

# KHS Pupil premium strategy statement 2020-21

## Strategy statement

Kingstone High School is committed to delivering high quality education and experiences to all members of its community. The pupil premium strategy supports the school in addressing any potential barriers that students may have to being successful.

The overall aim of the pupil premium strategy is to:

- Diminish academic attainment gaps that may occur, especially in English and Maths, so that life chances post 16 are not reduced.
- Ensure that all students have the same enrichment and cultural opportunities.

1. Summary information					
School	Kingstone High School				
Academic Year	2020/21	Total PP budget	£109,850	Date of most recent PP Review	09/20
Total number of pupils	574 11 – 86 10 – 114 9 – 116 8 – 124 7 - 134	Number of pupils eligible for PP	137 (24%) Yr 11 – 23 Yr 10 – 32 Yr 9 – 30 Yr 8 – 34 Yr 7 – 18	Date for next internal review of this strategy	01/21

2. Current attainment		
2020 leavers	Pupils eligible for PP (your school)	Pupils not eligible for PP (School/National)
% achieving 5A* - C (9 - 4) incl. E & M	70%	77% /
% achieving standard pass in English / Maths	70%	80% / %
% achieving strong pass in English / Maths	40%	69% /
Progress 8 score average	-0.20	+0.52 /
Attainment 8 score average	4.5	5.4 /

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (issues to be addressed in school, such as poor literacy skills)		
A.	PP students make less progress than their peers in across all areas (Eng, Maths, Sciences, Hums, Languages)	
B.	The number of students achieving strong pass in English and Maths is below their target and also their peers	
C.	Low self-esteem and social/emotional issues are prevalent amongst PP students leading to poor behaviour for learning.	
D.	In school isolation/fixed term exclusion for PP students creates gaps in knowledge	
E.		
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Attendance of students in receipt of PP is below school target and that of their peers meaning that potential gaps in knowledge is increased.	
E.	The cost of transport to school from outside of the catchment area can sometimes impact negatively on attendance.	
F.	Replacement or purchase of specific items of uniform can affect attendance negatively and impact on student's self-esteem.	
G.	The exposure to a range of positive experiences/outings for children in receipt of PP is limited in comparison with non-PP peers.	
H.	Parental support or engagement with school is limited for some of our PP families which impacts on academic support for children at home, such as homework	
4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	Progress of students in receipt of PP to be in line or better than that of their Peers Locally and Nationally for all subjects.	% of PP students achieving target grades in all subjects will increase
B.	Increase the number of PP students who achieve a strong pass in English and Maths	% of PP students achieving strong pass in English and maths increases on previous year
C.	Curriculum offer is fit for purpose and supports PP students in achieving in open element subjects	Curriculum offer allows for a broad and balanced curriculum, supporting vocational learning where needed.
D.	To increase the experiences on offer for PP students beyond the classroom and raise aspirations. Opportunities such as university visits to have a meaningful and positive impact on students in receipt of PP.	100% of PP students are able to access the same trips and educational experiences as their non-PP peers. Students and families supported to raise aspirations and increase experiences.

<b>E.</b>	Close the gap in attendance between students in receipt of PP and their peers.	The % of PP students attending school will be in line with non-peers within their year group. Robust systems will demonstrate actions taken to tackle non-attendance.
<b>F.</b>	Reduce the number of repeat exclusion (internal/fixed term) for students in receipt of PP funding	The % of fixed term repeat exclusions and internal exclusion will decrease on previous year. Robust intervention programme identifies students at risk and supports their pastoral needs effectively.
<b>G.</b>	All students in receipt of PP have all possible barriers to attending school removed.	% attendance of PP students increased due to barriers being removed.

## 5. Planned expenditure

**Academic year**

**2020-21**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Progress of students in receipt of PP to be in line or better than that of their Peers Locally and Nationally for all subjects.	Quality first teaching will target the specific barriers to learning. Literacy and oracy CPD for all staff which will support subjects in developing and improving subject specific literacy needs. Targeted intervention outside of curriculum time.	Data shows that some students in receipt of PP do not achieve in line with their peers across a range of subjects. Literacy in boys especially is a barrier to them succeeding.	Termly pupil progress meetings within subject areas will evaluate the impact of intervention	<b>DC/LB</b>	Termly
Increase the number of PP students who achieve a strong pass in English and Maths	Quality first teaching will target the specific barriers to learning. Targeted intervention outside of curriculum time.	Data shows that some students in receipt of PP do not achieve strong passes, especially in English. Boys in receipt of PP in particular make less progress in English.	Termly pupil progress meetings within English and Maths will evaluate the impact of intervention. Boys in receipt of PP to be particular focus for English.	<b>LB DC RF AH ES</b>	Termly

Curriculum offer is fit for purpose and supports PP students in achieving in open element subjects	Curriculum offer in KS4 to be broad and balanced, ensuring a range of appropriate accessible vocational courses are on offer to support progress.	Curriculum offer academic but does not meet the need for all students, especially low prior attaining boys.	Students uptake on appropriate courses. Reduced number of behaviour incidents as a result of students accessing curriculum.	LB	Termly
<b>Total budgeted cost</b>					<b>£ 3700</b> (3% of PP budget)
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Close the gap in attendance between students in receipt of PP and their peers.	Regular attendance meetings to analyse data. Non-teaching pastoral support leaders to act on information and work closely with families to support students who attend less than 95%.	% attendance of PP students is significantly below that of their peers.	Attendance data reviews Pastoral support plans (PSPs)	RR/LB	Fortnightly

