



National College for
Teaching & Leadership



Pupil premium strategy statement: Kingsmead

Context Statement:

Kingsmead school is a Pupil Referral Unit and special school provision for pupils with social, emotional and mental health difficulties.

Kingsmead have a considerably higher than average number of pupils eligible for pupil premium funding. The majority of pupils are boys from a range of ethnic backgrounds. An increasing number of pupils arrive speaking English as an additional language

The majority of pupils arrive with a range of challenging behaviours and many students have EHCPs. A significant number of pupils arrive having being permanently excluded. Many of these have depressed levels of literacy numeracy, often a result from a turbulent education experience in previous key stages.

1. Summary information					
School	Kingsmead School				
Academic Year	2019/20	Total PP budget	£148k	Date of most recent PP Review	n/a
Total number of pupils	182	Number of pupils eligible for PP	160	Date for next internal review of this strategy	September 2020

2. Current attainment (2018)		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving 3 Grade 1-9 (A* - G) incl. EM	34	61
% achieving GCSE (or level 2 equivalent) in English and maths	45	61
% achieving at least expected progress in English (based on initial assessment)	51	50
% achieving better than expected progress in English (based on initial assessment)	46	50
% achieving at least expected progress in maths (based on initial assessment)	40	59
% achieving better than expected progress in maths (based on initial assessment)	32	45
Progress 5 score average	Na	Na
Attainment 5 score average	Na	Na

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Pupil Premium students arrive with significantly depressed literacy and numeracy skills
B.	A considerable number of students have and below expected reading ages

C.	Post 16 progression pathways are unclear – many students have elevated anxiety related to post 16 transition	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Absence rates for pupils eligible for PP are below the national average This reduces their school hours and causes them to fall behind on average.	
E.	A significant number of students arrive with a range of complex social and emotional difficulties and/or additional vulnerabilities	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Gaps narrowing in all subjects term by term across the year with a focus on mathematics	Pupils eligible for PP will meet their end of year progress targets. Termly data will show that each PP student in years 7-10 is on track (according to their flight path), and each PP student in year 11 is making rapid progress towards their target from their term 1 (or Initial Assessment) starting point.
B.	Reading ages of pupils in KS4 improve	90% of pupils eligible for PP with a baseline reading age of <8.5 years make at least 1 additional years improvement
C.	Students have clear ideas about post-16 options and have clear plans in place to support the transition to post 16 study/work/training	Students will have received one-to-one guidance through interview/meeting/mentoring and will have a clear pathway and goals
D.	Increased attendance rates for pupils eligible for PP.	Overall attendance among pupils eligible for PP improves aiming for 80% by the end of the academic year and ensure there is no gap with non-PP pupils

5. Planned expenditure

Academic year

2019/20

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead & Cost	When will you review implementation? RAG
A. PP student progress at least in line with non PP Gaps narrowing in all subjects term by term across the year	<ul style="list-style-type: none"> Whole school focus on teaching and learning Twilight sessions looking at curriculum and cross curricular opportunities 	<ul style="list-style-type: none"> Regular climate walks, focusing on bases and subject specific to inform conversations with staff about the importance and impact of high quality T&L Work scrutiny to assess challenge and comparison across subjects to allow the sharing of good practice between departments 	<ul style="list-style-type: none"> Timetable of events across the year shared and feedback collated in SEF Feedback from SLT and HOD Monitoring of QA information, use of SISRA to monitor progress in relation to expected. 	EB £4,000	Termly Completions Summer 2020
A. Gaps narrowing in all subjects term by term across the year	<ul style="list-style-type: none"> Expand the range of qualification pathways available in core subjects 	<ul style="list-style-type: none"> Not all students are capable of traditional examinations therefore students have the opportunity to complete GCSE, Functional Skills and vocational qualifications. 	<ul style="list-style-type: none"> Monitoring of flight paths Review of pupil data 	HOS £4,000	Termly Completions Summer 2020
A. Gaps narrowing in all subjects term by term across the year	<ul style="list-style-type: none"> Focus on high quality T&L experiences Heads of Department more directly involved in QA of T&L Timely interventions at each data entry point for the most hard to engage pupils. 	<ul style="list-style-type: none"> Department heads better equipped to assess and diagnose issues with T&L before they reach crisis point. HoD able to more directly coach and mentor staff to raise standards of delivery at a department level 	<ul style="list-style-type: none"> Monitoring of flight paths QA/lesson observations 	MP/EB £4,000	Termly Completions Summer 2020

