

## Kingsmead School Pupil Premium Strategy 2019/20

### **Section 1: Introduction and Kingsmead context**

#### **Overview:**

- Pupil Premium was first introduced in 2011 as additional funding to schools to aid the achievement of students who were deemed potentially disadvantaged
- Schools currently receive additional funding for children who are registered for Free School Meals, Ever 6 (were registered for FSM within the last 6 years), children of parents who are in the Forces, children who are adopted, children who are Looked After.
- Funding is calculated from the school census returns

#### **Pupil Premium general objectives**

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
- As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

#### **School Policy**

- The Head of School and governing body have agreed a policy for Pupil Premium to guide the use of funds and to ensure that it represents value for money

#### **Accountability**

- The Head of School and Senior Leadership team will regularly and rigorously monitor, evaluate and review the strategies we have put into place for Pupil Premium and report to the Governing Body on its progress and impact.

#### **Reporting to Parents**

- An appropriate Pupil Premium Strategy can be found on the Kingsmead website under whole school, Pupil Premium.
- This includes summary details of the budget, how it was spent and the impact on the main outcomes of these students

#### **Reporting to Governors**

- An appropriate yearly report is presented to the Governing board.
- Termly updates around main student outcomes are also provided via the head of school's report to governors

## **Section 2: National Pupil Premium Funding 2018-19**

In 2018-19, funding allocations for Pupil Premium is as follows:

Free school meals: £1320

Ever 6: £1320

Looked After (LAC) £1900

Adopted: £1900

## **Kingsmead School Pupil Premium funding 2019-20**

In 2019-20, funding at Kingsmead School is estimated to be:

£266,900

### **Context – Student numbers:**

Year group	Total number	PP number	%	FSM	Deprivation Pupil Premium*	Adopted	LAC
7	236	53	22%	26 (11%)	50	0	0
8	209	43	21%	22 (11%)	42	0	0
9	204	37	18%	23 (11%)	35	1	1
10	180	42	23%	18 (10%)	41	0	1
11	170	31	18%	10 (6%)	27	1 **	1
12***	80	10	12%	3 (4%)	9	0	2
13***	55	7	13%	3 (5%)	5	0	2
Total	1134	223	19%	105 (9%)	209	2	7

\* Students may qualify for Pupil Premium status under multiple categories (e.g. LAC as well as Deprivation Pupil Premium). In such circumstances, funding is allocated to the student according to the highest category they qualify under only. They are not allocated the combined funding associated with every category they qualify under (e.g. they would be allocated £2300 as a LAC student, not £3235 for being LAC as well as Deprivation Pupil Premium).

\*\* The student is dual registered (Kingsmead is main and The Bridge Short Stay School is subsidiary).

\*\*\* PP funding for 6<sup>th</sup> form is applied differently and therefore not accounted for within the budget.

### Section 3: Key performance indicators 2016-2019

	School 2016	School 2017	School 2018	School 2019		Gap	National 2019		Gap
				(Dis)*	(Other)		(Dis)	(Other)	
<b>Progress 8</b>	-0.52	-0.34	-0.44	-0.54	-0.15	-0.38	-0.35	0.15	-0.5
<b>Attainment 8</b>	40	38	37.5	38.71	45.37	-6.66	38.71	50.09	-11.38
<b>% of students achieving the grade 5 threshold in both English &amp; Maths</b>	N/A	15%	15%	15%	34%	-19%	26%	49%	-23%
<b>% of students achieving the grade 4 threshold in both English &amp; Maths</b>	28%	33%	40%	30%	62%	-32%	48%	72%	-24%
<b>Disadvantaged students EBacc average points</b>	N/A	N/A	3.11	3.18	3.86	-0.68	3.23	4.37	-1.14
<b>Average Behaviour Points</b>	42	50	26	43	26	17	N/A	N/A	N/A
<b>% of students receiving fixed term exclusions</b>	7%	3%	9%	6%	1%	5%	N/A	N/A	N/A

Only the % of students achieving the grade C/4 threshold in both English & Maths has been provided for 2016, as the grade 5 threshold was a new accountability measure first introduced in 2017.

