

Pupil premium strategy statement (secondary)



KINGSWOOD SECONDARY ACADEMY

1. Summary information					
School	Kingswood Secondary Academy				
Academic Year	2016/17	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)		
	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 <i>(issues to be addressed in school, such as poor literacy skills)</i>		
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 <i>(issues which also require action outside school, such as low attendance rates)</i>		

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.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
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 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.

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	learning 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
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						
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.
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/C W	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 voice	Complete – full time librarian in post, library staffed during break periods, LSU provide bespoke intervention – report attached
Total budgeted cost		£221,000	Actual cost	221,000		

iii. Other Approaches						
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.
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
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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
Attainment 8 score average	31.65	NA