



Kirkbie Kendal School

care • hard work • resilience • curiosity

Pupil premium strategy statement – Kirkbie Kendal School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1078
Proportion (%) of pupil premium eligible pupils	14.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr Mark Harris, Headteacher
Pupil premium lead	Mrs Fiona Derbyshire, Pupil Progress Lead
Governor / Trustee lead	Mrs Sally Parnaby, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,727
Recovery premium funding allocation this academic year	£31,602
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£472

<p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	
<p>Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	<p>£144,801</p>

Part A: Pupil premium strategy plan

Statement of intent

At Kirkbie Kendal School, we are a learning community that is committed to excellence in all we do. We believe in the enrichment of the whole person and that every individual has the right to the best possible education. We are ambitious, rigorous, uncompromising, deliver quality first teaching, and make sure our young people are nurtured, cherished and cared for. Our school cannot simply be measured by outcomes alone, but by all the people it helps to shape. We are proud to be Kirkbie Kendal School, proud to service our local community and proud to be from Cumbria.

At Kirkbie Kendal School our vision for Disadvantaged Pupils, known in our school as Pupil Premium (PP) is that they play a full and active role in all aspects of school life; that they have the same opportunities to access a whole range of school experiences as their peers; and that they achieve as well as their peers nationally and have equally as successful outcomes and destinations.

At the heart of our school are our core values:

Care: We look after each other and our environment, celebrate diversity, are polite, courteous and considerate so that our school is tolerant, friendly and welcoming. We are generous in spirit and actively look for opportunities to give back to school and wider society.

Hardwork: We are aspirational and know that most things worth achieving in life take hard work and that success involves good working habits.

Resilience: We are ready to make the most of opportunities that come our way and bounce back from any setbacks we have so that we can take on the chosen and unchosen challenges that life and learning will bring.

Curiosity: We are ambitious to know more and remember more, to understand the power of knowledge and learn about the world around us.

We recognise that we are blessed with a beautiful location on the edge of the Lake District National Park which has many positive attributes, but there is also great inequality where pockets of deprivation can be found. As a county, 1 in 10 households in Cumbria have an income of less than £10,000 a year. Our semi-rural location presents a wide range of employment opportunities and challenges. South Lakeland has a higher than average percentage of the population employed and a lower than average percentage unemployed. However, average household income and hourly wages are lower than national average with many jobs being minimum wage and seasonal. This means that many families are not categorised as PP, but do really struggle to make ends meet at the end of each week.

Our aim is for all PP students to play a full and successful part in the academic and wider school community. To achieve this we aim to:

1. To ensure that all students participate in the academic and wider curriculum to the same extent as their peers
2. To ensure that students on average make increasingly good progress year on year and achieve the same excellent results as their non-disadvantaged peers.
3. To increasingly address and remove barriers faced by our students with a particular focus on attendance, reading and cultural capital.
4. For post 16 destination data to reflect an increasing number of students accessing their aspiration destinations, including those accessing level 3 pathways.

How does our current pupil premium strategy plan work towards achieving these objectives?

- To achieve these objectives the school continues to adopt the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching through CPD and aided by the recruitment/ retention of high-quality teaching staff.
- Attendance of PP students is lower than their peers partly because students who live in lower income households have worse health. There is both internal data and academic literature that highlights the need for high quality pastoral support and attendance intervention to meet the needs of our PP students. As such, funding is directed to ensure that high quality pastoral care is available to all students, including a specific specialist team to support the most vulnerable students.
- The prioritisation of reading and opportunities to read in curriculum areas will have a positive impact on curriculum progress for PP students.
- Improving the cultural capital of PP students is a priority. We know that all of our students have equal access to cultural capital through the curriculum however PP students benefit from fewer clubs, trips and visits outside of school. Each year group in Y7 – Y9 has an educational visit which is free for all PP students, Duke of Edinburgh Award is provided free to all PP students in Y10, we support school sport so that our PP students have access to competitive sport.
- Prior attainment suggests weaker starting points across the curriculum. To achieve outcomes in line with their peers they therefore need to make more progress. Pupils are tracked and barriers identified to monitor pupil progress and identification of individualised interventions.

What are the key principles of our strategy plan?