\* Kingsmead had requested that a disadvantaged student be excluded from the school's performance measures on the grounds of her non-attendance on medical grounds. Her absences were covered by medical notes from the beginning of December to the start of the exams. However, the medical practitioner refused to request her exemption form sitting GCSE exams, so the DfE refused the school's request on the grounds that the student was on the roll at the time of the January School Census.

With this student removed, the disadvantaged cohort P8 score rises to -0.49 and the average A8 score similarly rises to 38.83.

#### **Section 4: Barriers to Future Attainment (for PP students)**

##### **Lower prior attainment compared to non-PP students:**

Progress 8 sitting below national average for non-PP students.

Attainment 8 also sitting considerable lower.

##### **Students joining Kingsmead with lower than expected standards of Maths and English**

KS2 test results show higher representation of PP students than we would expect in those not achieving expected standards in Maths and English.

##### **Lower average attendance figures compared to non-PP**

Summative and formative data analysis shows a gap in average attendance percentage between pp and non-PP students. A higher proportion of PP students are also classed as those with Persistent Absence (PA)

##### **Higher potential for negative behaviours and/or attitude to learning**

Termly data analysis shows higher average number of negative behaviour points for Pupil Premium students. Lower average Attitude to Learning score is also noticeable

##### **Potential for issues related to personal wellbeing to impact on learning**

A number of Pupil Premium students especially Looked-After Children (LAC) involved with our student support team.

##### **Inability to self-fund resources and experiences (both educational and enrichment)**

Required school equipment; PE kit, calculators, revision guides etc Study/Learning support resources; laptops, printer's etc Educational visits; Field trips. Enrichment trips; Theatre visits; extra-curricular sporting opportunities

## **Section 5: Key objectives, outcomes and planned expenditure 2019-20.**

### **Key desired outcomes:**

1. Improved PP attendance and reduction in PP students considered to have PA (persistent absence)
2. Increased parental involvement
3. Removal of emotional, physical and mental barriers to learning
4. Increased outcomes for PP students
5. Fair end representative inclusion of PP students in wider school opportunities

### **1 Improved PP attendance and reduction in PP students considered to have PA (persistent absence)**

#### **Outcomes**

- Improved attendance of PP students
- Diminishing of difference between PP and non-PP attendance
- Reduction of PP students considered to have PA

#### **Chosen Actions**

- Close monitoring by attendance
- Non-attending PP students to be contacted first
- Mentoring programme
- Staff awareness and support
- Increased parental involvement
- Support of well-being team
- Hednesford Helping Hands

#### **Rationale**

- Gap between PP and non-pp attendance (1.29% gap)
- PP students entering KS3 with lower than average scores in Maths and English therefore needing to catch up.
- 33 PP students with PA during 2018/19 academic year.

**Total cost: £40,035**

### **2 Increased parental involvement**

#### **Outcomes**

- Increased PP parent attendance at parents evenings
- Higher attendance of PP students and parents to events such as open evenings, partnership evenings and other events

#### **Chosen actions**

- Close management of appointment booking by classroom teachers
- Phone calls, letters, text messages to go out, personally inviting PP parents who would greatly benefit from attendance
- Alternative meeting slots
- All-in-one meeting with one member of staff instead of with all classroom teachers
- Mentoring scheme
- Cooking with parents evenings

#### **Rationale**

- Strong school/home relationship makes removal of barriers to learning easier
- Clear gap in attendance of PP and non-PP parents
- Parents need to feel safe and comfortable within school environment as much as students do

**Total cost: £21,352**

### **3 Removal of emotional, physical and mental barriers to learning**

#### **Outcomes**

- Increased engagement
- Increased P8
- Decrease in behavioural incidents
- Reduction in amount of lost learning hours for PP students

#### **Chosen actions**

- Mentoring scheme
- Hednesford Helping Hands
- Teaching to the top
- Raise in staff awareness
- Provision of equipment
- Fair and representative numbers of PP students in class sets (roughly 21%)
- Allocation of funds for educational trips to improve Cultural Capital
- Access to bespoke well-being mentoring programmes
- Access to KS allocated mental health first aider

