



National College for  
Teaching & Leadership



## **Pupil premium strategy statement: Kingsmead**

### **Context Statement:**

**Kingsmead school is a Pupil Referral Unit with an integrated 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					
<b>School</b>	Kingsmead School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£200k Est based on 19/20 actuals, Gov yet to release	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	137	<b>Number of pupils eligible for PP</b>	89 est	<b>Date for next internal review of this strategy</b>	September 2021

2. Current attainment (2020)		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving 3 Grade 1-9 (A* - G) incl. EM</b>	44	50
<b>% achieving GCSE (or level 2 equivalent) in English and maths</b>	70	67
<b>% achieving at least expected progress in English (based on initial assessment)</b>	67	65
<b>% achieving better than expected progress in English (based on initial assessment)</b>	67	67
<b>% achieving at least expected progress in maths (based on initial assessment)</b>	61	65
<b>% achieving better than expected progress in maths (based on initial assessment)</b>	57	59
<b>Progress 5 score average</b>		
<b>Attainment 5 score average</b>		

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )		
<b>A.</b>	Pupil Premium students arrive with significantly depressed literacy and numeracy skills	
<b>B.</b>	A considerable number of students have and below expected reading ages	
<b>C.</b>	Post 16 progression pathways are unclear – many students have elevated anxiety related to post 16 transition	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	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.	
<b>E.</b>	A significant number of students arrive with a range of complex social and emotional difficulties and/or additional vulnerabilities	
<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</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
<b>C.</b>	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
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Overall attendance among pupils eligible for PP improves from 69% to 73% (approximately 5% increase for every year group) in line with non-PP pupils.

## 5. Planned expenditure

Academic year

2020/21

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	When will you review implementation? <b>RAG</b>
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"> <li>Whole school focus on teaching and learning</li> <li>Twilight sessions looking at curriculum and cross curricular opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Regular climate walks, focusing on bases and subject specific to inform conversations with staff about the importance and impact of high quality T&amp;L</li> <li>Work scrutiny to assess challenge and comparison across subjects to allow the sharing of good practice between departments</li> </ul>	<ul style="list-style-type: none"> <li>Timetable of events across the year shared and feedback collated in SEF</li> <li>Feedback from SLT and HOD</li> <li>Monitoring of QA information, use of SISRA to monitor progress in relation to expected.</li> </ul>	EB	Termly & end of year
A. Gaps narrowing in all subjects term by term across the year	<ul style="list-style-type: none"> <li>Expand the range of qualification pathways available in core subjects</li> <li>Expand the range of pathways in support of the wider range of needs of our students</li> </ul>	<ul style="list-style-type: none"> <li>Not all students are capable of traditional examinations therefore students have the opportunity to complete GCSE, Functional Skills and vocational qualifications.</li> <li>Nurture or practical based curriculum emphasises knowledge acquisition and cross-curricular learning that enables students to access accredited qualifications that will lead them to a wider range of post 16 options.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of flight paths</li> <li>Review of pupil data</li> <li>NEET figures reduced.</li> </ul>	HOS	Termly & end of year

<p>A. Gaps narrowing in all subjects term by term across the year</p>	<ul style="list-style-type: none"> <li>• Focus on high quality T&amp;L experiences</li> <li>• Heads of Department more directly involved in QA of T&amp;L</li> <li>• Timely interventions at each data entry point for the most hard to engage pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Department heads better equipped to assess and diagnose issues with T&amp;L before they reach crisis point.</li> <li>• HoD able to more directly coach and mentor staff to raise standards of delivery at a department level</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of flight paths</li> <li>• QA/lesson observations</li> </ul>	<p>MP/EB</p>	<p>Termly &amp; end of year</p>
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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"> <li>Subject specific LPSAs</li> <li>Intervention by subject confident delivers and team teaching</li> <li>EAL specific group</li> <li>Alternative pathways</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Twilights offered with subject confident pairs</li> <li>EAL students with reading ages below 8yrs to be taught by TFEL trained teachers to improve progress.</li> <li>Nurture and practical based delivery to feed into improved outcomes at GCSE and functional skills.</li> </ul>	<ul style="list-style-type: none"> <li>LPSAs part of planning – planning to be reviewed by HoD</li> <li>LPSAs part of STM</li> <li>Intervention pairs given time to plan sessions</li> <li>Accredited qualification obtained by ESOL students</li> <li>Improved access to FS and GCSE and grades subsequently achieved.</li> </ul>	HOS	Termly & end of year
A. Gaps in mathematics move to be at least in-line with those in English	<ul style="list-style-type: none"> <li>CPD programme run by HOS</li> <li>Focus on quality first T&amp;L for all maths team</li> <li>Introduction of teaching with manipulatives</li> <li>Intervention for yrs 9 &amp; 10 in basic numeracy skills.</li> </ul>	<ul style="list-style-type: none"> <li>Department lacks experience as Maths teachers therefore HOS is implementing an in-house training programme</li> <li>Many gaps in basic Maths skills such as timetables, prime number work and number bonds which affects all aspects of mathematic</li> <li>Students struggle with using Maths apparatus such as compasses and protractors</li> </ul>	<ul style="list-style-type: none"> <li>Climate walks</li> <li>Lesson observations</li> <li>Progress grades</li> <li>Use of period 7 to implement targeted intervention.</li> </ul>	DF	Termly & end of year

