



Kingsdown School Strategy for Progress of Disadvantaged Students

We have paid close attention to what research says are our best bets for spending the Pupil Premium funding.

We have quoted the sources of this research in the first box of each category.

The categories are:

1. Teaching and Learning, Curriculum and Assessment
2. Attendance and Parental Engagement
3. Behaviour
4. Interventions

Most research evidence comes from the Education Endowment Foundation, whose main role is to research what helps disadvantaged students make the most progress.

This is a working document, and the impact of our strategy will be measured by the end of July 2019.

How we spend Pupil Premium Funding		
Academic Year	18/19	19/20
Total Pupil Premium Funding	£265,501	£264,138
Spent on Staffing	£226,822	£223,231
Spent on Resources	£38,679	£40,907

Count	Disadvantaged			% DA
Year Group	Yes	No	Grand Total	
Year 7	31	148	179	17%
Year 8	46	124	170	27%
Year 9	60	130	190	32%
Year 10	56	144	200	28%
Year 11	53	172	225	24%
Grand Total	246	718	964	26%

Teaching, Learning, Curriculum, Assessment

From THE EEF GUIDE TO THE PUPIL PREMIUM

**“Good teaching is the most important lever schools have to improve outcomes of the disadvantaged pupils.”
Pupil premium funding “shouldn’t create an artificial separation from whole class teaching.”**

Recommendations

- Paying for good staff through recruitment and retention
- Making sure every teacher is supported to keep improving

From the EEF The Attainment Gap Report

1. What happens in the classroom makes the biggest difference, but the supply of high-quality training is limited
2. The majority of students who are disadvantaged do not have a grade 4 in English and maths by the age of 19 (50.2%)
3. Good teaching for all pupils has a greater impact on the disadvantaged than on other pupils

2018-19		2019-20			
Action	Impact	Action	Tracking	Lead	Impact
Increased teaching time for Eng, Maths, Science	P8 DA 2019 - 0.34 2018 - 0.8	Maintain	Progress data, P8 at end of year	ME	
Focus on DA students in seating plans		Maintain	SLT learning walks	SM	
Knowledge retrieval through quizzing, DNA, Show My Homework		Maintain	QA cycle, HODs and DOLs	JLi. ME	
Knowledge organisers in all subjects, all years.		Improve how these are linked to lessons and homework through curriculum audits	HOD	JLi	
KS3 Assessment revised to include knowledge testing		Assessment point 1: 54.67%	Maintain	HOD, DOL through KS3 assessment analysis	JLi, ME, CE, LSC

	average across all subjects Assessment point 2: 54.76% average across all subjects	Use each assessment point and curriculum review to review the quality of the knowledge and summative quizzes. New feedback policy, focusing on whole class feedback ATL analysed and appropriate rewards and interventions are put in place for students			
Accelerate Group for Year 11 English and Maths	P8 score for DA students in this group was – 0.52 compared with –0.75 for non-DA. This improved from –1.41 for DA students (-1.02 for Non-DA) at the start of Year 11.	Maintain. Honed down and better targeted group of 12.	Heads of English and Maths	MED	
Hegarty Maths, Tassomai, GCSEpod	Maths P8 -0.21 Science P8 -0.44 overall P8 0.02	Maintain Both Hegarty and Tassomai have continued to be used, with access to these programmes in school to support students in their	Heads of Maths and Science	RL	
Silent Solo – 15 to 20 minutes silent work in each lesson	P8 DA -0.34 2019 - 0.34	Maintain focus on all teachers using Essential 8	QA cycle, HODs and DOLs	JLi	
Modelling: CPD on – whole school approach	2018 - 0.8	Visualisers bought for all staff to support modelling	QA cycle, HODs and DOLs	JLi	

		Further training on modelling for each department	Training cycle for each department with DSA	JLi	
Review of KS3 curriculum	Curriculum audit reveals a stronger focus on knowledge, teaching & securing long-term memory through DNAs, quizzing, spaced learning	Continue review of KS3 curriculum offer embedding retrieval and recall	Curriculum audit, QA cycle HoDs	JLi	
		Review extra-curricular offer: KS3 cultural capital experiences. Design a programme of enrichment experiences within and outside the classroom for all students to follow.	Curriculum Audit Design an 'enrichment passport' linked to rewards. Set up a working group to see how this might map across the year.	JLi JLi	

Attendance and Parental Engagement

From THE EEF GUIDE TO THE PUPIL PREMIUM

“Spending on intervention is welcome, but this is not the main purpose of the money. It is much better to spend it on wider barriers to learning, such as attendance and behaviour.”

