

Disadvantaged strategy (PP) Kingsdown School 2018-19

Pupil Premium funding was introduced in April 2011 to address the national priority of raising achievement and closing the achievement gap between disadvantaged students and their peers. It is additional funding from the government to address issues of inequality by ensuring that resources to tackle disadvantage reaches the students who need it most. Pupil Premium is allocated to schools on the basis of the number of students who have been eligible for free school meals at any time in the last 6 years or are children in local authority care (or who have left local authority care, i.e. adoption) or are children whose parents are in the Armed Forces.

Using the DfE report 'Supporting the attainment of disadvantaged pupils' we have identified the following potential barriers to future progress and attainment of students eligible for Pupil Premium funding at Kingsdown:

Lower **attendance**; there is a correlation nationally between the lower attendance of PP pupils and their lower attainment and progress.

Literacy Statistically higher chance of Special Educational Needs, lower levels of literacy, social/emotional intelligence; there is a proven correlation between the progress of pupil premium pupils and SEN, lower literacy and SEAL.

Poor attitudes towards school and self; nationally, students in receipt of pupil premium funding often have less positive attitude toward school and self - **culture of high expectations and aspirations**.

Less **parental engagement**; nationally, parents of DA pupils often have lower levels of engagement with school life.

Poor **behaviour**; there exists nationally a correlation between poor behaviour for learning and students in receipt of pupil premium funding.

That said, the quality of teaching and learning, the regularity of assessment and quality of the curriculum significantly impact upon the progress, outcomes and life chances of all students and most notably our disadvantaged students.

PP students at Kingsdown School

Year	PP	%PP	Non PP	Total in year group(s)
7	46	27%	135	181
8	63	32%	134	197
9	70	33%	144	214
10	55	24%	174	229
11	48	22%	167	215
Total	282	27%	754	1036

1. Summary information					
School	Kingsdown School				
Academic Year	2018-19	Total PP budget	£265,501	Date of most recent PP Review	2018
Total number of pupils	1036	Number of pupils eligible for PP [Jan 2019]	282	Date for next internal review of this strategy	Jan 19

2. Current attainment and attendance

PP Tracker 2018 - 19	Cohort 2018		Cohort 2019		January Assessment	
	Summer Results		November Mock Exams			
	"PP 51 Students"	"Non-PP 170 Students"	"PP 47 Students"	"Non-PP 167 Students"	"PP XX Students"	"Non-PP XX Students"
Progress 8 score average	-0.6	-0.5	-1.4	-1.0		
Attainment 8 score average	30.4	42.7	29.2	34.5		
English: P8	-0.4	-0.1	-1.5	-1.0		
Mathematics: P8	-0.5	-0.3	-1.8	-1.4		
Ebacc: P8	-0.8	-1.0	-1.7	-1.2		
Open: P8	-0.7	-0.4	-0.8	-0.5		
% 5 GCSEs 5+ (inc. EM)	6%	36%	11%	20%		
% 5 GCSEs 4+ (inc. EM)	22%	59%	30%	35%		
% Grade 5 E & M	12%	41%	15%	23%		
% Grade 4 E & M	27%	62%	32%	36%		
Attendance						
PA numbers and % [<80%]						
Isolation - Term 2						

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

A.	Attendance of PP students is below national expectations. Parent engagement is a constant focus.
B.	The quality of curriculum, teaching and learning as well as assessment has been inconsistent and the impact of interventions has been variable and limited.
C.	Embedding of real culture of high expectations linked to aspiration needs to be further developed.
D.	Targeted Interventions : Language and literacy, numeracy and SEMH are significant barriers for some students.

