

The Kimberley School. Pupil Premium Report 2015-2016 and 2016-2017

There were 215 students eligible for Pupil Premium Funding and 26 students eligible for Catch-Up Premium Funding. Total funding received was £218,060.

During 2015 -2016 Pupil Premium Funding focussed on improving attainment and progress in English and Maths; and on improving attendance.

- %A*-C in English in Maths was 25% in 2014 41% in 2015 and 41% in 2016.
- % expected progress in Maths was 33% in 2014, 44% in 2015 and 59% in 2016. In this time the gap reduced from 30% to 18%.
- % expected progress in English was 14% in 2014, 47% in 2015 and 45% in 2016. In this time the gap reduced from 33% to 19%
- Overall absence of disadvantaged students. 2013- 10.2%. 2014 – 9.4%. 2015 – 8.2%. 2016 - 8%

However, the new Progress 8 measure for disadvantaged students was -0.9 which is significantly below other students in the school and other students nationally. This measure is similar or worse when broken down into the English, Maths, Ebacc and Open elements. Improving this is an urgent priority. There is clearly an urgent need to improve the progress of disadvantaged students across the school. During the Autumn Term 2016 we have undertaken three key steps to refocus our work on this. These are set out below.

- 1) **Tackle whole school obstacles to students making good progress.** Significant structural and cultural change has been driven across all aspects of school life during the Autumn Term. These will ensure that there are the highest possible aspirations for all students (including disadvantaged students); that planning, teaching and assessment is focussed on students making progress; and that progress is systematically tracked by middle and senior leaders.
- 2) **Ensure that school processes bring a focus to disadvantaged students.** Hidden behind these changes has been 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 is identified quickly and additional support is put in place and evaluated. These actions are set out in Appendix 2.
- 3) **Fundamentally review the school's strategy for using of the pupil premium and catch up funding; ensure that a new expenditure plan (underpinned by a new strategic plan) is in place that will drive improvements in the examination outcomes of disadvantaged students.** The expenditure plan is now in place (Appendix 1) as are the strategic priorities and actions for 16-17 (Appendix 3)

Funding

	15-16 (£)	16-17(£)
Total Students on roll Years 7 – 11	1320	1286
Total number of students eligible for Pupil Premium Funding years 7 – 11	215	227
Amount of Pupil Premium Funding	£183,260 £2,400 £11,400 £9,500	£195,415 £2,700 £17,100
Total amount of Pupil Funding allocated plus estimated LAC	£206,560	£215,215
Year 7 Catch-Up Premium	£11,500	£11,500

Appendix 1 sets out how this spending will be allocated during 2016-2017

Pupil Premium Priorities for 2016-2017

There are 227 students eligible for Pupil Premium Funding, Catch-Up Premium Funding is being held constant from 15-16. Total funding is likely to be £226,716.

Priorities for 2016-2017 are:

- Rapidly accelerate the progress of all disadvantaged students across all subjects so that the progress 8 measure improves in all baskets from 2016
- Drive further improvements in the proportion of students making expected progress in English and Maths
- Improve further the attendance of disadvantaged students
- Reorganise pastoral support teams to ensure that any behaviour, attendance and welfare obstacles to progress are quickly removed for disadvantaged students
- Increase the proportion of high ability (KS2 Level 5+) disadvantaged students who make more than expected progress

Appendices 1-3 sets out the steps that we will take to achieve these priorities.

Monitoring and Evaluation

- The 2016-2017 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 FGB.

Appendix 1: Pupil Premium and Catch-up Premium Expenditure Sept 2016

Area of Expenditure	Purpose and impact on disadvantaged students	£
Learning Mentors	Accelerate Progress in English and Maths through bespoke one to one additional support and small group work. Deliver intensive individual reading programmes.	83782
Assistant Head Teacher-Progress	Lead on all aspects of our work with disadvantaged students to ensure that behaviour attendance and progress is line with the rest of the school and moving closer to that of non-disadvantaged students nationally.	13431
Student Support Team	Working alongside teachers, leaders, students and parents to remove any behaviour, attendance and welfare obstacles to progress. Develop good, supportive and proactive relationships with hard to reach parents,	49786
LAC Co-ordinator	Provide 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	23621
Careers Advice	Provide bespoke, individual careers advice and guidance to disadvantaged students to ensure successful progression to education, employment or training.	3266
Subsidising uniform, breakfast, equipment, revision guide, Clubs/trips.	Removing financial obstacles to participation in curriculum trips and wider opportunities.	8000
In-class support across the curriculum	Supporting disadvantaged students who also have a special education need, and their teachers, to ensure that they can access teaching and make good progress.	23621
Staff training.	Dedicated 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	5000
Qualified, full time specialist nurture group teacher	Providing an appropriate curriculum to support the social and academic transition of Year 7 disadvantaged students to ensure a successful start to secondary education.	23470
		233976

Appendix 2: By the end of the Autumn Term 2016 these are the actions that we had taken to accelerate the progress of disadvantaged students.

