

The Kibworth School - Pupil premium strategy / self- evaluation – 2019/20

| 1. Summary information | | | | | |
|-------------------------------|----------------------------|---|--------------|---|--|
| School | The Kibworth School | | | | |
| Academic Year | 2019/ 2020 | Total PP budget | £126,905 | Date of most recent PP Review | Mar 2018 external ongoing internal through MER |
| Total number of pupils | 848 | Number of pupils eligible for PP | 17.42% 19 | Date for next internal review of this strategy | October 2020 |

| 2. Current attainment | | |
|---|---|--|
| | Pupils eligible for PP Final awarded grades CAG | All Students progress based on CAG awarded |
| Progress 8 score average | -0.01 | +0.51 |
| Attainment 8 score average | 41.51 | 52.22 |
| % achieving Grade 9-4 in English & Maths | 53% | 77% |
| % achieving Ebacc standard pass | 16% | 23% |

| 3. Barriers to future attainment (for pupils eligible for PP) | | | |
|---|----------------------------------|-------------------|---------------------|
| In-school barriers | | External barriers | |
| A | Literacy and numeracy skills | G | Attendance |
| B | Student engagement | H | Parental engagement |
| C | Organisation and work completion | I | Finances |
| D | Behaviour and exclusion | J | Cultural capital |

| | | | |
|--|----------------------|----------|----------------------------------|
| | | | |
| E | Social and emotional | K | Previous experience of education |
| F | Limited aspirations | | |
| 4. Intended outcomes (<i>specific outcomes and how they will be measured</i>) | | | Success criteria |

Objective 1: To diminish the differences in attainment and boost progress of pupil premium students and their peers

| | | |
|-------------|--|---|
| | Ensure Quality First Teaching | PP students experience is consistent and positive across most subject areas. Student voice and family feedback supports this in the main. Evidence: Learning walks |
| | Ensure PP students receive high quality feedback | PP students' books are marked first and foremost with the highest quality of feedback. Work scrutiny evidence shows work completion and organisation is mostly at the same level as for other students. Evidence: Student/Parent/Carer survey strongly support this. |
| £200 | Use 4Matrix to ensure that all leaders support their teams to secure and effectively monitor progress of PP students | DOLs/HODs can concisely report on areas where there are strengths and gaps. DOLs/HODs then proactively and rapidly address these with their teams. Evidence: <i>Chartered Institute of Assessors Award - March 2020</i> <i>Headteacher progress meetings</i> <i>Line management minutes</i> <i>Reporting cycles</i> |

| | | |
|--------|--|---|
| £4607 | Senior leader support. The behaviour of identified students is improved, and the number of exclusions is reduced. | The proportion of identified students excluded does not exceed the size of the group as a proportion of the wider school population. The number of PP students excluded has significantly reduced. Evidence: <i>Exclusion log 2019/20 – No PP</i> |
| £1704 | Department leads (UPS) have been appointed to improve the quality of Teaching and Learning for Disadvantaged students. All curriculum mapping has been revised and improved. | 100% HODS have a clear 'Intent, Implementation and Impact' of their curriculum and assessments and this supports the learning of PP students effectively. Evidence: <i>Curriculum details on the website</i> |
| £13547 | A learning coach for PP & PP/SEND provides small group and individual support with learning plans | Evidence: 100% engagement in mapping for PP/SEND. Reduction in exclusions. Improved family contact and relationship. Reintegration period for students during lock down. |
| £4516 | Laptops | Families who were identified from the 'Lock down' period who did not have access to a laptop were provided with training and hardware. Evidence: <i>Summer camp training attendance, family attendance to It training, laptop pick up</i> |

