

# Pupil Premium at KKS

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## Impact Statement

**Mike Bousfield**

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## The Context

The Pupil Premium is a Government initiative designed to improve the attainment and achievement of those pupils deemed Disadvantaged. Specifically, the Pupil Premium money is provided for those pupils who have been on Free School Meals (FSM) at any point over the past 6 years (Ever6) or those children who have been looked after continuously for at least 6 months (CLA). For the year 2017-18, this is £106000. Our intake for September 2017 showed a substantial growth for the school so, while sixteen Disadvantaged Pupils finished Year 11 in June, thirty-eight joined us in September.

## The Headlines

Destinations: **16** of our Year 11 pupils qualified as disadvantaged in 2017, including 1 child who was in the care of the Local Authority. Four of those pupils have continued on to study A-Levels here at Kirkbie Kendal. One has gone on to study A-Levels at another school. All the rest secured places in Further Education.

Over the **previous** three years, we showed a year on year increase in the performance of Disadvantaged Pupils in the chief measure for school performance, the percentage of pupils achieving 5A\*-C grades in English and Maths: **18%** in 2014, **44%** in 2015, **47%** in 2016.

The key performance indicator for schools is now the Progress 8 Score. That figure for Disadvantaged Pupils has also shown an increase, from **-0.4** in 2016 to **-0.2** in 2017.

This year, we set ourselves an aspirational target of **43%** of those pupils achieving a 'Good' grade in Maths and English. **43%** of those pupils succeeded in achieving a Grade 4 in Maths and English. Another 18% of those pupils secured a Good grade in one subject but not the other, despite carefully targeted support in those areas, including home visits in the run up to exams.

Disadvantaged Pupils showed a significant improvement in attendance. The Persistent Absence figure for them was **27%** in 2015-16. It improved to **16%** in 2016-17.

**100%** of our disadvantaged pupils went on to further study, 5 in the Sixth Form and 11 securing places in College.

## **The Strategies**

Kirkbie Kendal School is a medium sized comprehensive school with approximately 13% of pupils being eligible for the Pupil Premium funding. The cohort of disadvantaged pupils in each Year group varies widely, but each cohort contains pupils across a wide spectrum, from those with very low academic ability to those more-able pupils.

No single intervention provides a complete solution to the complex educational issues in any school and it is therefore a multi-faceted approach that we feel offers the best opportunity for pupils to succeed.

Research and experience shows us the single most important factor in the progress and achievement of these pupils is having the very best teaching on a daily basis; teaching that makes the best use of high quality feedback and where pupils are involved in the process of their own learning. It is then important to intervene swiftly and judiciously where progress is not as it should be.

Termly analysis of pupils' progress across all Year groups shows us where to target our interventions. Our strategies are based on national research, including the Sutton Trust Toolkit and Ofsted documentation, and based on our own careful evaluation, based on outcomes.

The Assistant Headteacher responsible for Pupil Premium meets regularly with academic and pastoral leaders and key staff to discuss the progress of Pupil Premium pupils. All Pupil Premium pupils have an individual interview at least once a year, which helps identify potential areas for support and help target intervention.

Interventions come in a variety of forms but must be specific to the needs of the pupil/group of pupils and not simply generic strategies. Examples of such strategies at KKS include:

- 1) A team of Progress Mentors work exclusively with Disadvantaged Pupils in a number of ways including:
  - Individual interviews with every Disadvantaged Pupil in the school, to help identify barriers to learning.
  - The creation and monitoring of individual tracking documents for every disadvantaged child in the school, to monitor progress and intervene swiftly where progress is inadequate.
  - The identification of Disadvantaged Pupils and their needs before they arrive at school.
  - A system of supporting learning in the classroom, whereby staff timetables are fluid and allow the bespoke support of identified Disadvantaged Pupils across the curriculum.
  - Half termly meeting which track the attendance of Disadvantaged Pupils.

- Half termly meetings with Heads of Year which review the progress and attendance of Disadvantaged pupils.
  - A Maths specialist who withdraws Disadvantaged Pupils of one to one Maths lessons where progress is identified as inadequate.
  - An English specialist who supports Disadvantaged Pupils exclusively in English, occasionally withdrawing them for small group intensive support.
- 2) In addition, the school's Independent Careers and Guidance Counsellor has individual interviews – at least one per child – with every Disadvantaged Pupil before the rest of the pupil body.
  - 3) Disadvantaged Pupils entering the school in Year 7 below the expected standard in English and Maths are supported through the provision of extra groups with experienced teachers, and through the provision of Passport Maths in Year 7.
  - 4) Attendance is incentivized and rewarded.

In addition, regular staff training and INSET, plus continuously evolving systems and documentation, including appraisal, ensure that the outcomes for these pupils are the highest priority for all staff.

## **2016-17 Expenditure.**

*We are confident in our approach to supporting Disadvantaged Pupils, and did not make significant changes to expenditure between 2015-16 and 16-17.*

**Progress Mentors** **£35,000 approx**

Progress Mentors are employed who work closely with Disadvantaged Pupils in Key Stage 3 and 4. This involves both academic support and pastoral mentoring.

**Maths Intervention Specialist** **£17,000 approx**

A specialist Maths teacher employed to support and work with those not making expected levels of progress, and those unable to access Passport Maths.

**Accelerated reader** **£4000 approx**

All of Year 7, 8 and 9 take part in the Accelerated Reader Scheme. This scheme is designed to improve reading and comprehension as measured by an increase in a pupil's reading level.

**Passport Maths** **£5000 approx**

This Maths intervention helps tackle underachievement in Maths, by identifying and correcting gaps in pupils' learning.

**Independent Advice and Guidance Counsellor** **£5000 approx**

An independent counsellor prioritising Pupil Premium pupils, but seeing all those in Key Stage 4.