#### **Rationale**

- Ofsted Framework 2019
- Overall gap between PP and non-PP progress data
- Higher absence rates for this group
- Students exposed to situations that make them vulnerable
- Higher number of behaviour points and fixed term exclusions for PP students

**Total cost: £37,366**

#### **4A All KS3 PP students to be on target for maths**

##### **Outcomes**

- % of students on target
- Progress data

##### **Chosen actions**

- Teaching to the top
- Flipped learning
- Meaningful homework
- Saturday school
- Equipment provision
- Clear numeracy presence in tutor time programme
- Mentoring scheme
- No hands up policy
- RADY Programme
- Break/lunch time computer access
- Strategic seating plans
- PP student distribution in classes considered

#### **4B All year 11 PP students to achieve target grade or above in maths**

##### **Outcomes**

- Progress 8
- Attainment 8
- % of students going on to study level 3 qualifications

##### **Chosen actions**

- All PP students provided with scientific calculator
- All PP students provided with maths revision books
- Booster sessions
- Period 6
- Saturday school
- All year 11 tutors are maths specialists
- Mentoring scheme
- HPS academic mentoring
- Break/lunch time computer access
- Strategic seating plans
- PP student distribution in classes considered

#### **4C All HAP/HPA year 11 students to achieve targeted grades.**

##### **Outcomes**

- Progress 8
- Attainment 8
- % of students going on to study level 3 qualifications

##### **Chosen actions**

- Clear presence of challenge tasks on SOL
- HPS mentoring scheme
- Booster sessions
- Period 6
- Saturday school
- No hands up
- Aspirational sessions/workshops

#### **4D All year 11 PP students to achieve target grades in EBacc subjects (Science, history and geography)**

##### **Outcomes**

- Progress 8
- Attainment 8
- % of students going on to study level 3 qualifications involving these subjects

##### **Chosen actions**

- Bespoke plan of action for departments
- Each department to have an examiner
- New SOL throughout departments
- Booster sessions
- Period 6
- Saturday school
- Moderation with other schools
- Clear writing frames

#### **4E Increased number of students taking post-16 and post-18 pathways**

##### **Outcomes**

- More year 11 students moving on to sixth form, college, apprenticeships or further training
- More year 13 students going on to university, degree-apprenticeships or further training

##### **Chosen actions**

- 'An experience with...' sessions
- More trips to different training facilities
- External providers visiting

- Embedding aspirations and goals into SOL
- Broad and inclusive range of experiences shown to students.

#### **Rationale**

- Students entering KS3 with lower than average grades in maths
- Current year 8 PP girls significantly lower performance in maths
- Maths ending 2018/19 with a negative progress score for KS3
- Overall negative progress score for year 11 last year
- Low numbers of PP students in our sixth form
- Larger P8 gap between PP and non within these specific subjects
- HPS students underachieving in these subjects compared to others
- Nationwide pattern of HAP students and boys underachieving overall

**Total cost: £122,774**

#### **5A Fair and representative inclusion of PP students in extra-curricular clubs and programmes**

##### **Outcomes**

- Roughly 20% of extra-curricular clubs is from PP students
- Ultimate reflection on progress
- Improved confidence and self-esteem

##### **Chosen actions**

- Close monitoring of attendance to aim for 20% PP
- Alternative time slots to accommodate for different living situations
- Incentives and rewards

#### **5B Suitable and thorough application of cultural capital rich opportunities for PP students**

##### **Outcomes**

- All residential and non-residential trips to have 20% attendance of PP
- Increased Cultural Capital knowledge

##### **Chosen actions**

- All trips (residential and non) aim to have 20% PP attendance
- Embedding cultural capital into SOL
- Use of outdoor/alternative learning spaces to broaden experiences
- External speakers/agencies
- Recording of experiences in data base

#### **5C Fair representation of PP students in leadership positions**

##### **Outcomes**

- 20% of leadership positions to be occupied by PP students
- Increased confidence and self-esteem
- Increased exposure to different opportunities

### **Chosen actions**

- Alternative meeting times for different living situations
- Promotion of positions in different ways
- Collaboration with tutors to encourage certain students to take part
- Rewards and incentives

