

The Kimberley School 2018-2019 Pupil Premium Priorities and Spending

Pupil Premium funding was introduced in April 2011. It is additional government funding to raise the attainment of disadvantaged pupils. The funding is allocated to schools for students who have registered for Free School Meals in the last six years, are in Local Authority Care or who have a parent in the Armed Forces (Please note that allocations are not made for pupils in the sixth form). In 2018-2019 we estimate that our funding will be

	18-19*(£)
Amount of Pupil Premium Funding	£183,260 FSM £6900 (LAC) £2400 (in service)
Total amount of Pupil Funding allocated plus estimated LAC	£192,560
Year 7 Catch-Up Premium	£11,739
Total Funding	£204,239

**funding is based on 2017-2018 allocation*

The 2017-2018 evaluation of the impact of Pupil Premium spending identified these priorities for improvement for 18-19:

- Increase the proportion of disadvantaged students attaining a 9-5 and a 9-4 in English and maths, with a particular focus on the crossover students; those achieving one but not the other
- Drive further improvements in progress in Maths and the open basket
- Drive further improvements in accuracy of predictions across the school to ensure we are putting additional support into the correct students
- Support discrete subjects where disadvantaged students did not perform so well maths, English language, Geography, Health and Social Care, Graphics
- Continue to Improve the attendance and reduce the exclusions of disadvantaged students
- Continue to work with those hard-to-reach students and parents who significantly impact on the overall progress of the disadvantaged through poor attendance or behaviour

Pupil Premium Strategic Priorities and Improvement Plan 2018-2019

<p style="text-align: center;">Outstanding communication and high agenda</p> <p style="text-align: center;">Ensure that all staff are aware of who the disadvantaged students are and experiment with, share and evaluate teaching and learning strategies which lead to outstanding progress</p> <ol style="list-style-type: none"> 1. Staff to attend a workshop carousel in September to remind them of the importance of the disadvantaged and high ability agenda HFB 2. Streamline the preparation processes for CTG meetings to ensure all relevant information is available, useful and disseminated HFB 3. Staff to be continually encouraged to reflect on classroom practice and take a risk with creative strategies targeting the disadv, through the Teach, Lead, Change Forum HFB 4. Student Support Profiles to always contain high quality information for vulnerable disadv students so teachers know adjustments to make to ensure good progress SET 5. Every data and progress meeting between SLT and SPL to make sophisticated use of pupil progress data to track the progress of disadvantaged students HFB 6. Evaluate the policy where all disadvantaged students with a KST 7+ are in top sets for En, Ma and Sci and make reasonable adjustments HFB 7. Ensure that disadvantaged students are in the most aspirational set across both key stages and cannot be moved down a set without agreement from the AHT HFB 8. Manage SIP target 13 sensibly to ensure that it positively discriminates HFB 	<p style="text-align: center;">Improving attainment and progress in English and maths</p> <p style="text-align: center;">Ensure that more disadvantaged students attain the basics 9-5/9-4 measure through improving outcomes in English language and maths</p> <ol style="list-style-type: none"> 9. Work with faculty teams on the accuracy of predictions and strategy of tier of entry to ensure we are intervening with the right students HFB 10. Develop a more bespoke English and maths package for withdrawal Study Hub groups in response to a higher ability cohort with open lines of communication between learning mentors and subject teams HFB 11. Track the crossover group of disadvantaged students regularly and intensively and develop a creative strategy for additional support focussing on the right students HFB 12. Ensure English and maths teachers know who the Year 7 catch-up students are and their progress is scrutinised in data reviews with additional support in place when they are not on track HFB 13. Develop sophisticated use of QLA across maths and English to enable them to make better use of KS2 test papers to inform teaching, planning and assessment from entry point HFB 14. Identify weak readers, prioritising the disadvantaged, and address this with a literacy additional support programme HFB including Hackney Literacy AP
<p style="text-align: center;">Enhanced tracking and additional support</p> <p style="text-align: center;">Ensure that data is robustly analysed and acted on to accelerate the progress of the disadvantaged students</p> <ol style="list-style-type: none"> 15. Continue to scrutinise disadvantaged progress data and communicate priorities to SLT in order to keep line management meetings focussed on key priorities HFB 16. Introduce a more structured way to evaluate the additional support column to ensure this is done consistently well HFB 17. Streamline action points and QA on progress reviews to enhance the quality of QA activities ensuring they are focussed HFB 18. Ensure that the pastoral support staff use progress data from SISRA to target their work so that it removes obstacles to students making progress SET 19. Introduce more bespoke support for maths, English language, Graphics and Geography where outcomes were less successful HFB 20. Continue to prioritise disadvantaged students in the Year 9 option process to ensure they are on the best courses for success HF/AP 21. Promote the Add Supp budget to remove barriers for our disadvantaged learners HFB 22. Continue the very rigorous process of tracking progress of disadvantaged/bursary students in the sixth form – implementing additional support when there is underachievement SL 	<p style="text-align: center;">Breaking down the barriers</p> <p style="text-align: center;">Work proactively to remove any behaviour, attendance and welfare barriers early with a particular view to working with our hardest-to-reach students and parents</p> <ol style="list-style-type: none"> 23. Introduce a manageable way to prioritise, monitor and report on disadvantaged attendance, ensuring rapid action is taken where it is a concern SET 24. Ensure early identification and targeted response to the most complex cases to ensure we reduce the numbers of “non-attenders” across Years 7-11 SET 25. Reduce the number of days lost to exclusions for disadvantaged students and consider a bespoke package for when they are on IE or PEU SET 26. Continue to improve attendance at parents’ evening of disadv students’ parents through the on-line booking system and a proactive strategies SET 27. Embed further the role of SST in acting as key workers for very vulnerable disadvantaged students (including during transition from Y6 to Y7); working with family, students and teachers to quickly remove barriers to success. SET 28. Examine the patterns of poor behaviour within the disadvantaged cohort and work with YPL to focus support on those disadvantaged learners in need PF 29. With the YPLs and SST, formalise a targeted homework club for students with a more difficult home life to complete homework in school PF 30. Enhance the tracking of Year 11 students career intentions to ensure 100% of the cohort do not become NEET SET