The strategy plan is based on the following principles:

- We are an evidence based school; decisions and interventions should be based on research and data
- The most effective method of addressing disadvantage is through a strong focus on improving teaching and learning, as advocated by the EEF
- Providing high quality pastoral and CEIAG support is essential to meet the wider needs of all students
- The use of a robust monitoring system, focused on outcomes, that can identify barriers and effectively inform and evaluate interventions is essential to maximise the impact of PP funding
- Our PP students are individuals and have individual barriers and needs.
- PP funding is leveraged to benefit as many students as possible, including non-PP students as suggested by EEF and Poverty Proofing training.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1 Attendance	For some of our students' attendance is lower than their peers which limits their access to high quality education.
2 Knowledge, skills and vocabulary	Some students' have lower levels of achievement than their peers on entry to the school and the gap continues to grow though KS3 and 4. KS2 Maths scores are 100.5 and 102.6 for non-PP. 52% of PP have a KS2 below 100, compared to 27% of non-PP. KS2 reading scores are 101.4 and 104.8 for non-PP. 39% of PP have a KS2 reading score below 100, compared to 17% of non-PP.
3. Reading	Our assessments, observations and discussions indicate reading gaps have widened.
3 Aspirations	Our assessment, observations and discussions suggest some students' have lower aspirations than their peers and lack the mechanisms to alter this.
4 Cultural capital	Many students do not have the rich and varied experiences as non-pupil premium children seem to have, meaning their experience of the world and language acquisition can be limited. Wider cultural opportunities are not easily accessed in our local area.
5 Collaboration with home	Some students' have a challenging home learning environment and have had less access to social capital. Parental engagement (seen in parent's evening's attendance) is on average lower than their peers.

6 Engagement and motivation	Our assessments, observations and discussions (pupils, colleagues, and parents suggest) suggest some of our students can demonstrate a lack of motivation and active engagement in lessons. Some students' behaviour choices is impacting on their progress or engagement in learning.
--------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
For attendance of our PP students at KKS to be no lower than the attendance for non PP students.	Attendance in line with peers by 2024.
For PP students reading to have improved so that the gap between PP and non PP is reduced.	Reading age gap in all years is reduced to less than 0.5 years.
Improved student outcomes at GCSE	<p>Successful use of accelerated reader to foster independent reading.</p> <p>Development of phonics program to improve reading outcomes.</p> <p>An academic tutor in English and Maths will hold small group tutorials with targeted students / small groups of students.</p> <p>Extra teaching groups in Maths in Years 7, 8, 9 and English in Year 9.</p> <p>Additional sessions to support student progress in departmental areas.</p> <p>PP end of KS4 P8 scores are on track to reach P8 = 0 by 2024 based on 2021 baseline.</p> <p>For the gap in KS4 P8 and A8 scores to be in line or better than the national average by 2025.</p> <p>Using the EEF framework to guide our support of literacy in the curriculum and improve literacy levels Education Endowment Foundation - Literacy which will see disciplinary language used by all departments.</p>
Provide high quality CEIAG provision to all students' i.e.	<p>Attendance of parents and students evenings at Sixth Form open event in line with Non PP by 2024.</p> <p>Attendance at information events in line with non PP .</p> <p>All Year 9 - 11 students will have had 2 careers related trips and / or experiences.</p>