| | | |
|---------------|---|---|
| <p>£4496</p> | <p>Barriers to accessing quality education are reduced through tailored support and provision. Parents/Carers of identified students attend events organised by The School, virtually or otherwise.</p> | <p>Participations rates in parental engagement events show high levels of engagement from parents of identified students. Particularly during the lock down period.</p> <p>Evidence: <i>PP Emails received 19/20 – 250 PP Emails sent 19/20 – 223 Phone calls made more than 400 Engagement & attendance to Summer Camp & Laptop training with families</i></p> <p>Identified students have accessed funding for appropriate activities / resources.</p> <p>Evidence: <i>Year 7 – 68% have accessed pledge unfortunately due to the Northumberland trip being cancelled a lot of pledges have not been accessed as they would have. Funding was allocated on ‘Lockdown supplies & FSM additions’ meaning 100% funding accessed.</i></p> <p><i>Year 8 - 97.29% accessed mostly on trips and uniform. Funding was allocated on ‘Lockdown supplies & FSM additions’ meaning 100% funding accessed.</i></p> <p><i>Year 9 – 100% accessed mostly on revision guides and trips.</i></p> <p><i>Year 10 – 100% accessed mostly on revision guides</i></p> <p><i>Year 11 - 100% accessed mostly on revision guides and trips</i></p> <p>Evidence: <i>PP pledge access % Access to additional hardship. Access to remote learning has significantly increased</i></p> |
| <p>£11961</p> | <p>PP families receive regular updates and a central point of contact regarding progress, financial and pastoral</p> | <p>There are high levels of participation in a wide variety of experiences for students in the identified group.</p> <p>Evidence: <i>85% of PP families attended ‘Progress Evenings’.</i></p> |

| | | |
|---|--|--|
| | | |
| Objective 2: Higher rates of progress and attainment for higher ability pupil premium student | | |
| £189 | Year 10 careers trip to Skills show for HAP/MAP students. Plus, other educational trips for just PP students. | Evidence: % of NEET figures are better for all students and National figures. PP % of NEET is not significantly different all. |
| £724 | Improved aspirations and broaden career choices, particularly after post 16 | Evidence: 100% of PP students accessed careers interviews and applied for further education, employment, or apprenticeships. |
| Objective 3: The extended curriculum– Ensuring pupil premium students will take a significant part in the school’s curriculum including educational visits and clubs | | |
| £12898 | Pupil premium pledge allows all students an allocation of £100. The allocation can be spent on uniform or offset against educational visits or trips. | Evidence: Ski Trip to enhance cultural capital has 22% PP students attending 2019/20 Extra curriculum engagement • Year 7 – 91% of all PP • Year 8 – 76% of all PP • Year 9 – 56% of all PP • Year 10 – 57% of all PP • Year 11 – 96% of all PP |
| £3088 | Pupil premium pledge provides resources commitment, TKS planner and knowledge organiser for KS3 revision guides for home/ independent study | Evidence: 100% of PP students access Student Folder Detentions for PP students not completing homework reduces overtime. |
| £13873 | (ELSA) Emotional, Social, Literacy, support at Grade 8 provides referred students support. Pupil premium students have priority support and extended session beyond the twelve weeks to a maximum of thirty-six weeks of face to face support. | Evidence: % of exclusion and consequences for PP & PP SEND students has reduced significantly |
| £44 | Year 7 pupil premium students have a small animal program, they have a tortoise house, Hedgehog Den which requires support and maintenance, students also have weekly access to a therapy dog during tutor time. | Evidence: 100% of KS3 students have access and have engaged with the project. |
| £31668 | ME Sports | Evidence: Extra curriculum engagement • Year 7 – 91% of all PP • Year 8 – 76% of all PP • Year 9 – 56% of all PP • Year 10 – 57% of all PP • Year 11 – 96% of all PP COVID 19 Key worker attendance remained stable, Summer Camp PP numbers. Start of mentoring training and programme staff and PP students. |
| £3563 | HAP PP afterschool study group for intensive support across all subject areas | Evidence: PP HAP Students made at least their expected progress or better |
| £828 | Selected PP students to attend Horse Therapy | Evidence: Attendance data for this selected group has improved particularly for individual case studies. |

5. Review of expenditure

Previous Academic Year

2019/20

1. To diminish the differences in attainment & boost progress of Pupil Premium students & their peers.

| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) |
|---------|---|--|---|
| A-K | Ensure effective whole school leadership of PP strategy. | Support for PP students was considered in all aspects of school provision and to be overseen by leadership team passing through management lines to middle leaders in the various areas of our provision. The outcomes both CAG and Jan predictions suggested improved outcomes. | PP to continue to be a focus for all leadership members and ensure regular area of focus with middle leaders and classroom staff. Regular PP checkpoints required through the year. PP needs to be continually engrained in CPD sessions and discussions at all levels. |
| A, B, C | Ensure Quality First Teaching, ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school. | Curriculum review, subject reviews, whole school reviews and PP reviews showed access to high quality teaching for PP students in line with all other students. This can be supported also with positive outcomes the PP cohort. | The most effective resource for students is that of the expert teacher in the classroom as outlined by the Education Endowment Foundation. Reviews are planned in again and are a part of the whole school MER process within the school. |