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Gaps narrowing in all subjects term by term across the year	<ul style="list-style-type: none"> Subject specific LPSAs Intervention by subject confident delivers and team teaching EAL specific group 	<ul style="list-style-type: none"> LPSAs need to be able to take students for targeted support and catch up. This will only be done affectively with knowledge of the subject and POS. Twilights offered with subject confident pairs EAL students with reading ages below 8yrs to be taught by TFEL trained teachers to improve progress. 	<ul style="list-style-type: none"> LPSAs part of planning – planning to be reviewed by HoD LPSAs part of STM Intervention pairs given time to plan sessions 	HOS £4,000	Termly Completions Summer 2020
A. Gaps in mathematics move to be at least in-line with those in English	<ul style="list-style-type: none"> CPD programme run by HOS Focus on quality first T&L for all maths team Introduction of teaching with manipulatives Intervention for yrs 9 & 10 in basic numeracy skills. 	<ul style="list-style-type: none"> Department lacks experience as Maths teachers therefore HOS is implementing an in-house training programme Many gaps in basic Maths skills such as timetables, prime number work and number bonds which affects all aspects of mathematic Students struggle with using Maths apparatus such as compasses and protractors 	<ul style="list-style-type: none"> Climate walks Lesson observations Progress grades Derby University maths anxiety studies taking place 	DF £3,500	Termly Completions Summer 2020
A. Levels of progress for maths year 11 outcomes are in line with those of English	<ul style="list-style-type: none"> Intervention sessions beyond twilight pairs with Maths confident staff on targeted topics 	<ul style="list-style-type: none"> Larger number of questions are not attempted which limits grade achieved. 	<ul style="list-style-type: none"> Breakdown of Maths assessments to see if greater number of questions have been attempted 	DF £3,500	Termly Completions Summer 2020

<p>B .Systems and processes are in place to deliver, track and monitor targeted reading intervention</p>	<ul style="list-style-type: none"> • Access Reading Test as part of initial assessment. 	<ul style="list-style-type: none"> • Test gives assessment in four areas, literal comprehension, vocabulary, inference and analysis which enables targeted intervention to be identified. 	<ul style="list-style-type: none"> • Literacy skills improve • Staff and pupil feedback 	<p>ES £5,000</p>	<p>Termly Completions Summer 2020</p>
<p>B. Reading ages of pupils improve at an accelerated rate</p>	<ul style="list-style-type: none"> • Read It Write It and other targeted programmes • 1:1 mentoring • Introduction of DEAR • Introduction of an EAL group 	<ul style="list-style-type: none"> • Students have low literacy levels. Foundation work has not been done during primary years as often parental support is not available or their own confidence with literacy is low. • RIWI has consistently demonstrated the positive impact it can have on reading ages • Students lack confidence in the use of reading materials in other curricular areas. High levels of readers required in EAA. • EAL students with reading ages below 8yrs to be taught by TFEL trained teachers to improve progress. 	<ul style="list-style-type: none"> • Reading ages improve • Monitoring of reading ages across the school • Students demonstrate better access to reading materials other subjects 	<p>ES £35,000</p>	<p>Termly Completions Summer 2020</p>

<p>C. Students have clear ideas about post-16 study, understand the subject requirements for their post-16 goals and improvements in the transition from school to the college environment</p>	<ul style="list-style-type: none"> Derby College Mentor to be on-site one day per week Mock Interview day to be a targeted towards applying for jobs 	<ul style="list-style-type: none"> Students lack aspiration and have benefited from exposure to a wider range of post 16 options previously. Given the often very limited exposure in previous school settings we have decided to pursue this despite EEF evidence indicating impact is limited Derby College mentor on-site to target those students most likely to become NEET to form a relationship and make transition as seamless as possible Students confident at interviews are far more likely to achieve the courses and apprenticeships of their choosing therefore are more likely to stay. 	<ul style="list-style-type: none"> NEET figures reduced from previous year NEET figures at least in line with DCC average Students successful in securing sustained attendance at P16 option 	<p>MJ DM £15,000</p>	<p>Easter 2020 & Summer 2020</p>
--	--	---	---	------------------------------	--------------------------------------

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>D. Decreased absence rates</p>	<ul style="list-style-type: none"> Appointment of two Family Support Workers 	<ul style="list-style-type: none"> Attendance statistics Increased attendance results in more time spent in the classroom. 	<ul style="list-style-type: none"> Clear referral system through PL Clear line of accountability for staff concerned PLs to monitor keyworker Attendance Support Plans 	<p>EB £35,000</p>	<p>Termly Completions Summer 2020</p>
<p>E. Systems in place to identify and provide enhanced support for the families of students who have low attendance</p>	<ul style="list-style-type: none"> Appointment of two Family Support Workers 	<ul style="list-style-type: none"> Strong internal evidence to demonstrate that those pupils with enhanced mentoring and coaching attend school more regularly 	<ul style="list-style-type: none"> Robust monitoring systems introduced and clear lines of accountability established Attendance statistics monitored half termly and introduce meeting schedule with PL to jointly evaluate the impact of actions Attendance support plans monitored as part of base monitoring cycle 	<p>EB £35,000</p>	<p>Termly Completions Summer 2020</p>