Every single whole school measure that we have taken so far to accelerate progress applies equally to disadvantaged students. This will have a significant impact, however, it is not enough. Therefore, in addition to existing strategies:

- 1) One of the six strategic priorities that governors agreed at the last meeting is “To ensure students eligible for Pupil Premium and other vulnerable groups achieve, attend and behave in line with the rest of the school.”
- 2) School Improvement Priority 27 is “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”
- 3) All disadvantaged students now have a target that is based on them making outstanding progress from KS2 to KS4
- 4) SISRA (our online data analysis package) is now fit for purpose and allows teachers and leaders to analyse the progress of disadvantaged students
- 5) There was a very clear focus in the 2016 exam review which encouraged SPLs to review the progress of disadvantaged students
- 6) Closing the Gap meetings after each data collection bring together key personnel to ensure that additional support is put in place for students who are underperforming
- 7) The AHT progress role that we created in September includes disadvantaged students and Helen ensures that we are tracking closely the progress of these students
- 8) Individual Year 11 Accelerating Progress meetings with class teachers looks at the progress of disadvantaged students and can direct learning mentors to provide additional support as necessary
- 9) There is a much more focussed analysis of the progress of disadvantaged students by Subject Leaders – including their focus on the progress of high ability disadvantaged students.
- 10) Those in a pastoral support role have received training in how they can use the progress information of vulnerable students (including disadvantaged students) to target their work
- 11) In January 2016 move to a horizontal year pastoral structure which will mean that we can work more effectively with disadvantaged students in helping them and their families to remove obstacles around behaviour, attendance and welfare.
- 12) Appoint a Student Support Leader who will lead the team on Student Support Assistants and ensure that they work proactively to remove obstacles around behaviour, attendance and welfare for disadvantaged students

Appendix 3: Pupil Premium Strategic Priorities and Improvement Plan 2016-2017

Our main aim is to enable all disadvantaged students to reach or surpass their academic and social potential. Our absolute focus is to ensure that their behaviour, attendance and progress is in line with the rest of the school and is moving closer to that of non-disadvantaged students nationally. We will achieve this by focussing relentlessly on these four strategic priorities:

- 1) **Outstanding communication and high agenda.** Ensure that all staff are aware of who the disadvantaged students are and receive high quality information and training so that their teaching leads to outstanding progress
- 2) **Data analysis, robust tracking and additional support.** Ensure that data is robustly analysed and acted on to allow all disadvantaged students to make rapid and sustained progress across the curriculum. Additional support is then tailor-made to students' needs
- 3) **Literacy and Numeracy.** Ensure that literacy and numeracy additional support sessions have the maximum impact on progress within English, maths and reading for disadvantaged students
- 4) **Breaking down the barriers.** Work proactively to remove any behaviour, attendance and welfare barriers to success.

2016 – 2017 Improvement Plan	
<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 receive high quality information and training so that their teaching leads to outstanding progress</p> <ol style="list-style-type: none"> 1. Staff are to be given an information booklet with all vulnerable groups in and top tips for supporting them HXF 2. CTG meetings to be executed with a primary focus on the disadvantaged HXF 3. Information from the CTG meeting is to be communicated at EN and MA faculty meetings and outcomes from the CTG meeting are to be monitored HXF KZR LAT 4. Every data and progress meeting between SLT and SPL should make sophisticated use of pupil progress data with a key focus on outcomes for the disadvantaged SLT 5. Staff should be kept up-to-date with the progress of the disadvantaged and continually encouraged to reflect on their classroom practice (INSET Feb) HXF 	<p style="text-align: center;">Data analysis, robust tracking and additional support</p> <p style="text-align: center;">Ensure that data is robustly analysed and acted on to allow all disadvantaged students to make rapid and sustained progress across the curriculum. Additional support is then tailor-made to students' needs</p> <ol style="list-style-type: none"> 6. Post grade collection, disadvantaged progress data is thoroughly scrutinised and communicated clearly to the SLT HXF 7. SLT line managers then to discuss progress data and the additional support column with SPL in link meetings and prioritise the progress of the disadvantaged in subsequent additional support and QA processes SLT 8. Additional support budget prioritises removing barriers to our disadvantaged learners HXF 9. The curriculum followed by disadvantaged learners should be personalised to their needs; Year 9 option process should be tackled strategically and Year 10 into 11 withdrawal of option subjects in favour of additional mentoring/EN/MA should be led strategically HXF
<p style="text-align: center;">Literacy and numeracy focus</p> <p style="text-align: center;">Ensure that literacy and numeracy additional support sessions have the maximum impact on progress within English, maths and reading for vulnerable learners</p> <ol style="list-style-type: none"> 10. Continue to deploy Learning Mentors effectively according to priority HXF 11. Analyse data in English progress and reading across KS3 and ensure the correct cohort are receiving the correct support HXF 12. Ensure open lines of communication with the English and Maths faculty to ensure learning mentors have access to the resources and information they need to make a difference and are reporting progress back to class teachers HXF, SOB, LZM 13. Focus on the literacy levels of the disadvantaged with the literacy coordinator – what else can be done? Coordination of Accelerated Reader and Switch-on reader to highlight the disadvantaged as top priority HXF/LJ 	<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 to success.</p> <ol style="list-style-type: none"> 14. 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/HXF 15. Identify issues with attendance of disadvantaged learners and complete student voice to ascertain and reduce barriers to attending school HXF/JS/YPL 16. Examine the patterns of poor behaviour/attitude within the disadvantaged cohort and work with YPL to focus Improving Ethos Plans and support on those disadvantaged learners in need HXF/PF/YPL 17. Continue to prioritise the disadvantaged learners for careers guidance to raise aspirations and ensure 100% of the cohort are not NEET LH/MT