4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria	
A.	Improve attendance in all years and for all PP students and significantly reduced those students who are persistent absentees <80%. SIP priority 3 .	Reduce no of PP PA students by 50% PP attendance improves by 2.5%	SMY
B.	Students benefit from a well planned curriculum, delivered to a high standard and ensuring rich learning. The KDS Teaching and Learning framework is embedded in all lessons. There is a robust MER schedule to identify areas for further improvement. School targets are met. SIP Priority 2	External evaluations show that lessons meet a high standard, with the impact on PP outcomes clearly evaluated. P8 for PP is 0	DSA
C.	PP students are clear and model our high expectations both in and out of lessons. Referrals to the Hub and other agencies of support take place. SIP priority 3	Lessons proceed without disruption. The number of PP days lost to isolation and exclusion is reduced. Those PP in need of further support are identified and interventions improve their gaps.	LCR
D.	Literacy, numeracy and SEMH interventions in KS3 for ensure that all LPA PP students can access the demands of the Key Stage 4 curriculum. All interventions are tracked and show impact on closing gaps. SIP priority 1	Literacy and other interventions impact demonstrably on PP especially at KS3. Teachers and Education Support Champions are clear as to how they can support these students and impact is tracked and evident.	RG

Academic year		2018-19		
Attendance and parent engagement				
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	Term 1 & 2 Impact
Attendance of PP increase by 2.5% and Persistent Absenteeism of PP students reduces by 50%	<p>Attendance Officer has regular links with pastoral leads and meets with parents. EHRs are in place and reviewed.</p> <p>Part time timetables are used & Fixed Penalty Notices.</p> <p>Students who miss school are supported in catching up on their learning especially through access to online packages and SMHK.</p> <p>Fortnightly attendance assemblies celebrate and reward students for improving their attendance and achieving 100%.</p> <p>All tutors have regular conversations about attendance and progress with PP and use their SIMS home pages actively.</p> <p>Part time timetables are used and monitored to re-engage students whose attendance is a concern.</p> <p>Staff training sessions take place for attendance, safeguarding and CPOMs.</p>	<p>Weekly tracking of attendance and line management by AHT</p> <p>HT report to Governors</p> <p>Weekly publications of league tables for usage and rewards</p> <p>Fortnightly attendance assemblies</p> <p>Weekly tracking of PT Timetables and line management by AHT</p> <p>Annual attendance audit and action plan</p> <p>Line management of AHT by HT</p> <p>Staff evaluations on training</p> <p>Pastoral MER / checklists</p>	SMY	<p>PP attendance at end of term 2 was 89.6%. An increase of 1% on last year</p> <p>The number of PP PA students at end of term 2 is xx. A decrease of xx students on last year.</p> <p>There are currently 3 PP students on PT timetables and these are reviewed monthly.</p> <p>The staff safeguarding survey in term 2 showed that 100% of staff are confident in our safeguarding procedures.</p>
100% of PP parents engage with the school and their child's learning.	<p>Run a series of parent engagement evenings such as study skills, parents' evenings, information evenings.</p> <p>PP students are given first appointments and parents contacted.</p> <p>PP Parent Advocate programme used to support those whose parents who do not attend.</p> <p>PLs have PP trackers to monitor the engagement of hard to reach PP parents.</p>	<p>Yearly analysis of parents' evenings and information evenings</p> <p>Progress Leaders trackers of PP parents who do not / rarely engage with the school</p> <p>Line management by AHT of PL & DoPs</p>	SMY	<p>At the year 11 parents' evening (78%) - PP attendance was 64% - an increase of 8% on last year</p> <p>At the year 10 parents' evening – (58%) PP attendance was 43% - similar to last year</p> <p>All PP parents were contacted</p>
Total budgeted cost				£21,547

