



Pupil premium strategy statement (secondary)

| 1. Summary information | | | | | |
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| School | Kingswood Secondary Academy | | | | |
| Academic Year | 2015/16 | Total PP budget (inc LAC Premium) | C. £375,000 | Date of most recent PP Review | Nov 2016 |
| Total number of pupils | 1120 | Number of pupils eligible for PP | 393 | Date for next internal review of this strategy | Jan 2017 |

| 2. Current attainment (2015/16 results) | | |
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| | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| Progress 8 score average | -1.12 | 0.12 |
| Attainment 8 score average | 28.32 | 52 |

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor literacy skills*)

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| A. | Low levels of literacy on entry all Year groups are sig – on RAISE. |
| B. | Consistency of quality first teaching in all subjects. Inability to attract, recruit and retain good or better teachers across all subjects has been a barrier to student progress. Sutton Trust interim report (2011) indicates that the difference between a good and poor teacher for a disadvantaged student can reduce progress by 1 year. This particularly impacted progress in science and mathematics for all key stages. |
| C. | The lack of an effective reward and recognition system. This situation has led to a culture focussed on the negative aspects of a few students rather than the positive aspects of the majority. Students will be more self motivated and independent in their progress if they are recognised for their endeavours. |

External barriers (*issues which also require action outside school, such as low attendance rates*)

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| D. | Low levels of student aspiration as a result of low levels of parental education and associated high levels of deprivation can lead to disengaged students who fail to reach their life potential. Part of the academy catchment area is ranked at 362 out of 32,844 regions in the UK IDACI with 1 being the most deprived. Use attendance officers to target attendance of disadvantaged students and introduce enhanced communication tools to engage with parents in order to improve attendance at parents' evenings. |
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| 4. Desired outcomes <i>(desired outcomes and how they will be measured)</i> | | Success criteria |
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| A. | Students eligible for the PP with low levels of literacy will make accelerated progress and the gap with “others” will be diminished | Oracy project implemented and embedded for Year 7 students, all students achieve expected progress in English with at least 50% of PP students making greater than expected progress in order to diminish the gap. Measured by accelerated reader progress against base test and literacy tests Sept, Jan & June |
| B. | Improve the level of quality first teaching in mathematics and science so it is in line with all other subjects. This will enable PP students to accelerate their learning by 1.5 years in a year cycle. | Recruit new science teachers to avoid dependency of temporary staff, complete robust QA process within core subjects and identify any additional CPD gaps, where appropriate use Learning Skills Alliance to resolve the gaps, introduce detailed tracking procedures for PP students, hold HOY and HOD to account for the progress of PP students and diminish the progress gap at KS4 by 25%. |
| C. | Introduce a reward and recognition system which is focussed on the good performance of the many. | Complete student and staff voice, create scheme which rewards effort, make it achievable by all and key stage specific, develop student leadership team ensuring a representation of PP students, use HOY to track award ratio of reward points and ensure ratio is equivalent to the % of PP students in year group. Develop new behaviour policy and HOY to monitor allocation of behaviour points and ensure ratio of allocation matches % PP students. |
| D. | Improved attendance of disadvantaged students and attendance gap is reduced in line with national levels. Improved attendance and engagement of parents at meetings | Ensure attendance officers are targeting as a priority the attendance of PP |

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| | | students, establish effective tracking systems to ensure they are monitored on a weekly basis, reduce attendance gap to fall within national levels, monitor PA and utilise all stakeholders e.g. EIP to collaborate early to ensure good practice is established and less than 10% of total, use penalty notices and the full weight of the LA attendance policy to encourage parents/ students to attend. |
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5. Planned expenditure

Academic year

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 | Review date? | Outcome/Impact at review |
|----------------------------------|--|--|---|------------|---------------------------|---|
| 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 CP- LH lead | All staff issued targets, failure to achieve restrict pay progression. Central focus for whole Academy, now >80% lessons good + |
| 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 | earning walk, observation | QA policy established Scrutinies completed 75% good+, learning walks .80% good+ |
| 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 | DC | March 2017 | Teaching trios completed, “nuggets” implemented, improving teacher course established |