From the EEF The Attainment Gap Report

No recommendations

2018-19		2019-20			
Action	Impact	Action	Tracking	Lead	Impact
Attendance Officer	3.4% improvement in attendance 16.11% improvement in PA	Continue to evaluate through attendance SOL	Monthly measure of attendance trends	SM	
Tutor Conversations, allocated tutor time		Maintain	QA with Progress Leads	SM, KW	
Parental Engagement Evenings, Parents’ Evenings and DA parents personal invitations	DA attendance to parents evenings: 2023: 62% 2022: 58% 2021: 61% 2020: 50% 2019: 61%	Maintain And improve the engagements of DA parents in all year groups. Priority booking for DA parents. Advocated for families unable to attend. Reminder messages and phone calls to DA parents.	Measure attendance. Progress Leads	RL	Introduction of online system to improve the booking system for parents.
		League Tables of attendance	Measure attendance. Progress Leads	RL	
		Promotion and celebration of attendance in assemblies and tutor time	Pastoral QA DoPs	SMY	

Behaviour

From THE EEF GUIDE TO THE PUPIL PREMIUM

“Spending on intervention is welcome, but this is not the main purpose of the money. It is much better to spend it on wider barriers to learning, such as attendance and behaviour.”

Wider strategies: The most significant of these are attendance, behaviour, and emotional support.

From the EEF The Attainment Gap Report

No recommendations

2018-19		2019-20			
Action	Impact	Action	Tracking	Lead	Impact
New Behaviour Policy, introduction of Annexe	Repeat offenders (4> exits in a term) reduced from 39 in term 1 to 0 in term 5.	Removal of action from AWE to reduce disruption on lesson Improve detention system to support DA students	QA with Progress Leads	RL, RG	
Kingsdown Platform developed, staffed and 12 anxious and vulnerable students assigned. Package developed to include mainstream lessons, The Platform Project business enterprise weekly trips, therapeutic care (Art therapy, tranquillity, ELSA support), nurturing environment.	70% of students who attend Platform have increased their attendance from their starting point. All but three students are now attending mainstream classes since joining Platform.	Ensure no part time timetables, or that they meet safeguarding requirements. Reduced PEXs.	QA with Progress Leads, SM	ELB, RL, RG	
New Uniform and policy, including subsidy for DA	-Hardship fund discussed on case by case situation. -All existing DA	Maintain - Improvement of the system for hardship fund applications to support DA families	QA with Progress Leads and tutors	ELB, RL	

	<p>students provided with a blazer.</p> <p>-All students in correct uniform</p> <p>-behaviour checked daily by tutors, items replaced for the day where necessary</p>				
<p>Behaviour Hub support for repeat offenders and those raised at Student Panels. This included 1-1 support, CBT and group work with keyworkers around behaviour management strategies.</p>	<p>70% students reduced the number of exits they attained through and following the intervention.</p>	<p>Evaluate</p>	<p>QA with Progress Leads</p>	<p>RG</p>	
		<p>League Tabling and Rewards through assembly</p>	<p>QA every half term with Progress Leads</p>	<p>RL</p>	
<p>School Counsellor, other external agencies such as STEP, Salamander and School Nurse</p>	<p>All student interventions are tracked. Individual improvements as a result of referrals</p>	<p>Maintain</p>	<p>QA every half term with Progress Leads</p>	<p>RG, SM</p>	

Interventions

From THE EEF GUIDE TO THE PUPIL PREMIUM

“The measurement and comparison of internal class or school gaps is less likely to provide useful information and isn’t required by the Department for education or OFSTED.” Consequently, they recommended looking at the progress of schools with similar intakes, or similar disadvantage in order to identify trends.

