>• Average P8 maths score of -0.484</li> <li>✓ Implementation of RADY programme has shown an incremental increase in progress. The gap overall has decreased by 0.1.</li> <li>✓ Boys involved in RADY programme has shown an increase in progress in both maths (0.19) and English (0.23)</li> <li>• Girls involved in the RADY programme have shown negative progress in both maths and English</li> </ul>
Raise the attainment 8 score of year 11 PP students	<ul style="list-style-type: none"> <li>• Average attainment score of 44.01 – an increase on previous year</li> </ul>
Raise the value added score for PP students in 6 <sup>th</sup> from	<ul style="list-style-type: none"> <li>✓ PP attainment score higher than non-PP (exact scores to be confirmed)</li> <li>✓ Applied General average grade the same for PP and non (D-)</li> </ul>
Increase number of PP students taking on post-16 and post-18 pathways	<ul style="list-style-type: none"> <li>• 50% of PP sixth form students entering higher education compared to 100% last year.</li> <li>✓ All year 11 PP students (whom we have information on) have gone on to either further education or training.</li> </ul>
Increase PP parent attendance at parents evenings	<ul style="list-style-type: none"> <li>✓ 12 parents seen in individual meetings with AVE</li> </ul>
Removal of barriers to learning	<ul style="list-style-type: none"> <li>• Increase in average behaviour points per PP student</li> <li>• PP students still making slower/less progress than non-PP students</li> </ul>
All PP students have same access to opportunities as non-PP students	<ul style="list-style-type: none"> <li>✓ Most trips had a clear representation of PP students attending</li> <li>• Lack of PP representation in clubs and leadership positions</li> </ul>
Increased attendance of all PP students	<ul style="list-style-type: none"> <li>✓ The % gap between PP and Non-PP students for the 18-19 cohorts was 1.29% (lower than the 2.1% gap for the year before)</li> <li>• Attendance of sixth form shows a gap of 3.46% between PP and non PP</li> </ul>

<b>Aim</b>	<b>Outcome</b>
Reduction of PP students considered to have PA	✓ less PP students than non-PP considered to have PA