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| Improved teaching of PP students | Overcome Dept. performance outliers | Good or better teachers result in progress for PP students | Targeted recruitment programme to improve DNA of teaching pool | ABu | Jan 2017 | Ongoing, science, English complete, mathematics next focus – difficult to recruit |
| Improved teaching of PP students | Develop Dept specific approach to PP progress | Whole school target to be delivered by every Teacher at Dept level | Annual Dept. Development Plan established | HOD/ABu | March 2017 | Complete individual development plans established following whole school training session |
| Improved teaching of PP students | Introduction of differentiated class planning matrix | Understand needs of PP students critical to progress | Whole staff CPD – T&L policy revision | KM | learning walk, observation | Complete – differentiated planning grid established for all classes, including seating plans, new style exercise books |
| Improved teaching of PP students | Introduction of seating plans | Understand who PP students are to target intervention | Whole staff CPD – T&L policy revision | KM | learning walk, observation | Complete – investment of £6K in Class Charts allow all teachers to have PP students identified on plans |
| Improved understanding of PP performance | Data tracking of individual PP students | Data facilitates understanding of progress and allows for targeted interventions | All PP students to be effectively tracked at each data point – results collated by HOD | LH | At each data point | Complete – £5K investment in SISRA Analytics – data tracking tool + SLT/ HOD analysis |
| Improved understanding of PP performance | Sharing of PP data to HOY | Collaboration of academic and pastoral teams to communicate | Review of data sharing documents to take place | LH | Dec 2016 | Complete – HOY/DHOY understand PP students and provide overall support |
| Improved understanding of PP performance | Use data to identify PP outliers & intervene | Limited teacher led interventions targeted on a priority basis | PP documents to be produced centrally and shared with HOY/HOD – SLT to hold to account | LH | Jan 2017 | Complete – SISRA – Raising Achievement Boards established, SLT, HOD tracking established |
| 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 | Jan 2017 | New tutor time established for 30 mins per day, mentoring and PHSE programme established |
| Total budgeted cost | | £33,000 | Actual cost | £33,000 | | |

| ii. Targeted support | | | | | | |
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| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Review date? | Outcome/Impact at review |
| Improved attendance | Establish effective tracking systems | Hold HOY and tutors 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 | Jan 2017 | Attendance monitored daily by 2x Officers, total attendance 94%, PA – 12.5%. Outliers identified and attendance contracts implemented |
| Improved attendance | Establish effective tracking systems | Prioritise limited resources on top 10 students – to include at least 40% PP students – include home visits | Attendance Officers and HOY/ DHOY to review on monthly cycle with impact recorded | HOY/ MVL | Dec 2017 | Tracking system established, PP students quickly identified and intervened, pastoral team involved |
| Improved attendance | 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 | Relationships established, ongoing practise, active involvement of all agencies Inc. Hospital and Outreach services |
| Improved attendance | PP attendance targets established – at least in line with national levels | Ensure early signs of underperformance are recognised and responded to – prevent school refusal pattern being established | Weekly data to include PP designation to focus debate | MVL | Weekly | National PP absence is 7%, PP PA is 21.6% At KSA PP attendance 93.20, ahead of national and non PP 95.05, gap 1.85%. |
| Improved attendance | Reward 99%+ attendance | Motivation for all to attend | Certificates awarded at the end of each term, reward for overall annual attendance | HOY/ MVL | Each ½ term | Complete – reward mechanism in place, reward assemblies and celebration of achievement |
| Improved attendance | Uniform given to all PP students in Year 7 | Remove any barriers for attendance | Year 7 team to administer in a sensitive manner | Yr 7 Team | July2017/ Sept 2017 | Uniform is not a barrier where requested it is supplied FOC. Deemed too expensive to allocate. |