<p>A. Levels of progress for maths year 11 outcomes are in line with those of English</p>	<ul style="list-style-type: none"> <li>Intervention sessions delivered in period 7 that target specific skills tested in final maths examination papers.</li> </ul>	<ul style="list-style-type: none"> <li>Larger number of questions are not attempted which limits grade achieved.</li> </ul>	<ul style="list-style-type: none"> <li>Breakdown of Maths assessments to see if greater number of questions have been attempted</li> </ul>	<p>DF</p>	<p>Termly &amp; end of year</p>
<p>B. Systems and processes are in place to deliver, track and monitor targeted reading intervention</p>	<ul style="list-style-type: none"> <li>Access Reading Test as part of initial assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Test gives assessment in four areas, literal comprehension, vocabulary, inference and analysis which enables targeted intervention to be identified.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy skills improve</li> <li>Staff and pupil feedback</li> </ul>	<p>ES</p>	<p>Termly &amp; end of year</p>
<p>B. Reading ages of pupils improve at an accelerated rate</p>	<ul style="list-style-type: none"> <li>Read It Write It and other targeted programmes</li> <li>1:1 mentoring</li> <li>Introduction of DEAR</li> <li>Introduction of an ESOL qualification</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>RIWI has consistently demonstrated the positive impact it can have on reading ages</li> <li>Students lack confidence in the use of reading materials in other curricular areas. High levels of readers required in EAA.</li> <li>EAL students with reading ages below 8yrs to be taught by TFEL trained teachers to improve progress and</li> </ul>	<ul style="list-style-type: none"> <li>Reading ages improve</li> <li>Monitoring of reading ages across the school</li> <li>Students demonstrate better access to reading materials other subjects</li> <li>ESOL qualification achieved</li> </ul>	<p>ES EL</p>	<p>Termly &amp; end of year</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"> <li>• Appointment of suitably trained post 16 mentor</li> <li>• KS3 curriculum developed to incorporate career planning</li> <li>• Mock Interview day to be a targeted towards applying for jobs and further education</li> </ul>	<ul style="list-style-type: none"> <li>• 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. The appointment of a suitably trained member of staff will ensure the appropriate advice is provided across the whole school.</li> <li>• Appropriate input at KS3 raises aspirations in our learners however this is hard to evidence.</li> <li>• Students confident at interviews are far more likely to achieve the courses and apprenticeships of their choosing therefore are more likely to stay.</li> </ul>	<ul style="list-style-type: none"> <li>• NEET figures reduced from previous year</li> <li>• NEET figures at least in line with DCC average</li> <li>• Students successful in securing sustained attendance at P16 option</li> </ul>	<p>MJ</p>	<p>End of Spring and Summer terms</p>
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**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"> <li>• Appointment of two Family Support Workers</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance statistics</li> <li>• Increased attendance results in more time spent in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear referral system through PL</li> <li>• Clear line of accountability for staff concerned</li> <li>• PLs to monitor keyworker Attendance Support Plans</li> </ul>	<p>EB</p>	<p>Half termly &amp; end of year</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"> <li>• Appointment of two Family Support Workers</li> <li>• Introduction of SISRA to monitor in-school truancy</li> </ul>	<ul style="list-style-type: none"> <li>• Strong internal evidence to demonstrate that those pupils with enhanced mentoring and coaching attend school more regularly</li> </ul>	<ul style="list-style-type: none"> <li>• Robust monitoring systems introduced and clear lines of accountability established</li> <li>• Attendance statistics monitored half termly and introduce meeting schedule with PL to jointly evaluate the impact of actions</li> <li>• Attendance support plans monitored as part of base monitoring cycle</li> </ul>	<p>EB</p>	<p>Termly &amp; end of year</p>