Planned Areas of Expenditure for 2018-2019

Area of expenditure	Purpose and impact on disadvantaged students
Learning Mentors	Continue bespoke small group work; prioritising maths and English language in Year 10 and Year 11.
Assistant Head Teacher- Progress	Continue to lead on all aspects of our work with disadvantaged students with a key focus on the cross over group, maths progress and vulnerable discrete subject areas.
Student Support Team	Continue to work alongside teachers, leaders, students and parents to remove any behaviour, attendance and welfare obstacles to progress, with a particular focus on those hard-to-reach parents. Support the schools aim of reducing exclusions and improving attendance of disadvantaged students.
LAC Co-ordinator	Continue provision of bespoke, individualised support to parents, students and teachers to ensure that looked after children attend and enjoy school, make outstanding progress and participate in opportunities outside of the classroom.
Careers Advice	In line with the governments' careers strategy develop a more bespoke, individual careers advice and guidance which prioritises disadvantaged students to ensure successful progression to education, employment or training, with a enhanced focus on higher ability disadvantaged students.
Subsidising uniform, equipment, revision guide, Clubs/trips.	Continue to remove financial obstacles to participation in curriculum trips and wider opportunities. Providing revision guides across the curriculum and seeking every opportunity to give our vulnerable learners equal opportunities and experiences.
In-class support across the curriculum	Continue to support disadvantaged students who also have a special education need, and their teachers, to ensure that they can access teaching and make good progress.
Staff training	Continued commitment to high quality information and training for staff to ensure that they know who the disadvantaged students are and what they can do to accelerate their progress. Train and support staff who are delivering the Hackney Literacy Project or using the Question Level Analysis
1-1 tuition	EN, MA one-to-one tutoring sessions for an identified cohort of students to further accelerate their progress, with a particular focus on the crossover group who are securing one subject but not the other.
Increase tracking of students eligible for catch up premium	Include in Maths and English progress reviews tracking of these pupils and use this to identify actions to accelerate progress
Question Level Analysis	Maths and English teams use the KS2 SAT Question Level analysis to identify gaps in knowledge, understanding and skills to inform planning, teaching and assessment
Literacy	Strengthen our work with students in Years 7 and 8 whose literacy is an obstacle to progress through delivering the Hackney Literacy Project and continue intensive literacy programme delivered by Learning Mentors in Years 8 and 9.

Monitoring and Evaluation

- The 2018-2019 Strategic Action 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 Full Governing Body.