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| 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 | JL | June | Support offered for all PP students, in most cases up to 75% of total cost, LAC up to 100%. |
| Improved attendance | Communication of attendance to Home | Ensure Parents/Carers aware of current level of attendance and connection with progress | Use of MILK as communication tool – communicate to parents during parents' evening | JL | Parents evenings | Complete – investment in Class Carts giving direct communication to parents / carers |
| Improved attendance | Provide a breakfast club | Students who are fed are able to make progress | Offer to be varied and food of good quality | SD | Student voice March 2017 | Complete – canteen open every day for BC, rotating menu offered, good feedback received |
| 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 Jan 2017 | Complete – 2 members of staff allocated maths/ English specialism, open every afternoon, well attended by Yr 11 |
| Improved progress | Numeracy and literacy intervention groups, base line testing | Improved numeracy & literacy facilitates access to curriculum | Through tracking top 10 students identified 40% to be PP | MM/CW | SISRA Jan 2017 | GL assessments complete, tracking in place, intervention groups in maths / English established |
| Improved progress | Times Tables Rock Stars | Improved numeracy skills for KS3 students | Appointment of TT champion – use of PP funding to purchase equipment | MM | Jan 2017 | Limited use LH, expand 2017-2018 |
| Improved progress | Implementation of DEAR& LEXIA | Improved reading ability improves access to curriculum | Appointment of literacy champion – reward progress | CW | Jan 2017 | Complete – reading period added to timetable, Lexia provided for students with SEND |
| Improved progress | Provision of Accelerated Reader | Low reading ages limit access to curriculum | Coordinated by HOD | CW | Jan 2017 | |
| Improved progress | Employment of librarian and HLLAs in Learning Support Unit | Improved reading & literacy improves access to curriculum and facilitates progress | LSU – effectively led and staff impact measured Library – involved in QC process | MP CW | March 2017 – student | Complete – full time librarian in post, library staffed during break periods, LSU provide |

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| | | | | | voice | bespoke intervention – report attached |
| Total budgeted cost | | £221,000 | Actual cost | | 221,000 | |

| iii. Other Approaches | | | | | | |
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| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Review date? | Outcome/Impact at review |
| PP students effectively participate in academy life | Equipment/clothing/ music lessons will be provided for PP students | PP students are able to be part of the Academy family | Coordinated by Year teams, approved centrally | Year Teams /MVL | ongoing | Ongoing – PP students receive up to 75% of total cost after their own contribution complete |
| PP students effectively participate outside of academy life | Funding of external clubs/ sporting activities where link can be made to progress and cost appropriate | PP students who excel in external activities will make good progress in lessons | Coordinated by Year teams, approved centrally | Year Teams /MVL | ongoing | Ongoing – support offered to Emergency Services Cadets, Duke of Edinburgh award, others when required. |
| Improve resilience of PP students | Selected PP students will have part funded residential camp experience | Students who are more resilient are able to make more progress | Coordinated by MG – students approved centrally and part funded | MG/M VL | ongoing | Complete – Annual PGL trip completed. |
| Improve resilience of PP students | PP students have access to academy counsellors, other external agencies, including educational psychologist, Alternative Provision | Students who are able to rationalise home challenges are able to make better progress | Coordinated by HOY/DHOY teams | Year Teams /MVL | July 2017 | Ongoing – PP students are supported with pastoral support, Complementary Education, counsellors and specialist mentoring support e.g. Brighthouse, priority for external careers advice. |

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| Ability to revise | All PP students will have their own copy of core subject revision guides | Some students may not have access to revision materials | HOD and respective class teachers to coordinate. Apply for funding centrally | HOY/ MVL | Nov 2016 | Ongoing – students pay between 0-25% of total cost, |
| Ability to revise | All KS4 students have access to GCSE Pod and Lexia | Some students may not have access to revision materials | Coordinated by HOY and SLT | JL | Aug 2017 | Complete – GCSE pod and Mathswatch available to all KS4 |
| Ability to revise | All students have access to after school study hub | PP students to be given priority access as they may not have facilities at home | HLLA on duty, promoted via school notice boards | JL | March 2017 | Ongoing – see above |
| Raise aspiration | All Year 7 students and Post 16 students visit university | Greater understanding of the opportunity and choices available increases motivation | Coordinated by Year Teams and careers lead | NS/DR | June 2017 | Year group changed based on need to Year 9 – complete – Northampton University |
| Effective leadership | Establish clear lines of responsibility for PP progress | Improved outcomes for PP students – SLT champion to be confirmed | HOD report to SLT links and MVL | LH/ MVL | Nov 2016 | Ongoing – MVL champion @ SLT, lead on staff training |
| Raise aspiration | Establish comprehensive reward and behaviour policy | Highly motivated and recognised students make progress | Process led by SLT, whole academy training, supported by HOY teams | MVL | June 2017 | Complete – trips, certificates, pens, events taken place. |
| Total budgeted cost | | £122,000 | Actual cost | £122,000 | | |

6. Additional information

Any **additional** information to support the statement above:

7. Actual attainment (2015/16 results)

| | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
|---------------------------------|--------------------------------------|---|
| Progress 8 score average | -0.78 | NA |

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| Attainment 8 score average | 31.65 | NA |
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