| | | | |
|-------|---|---|--|
| B, C | Ensure PP students receive high quality feedback using the whole school marking policy. | 'GO' marking is now more consistent and PP 'First' is evident. | It is imperative that the focus is maintained this academic year. New ways to provide feedback using Microsoft Teams and visualisers need to be considered within the current climate. |
| B, C | Ensure high expectations for all work are in line with the 'TKS 5 pillars of our curriculum'. | From whole college reviews, PP reviews and the QA process the productivity of the students' work is much improved since the initiation of PP First. | PP First is still part of our whole school focus and priorities. The TKS 5 Pillars becoming further embedded in our practices across departments. |
| D | Effectively implement whole school behaviour management systems to enable students to access high quality teaching. | Enabled reinforcement of positive behaviours ensuring access to the high-quality teaching. Allowed identification of barriers and targeting of students to be further supported. | Behaviour management and rewards system is now embedded practice. Identification of deeper lying issues. Which allowed for further exploration to remove issue barriers to allow for access to high quality provision. |
| A-J | Provide professional development pathway. | No specific pathway within the CPD programme. Instead PP mapped across CPD opportunities including staff briefings, reports following data collection, inclusion in ITT training programme. | The inclusion across the year in various platforms keeps a consistent focus on PP. Exploring the opportunity to highlight PP champion/lead in subjects in line with professional development programme. |
| A – J | Laptops | All students have no barriers to accessing remote learning | Families need additional support and training in maintaining the IT equipment. |
| | | | Total budgeted cost £41232 |

2. Higher rates of progress & attainment for higher ability pupil premium students

| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) |
|--------|---|---|---|
| B, C | Include the use of 4Matrix following data snapshots to ensure staff can monitor progress of PP students. PP lead to supply staff with PP student breakdown. | Following data collections, PP lead shared with whole staff current progress, key individuals and information on best practice. It meant that PP focus remained regular and students remained a clear priority. | PP progress, provision and practice in relation to these learners to be regular and periodically throughout the year to ensure that a constant priority for all staff. |
| B, C | Utilise online resources to maximise progress (365 Teams, GCSE POD, Student Folder). | 365 Teams learning was accessible to all. Some students demonstrated positive A small number of students also accessed Mentoring provision with varying degrees of success. | Encouragement of 365learning tool from the beginning of term and in the build up to exams. Mentoring provision provides varying degrees of success. For students with a greater degree of need the provision of tutoring via online, using our own staff who know the students better. |
| B, C | Provide revision classes to further support PP students. | Revision classes and provision was suspended due to the impact of Covid19. | Imperative from the outset this year, staff are aware of who their students are who are eligible for PP. It is also crucial that in these varying and uncertain times that the teaching for all students remains high quality, personalised and purposeful. Online tutoring sessions will target PP students. |

| | | | |
|------|--|--|--|
| C, F | Mentoring through ADOLs, Progress Leaders also to analyse data to inform intervention and mentoring. | <p>ADOL undertook interviews at the start of the academic year with the students eligible for PP. This allowed for familiarisation of students to the ADOL some of which were new into position. It also highlighted any barriers. The form was scanned onto Provision Mapping to allow teacher access.</p> <p>Data following snapshot collection points were shared with Progress team and from that students identified for support, identification of barriers.</p> | <p>The feedback from staff supported the notion that each learner is completely individual, and their needs vary sometimes greatly to one and other, similar to that of student who are not eligible for PP. The intention is to carry out the interview process again.</p> <p>The information will be shared with ADOL, DOL as well as subject leads. Students selected for intervention will be dependent on other factors other than solely data.</p> |
| E, D | Ensure pastoral support manager and teams retain focus on PP students throughout all activities. | PP behaviour and rewards show proportionate representation in both rewards and behaviour points system. These was reflective of the previous years' outcomes in this aspect. | The use of the reward scheme is imperative in the current climate to promote safety and positivity. The behaviour policy to be used effectively to remind students of high expectations and the association of actions and consequences. The identification of sanctions and timings could point towards a learning issue or barrier. |
| E | Provide access to counselling services for PP students. | This proved problematic with a long waiting list and limited services. | Contact and an agreement in place with a provider of this service but limited provision available for this. Whilst they are not the same thing, students sometimes benefit from a familiar face or 'safe space' in terms of emotional support. This then relates to the importance of our pastoral support teams. Further mentoring should also support this in school and online. |
| F | Make effective use of careers advisor for all PP students. | All year 11 students including PP received a programme during tutor time highlighting careers, next steps and pathways available to them. | This idea of careers and the use of external companies whom before we have had success with to be used at younger age groups to initiate thought process and stimulate interest of careers and next steps. |

