

Pupil premium strategy statement – Kingsdown School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	945
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	06.12.2022
Date on which it will be reviewed	October 2023
Statement authorised by	
Pupil premium lead	Jo Lindley
Governor / Trustee lead	Linda Bacon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£244,773
Recovery premium funding allocation this academic year	£75,980
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£320,753

Part A: Pupil premium strategy plan

Statement of intent

To improve the outcomes of DA students so that they achieve Progress 8 of -0.1 or better by 2024/25

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	DA students' ability to read Many of our students arrive with reading ages significantly below chronological age: 24.6% of our disadvantaged students have a reading score of 85 or below. Our data analysis of Progress 8 in previous years suggests that this becomes a real barrier once reading age is two years below chronological.
2	Attendance The main barrier faced by disadvantaged students is the impact of attendance . DA student attendance has been 83.3% compared to Non-DA of 91.8%. This is the main barrier for all students and DA in particular.
3	Behaviour DA students receive a higher proportion of lesson exits, suspensions and exclusions than non DA students. Exits = 1.13 compared to 0.71 per student Suspensions = 0.49 compared to 0.2 per student Exclusions = 1.8% compared to 0.32% per student

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Activity	Evidence that supports this approach
Improved Progress 8 for disadvantaged students across the curriculum, across Key Stages, and in particular at KS4.	By the end of our current plan, in 2024/25, Progress 8 for disadvantaged students will be -0.1

	Progress 8 for disadvantaged students will exceed EEF Family schools by 0.5
Improved attainment 8 scores.	The Attainment 8 score for our disadvantaged students in 2019 was 38.4. In order for this to equate to each student averaging a grade 4 in all their subjects, we should aim for a figure of 40.0 or greater.
Improved APS in Ebacc subjects.	Aim for a figure of 3.5 APS for DA students so that more students gain the opportunity to study these subjects post 16 if they wish.
Reduce the per pupil number of exits and suspensions for DA students.	Exits and suspensions should reduce year on year, to reduce the gap between DA and Non DA.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ **[insert amount]**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training of teachers in subjects with frequent literacy demands (e.g. English, science, humanities) on approaches to reading, writing and phonics from Fresh Start</i>	Focusing reading interventions early has a significant impact: Improving Literacy in Secondary Schools (EEF)	1
<i>Continued CPD in curriculum development and the Restless Teacher Programme</i>	2019 progress data of improved Progress 8 (+0.57) suggests that this approach will make most impact. From the EEF The Attainment Gap Report	1, 2, 3

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

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Maintaining the Inclusion Pathway Curriculum, (IPC) targeted intervention classes, Accelerate in year 7, Consolidate in year 8, Heads Up in Y9</i>	Cohorts with reading ages significantly below chronological in each of year 7, 8 and 9 receive a curriculum designed to improve their reading and learning of the core concepts of each subject.	1
<i>Fresh Start reading intervention for all pupils with reading ages significantly below chronological age in years 7 and 8</i>	<p>Focusing reading interventions early has a significant impact:</p> <p>Improving Literacy in Secondary Schools (EEF)</p> <p>Fresh Start has led to average progress of 2 years and 6 months for participating pupils.</p>	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Funding of attendance officer and embedding of good practice set out in the DfE's Improving School Attendance</i>	<p>DfE Improving School Attendance</p> <p>From THE EEF GUIDE TO THE PUPIL PREMIUM</p> <p>"Spending on intervention is welcome, but this is not the main purpose of the money. It is much better to spend it on</p>	2

	wider barriers to learning, such as attendance and behaviour.”	
<i>Development of Student Progress Trackers and Champion Tracker</i>	This allows tutors, pastoral, SEND and teaching staff to identify students at risk of not making progress from entry in year 7 and to develop robust action plans that lead to impact	3
<p>The right team will meet to discuss our students and their needs and progress made in interventions and in their lessons on a termly basis through a student progress panel following key data captures using live attendance data and whole knowledge of the child. As a result of the panel meetings action plans for individuals will be devised and implemented with timely reviews of impact.</p> <p>Meetings will take place with all DA pupils and their parents/ carers starting with those identified as most high risk from the champion trackers.</p>	<p>From THE EEF GUIDE TO THE PUPIL PREMIUM</p> <p>“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.”</p> <p>This should reduce the exits and exclusions of DA pupils.</p>	4
Book Your Future	All year groups to have at least 2 tutor times per week in which they read a class text. Research shows that this has a significant impact in developing reading. This 2018 study shows it has a large impact on all students, but a very large one on DA students.	1

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Category	Progress 8	Diff.
DA	-0.4	
NON DA	+0.06	-0.46
DA SEND	-0.68	
NON DA SEND	-0.04	-0.64
DA GIRLS	-0.78	
DA BOYS	-0.14	+0.64
DA SUMMER DOB	+0.08	
NON DA SUMMER DOB	-0.53	+0.61

DA students make significantly better progress at Kingsdown than in other schools: DA gap to other schools nationally. In 2019, the last year where such data is available, the gap was -0.58, and in 2018 was -0.57. Our gap at -0.46 is 0.12 smaller. In other words, our DA students make significantly more progress at Kingsdown than in other schools nationally.

