

The Kimberley School: Pupil Premium Report 2016-2017 evaluation and plans for 2017-2018

There were 227 students eligible for Pupil Premium Funding and Catch-Up Premium. Total funding received was £215,215.

In 2016-2017, we implemented a series of rapid improvement priorities to tackle the poor progress outcomes of the disadvantaged from 2016. Although attainment in English and maths had improved and absence decreased in 2016, the overall total progress of the disadvantaged students sat at -1.0, significantly below other students in the school and other students nationally. Improving this was the urgent priority.

We undertook three key steps to refocus our work on accelerating the progress of the disadvantaged:

- 1) **Tackling whole school obstacles to students making good progress.** Significant structural and cultural change was driven across all aspects of school life. Target grades were made aspirational, planning, teaching and assessment was re-focussed on students making progress and progress became systematically tracked by middle and senior leaders.
- 2) **Ensuring that school processes bring a focus to disadvantaged students.** Hidden behind these changes was an absolute focus on the progress of disadvantaged students (including the most able) by teachers, middle and senior leaders. These systems mean that any underperformance was identified quickly and additional support was put in place and evaluated. These actions are set out in Appendix 1.
- 3) **Fundamentally reviewing the school's strategy for using the pupil premium and catch up funding.** We ensured a new expenditure plan (underpinned by a robust strategic plan) was in place that drove improvements in the examination outcomes of disadvantaged students.

Consequently, we have seen some dramatic improvements in 2017 attainment and progress for the disadvantaged students:

Attainment

- The 9-4 basics measure has improved by 7% on last year
- Attainment in English has moved from 45% A*-C to 87% securing a 9-4 pass
- The progress gap in English has almost closed entirely with 64% of disadvantaged making 3LOP in comparison to 66% of their non-pupil premium peers.
- The proportion of disadvantaged students achieving A*C in Maths was 53% in 2016, in 2017 58% achieved a 9-4 grade.
- Total Attainment 8 improved by nearly 6 points from 2016, more than 5 times the rate of improvement as all students
- English Attainment 8 improved from 2016 at nearly twice the improvement of all students
- Ebacc Attainment 8 improved from 2016 by 1.12 points against a decline of -0.94 for all students; largely attributable to the improved performance of the disadvantaged cohort within science
- Open Attainment 8 improved from 2016 by nearly twice the improvement of all students
- Maths Attainment 8 did fall by -0.75 but this is less than the fall for all students.
- **These changes in Attainment 8 should be seen against a forecast drop in Attainment 8 scores because of the changes in point scores.**

Progress

- Consequently, our estimates show that:
 - Total progress 8 will improve from -1 to +0.01
 - English Progress 8 will improve from -0.72 to +0.23
 - Maths Progress 8 will increase from -0.58 to -0.46
 - Ebacc Progress 9 will increase from -1.16 to -0.339
 - Open Progress 8 will increase from -1.3 to +0.492

- Disadvantaged learners outperformed their peers in French, Spanish, PE, Art, Child Development and Computer Science and performed in line with their peers in Media and Food

Exclusions

- 48% of all exclusions were for disadvantaged students. This remains too high and is continuing priority for us to address.

Attendance

- Overall attendance for the academic year 2016-17 was 95% for all students and 92% for disadvantaged students.

Catch-Up Funding

Catch-Up funding is targeted at students who at the end of Key Stage 2 achieve a standardised score of below 95 in English and 98 in Maths.

English

- 41 students achieved below 95 in English.
- By the end of Year 7, 70% of these had caught up and are on track to achieve their Kimberley School Target which represents outstanding progress from Key Stage 2

Maths

- 43 students achieved below 98 in Maths.
- By the end of Year 7, 72% of these had caught up and are on track to achieve their Kimberley School Target

By the end of the academic year 2016-2017 these were the actions that we had taken to accelerate the progress of disadvantaged students:

In addition to the strategies taken to rapidly accelerate progress of all students, which equally applied to disadvantaged students, we also:

- 1) Crafted the School Improvement Plan to relentlessly focus on the progress, attendance and behaviour of the disadvantaged; one of the six strategic priorities being “to ensure students eligible for Pupil Premium and other vulnerable groups achieve, attend and behave in line with the rest of the school£ with Priority 27 as “in every conversation with middle leaders and teachers about student progress – ensure that the question “what else can be done for disadvantaged students?” is asked”
- 2) Ensured that all disadvantaged students had a target that is based on them making outstanding progress from KS2 to KS4
- 3) Introduced SISRA (our online data analysis package), ensured it was fit for purpose and trained teachers, leaders and support staff to analyse the progress of disadvantaged students
- 4) Enhanced the focus on the disadvantaged in the 2016 exam reviews which encouraged SPLs to review the progress of disadvantaged students and set up a system of Progress Reviews completed following a grade run by SPLs which again honed in on disadvantaged progress
- 5) Introduced Closing the Gap meetings for each Year group 7-11 after each data collection bring together key personnel to ensure that additional support was put in place for students who were underperforming
- 6) Had regular data overviews from the AHT - progress who ensures that we are tracking closely the progress of these students and putting timely additional support in place for those not on track to make expected progress, or more than expected progress for KS2 level 5+ students

- 7) Set up individual Year 11 Accelerating Progress meetings with class teachers looks at the progress of disadvantaged students which facilitated the direction of learning mentors to provide additional support as necessary
- 8) Realigned the focus of those in a pastoral support role, ensuring they had requisite training in how to use the progress information of vulnerable students (including disadvantaged students) to target their work
- 9) Moved to a horizontal year pastoral structure which meant that we could work more effectively with disadvantaged students in helping them and their families to remove obstacles around behaviour, attendance and welfare
- 10) Appointed a Student Support Leader who led the team of Student Support Assistants to work proactively to remove obstacles around behaviour, attendance and welfare for disadvantaged students

Pupil Premium Priorities/Catch-Up Priorities for 2017-2018

Our priorities this academic year is to build on the success of last, with a particular focus to:

- Increase the proportion of high ability (KS2 Level 5+) disadvantaged students who achieve grades 7 or above
- Improve the attendance and reduce the exclusions of disadvantaged students
- Use the Student Support Team to ensure that any behaviour, attendance and welfare obstacles to progress are quickly removed for disadvantaged students – with a particular focus on high ability students
- Drive further improvements in progress in Maths, the EBACC basket and the open basket
- Enhance the careers provision for disadvantaged learners by ensuring each student has a careers interview every year
- Focus additional support on the “catch-up” students in Year 8 who are not yet on track to meet their Kimberley School Target.

Next Steps

- Implement the improvement priorities identified in the School Improvement Plan
- Write an improvement plan for 17-18 based on these priorities
- Ensure that progress of disadvantaged students is included in subject exam reviews
- Embed the work of the newly appointed Student Support Assistant (Turnaround) with our most vulnerable students at risk of permanent exclusion.

Monitoring and Evaluation

- The 2017-2018 strategic plan will be reviewed termly by the Senior Leadership Team and reported to the Full Governing Body.
- Senior Leaders receive half termly information on behaviour and attendance of all students and this includes an analysis of disadvantaged students. This is reported termly to the Full Governing Body
- Progress data of disadvantaged students is scrutinised by the Senior Leadership Team at each data point and this analysis is shared with the FGB and progress governors
- Progress governors meet with Senior Leaders throughout the year and receive detailed reports on the progress of all students including disadvantaged students. Information from these meetings is shared with the F