Reduce the number of repeat exclusion (internal/fixed term) for students in receipt of PP funding	1:1 Mentoring and coaching opportunities to address barriers for engaging with learning Specific self esteem intervention programmes (ELSA).	The % of students in receipt of PP who received an internal or fixed term exclusion were more likely to reoffend.	Behaviour logs Reduced number of exclusions and repeat exclusions.	RR/LB HOY	Fortnightly
Increase the number of PP students who achieve a strong pass in English and Maths through small group targeted intervention	1:1 small group literacy and numeracy support targeting specific students, in particular boys in English and Girls in maths, and their needs.	The % of PP students achieving strong passes in basic qualifications is lower than their peers and that targeted by the school. Boys do less well in English and Girls do less well in Maths.	Termly progress meetings Specific group data review.	LB/RR	Termly
<b>Total budgeted cost</b>					<b>£99,650</b> (91% of PP budget)
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All students in receipt of PP have all possible barriers to attending school removed.	Support families in receipt of pupil premium funding to purchase Uniform in line with school expectation	Improve self-esteem. Develop a sense of pride and aspiration in the students	Regular reviews by form tutors and pastoral leads.	LB/RR	Termly

	Support families outside of the school catchment in receipt of PP with transport bursaries.	Cost of travel to school for students outside of the catchment area can be a factor in students attending school.	Families supported with transport costs and attendance improved as a result.	LB/RR	Termly
To increase the experiences on offer for PP students beyond the classroom and raise aspirations. Opportunities such as university visits to have a meaningful and positive impact on students in receipt of PP.	Support students in receipt of pupil premium to access the full enrichment programme available e.g Trips Peripatetic music tuition	Lower uptake of trips linked to the curriculum for pupils in receipt of pupil premium funding. Lower number of students taking additional music lessons from PP students.	All students in receipt of PP to access trips linked to the curriculum. Music peripatetic registers	LB/JT	Termly
Academic support fund to support PP students with specific resources needed to support progress (Revision guides, Art packs etc)	Ensure PP students have all necessary resources to access relevant courses.	PP students do not usually have all of the required equipment/revision materials needed for specific courses.	All PP students have required resources.	LB/HOF	Termly
<b>Total budgeted cost</b>					<b>£6500</b> (6% of PP budget)

## 6. Review of expenditure

Previous Academic Year

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Small group support	HLTA's to be used within English and Maths to support improvement in literacy and numeracy	<p>53% of students in receipt of PP funding achieved a standard pass in English and Maths, this was below non-PP students. Service family students made up the majority of students who did not meet their target grades.</p> <p>53% of students achieved a strong pass for the same measure compared to 61 % of Non-PP students. However, the target set for PP students was met whilst Non-PP students were 10% below their target figure.</p>	<ul style="list-style-type: none"> <li>• Outcomes for PP have been increasing for the past 3 years</li> <li>• Progress 8 overall figure is closing the gap on National NOT - FSM6</li> <li>• Progress of higher and middle ability boys who are in receipt of PP funding needs further monitoring and earlier intervention</li> <li>• Service students made less progress in relation to their starting points (especially higher ability students)</li> <li>• This approach will be continued</li> </ul>	£31,538.66



ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attendance for students in receipt of PP funding	Non-teaching pastoral leaders used to target attendance and break down any potential barriers for targeted students.	Having non-teaching Pastoral leaders has supported the school in reaching some of those harder to reach parents. This has resulted in improved attendance in some targeted students (see appendix for graphical illustration). Although the gap between PP and non-PP still exists, there are specific factors that contribute to this, especially in KS4.	<ul style="list-style-type: none"> <li>Target students from an earlier age using data from historic trends at primary school (FFT student explore)</li> <li>New starters into the school to be supported through pastoral plan where attendance has proven to be an issue previously.</li> </ul> <p><b>This approach will be continued</b></p>	£15,769.33
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved opportunities for disadvantaged students	Financial support given to students entitled to PP funding so that they are able to access residential/school	Students had access to more extra-curricular trips to support their education including college taster days, careers fair and a Local University visit. This is in addition to other enrichment trips such as Disney Land Paris and various local/National enrichment opportunities.	<ul style="list-style-type: none"> <li>Make explicit what financial support is available for trips/residentials.</li> <li>Early planning of trips to give families optimum time to plan financially</li> </ul> <p><b>This approach will be continued</b></p>	£2,370.47

Improved opportunities for disadvantaged students	Peripatetic Music Tuition and other extra-curricular opportunities	<p>Number of students gaining opportunity to learn a musical instrument or take part in other extra-curricular opportunities.</p> <p>Increased number of students involved in representing the school (concerts, sports fixtures etc) so that wider experiences and opportunities are enhanced</p>	<ul style="list-style-type: none"> <li>• Make explicit support available.</li> <li>• Early identification of PP students with ability in the corresponding areas so that support can be directed.</li> </ul> <p><b>This approach will be continued</b></p>	£1284. 47
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## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.



