

## Pupil premium strategy statement for Kingswood Secondary Academy

Summary information					
<b>School</b>	Kingswood Secondary Academy				
<b>Academic Year</b>	17-18	<b>Total PP budget</b>	Nominal: £322,575 + 15,200+10 00 = £338,775	<b>Date of most recent PP Review</b>	January 2018
<b>Total number of pupils on roll</b>	1005	<b>Total number of pupils eligible for PP (LAC, Service Personnel)</b>	345 +8+2 = 355	<b>Date for next internal review of this strategy</b>	July 2018

Pupil Premium Breakdown				
	Total on roll	Male	Female	Total number of pupils who are SEN and PP
Year 7	<b>78 (37%) (213 total)</b>	<b>43 (45%)</b>	<b>35 (45%)</b>	24 (30%)
Year 8	<b>72 (35%) (208 total)</b>	<b>34 (47%)</b>	<b>38 (53%)</b>	15 (20%)
Year 9	<b>64 (33%) (195 total)</b>	<b>40 (63%)</b>	<b>24 (38%)</b>	16 (25%)
Year 10	<b>77 (39%) (199 total)</b>	<b>51 (66%)</b>	<b>26 (34%)</b>	21 (27%)
Year 11	<b>54 (28%) (190 total)</b>	<b>25 (46%)</b>	<b>29 (54%)</b>	9 (16%)
Barriers to future attainment (for pupils eligible for PP)				
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>				
<b>A.</b>	Literacy skills – of the 78 students identified on entry to Yr. 7 in English to have a SAS below 100, 32 students (41%) were PP			
<b>B.</b>	Numeracy skills - of the 74 students identified on entry to Yr 7 in mathematics to have a SAS below 100, 38 students (51%) were PP			

<b>C.</b>	Quality first teaching – difficulty in the recruitment of suitably qualified teachers in core subjects, particularly mathematics.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Lack of student aspiration as a result of poor parental support and knowledge about future career choices	
<b>1. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Improved literacy skills will result in a closing the literacy gap with all other student in the Academy. (To include reading, writing & speaking))	Reading ages improve, improved writing and comprehension scores, tested via termly assessments and validated by the QA process.
<b>B.</b>	Improved numeracy skills	Improved knowledge and ability of basic mathematical processes leading to an improvement in numeracy ages. Tested via termly assessments and validated by the QA process.
<b>C.</b>	Quality first teaching	Recruit specialist teachers into core subject gaps, provide CPD to existing teachers in order to improve pedagogy. Raise the number of lessons rated at good or better to 85%+
<b>D.</b>	Raise student aspiration	Cultural change around aspiration, greater number of external agencies involved in the academy, improved awareness of future employment options, celebrate success of 6 <sup>th</sup> form, greater participation of families at academy events.
<b>E.</b>	Increased attendance of PP students	Close the attendance gap between PP and non-PP students.
<b>F.</b>	Reduced exclusion rate for PP students	Close the exclusion gap between PP and non-PP students

Planned expenditure					
Academic year		2017-2018			
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 teaching of PP students	All staff have annual PDR target for the progress of PP students	Hold teachers accountable for progress – Teachers' standards	Agreed at start of year evaluated regularly affect progress along pay scale	ABu	Each data assessment point LH lead
Improved teaching of PP students	Improved % of good and better teaching	EEF – good or better teaching has a disproportionate impact on progress of PP students	Robust structure of QA established, benchmark, assess progress.	KM	Termly QA through learning walk, observation
Improved teaching of PP students	Improved level of differentiation and success criteria	EEF – good or better teaching has a disproportionate impact on progress of PP students	Robust structure of QA established, benchmark, assess progress.	KM	Termly QA through learning walk, observation
Improved teaching of PP students	Targeted CPD through use of GAT Learning Alliance	Development of Quality First Teaching critical to progress of PP students	Use of quality CPD from experts implemented – shared via CPD trios	KM	March 2017
Improved teaching of PP students	Use of HHTA to deliver numeracy and literacy catch up in lessons and in the LSU	EEF – small group intervention by TAs is beneficial to students	Progress assessment and QA	MMP, CW, MPo	Each assessment point
Improved teaching of PP students	Use of PiXL techniques e.g. Question Level Analysis to facilitate feedback and progress	EEF - Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals.	Progress assessment, Dept reviews, student books	HOD	Each assessment point
Improved knowledge of PP students	Staff use Class Charts to highlight PP students on seating plans	Increased knowledge of PP pupils delivers improved performance	Subject reviews	HOD	Each subject review, on-going QA process

Improved knowledge of PP students	Data tracking of PP students to inform intervention programme	Data facilitates understanding of progress and allows for targeted interventions	Data tracking via RABs will facilitate progress	LH/ HOD	Each assessment point
Improved knowledge of how to support PP students	Use of daily tutor time for peer mentoring	Student to student support to overcome barriers	Implement for KS3 &4 following identification and CPD of students	IH/MP	May 2018
Improved knowledge of how to support PP students	Fully developed approach to reward and recognition.	EEF - Behaviour interventions seek to improve attainment by reducing challenging behaviour.	Process led by SLT, whole academy approach supported by HOY teams	MVL	June 2018
<b>Total budgeted cost</b>					<b>£35,000</b>