SEND students make significantly more progress at Kingsdown than they do in other schools: The SEND gap nationally in 2019 was -0.7. At Kingsdown the Progress 8 for SEND students who are also NON DA is -0.04. They made more progress than the whole cohort, where school P8 is -0.07.

For students who are both DA and SEND, Progress 8 is -0.68, so the gap is -0.61, 0.09 better than that for *all* SEND students nationally.

DA boys make significantly better progress at Kingsdown than in other schools: The progress of DA boys was -0.14. The national figures for *all* boys in 2019 was Progress 8 -0.27. So our DA boys make more progress than *all* boys nationally.

DA girls made poor progress at Kingsdown. This gender gap is not reflected in the whole school data for girls, nor the performance of DA boys, nor the performance of SEND students, including those who are both SEND and DA. This strongly suggests that the progress of DA girls was dramatically affected by attendance.

The Progress 8 for DA girls was -0.78. DA students nationally had P8 of -0.58. Girls nationally in 2019 had a P8 of +0.22. So the potential underperformance of DA girls at Kingsdown is -0.2 to -0.42.

Summer birth: this is a predictor of poor Progress 8. DA students with summer birth have a P8 of +0.08, significantly outperforming year 11 as a whole, by +0.15, and out performing all students nationally by +0.11. This is another indicator of success of our DA strategy.

The Most Significant Barrier to the Progress of Disadvantaged Students is Attendance

Attendance	NON DA	DA	Difference
100 – 1%	+0.20	-0.39	-0.59
90%+	+0.53	+0.19	-0.34
Below 90%	+0.06	-0.39	-0.45
100 - 95%	+0.78	+0.65	-0.13
94.99 - 90%	+0.37	-0.12	-0.49
89.99 - 85%	+0.11	-0.24	-0.35
84.99 - 80%	-0.52	+0.20	+0.72
79.99 – 75%	-0.24	+0.02	+0.26
74.99 – 70%	-0.71	-0.86	-0.15
Below 70%	-1.46	-2.35	-0.89

Conclusions

All students with 95% attendance or greater achieve significant progress, with DA students scoring P8 of +0.65. The gap to other students is only 0.13.

The pattern of attendance and Progress 8 shows a very clear correlation between the two, so that we can conclude that the gap between DA and all other students is primarily caused by poor attendance.

This suggests that the many interventions and the curriculum are having a very positive impact on progress.

The Impact of Efforts to Improve Attendance on DA and SEND Students

From September 2022, we have introduced a range of measures to improve attendance:

1. Attendance officer
2. EWO
3. Home visits for all students with attendance below 85%
4. Line management of attendance from the Safeguarding Lead

The impact of this so far has been very positive:

- Absence is on a downward trend for all year groups, with an overall drop of 2.5%
- Attendance has also improved for SEND and DA students compared to last year, with absence falling by 2.6% and 3.5% respectively.
- Persistent Absence has also improved, with an overall drop of 7.6% since last year.
- The gaps in PA for DA students have closed from 24.4% last year to 15.9% this term, with the SEND gap going from 12.2% to 5.6%

The Impact of the Reading Strategy

Key headlines:		Av RA	Av Gap
- DA pupils are in line	All	14y 0m	0y 8m
	Female	14y 0m	0y 10m
	Male	13y 11m	0y 7m
- Negligible gender gap	Non-DA	14y 4m	1y 0m
	DA	13y 0m	0y 0m
- HPA pupils excel	SEND	11y 3m	-1y -9m
	Non-SEND	14y 5m	1y 1m
- Steady MPA progress	HPA	16y 8m	3y 1m
	MPA	14y 7m	1y 5m
- LPA/SEND gaps.	LPA	11y 8m	-1y -6m

This shows an enormous amount of progress, so that DA students have, on average, chronological reading age. All key groups have made dramatic progress, with only LPA and SEND students having reading age below chronological age.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
NTP - National Tutoring Programme	Under review, to begin in January 2023