	<p>PP students are accessing the correct post 16 pathway based on their baseline data. Ensure all students are provided with at least two meaningful encounters with a careers adviser.</p> <p>Improve attendance at careers related trips and experiences.</p> <p>All students to use of the Careers platform <i>Unifrog</i> to encourage motivation and foster aspirations.</p>
For all KKS students to be able to enjoy a wide range of enrichment activities we have on offer so that cultural capital is improved.	<p>An effective system of tracking participation is in place.</p> <p>Levels of engagement are equal across all KKS students.</p>
A strong professional dialogue will be kept open with all PP students.	<p>PP champions group representing all departments.</p> <p>The pastoral team will hold all necessary meetings where needed with external agencies so that we can best support students.</p> <p>Other pastoral support will be identified such as the nurture groups in year 7 and 8 as well as one to one appointments with the pastoral team. Wider opportunities with outside agencies to be used to support the reduction in barriers to progress of all students'.</p> <p>We will continue to identify new additions to the KKS PP register throughout the year and all staff will be work collaboratively to identify and overcome barriers.</p> <p>The focus grids will be updated as a working document throughout the year.</p> <p>The progress of students' will be a focused item at staff Inset.</p>
Increase parental engagement with school	<p>Attendance at parents evenings is in line with their peers by 2024.</p> <p>Communication with PP parents / carers allowing early interventions to take place.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £72,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>All staff identify challenges our students face and the intervention that will best support them.</i>	Must understand the challenges students are facing and respond via intervention strategies.	2
<i>Smaller groups sizes in Maths and English</i>	EEF study shows it can raise attainment by 3+ months.	2, 3
<i>Recruitment and retention of key specialist teachers - Making sure students have access to specialist teachers</i>	Research reported by the DFE (2016) suggests that student attainment in core subjects such as Maths and English is greater when delivered by subject specialists.	1, 2
<i>Teaching and learning focus on evidence-based strategies to support Quality Teaching First</i>	<p>Supporting the Attainment of PP (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Wider educational literature e.g Sherrington 2019, suggests that selected methodologies are most effective at improving student outcomes. This is also supported by the EEF Toolkit (2021) which claims significant improvement in learning e.g. Interleaving and questioning +7 months.</p> <p>Teaching and Learning strategies focusing on Ratio; Retrieval practice and Disciplinary Literacy.</p>	1, 2
<i>QA led by appraisers, SLT, HODs provide developmental feedback, identify training needs and shares best practice.</i>	<p>Hattie (2016) - Collective teacher efficacy most affecting influence on student achievement.</p> <p>DFE guidance on Teacher Standards states that appraisal and monitoring is necessary to help to determine professional development.</p>	1,2
<i>Data tracking to compare PP and non PP</i>	Using the evidence to highlight the needs for specific interventions	1-5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £36,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subject specific academic interventions. Maths academic tutor English academic tutor</i>	EEF – One to one and one to three group tutoring can raise the attainment by 5+ months.	2, 5
		2, 5
<i>Peer mentoring – Literacy / reading</i>	EEF – Peer mentoring can raise attainment by 5+ months.	2
<i>Academic mentoring</i>	Although the EEF suggests an attainment gain of 2+ months only, our programme has clear structures and expectations. It provides training and support for mentors, and we recruit mentors who are volunteers, which are associated with more successful outcomes.	2
<i>Accelerated Reader</i>	EEF - Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress. Baye, Slavin and Haslam, 2019 - reports effect size of +0.24 The use of a phonics teaching program to further improve reading and fluency.	2, 4
<i>Career Adviser 1:1 interview</i>	Hattie (2020) - careers interventions can have an effect of +0.38.	3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £36,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>PASO Work with parents.</i>	EEF Parental engagement – communicating with parents effectively and the DFE guidance on 'Improving Schools Attendance – Support for	1

<p>Hold attendance meetings.</p> <p>Support students back into school.</p> <p>Home visits to support transition.</p> <p>Work with inclusion officer at LEA.</p> <p>Provide specific interventions to overcome individual challenges.</p>	<p>Schools and Local Authorities. We follow the strategies and guidance.</p>	
<p><i>High quality pastoral team support i.e. nurture Groups, 1:1 support, safeguarding support.</i></p>	<p>EEF - mentoring has a 2+ months benefit to students.</p> <p>Hattie (2016) - behaviour intervention programmes can have 0.62 effect and specific intervention linked to needs 0.77.</p>	4, 6
<p><i>Pastoral support</i></p>	<p>EEF - mentoring has a 2+ months benefit to students.</p> <p>Hattie (2016) - behaviour intervention programmes can have 0.62 effect and specific intervention linked to needs 0.77.</p>	All
<p><i>Supporting the cost of trips, extra curricular, visits to improve cultural capital</i></p>	<p>EEF Toolkit - Art and Sport participation benefit 2+ months.</p>	4, 6
<p><i>Laptops loaned to support students at home</i></p>	<p>PP students are disadvantaged by not having technology to access homework and revision tasks / materials</p>	2
<p><i>Increase of PP participation at careers events</i></p>	<p>Hattie (2016) careers intervention can have effect of +0.38.</p>	3
<p><i>Increase parental engagement</i></p> <p>Early booking for PP and calls to them</p> <p>Encourage alternatives when parents have not attended</p>	<p>EEF - Positive parental engagement +2 months.</p>	5

Total budgeted cost: £144,801

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment

In 2019 the cohort achieved a P8 score of +0.22. The DP of 20 pupils achieved a P8 score of -0.23. A difference of -0.45.

