

# KHS Pupil premium strategy statement 18/19

1. Summary information					
School	Kingstone High School				
Academic Year	2018/19	Total PP budget	£83, 230	Date of most recent PP Review	11/18
Total number of pupils	435	Number of pupils eligible for PP	118	Date for next internal review of this strategy	02/18

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (School/National)
% achieving 5A* - C (9 - 4) incl. E & M	53%	78%
% achieving standard pass in English / Maths	53%	86%
% achieving strong pass in English / Maths	53%	71%
Progress 8 score average	-0.1	0.2
Attainment 8 score average	4.3	5.2

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Reading ability of boys eligible for PP is lower than their peers and also compared to Girls in the same category
B.	Higher attaining students are making less progress than their peers in open and Ebacc. element subjects
C.	Higher ability students including those in receipt of PP do not achieve high number of grades 7 – 9 in open and Ebacc element subjects
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Low career aspirations of students who live in local catchments
E.	Attendance of students in receipt of PP is below school target and that of their peers.
F.	Behaviour of minority of students eligible for PP is impacting on their progress

<b>4. Desired outcomes</b> <i>(desired outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	Reading age of PP students (boys in particular) are in line with students not in receipt of PP	Improved reading ages in targeted students. Reading ages in line with expectations
<b>B.</b>	Achievement of students in receipt of PP to be in line or better than that of their Peers Nationally for open element subjects.	Accurate data that informs planning. Assessments that produce accurate data and true reflection of student's abilities. Half termly data checks show attainment in line with National Average/FFT20.
<b>C.</b>	Attainment in open and Ebacc subjects to be in line with school expectation for students with high previous starting points.	Data checks show that higher ability students are achieving in line with their starting points through all Years. Intervention strategies that show impact on achievement. SOL show challenge and support for stretching higher ability students.
<b>D.</b>	Develop provision for students in KS4 to experience provisions for post 16 and beyond	Visits to Universities Opportunities to attend careers fairs Attendance at college taster days One to one career meeting with independent career advisor
<b>E.</b>	Close the gap in attendance between students in receipt of PP and their peers.	Accurate identification and monitoring of attendance and response to students below threshold.
<b>F.</b>	Reduce the number of repeat exclusion (internal/fixed term) for students in receipt of PP funding	Reduced number of exclusions (internal and external)

## 5. Planned expenditure

**Academic year**      **2018/19**

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

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attainment in Ebacc. and Open element subjects	Staff training on reaching the range of learners	Data suggests that students in the high-middle and higher ability groups make less progress than others.	Monitoring of curriculum maps and schemes of learning. Learning walks focusing on reaching the range of learners. Data tracking Book scrutinies	DC	Half termly
Improved attainment in Ebacc. and Open element subjects	Subject specific training on curriculum mapping ensuring positive progress through an 11-16 mastery curriculum pathway.	Key skills, concept and content need to be identified and developed so that learning is developed through each year and success criteria achieved. In mastery curriculums students must demonstrate a high level of success on tests, typically 80%.	Monitoring of curriculum maps and schemes of learning. Assessment reviews Data tracking ensuring high level of success in assessments Learning walks	LB/RF/DC	Assessment and data reviews half termly.
Improved attainment in Ebacc. and Open element subjects	Data training focusing on assessment structure and type, Setting up markbooks and reading data to accurately project attainment.	Data entered into the school data system is not always weighted properly and acted upon.	Line management meetings and half termly data reviews.	LB	Half termly
<b>Total budgeted cost</b>					<b>£5000</b>

<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>
Improved Year 7 literacy progress	Curriculum screening - New group reading test to be purchased and used to assess students starting points in years 7 and 8. Reading Challenge booklets to be implemented and monitored to show impact on reading.	Boys in receipt of PP funding enter the school with lower a reading age lower than that of their peers and also girls in receipt of the same funding.	Half termly monitoring checks of students receiving intervention in Year 7 and 8. Baseline and end tests to show impact of interventions	RF	Half termly using internal assessment data Full re-assessment in July to measure progress in reading age across an academic year.
Improved Year 7 literacy progress	Additional intervention outside of English curriculum time	Small group/individual reading support to develop individual strategies for improving reading.	Subject Lead and SENCO to oversee schemes of learning and resources available for intervention	RR/RF	Termly
Improved Year 7 literacy progress	CPD to non-specialists who support reading time during English curriculum time ensuring quality feedback supports literacy development.	High quality feedback is a way of effectively improving attainment and engagement (identified by EEF).	Staff training to be included in CPD cycle. Book trawls	RF	Half termly
<b>Total budgeted cost</b>					<b>£21000</b>
<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>
Increased attendance rates	Non-teaching pastoral support leaders to act on low attendance and support families.	Develop relationship and engagement with key parents. Attainment cannot improve if students are not in school. NFER briefing for school leaders identifies attendance as a key step for improving outcomes.	Early identification of students with poor attendance as they enter school through primary school liaison and FFTASPIRE. Support and follow up actions of identified students.	RR	Half termly
Improved early careers supports and education	Up to date software to be purchased in order to support a careers education pathway as part of pastoral curriculum.	Inform students about pathways and choices available to them post 16 and beyond. Informed information about the local market place.	Careers specific workshops within the school pastoral programme. Clear programme of study that informs students of pathways available to them post 16.	LB/DC	Annually
Improved early careers supports and education	Opportunities for students in KS4 to attend post 16 educational visits.	Students experience opportunities of University life Informed information about the local market place	Student choices for post 16 courses. Number of NEETS leaving school Number of NEETS in post 16 education after the first term. % of students going into Higher education.	LB	Annually
Clothing allowance	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	Uniform is worn correctly and in line with school expectation. Regular reviews by form tutors and pastoral leads.	LB/RR	Termly
Residential trip support	Support students in receipt of pupil premium to access the full enrichment programme available.	Lower uptake of trips linked to the curriculum for pupils in receipt of pupil premium funding.	Students in receipt of pupil premium to be made aware of support available.	LB	Termly through uptake on trips.
<b>Total budgeted cost</b>					<b>£57320</b>

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	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. 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.	<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> </ul> <ul style="list-style-type: none"> <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>This approach will be continued</p>	£15,769.33

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved opportunities for disadvantaged students	Financial support given to students entitled to PP funding so that they are able to access residential/school trips	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>This approach will be continued</p>	£2,370.47
Improved opportunities for disadvantaged students	Peripatetic Music Tuition and other extra-curricular opportunities	Number of students gaining opportunity to learn a musical instrument or take part in other extra-curricular opportunities. Increased number of students involved in representing the school (concerts, sports fixtures etc) so that wider experiences and opportunities are enhanced	<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>This approach will be continued</p>	£1284.47

## 7. Additional detail

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





