

Pupil premium strategy statement Kingsmead School 2019/20

School overview

Metric	Data
Kingsmead school	Secondary School
Pupils in school	1075
Proportion of disadvantaged pupils	18%
Pupil premium allocation this academic year	£221,000
Academic year or years covered by statement	2019/20 – 2020/21
Publish date	October 2020
Review date	October 2021
Statement authorised by	Simon Cope
Pupil premium lead	Rhiannon Force
Governor lead	Mark Pickeril

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.02
Ebacc entry	51.7%
Attainment 8	44.71
% Grade 5+ in English and maths	44.8%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile of progress made by disadvantaged pupils amongst similar schools	Sept 21
Attainment 8	Achieve national average for attainment for all pupils	Sept 21
% Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Sept 21
Other	Improve attendance to national average	Sept 21
Ebacc entry	Better national average EBacc entry for all pupils	Sept 21

Teaching priorities for current academic year

Measure	Activity
Priority 1	Retain full teams within all faculty areas.
Priority 2	Develop staff through targeted CPD related to the current situation and plugging gaps.
Barriers to learning these priorities address	Ensuring students have a constantly high-quality teaching from subject specialists. Wider gaps in knowledge due to pandemic
Projected spending	£90,000

Targeted academic support for current academic year

Measure – Close the gaps that have widened in the recent months	Activity
Priority 1	Ensure all PP students are reaching age expected levels of numeracy and literacy
Priority 2	To close the progress gap between PP and non-PP students in all years and key stages
Barriers to learning these priorities address	PP students having lower literacy and maths abilities than their non-PP peers Less access to resources (at home) than non-PP peers
Projected spending	£80,000

Wider strategies for current academic year

Measure – wider school like attendance	Activity
Priority 1	To return the % attendance of our PP students to its former number, in line with national average
Priority 2	To fully embed blending learning into school and home learning
Priority 3	To continue to enhance the engagement of our PP parents – through use of G4S etc.
Barriers to learning these priorities address	PP students on average having lower attendance and engagement with school PP students not having access to certain provisions at home and/or parents being unable to support them in their home learning due to own personal barriers Pandemic could continue to affect attendance etc.
Projected spending	£60,000

Area	Challenge	Mitigating action	Responsible
Teaching	Retaining staff and continuation of CPD	Move all CPD training online to ensure that staff are able to participate and engage from own home	Simon Cope
Targeted support	Wider gaps dues to COVID19	Compulsory period 6 for year 11 to be treated as a booster cycle to all students get clear targeted support to plug gaps in knowledge	Heads of department/teaching staff Ben Morris to monitor data
Wider strategies	Isolation due to symptoms	Ensuring that all students have access to a suitable device and internet in their homes in case of absence or further lockdowns. Students will also be able to access blended learning platforms from for extra support where parents may be unable to help.	Rhiannon Force Ben Morris Andrew Brookes Simon Cope

Monitoring and implementation

Monitoring Procedure	Time frame	Notes
6 weeks cycle	<p>Every 6 weeks students will be assessed.</p> <p>1st to take place October week 3</p> <p>2nd to take place January week 1.</p>	<p>This data will be used to create clear and targeted support in place to plug gaps identified by each assessment cycle.</p> <p>'I can do' statements issued to patents to engage them with learning.</p> <p>Review 1: Overall high-performance levels from PP in all year groups. Gap has closed considerably since Summer mocks.</p> <p>Target groups: Year 11 SEN, Year 10 boys and HPA</p>
Governors	January 21	
Learning walks and Obs	First round of observations sept/oct	Specific PP based learning walks to take place throughout year
PP ambassadors meetings	October week 1 – initial meeting and scheme launch	
PP booster scheme	First 6-week cycle to be launch Oct week 1	First 6-week cycle to take place with year 11 – impact measured, tweaks made then launched in lower years.

Review: last year's aims and outcomes

Aim	Outcome
Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	<p>Achieved ✓</p> <p>The overall Progress 8 score for the 2020 disadvantaged cohort was in line with the national average* for all students – 0.01 – and above the disadvantaged average** for similar schools – -0.35. Although there are no official 2020 measures to confirm this, it is likely that the disadvantaged cohort would have placed in the top quartile.</p>
Achieve national average attainment for all pupils	<p>Achieved ✓</p> <p>The overall Attainment 8 score of our 2020 disadvantaged cohort – 44.7 – was broadly in line with the national average* for all students – 46.8 – and well above the disadvantaged average** for similar schools – 38.7 (the difference means that six of our students grades were one grade higher than the average for disadvantaged students).</p>
Achieve average English and maths 5+ scores for similar schools	<p>Achieved ✓</p> <p>45% of the disadvantaged cohort achieved grades of 9-5 in both English and Maths. This is above the average figure** for disadvantaged students in similar schools, which was only 26%. Our cohort score is also incrementally above the national average* for all students (42%).</p>
Improve attendance to national average	<p>The gap between PP and Non-PP attendance increased to 3.46%</p>
Better national average EBacc Entry for all pupils	<p>Achieved ✓</p> <p>52% of our disadvantaged cohort were entered for the EBacc. This figure compares favourably with the average for disadvantaged students in similar schools** – 28% – and the average for all students – 38%. The proportion of our disadvantaged students achieving a standard pass in the EBacc (21%) also compares favourably with the average** for disadvantaged students in similar schools (13%).</p>

* 2019 SISRA Analytics collaboration data

** 2019 SISRA Analytics collaboration data – disadvantaged filter