From the EEF The Attainment Gap Report

- The gap is already visible when students are aged five
- By the end of primary school it is 9.5 months
- By the end of secondary school it is 19.3 months
- Even small improvements in GCSE qualifications leads to increase lifetime earnings
- The attainment gap is just as large in outstanding schools
- There is not a correlation between increased school funding and improved outcomes for the disadvantaged

“We believe that sharing good practice between schools it’s going to be the key to success.”

“It is interesting to note that supplier average attainment the disadvantage pupils is located in schools at either end of the disadvantaged spectrum. Approachable hypothesis is that a disadvantaged pupil in the schools with fewest disadvantage pupils benefit from a peer effect. For schools with high levels of disadvantaged pupils, the biggest single driver of improved attainment appears to be the significant proportion of minority ethnic pupils; the date of the white pupils shows no upturn in average attainment for the two groups of schools.”

In other words, *if your disadvantage students are white*, they are statistically unlikely to achieve high grades. This is why it will be very beneficial to compare our disadvantaged white students with those in all the schools.

Key Lessons

1. Targeted small group and one to one interventions have the potential for the largest immediate impact
2. Transition is an issue if students’ needs are not known by the new school
1. Robust and independent evaluation of programs is not only possible but essential. Time and money is too scarce to stick with approaches which do not make a real difference
2. A major focus should be in improving literacy as soon as students arrive in the school.
3. £5 billion per year is spent on teaching assistants. We need to deploy them more effectively, especially with small groups.

2018-19		2019-20			
Action	Impact	Action	Tracking	Lead	Impact

Tutor time teaching in the core	<p>Maths P8 -0.21 Science P8 -0.44 English P8 -0.08 English Literature 0.07 overall P8 0.02</p>	Tutor time teaching of core subjects begun for cohort 2020 in September to maximise impact and build routine for students	HODs and DOLs, assessment data	ME	
15 lap tops bought for students	Because these were not bought for individual students, but for use generally by SEND students, we have not been able to track impact.	All DA students to have all their set texts and study guides bought for them			
HUB redeployment of TAs to small group intervention	<p>88% of Fresh Start students raised their baseline result. The improvements were measured through Lucid reading scores.</p> <p>Year 7 catch up funding raised reading age by 3 years and 3 months.</p> <p>Baseline improvement an average of 32 marks.</p> <p>Numeracy increase of 28 marks, using WRAT 4, a national numeracy test.</p> <p>Numeracy: Year 7, 8 and 9 intervention involved 76 students.</p> <p>This year, using the same measures to identify support, there are 70 students in total for the whole of year 7-11.</p> <p>Literacy: 70 students needed to be targeted last year as above. This year there were only 38.</p>	Maintain	<p>Track progress at assessment points.</p> <p>Communicate success with teachers, so they can see the improvement in individual students – e.g. through 20 clicks.</p>	RG	

Fresh Start delivered by SEND Team	See data in 'HUB' box above.	Maintain and broaden to KS4 for targeted students		RG	
Accelerated Reader	<p>Across years 7, 8 and 9, only 40.75% of students made 10 months' progress or more, and the average rate of progress was 8.18 months. Over 5 years, this represents 9 months of missing progress compared to the national average.</p> <p>However, it was successful with SEND and DA students, and hard to reach boys whose behaviour data suggests they will not make progress.</p> <p>Boys fared slightly better at 42.86%, while girls scored 40%.</p> <p>Students labelled SEN made 8.34 months of progress, exceeding that of other students. 36.7% made at least 10 months' progress.</p> <p>DA students fared even better, making 9.84 months of progress, and 46.26% making at least 10 months' progress.</p> <p>Students with over 250 behaviour points made less progress, averaging seven months. However, 37.68% of these made at least 10 months' progress, and 21 out of 26</p>	Experiment with whole class reader approach to compare progress with the normal AR and Vocabulary lessons	Track progress before and after with Lucid and Star Tests	LB and Natasha	

	of these were male, 81% of those who hit this 10 month benchmark.				
Lucid Testing to identify students in need of intervention	See data in 'HUB' box above.	Maintain	Track progress through assessment	RG	
		SEN review to establish methods which have been shown to work with our pupils. DSA to carry out.	Use the 2019 P8 data for SEND	RG	
		Literacy testing in tutor time	DSA to design 6 tests, 1 for each half term. Tutors to grade.	RG	