**Extra teaching groups in Years 7 and 8 maths and English** **£12,000 approx**

Extra teaching groups have been created in Years 7 and 8 English. This was done in order make teaching and learning more effective by deploying our strongest staff to teach the lowest attaining pupils.

**Sundries – to include specialist learning equipment** **£3,000 approx**

## 2016-17 Impact of expenditure

Measure	Approximate cost	Impact
Progress Mentors	£35000	Crucial in supporting pupils across school, with measures including taking to opticians, doctors, providing food tech ingredients, supporting with homework, ensuring attendance at Parents' Evenings, improving attendance, aiding transition. Integral in ensuring that the most 'at risk' Disadvantaged Pupil in Year 11 completed their GCSEs including a 5 in Maths. <u>Overall Impact</u> Increased P8 score to -0.2. 43% Good Grade in English and Maths. Improved PA rate to 16%.
Maths Specialist	£17000	Crucial in ensuring the lowest able in Year 7 made good progress. Ensured that 5 'at risk' pupils ensured grade 5 in Maths.
Accelerated Reader	£4000	Reading is carefully monitored for every child in KS3. Pupils not hitting weekly target are identified by Librarian weekly, strategies discussed and targets are set in conjunction with English teacher.
Independent Careers Advice and Guidance	£5000	100% of Disadvantaged Pupils secured a place in Sixth Form or in a local FE college.
Extra teaching groups in Years 7 and 8 maths and English	£12000	92% of the lower attaining pupils made at least good progress in English in Year 7. 76% of the lower attaining pupils made at least good progress in maths in Year 7.
Passport Maths	£5000	See above.

## **Impact**

### **The Issue**

The performance of our pupils at GCSE level.

### **The Strategy**

Led by the Assistant Headteacher, the Progress Mentor team supported Year 11 pupils through 1:1 English and Maths, through individualised support plans, through support with attendance, through support with pathways Post-16.

### **The Impact**

The Progress 8 score for this cohort increased from -0.4 in 2016 to -0.2 in 2017.

43% of our Disadvantaged Pupils achieved a 'Good Grade' in Maths and English.

100% of our Disadvantaged Pupils achieved 5 GCSE or equivalent qualifications.

Disadvantaged Pupils showed a significant improvement in attendance. The Persistent Absence figure for them was 27% in 2015-16. It improved to 16%.

### **The Evaluation**

We continue to believe that the single most important factor in ensuring the best outcomes for these pupils is ensuring that they have the best possible teaching on a daily basis. Therefore, we have revised our strategy and our expenditure slightly for the year 2017-18.

We have retained the services of **one** Progress Mentor and our Maths specialist, who work exclusively with Disadvantaged Pupils to promote the best outcomes for them.

However, a significant part of our spend for this year has gone into the creation of Disadvantaged Core Specialists in English, Maths and Science. Essentially, lead teachers in their subject area, they work to support the learning of Disadvantaged Pupils in their subjects, in a variety of ways. That includes highly focused small group work in English, and extra support for targeted individuals in both Maths and Science.

## **Planned expenditure 2017-18**

### **One Progress Mentor**

**£18,000 approx**

Progress Mentors are employed who work closely with Disadvantaged Pupils in Key Stage 3 and 4. This involves both academic support and pastoral mentoring

### **English Intervention Specialist**

**£10,000 approx**

A subject expert in English to support those not making expected progress, and those Disadvantaged Pupils.

### **Maths Intervention Specialist**

**£28,000 approx**

A specialist Maths teacher employed to support and work with those not making expected levels of progress, and those unable to access Passport Maths.

### **Accelerated reader**

**£4000 approx**

All of Year 7, 8 and 9 take part in the Accelerated Reader Scheme. This scheme is designed to improve reading and comprehension as measured by an increase in a pupil's reading level.

### **Passport Maths**

**£5000 approx**

This Maths intervention helps tackle underachievement in Maths, by identifying and correcting gaps in pupils' learning.

### **Independent Advice and Guidance Counsellor**

**£5000 approx**

An independent counsellor prioritising Pupil Premium pupils, but seeing all those in Key Stage 4.

### **Extra teaching groups in Year2 7 and 8 maths and English**

**£12,000 approx**

Extra teaching groups have been created in Years 7 and 8 English. This was done in order make teaching and learning more effective by deploying our strongest staff to teach the lowest attaining pupils.

### **Sundries – to include specialist learning equipment**

**£3,000 approx**

## **Mid-Year Evaluation Dec 2017**

As part of our practice we review the progress of all groups of pupils at regular intervals. Current data show Disadvantaged Pupils broadly in line with FFT50 and 20 benchmarks. Individual pupils, however, are identified for bespoke support.

### **Year 10 Forecast Data – mid year**

	<b>Forecast</b>	<b>FFT50</b>	<b>FFT20</b>
Level 2 Basics (5+ in English and Maths)	29%	22%	27%
Level 2 Basics (4+ in English and Maths)	52%	-	-

### **Year 11 Forecast data – mid year**

	<b>Forecast</b>	<b>FFT50</b>	<b>FFT20</b>
Level 2 Basics (5+ in English and Maths)	19%	16%	22%
Level 2 Basics (4+ in English and Maths)	46%	-	-

## **Key Stage 3 Progress Data**

### **Percentage of pupils in Key Stage 3 making Good or Exceptional Progress**

		English	maths	science
Year 7	All	86%	89%	54%
	DP	87%	75%	43%
	Non DP	86%	92%	58%
Year 8	All	71%	84%	89%
	DP	73%	69%	69%
	Non DP	72%	87%	93%
Year 9	All	75%	80%	92%
	DP	70%	65%	87%
	Non DP	75%	83%	92%