In 2022 the cohort of 184 pupils achieved a P8 score of +0.37. The PP cohort of 18 pupils achieved a P8 score of +0.26. A difference of -0.11.

In 2023 the cohort of 179 pupils achieved a P8 score of +0.09. The PP cohort of 18 pupils achieved a P8 score of -0.39. A difference of -0.48.

The 'gap' between our PP and non-PP is fluctuates depending on the cohort and continues to be a whole school focus. The long term impact of CV, online learning and lost learning continues to echo through some of our most vulnerable groups as reported by the [Education Endowment Foundation in new research on the impact of covid 19 on the disadvantage gap](#).

Nationally the P8 score of PP students in 2022 was -0.55.

Teaching and Learning

Pupils benefit from high quality and consistent teaching. Staff CPD with a focus on Cognitive load, Ratio and Retrieval. This evidence based approach is developing a culture of excellence beyond compliance with an understanding of why we do things. Further staff inset is going to focus on individual barriers to learning and how we can adapt within our school environment.

We are carefully considered when allocating funding to interventions. At KKS we follow the EEF guidance and ensure that Quality First Teaching is at the heart of all we do. We have dedicated academic support in place to act on academic progress scores to allow early and effective interventions. Monitoring of these interventions takes place, with the majority of interventions resulting in improved outcomes. Of the 2022 Y11 PP who received Maths tutoring interventions as well as class teacher support, 84% achieved FFT50 or above. Of the 2022 Y11 PP who received English tutoring interventions as well as class support, 73% achieved FFT 50 or above. Similarly in 2023 Y11 PP who received Maths tutoring interventions, 68% achieved FFT50 or above. Of the 2023 Y11 PP who received English tutoring interventions, 47% achieved FFT50 or above.

Progress of all PP is monitored by HoD following all assessments and a standing item on department meeting agendas. All departments have a PP Champion who attends half-term meetings. IGS and exam data is used as evidence to inform wider interventions and success strategies for individuals shared. This data centred approach has been successful, for example, Y10 exam data was used for PP Champions to reflect on progress ensuring a targeted and focused start in the September of Y11. All students' had coordinated action with departments sharing strategies employed to ensure progress. This was then reviewed and updated in the November meeting.

At Kirkbie Kendal School we care about all our students' and aim to offer personalised support throughout the school year. We have excellent pastoral care with experience HoY, form tutors and Pastoral Staff. We have encouraged the creation of a team of PP Mentors to support our robust pastoral care, who have been trained in the use of assertive mentoring following data evidence from mock exams and IGS.

Attendance

Our dedicated PASO and pastoral support team monitor attendance daily. Attendance figures are interrogated to address issues early. We explored the use of the ATTEND framework for use alongside early attendance intervention. The successful trial of this resulted in 84% of those in the sample with improved attendance. We continue to work collaboratively with outside agencies to support attendance that is below that expected. A school based 'Early Attendance Plan' is used prior to work done with outside agencies, having a positive impact on the time taken to work with families. For 2021-22 Attendance was 91%, with PP attendance at 88%. For 2022 – 23 Attendance was 90%, with PP attendance at 84%.

Destinations

Preparing all our students' for the future is embedded within our pastoral and academic curriculum. All students' meet with an external careers advisor with some having more regular support. Some of our students' have additional mentors who encourage attendance at Open Evenings, interview practice, mock interviews, filling in of forms, organisation of tickets to Open days. All our students' are well prepared for their futures with a broad range of opportunities available. Alongside their peers, there were no NEETs in 2022 and 1 NEET in 2023.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Accelerated Reader - EEF +3 months.	Renaissance

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

How our service pupil premium allocation was spent last academic year

High quality teaching and pastoral support. Access to CEIAG
Amalgamated with PP funding.

The impact of that spending on service pupil premium eligible pupils

There are 6 service PP on roll 2022-2023. All service PP progress and AtL monitored to enhance academic progress. All those Y9 and above involved in Careers events and option of appointment given.