Academic year		2018-19		
Teaching, Learning, Assessment and the Curriculum				
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	Term 1 & 2 Impact
Students' progress is close to P8 0.2. The difference between PP and non PP is diminished, and close to zero.	Smaller classes in English, Maths & Science with an additional teaching groups in each year group. Smaller class sizes allows for more frequent questioning and feedback.	Data captures and group analysis Learning Walks Work reviews S & C Partner NoV	ME	Last year's PP cohort had a mock P8 of -1.41. Mocks for the current cohort show P8 -0.89, a significant improvement.
	All teachers can identify PP students and easily access their data The Hawthorne effect, 1958 by Henry A. Landsberger, suggests this might lead to greater progress	Learning walks Embedding of PARS software seating plan and data package Red folders for all colleagues	DSA	100% of all teaching staff had their Red Folders up to date in the Term 1 Curriculum Checklist
	Further embed the T & L framework focusing on modelling Staff training on modelling Purchase of visualisers Humanities research on Silent Solo and live feedback EEF Toolkit suggests this contributes to feedback (+8 months) meta cognition (+7 months) mastery (+5 months)	Learning Walks Observations Staff feedback Data analysis Student feedback S & C Partner NoV	DSA	Data will be available after the 2 nd cycle of Mocks

	<p>Partnership with Swindon Academy and the TLAC programme / Mastery, focusing on maths.</p> <p>Success of TLAC schools, and P8 of +0.7 achieved by Swindon Academy</p>	<p>Data captures and HoD analysis</p> <p>Work reviews</p> <p>Lesson observations</p> <p>S & C Partner NoV</p>	<p>DSA</p>	<p>November Maths mock data shows students made 3 months more progress than last year's cohort</p>
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Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	Term 1 & 2 Impact
Students' progress is close to P8 0.2. The difference between PP and non PP is diminished, and close to zero	Weekly learning walks, observations, work reviews takes place by SLT, ELT & S & CPs	MER up-dates to SLT S & CP notes of visits Termly up-dates to SLT & up-dates to Impact Committee	DSA	Year 11 MER in term 2 showed 85% of lessons had embedded Silent Solo within 2 weeks of its launch
	All staff are regularly trained in high quality feedback, metacognition and modelling – whole staff meetings and CIT time See box above re EEF Toolkit	Revisit in Staff training sessions. Specific teachers trained on Teach Like a Champion and metacognition. Regular agenda item in CIT, SMG and DOL meetings. S & C P focus modelling. Trial and develop a Feedback policy	DSA KSG LS & JM RLE	All staff receptive to the staff training on metacognition and Silent Solo Observation of year 11 lessons reveals at least 85% include modelling and Silent Solo. Review monthly from January.
	Extra tuition takes place before & after school. PP students are part of the Red or Gold group. Teachers are paid for extra tutoring sessions EEF Toolkit: small group tuition (+4 Months)	Daily registers Data captures Work reviews Student feedback Online learning data Learning walks	RLE	Data will be available after the 2 nd cycle of Mocks
All PP students complete their out of class study and their parents can easily access it	Access to Show My Homework. KS3 assessments from January based on knowledge based quizzes given for homework. EEF Toolkit: Hmk (+5 Months)	SMHK data analysis Detention data Assessment calendar and tracking.	RLE LCR	Data will be available in July April – cross reference of assessment scores to PP list, and analysis of gap to non PP
	Embedding Tassomai, Hegarty Maths and GCSE pod EEF Toolkit: Homework (+5 Months) Low stakes quizzing: R Bjork, Prof John Hattie, The Learning Scientists	Weekly league tables Friday year 11 assemblies Department approach to league tabling usage and results.	RLE	100% of PP students have accessed one or more of the 3 online learning platforms. League table of use cross reference to assessments and progress against targets. By April 2019