## ii. Targeted support

<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 attendance of PP students	Attendance officers to directly work with the PP pupils whose attendance falls below 95%	Poor attendance negatively affects attainment	Attendance Officers to log all interventions and share concerns with HOY	Attendance Officers	Weekly
Improved attendance of PP students	Establish effective tracking systems for PP students and analyse weekly data attendance	Hold HOY to account for attendance of their PP students – attendance determines progress	Weekly data to be provided by attendance officers, Year data to be placed on noticeboards	MVL	Weekly
Improved attendance of PP students	Collaboration of all attendance stakeholders	Coordinated approach utilising EIP, Police and SS, counsellors to remove barriers	Attendance Officers to coordinate and report on progress – top 10, 40% PP	MVL	Weekly
Improved attendance	Uniform given to PP students when required	Remove any barriers for attendance	Year teams to administer in a sensitive manner	Year Teams MVL	July 2018
Improved attendance	Financial support for PP reward trips/ school trips dependent on attendance	Motivation for all to attend – PP students should achieve target 95%	Student planners updated, attendance communicated to parents	MVL	July 2018
Improved attendance	Communication of attendance to Home	Ensure Parents/Carers aware of current level of attendance and importance	Use of Class Charts as communication tool – communicate to parents during parents' evening	LH	May 2018

Improved attendance	Provide a breakfast club	Students who are fed are able to make progress	Offer to be varied and food of good quality	DR	Student voice March 2018
Improved progress	Delivery of 1:1 or small group interventions for PP students in both maths and English	PP students behind progress levels in range of key areas	HOD will co-ordinate based on assessment data	HOD teams	Each assessment point
Improved final outcomes	Small group intervention to be delivered by class teachers	Final outcomes indicate a lack of knowledge	Data analysis and PiXL strategies will create intervention list of pupils	HOD	Each data entry point
Bespoke Curriculum & Work Experience	Personalised learning programmes to break down barriers to learning	Engage and motivate students in future aspirations	HOY identify students based on class performance, pastoral support programmes Continued attendance and application/progress	HOY	Half termly
Raise aspirations	Careers support and Guidance	Raising Aspiration Lead, Connexions, HOY to support students in guidance, option choices and knowledge of post 16	Ensure all PP students are given dedicated time with appropriate careers advisor	BH/HOY	July 2018

**Total budgeted cost    £220,000**

### iii. Other approaches

<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>
PP revision support	Purchase of revision guides for all subjects	Students performance is improved when they have revised comprehensively	HoD to ensure delivery of guides. Improved exam results.	HOD	Easter 2018
Improved progress	Employment of librarian and HLLAs in Learning Support Unit	Improved literacy improves access to curriculum and facilitates progress	LSU – effectively led and staff impact measured Library – involved in QC process	MPo CW	March 2018 – student voice
PP revision support	Provide access to assorted revision aids maths watch, GCSE pod	Students performance is improved when they have revised comprehensively	HoD to ensure applications are being used in order to deliver improved exam results.	HOD	Easter 2018
Raise confidence and resilience	Maintain Emergency Services Cadets	PP students need to be supported in the development of personal skills and attributes	Weekly training events, annual residential	MVL	Ongoing
Raise confidence and resilience	Maintain Duke of Edinburgh Award Scheme	PP students need to be supported in the development of personal skills and attributes	Access to training events and supported expeditions	JL	Ongoing

Raise confidence and resilience	Maintain Commando Joe	Military ethos promotes resilience	Commando Joe analysis report	JL	July 2018
Raise aspirations	External speakers and guests on a variety of topics	External agencies to work with all year groups to increase knowledge of careers, pathways and future opportunities	Planned sessions throughout the year – tutorial, assemblies, drop down days	BH/ IH	Ongoing
Effective leadership of PP	DP assigned to lead and deliver PP	Improved outcomes for all pupils in receipt of PPG	Value for money through effective implementation of EEF interventions to diminish the difference	MVL	Half termly
Improved progress	Provide a study hub after school	Students' progress will be improved through access to peace, quiet, IT and trained staff	Daily provision in the library by maths, English HLLA	JL	Student voice May 2018
Improved progress	Establish Talent Ed programme for PP students	PP students need to be supported in the development of personal skills	Regular training events run by Talent Ed representatives.	JL	July 2018
Diagnostic testing	GL Assessment suite	To fully understanding pupils start points and progress using an externally validated package	Regular use of the tests to monitor progress against teacher assessment	LH	On-going
Improved safety	PCSO shared provision	Safe students are able to make progress	Dialogue with Inspector Mead	MVL	On going
<b>Total budgeted cost</b>					<b>£84,000</b>

**To be reviewed July 2018**