

Pupil Premium at KKS

Impact Statement

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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 that figure was approximately £106000.

The Headlines

Destinations: **22** of our Year 11 students qualified as disadvantaged in the final results for 2018, although to be certain we supported all disadvantaged students we targeted some 26 for focused intervention. 3 of those students have continued on to study A Levels here at Kirkbie Kendal. 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 students achieving 5A*-C grades in English and maths: **18%** in 2014, **44%** in 2015, **47%** in 2016. The figure attaining a 'Good' grade in both in 2017 was 43%.

The key performance indicator for schools is now the Progress 8 Score. That figure for disadvantaged students showed an increase, from **-0.4** in 2016 to **-0.2** in 2017. We forecast a dip in this year, and despite strenuous efforts to counter this, we did indeed dip exactly as forecast – to **-0.7**. **Our same data systems do forecast an improved picture for 2019, with early interventions yielding results, and a forecast P8 for the new cohort of -0.1.**

Again this year, we set ourselves an aspirational target of matching the challenging benchmark, or FFT20 figure, of the percentage of this group to hit a Grade 5 in both English and maths. The only two students who could be classed as have high prior attainment did it that target. Three others hit a Grade 5 in English but a Grade 4 in maths.

Disappointingly, despite strenuous efforts to the contrary, the persistent absence figure for this cohort also slipped, with a number of parents and carers unable to engage with school in getting their children in.

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 students across a wide spectrum, from those with very low academic ability to those more-able students.

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 students 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 students' 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 students. All Pupil premium students 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 and Core Subject Specialists working exclusively with Disadvantaged Students in a number of ways including:
 - Individual interviews with every disadvantaged student 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 students 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 students 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 student before the rest of the student 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.
 - 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. All staff have the performance of Disadvantaged Pupils as an appraisal target. Several have identified the performance of these Pupils as the focus for independent CPD research and action projects.

2017-18 Impact of expenditure

Measure	Approximate cost	Impact
Progress Mentor	£17000	Crucial in supporting students 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. <u>Overall Impact</u> Disappointingly the P8 score slipped to -0.7.
Maths Specialist	£17000	Worked with students whose achievement in maths was not in line with their benchmark targets. <u>Overall Impact</u> Ensured a Grade 4 for several key students; unable to convert those to a 5.
Disadvantaged Core Specialists in Maths, English and science	£30000	Specialists in their subject areas with allocated time to support the progress of Disadvantaged Pupils. <u>Overall Impact</u> Despite focused intervention sessions unable to make the required impact
Accelerated Reader	£4000	Reading is carefully monitored for every child in KS3. Students 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	Over 90% of the lower attaining pupils made at least good progress in English in Yr 7 Over 70% of the lower attaining pupils made at least good progress in maths in Yr7

Impact

The issue

The performance of our students at GCSE level.

The strategy

Led by the Assistant Headteacher, the progress mentor team supported Year 11 students through 1:1 English and maths, through individualised support plans, through support with attendance, through support with pathways post 16.

The impact

Despite our best efforts, the P8 figure for this cohort slipped from -0.2 to -0.7.

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, and also that their attendance needs to be such that it allows them to succeed. Therefore, we have revised our strategy and our expenditure slightly for the year 2018-19.

The single biggest change this year is the creation of the role of Pastoral and Attendance Support Officer, with a focus on improving the attendance of this cohort.

Planned expenditure 2018-19

English Intervention Specialist

£10,000 approx

A subject expert with allocated time in English to support those Disadvantaged Pupils not making expected progress

Maths Intervention Specialist

£20,000 approx

A specialist maths teacher employed to support and work with those DPs not making expected levels of progress.

Pastoral Attendance and Support Officer

£25,000 approx

A new role for the school, focused on improving the attendance of Disadvantaged Pupils, and supporting the learning and pastoral welfare of those students in school.

Part time Progress Mentor

£10,000

A PE teacher with a specific focus on raising the participation and engagement with sport and extra-curricular activities

Accelerated reader

£4,000 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 pupils' reading level.

Independent Advice and Guidance Counsellor

£5,000 approx

An independent counsellor prioritising Pupil Premium students, 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 students.

Sundries – to include specialist learning equipment

£3,000 approx