<p>All PP students complete their out of class study and their parents can easily access it</p>	<p>Students have access to Knowledge Organisers that are printed and low stakes quizzing via SMHK</p> <p>All GCSE knowledge organisers on the Kingsdown website</p> <p>Revise detention and reward programme with SMG</p> <p>As above</p>	<p>Work reviews</p> <p>League tabling results</p> <p>Student and parent feedback</p>	<p>RLE</p>	<p>Data will be available at the end of the year</p> <p>GCSE mock data to be cross referred to SMHK quiz data of scores and usage. April 2019</p>
	<p>Purchase a bank of 15 lap tops and lend out to students – priority given to PP. Revision guides, work books are given to students</p> <p>EEF Toolkit digital technology (+4 months)</p>	<p>Data capture and analysis</p> <p>Student feedback</p> <p>Work reviews</p> <p>Data capture analysis</p>	<p>ME</p>	<p>Data will be available after the 2nd cycle of Mocks.</p> <p>Every PP student has been given books and these are being used in and out of school.</p>
	<p>Engage Elevate [study skills].</p> <p>PP students have an additional Goal Setting session. Staff and parents also given the presentation</p> <p>EEF Toolkit Parental engagement (+3 months)</p>	<p>Teachers to attend the training so they can follow up in class.</p>	<p>RLE</p>	<p>Student evaluations will take place after the session in term 3</p>

Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	Term 1 & 2 Impact
All students in the Accelerate group [35PP] achieve a grade 4 or above in English & Maths.	Experienced teachers focus on the gaps in each student's PLC. 3 extra hours of Maths and 2 extra hours for English per fortnight. A smaller trial last year showed an impact of progress in Maths and attendance.	Data capture analysis Learning Walks Teacher feedback	DSA	Data analysis to be completed after the March Mocks
Develop the leadership and management support for the PP Strategy	3 middle leaders are part of the NPQSL programme [18months] and their whole school project is linked to raising the attainment of PP students	End of year progress & outcomes Assessment process in KS3	DSA & LB, CE & SM	An Assessment strategy for KS3 has been developed and modelled for year 8 and shared with the RLT [29.1]
Total budgeted cost				£68,800

Academic year		2018-19		
Culture of high expectations and aspirations				
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	Term 1 & 2 Impact
<p>All lessons proceed without disruption and students are motivated to achieve.</p> <p>Over the year there is a reduction in PP exclusions and isolations.</p>	<p>The BfL policy and procedure is shared with staff, students and parents and training provided.</p> <p>Training on BfL for identified teachers.</p> <p>Clear rewards and sanction structure developed and embedded.</p> <p>For repeat offenders referrals are made through to the Hub and EHR written.</p> <p>Progress Leaders know all their PP students and trackers are in place to monitor reviews.</p>	<p>Line management of DoPs and isolation team by AHT.</p> <p>Self-evaluation of BfL.</p> <p>Weekly SIMS reports.</p> <p>Learning Walks</p> <p>Weekly BfL data analysis.</p> <p>Graduated Response</p> <p>PL PP Trackers</p>	LCR	<p>In term 1 there were a total of 691 exits of which 36% were for PP students.</p> <p>In term 2 there were a total of 354 exits of which 32% were for PP students.</p> <p>In term 1 there were a total of 78 FTE of which 37% were for PP students.</p> <p>In term 2 there were a total of 64 FTE of which 33% were for PP students.</p> <p>10 colleagues have engaged with a BfL programme and their exits have reduced.</p>
<p>All PP students wear their full school uniform with pride</p>	<p>All PP students given blazer and tie and can access the hardship fund for additional financial support</p>	<p>Pastoral MER</p> <p>Hardship fund applications.</p>	HB	<p>100% of PP students are in uniform & shoes.</p> <p>All PP students are in uniform and 280 PP parents have been supported through the hardship fund.</p>
<p>All PP students have access to a wide range of extra-curricular and enrichment opportunities and have access to the resources they need</p>	<p>Subsidise educational events for all PP students which include university visits and access to Post 16 providers</p> <p>Subsidise equipment and resources such as Food ingredients & Music tuition</p>	<p>AHT through line management</p> <p>Gatsby toolkit and reviews</p> <p>Year 11 Tutor Trackers</p>	SMY	<p>Annual analysis of PP engagement in enrichment activities</p>

Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	Term 1 & 2 Impact
<p>All PP students in year 8 are supported & guided in their Option and year 11 supported in their Post 16 choices.</p>	<p>There is a clear CEIAG programme in place and PP are prioritised.</p> <p>The Careers Advisor has one to one meetings with PP students and liaises with parents and tutors.</p> <p>There is a programme to invite the colleges and apprenticeship providers.</p>	<p>AHT through line management</p>	<p>SMY</p>	<p>3 evenings have taken place from September where Post 16 providers have attended.</p>
Total budgeted cost				<p>£170,008</p>

Academic year		2018-19		
Targeted interventions to support with language and literacy, numeracy and SEMH				
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	Term 1 & 2 Impact
PP students achieve their Target Grades and learning gaps are closed and barriers removed	Teaching Assistants – <i>Education Support Champions</i> work with PP students to remove their barriers to learning – literacy, numeracy, behaviour and SEMH. Extra tutors are paid to support with coaching and closing learning gaps for KS4 students in English, Maths & Science – in lessons and after school.	AH through line management Tracking and data analysis esp year 11 Student observations Baseline and follow up assessments and SDQs Learning Walks	RG	Numeracy interventions been completed for 6 students. 100% have shown a positive impact in their before and after baseline assessments. The average increase in baseline score was 15%. To date one cycle of intervention from the behaviour hub has been completed with 65% reducing the number of behaviour incidents and sanctions (including exits and exclusions) following this.
Literacy interventions demonstrably impact on PP students in Yr 7-8.	Early identification takes place through robust testing – Lucid tests and WRAT4 Accelerated Reader continues for every student in Yr 7 – 9 - 30 mins per fortnight ½ a English lesson per cycle is devoted to a vocabulary lesson Literacy Hub runs Literacy interventions Ruth Miskin (Freshstart) programme. Morphographs is also used along with dyslexia interventions and assessments.	AHT through line management Accelerated Reader analysis and tracking of reading ages Learning Walks of Library & Vocab lessons Tutor Time – DEAR days Data captures and analysis ESC data analysis and review impact of interventions	RG	The number of students screened for 'risk of dyslexia' increased by 30%- of these 36% have shown to be at risk. Intervention sessions and overlay assessments have been programmed for these students. 8 students have completed modules in the Freshstart programme to date. Of these all have made progress when comparing their before and after assessments.

Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	Term 1 & 2 Impact
<p>SEMH interventions demonstrably impact on PP students barriers to learning and their resilience</p>	<p>ESCs run Behaviour (CBT) or are ELSAs and run other SEMH interventions.</p> <p>Referrals are made to the School Counsellor, TAMHS worker in school and School Nurse.</p>	<p>AHT through line management</p> <p>Case load and impact reports and through SDQs and behaviour data</p>	<p>RG ELSA Funded by SBC. £10,000 funds practitioners. (not included in budgeted costs)</p>	<p>Student support panels are meeting weekly to discuss year groups on a rotational basis. 65% of students under behaviour interventions have reduced incidents, exits and exclusions to date.</p>
<p>LPA PP students know how to prepare for assessments and are clear how and what they need to do to succeed</p>	<p>Students are supported and taught how to revise and how to manage their revision programmes. Revision guides are bought for all LPA PP students.</p> <p>Parents are supported in knowing how they can support</p>	<p>Learning Walks</p> <p>Data capture and analysis</p> <p>SEN / LPA Work reviews</p> <p>Student feedback</p> <p>Meeting with parents</p>	<p>RG</p>	<p>Data to be provided after March Mocks</p>
<p>Highly challenging PP students are supported with bespoke timetables maximises chances of student success</p>	<p>Part time timetables are used for a month to support with reengagement</p> <p>The new Alternative provision (AP) is used to prevent PEXs and reengage our most vulnerable students</p>	<p>PT Timetable review meetings</p> <p>AHT through line management</p> <p>Analysis of attendance data</p> <p>Learning Walks / Drop ins of AP</p> <p>Student and parent feedback</p>	<p>RG</p>	<p>6 students on AP programme. All have reduced their exits/removal from AP lessons in comparison to before AP began.</p>
Total budgeted cost				£55,512