### **Rationale**

- Evidentially lower proportion of PP students taking part in extra-curricular activities
- Ofsted framework 2019
- PP students tend to have a lower exposure to cultural capital rich experiences
- Will aid in confidence/removal of emotional barriers for some students
- Include more students who feel like they don't have a say

**Total cost: £45,373**

**Section 6: Review of strategy 18-19.**

**1A to improve rates of progress across year 11**

**1B KS3 students to be on target for Maths and English**

**1C All high ability PP students will make at least predicted progress at both KS3 and KS4**

**1D KS5 PP students to reach target grades**

**Outcomes**

- Progress 8
- Attainment 8
- Value added score
- Post 16 and 18 pathways figures increasing

**Chosen actions**

- Personalised work lists
- Targeted intervention
- Assertive mentoring scheme
- Provision of supplies needed (text books and stationary)
- Quality first teaching
- GCSE Pods
- 'An audience with...' and various other careers sessions
- No hands up policies
- Period 6 sessions
- Saturday school
- Holiday revision programme
- University trips
- 'teaching to the top'
- Metacognition
- Tutor time intervention
- Embedding extended writing in all subjects
- HPS mentoring (academic mentoring)
- External speakers

**Total cost: £160,277**

Desired Outcome	<u>Impact Summary</u>	<u>Comments</u>
Progress 8	<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>	<p>Although progress data is down on last year and is not national average. Our attainment and progress gaps are smaller than the national average. Maths is a key area of focus going forward. Good practice occurring in English to be shared with other departments.</p>
Attainment 8	<ul style="list-style-type: none"> <li>• Average attainment score of 44.01</li> </ul>	<p>Gap is smaller than national – almost by 50%.</p>
Value Added Score	<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</li> </ul>	<p>Although there are low number of PP in our sixth form they are achieving well.</p>

	same for PP and non (D-)	
Post 16 and 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>	<p>Some cases of unknown – possibly develop a clear strategy for recording sixth form student’s pathways.</p> <p>3 students still unknown.</p>

## **2 To increase parental involvement**

### **Outcomes**

- Increase PP parent attendance at parents evenings

### **Chosen actions**

- Phone calls prior to evenings
- Alternative meeting slots
- Assertive mentoring scheme

**Total cost: £30,016.55**

<b>Desired Outcome</b>	<b>Impact Summary</b>	<b>Comment</b>
Increase PP parent attendance at parents evenings	✓ 12 parents seen in individual meetings with AVE	More rigorous recording of meetings for reflection purposes

## **3 Removal of emotional, physical or mental barriers to learning**

### **Outcomes**

- increased engagement due to removal of barriers
- increased P8
- decrease in behavioural incidents
- all PP students have same access to opportunities as non-PP students

### **Chosen actions**

- assertive mentoring programme
- teaching to the top
- staff awareness
- allocation of budget for educational trips
- provision of equipment

**Total cost: £43,892.13**

Desired Outcome	Impact Summary	Comment
Increased engagement due to removal of barriers	<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>	
Increased P8	<ul style="list-style-type: none"> <li>overall P8 -0.2</li> </ul>	More work to be done to ensure these barriers aren't influencing progress
Decrease in behavioural incidents	<ul style="list-style-type: none"> <li>Increase in average behaviour points for 26 to 43</li> </ul>	Completely new behaviour policy introduced in September 2019. 45 minutes PREP sessions as opposed to 10 minutes or 30 minutes after school or at lunch
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>	Clear method of attendance collection for extra-curricular clubs needs to be in place

#### **4 To raise the attendance of PP students – especially those who are considered to have persistence absences (PA)**

##### **Outcomes**

- increased attendance of all PP students
- reduction of PP students considered to have PA

##### **Chosen actions**

- close monitoring by attendance
- non-attending PP students to be contacted first
- assertive mentoring
- staff awareness and support

**Total cost: £48,989.28**

Desired Outcome	Impact Summary	Comments
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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>	Sixth form attendance requires attention
Reduction of PP students considered to have PA	<ul style="list-style-type: none"> <li>✓ less PP students than non-PP considered to have PA</li> </ul>	Still a significant amount of students with PA