

Kirkbie Kendal School

# Pupil Premium at KKS

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## Impact Statement

**Mike Bousfield**

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## Pupil Premium at Kirkbie Kendal

To support the achievement and attainment of those pupils from disadvantaged backgrounds, the school received approximately £100,000. There were 15 students in the Year 11 disadvantaged cohort that completed their GCSEs in 2020.

The actual size of the cohort from year group to year group, but overall it is approximately 14% of the school population.

The school carefully monitor, evaluate and review our pupil premium spend each year to ensure the best possible outcomes for our young people. In the academic year 2019 – 2020 that included the creation of, and appointment to, a new post – Progress Manager – designed to champion the progress of disadvantaged pupils in school.

### The Impact

Of the fifteen students, all were successful in securing places in further education or employment.

The key performance indicator for schools is now the Progress 8 Score. That figure for disadvantaged students has shown a five year positive trend. That score was **-0.4** in 2016 and improved to **-0.25** in 2017. We forecast a dip in 2018 to **-0.7**. We returned to our positive trend in 2019, with a score of **-0.24**. **Our results of 2020 saw our strongest yet, a Progress 8 score of 0.46.** The gap between disadvantaged pupils and their peers has narrowed appreciably. The Progress 8 score for all pupils was 0.54.

The performance of that cohort against school benchmarks such as the FFT50 and FFT20 targets for those attaining a Level 5 in English and maths was also pleasing.

**The percentage of disadvantaged pupils achieving Level 5 in English and maths was 27%, against an FFT20 target of 7%. The percentage achieving Level 4 in English and maths was 53%, against an FFT50 target of 47%**

## The Strategies

Kirkbie Kendal School is a medium sized comprehensive school with approximately 14% 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.

Key changes for the academic year 2019 -20 included the creation of two new posts

**Pastoral and Attendance Support Officer – key to boosting the attendance of our disadvantaged pupils, reducing persistence absence, and reaching hard to engage students**

**Progress Manager – key to championing the progress of disadvantaged pupils across the school and supporting their academic achievement.**

## 2019-20 Impact of expenditure

Measure	Approximate cost	Impact
Progress Manager	£25000	Crucial in supporting students across school, with measures chiefly based around academic support, but also aiding transition, home visits, supporting Looked After Children. <u>Overall Impact</u> Instrumental in shepherding those disadvantaged students towards their GCSEs, and in boosting the school DP P8 score.
Pastoral and Attendance Support Officer	£25000	Instrumental in supporting the attendance of disadvantaged students, especially those at risk of Persistence Absence. <u>Overall Impact</u> Attendance of Disadvantaged Pupils showed overall improvement
Maths Specialist	£17000	Worked with students whose achievement in maths was not in line with their benchmark targets. <u>Overall Impact</u> Ensure positive maths progress score for several key students
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 in a local FE college.
Extra teaching groups in Years 7 and 8 maths and English	£12000	Over 70% of pupils made at least good progress in English in Yr 7 and 8 Over 70% of pupils made at least good progress in maths in Yr7 and 8

## **Impact**

### **The issue**

The performance of our disadvantaged pupils at GCSE, though improving year on year, still fell behind that of their peers.

### **The strategy**

Led by the Assistant Headteacher, the school supported Year 11 students through the creation of new posts, enhancing our ability to deliver 1:1 English and maths, through individualised support plans, through support with attendance, and through support with pathways post 16.

### **The impact**

Carefully tailored support for those disadvantaged pupils, and holding the performance of those pupils as an every higher priority in the school, ensured that – as forecast - -our P8 score became our best ever. Key disadvantaged pupils who experienced real difficulty engaging with school enjoyed success in core subjects.

### **The evaluation**

The single biggest changes in recent years were the creation of the roles of Pastoral and Attendance Support Officer, with a focus on improving the attendance of this cohort, and Progress Manager, focused on the academic progress of this cohort of pupils.

## **Planned expenditure for 2020-21**

Due to the success of our strategy for 2018-19, our review has led to no significant changes to our planned expenditure.