| G | Make effective use of attendance officer for all PP students using data to target attendance support to improve and maintain good attendance. Include targets and rewards to motivate | To ensure attendance of PP students was in focus and effectively monitored to allow appropriate intervention improving attendance of the identified students over time. The use of rewards had some effect with some students returning positive attendance figures, some still struggled. | The use of rewards based on achieving short term goals, positive liaison with home and highlighting success was effective at various times. The inclusion of ADOLs and pastoral team is crucial to ensuring attendance is high. This needs to remain a focus for these teams and we need to predict, identify patterns of attendance early to ensure barrier removed as soon as possible. |
|----------------------------|---|--|--|
| | | | Total budgeted cost £913 |
| 3. Other approaches | | | |
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) |
| H, I, K | Ensure that parent engagement activities reach parents of PP students. Including online activities and events. | Parents evening invites sent out and then organised over the phone with parents of student eligible for PP. Resulted in greater uptake. Record of parents attending supportive sessions has a greater uptake throughout the year. | The need to think differently is evident this year with the Covid situation. Coffee mornings are planned to be online when reports are released to support and engage PP families. We will need to consider access for the parents of the learners eligible for PP. We learnt that assistance in signing up and supporting via email and over the phone to arrange and book appointments returned a positive response. |
| A, B, C, I | Ensure all PP students are provided with relevant reading/revision materials and resources to make progress. Implementation of an allowance scheme. | PP Students provided with revision resources to enable appropriate tools to access the learning across all subjects. Some students benefitted more than others. | We are looking to embed this into everyday practice. The system is monitored centrally and to ensure nothing is lost we have created a centralised email address to take orders, queries and questions. We learnt that many students need encouragement to access. This can be a sensitive issue for some. |

| | | | |
|------|---|--|---|
| I, J | Provide support with access to educational trips. | This allowed inclusion and support on trips for all students eligible for PP before we shut down. This would have had greater impact and higher exposure to a variety of cultural capital opportunities. | We are still offering discounted trips to build on cultural capital, DfE and Aberglaswyn guidance permitting. 'The Day' is being shown weekly in Tutor sessions to enhance cultural capital, as well as our comprehensive PSHE programme. |
| J | Provide support with purchasing uniform. | PP students provided with support to allow them to access the logoed uniform to enable them to proudly adhere to identity of the college. All parents of key stage 3 students eligible for PP received an invitation to attend the Summer Camp | We will continue this provision. Difficulty accessing the appointment slots at school suppliers due to current situation. We will look to get the information out earlier this year to our current students, freeing up the slots for our new year 7 students. |
| A-J | Deliver whole staff training including support from regional PP lead. | The focus and awareness of pupil premium provision increased through regular slots in whole staff briefing at data capture points of the year. PP lead was included in pastoral meetings and was built into our ITT provision. | The placement of a PP focus in the CPD programme and in opportunities to share good practice keeps it high on everyone's agenda. The inclusion of PP within this programme remains important. |
| D | Alternative provision | Alternative provision allowed for us to future proof a number of our learners eligible for PP. A number of our students that accessed this provision have followed on with similar courses into key stage 5 provision. Regular visits by senior members of staff allowed for monitoring of the provision and challenge to ensure purposeful support. | Alternative provision is an option that we could use where appropriate to ensure a purposeful curriculum for our learners. It is always important to monitor and search for providers to ensure we meet the ever-changing needs of students and allow them access to purposeful qualifications and realistic next steps. |

| | | | | |
|-----|--|---|---|----------------|
| A | Work with DOL to monitor and check effectiveness of interventions at data snapshots. | Following the sharing of data snapshot information and identification of students needing further support, following conversations then took place on an ad hoc basis. | Following the sharing of information, a more manageable strategy would be to target one or two particular year groups and follow up and delegate other year groups to the relevant key stage empowering others. | |
| I | To provide transport to ensure students could access learning opportunities both in and outside of the school day. | We provided transport support to ensure this was not a barrier to attendance and learning activities outside of the school day. This improved the access for those students involved. | A more systematic approach towards transport and support financially would be welcomed to meet the increased cost of transport to get to and from school. | |
| A-J | ME Sports | Increased numbers of PP students now access extra curriculum sport and leisure activities. | More female targeted activities need to be offered such as a Dance Academy. | |
| | | | Total budgeted cost | £65962 |
| | | | Total PP budget spend | £108106 |