

The Kibworth School
Pupil Premium Strategy Plan
2019-2020



Number of students eligible for the Pupil Premium	149 (funding based on 144)
Total number of students at The Kibworth School	855 – 17.42% of cohort
Actual PP budget 2019-20 Service children LAC students	£600 £4600 Total = £129,555
Expenditure	£129,555
Date of Pupil Review	November 2019

PP Spend

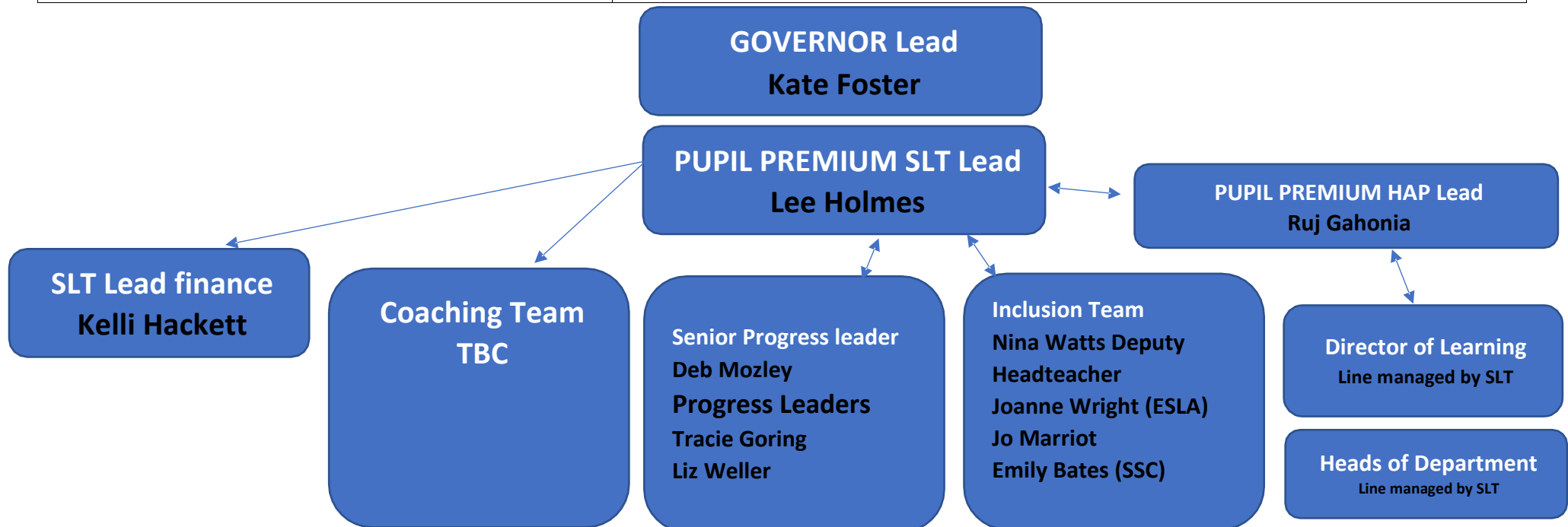
	Student Pledge	Staffing 38.02%	Strategy	Total
19/20	£23,230	£49,256	£57,069	£129,555
20/21	£20,530	£42,580	£48,885	£111,995
21/22	£20,030	£40,640	£46,220	£106,890
22/23	£18,830	£36,971	£41,439	£97,240

**£100 plus £8330 Hardship*

**The above figures are related to the start of the academic year 2019 – Please note it is subject to change*

All Pupil Premium strategies support our vision and priorities for 2019-2020.

Guiding Principles	Priorities and Outcomes
<p>Core values Disadvantaged Children and students first Highly effective educational experiences for every Disadvantaged child Be accountable and transparent for every Disadvantaged child</p>	<p>Objective 1: To diminish the differences in attainment and boost progress of pupil premium students and their peers.</p>
<p>Strategic approach Intelligent Focused</p>	<p>Objective 2: Higher rates of progress and attainment for higher ability pupil premium students</p>
	<p>Objective 3: The extended curriculum– Ensuring pupil premium students will take a significant part in the school’s curriculum including educational visits and clubs</p>



Pupil population overview at this moment in time:

Based upon DFE data we currently have 139 Disadvantaged students on roll for 2019/20.

Year group	Number on roll	Number of PP students	% of PP in Year group
7	180	24	13%
8	177	34	19%
9	170	30	18%
10	173	31	18%
11	146	20	14%
Total	846	139	16%

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

Priority (Intent)	Action (Implementation)	Cost	Key dates	Evidence /Research basis	RAG (where at currently)	Impact (Proposed, then becomes actual, can include data)
<p>Ensure Quality First Teaching</p> <p>Senior Staff lead: NWA/CTu Governor: KFos</p>	<p>High standards of teaching benefits all students. Guidance pack issues for all teaching staff. Teacher Toolkits are secured.</p>	<p>Already costed</p>	<p>Review date October 2019</p> <p>Jan 2020</p> <p>April 2020</p>	<p>EEF SIP Internal QA Ofsted Framework June 2018 Ofsted recommendations</p>		<p>PP students experience is consistent and positive across all subject areas. Student/Parent/Carer survey strongly support this.</p>
<p>Use 4Matrix to ensure that all leaders support their teams to secure and effectively monitor progress of PP students</p> <p>Senior Staff lead: HSt HAP PP lead: RGah Governor: DGN</p>	<p>All DOLs/HODs effectively ensure all Teachers can identify and support the needs of all PP students they teach.</p>	<p>£200</p>	<p>Department review dates MER. Lesson Obs MER. L5/L20 additional learning walks</p>	<p>EEF SIP Internal QA Ofsted Framework June 2018 Ofsted recommendations</p>		<p>PP students experience is consistent and positive across all subject areas. Student/Parent/Carer survey strongly support this.</p> <p>DOLs/HODs can concisely report on areas where there are strengths and gaps. DOLs/HODs then proactively and rapidly address these with their teams.</p>

<p>Senior Leader support LHO</p>	<p>Focuses on continual monitoring and adjusting strategies to actively meet the needs of students who receive PP.</p>	<p>£4,607</p>				
<p>Department leads (UPS) have been appointed to improve the quality of Teaching and Learning for Disadvantaged students. Senior Staff lead: LDo HAP PP lead: RGah Governor: KFos</p>	<p>All DOLs/HODs allocate UPS member in their team to support the quality of teaching and learning within their subject areas.</p>	<p>£1,704</p>	<p>Review date October 2019 February 2020 April 2020 June 2020</p>	<p>EEF Toolkit</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback <input type="checkbox"/> Individualised instruction <input type="checkbox"/> Learning styles <input type="checkbox"/> Metacognition and self-regulation <input type="checkbox"/> Oral language interventions 		<p>100% HODs have a clear 'Intent, Implementation and Impact' of their curriculum and assessments and this supports the learning of PP students effectively. PP T&L lead supports effective planning and support for HAPs/MAPs/LAPs/SEND within classrooms and across the subject demonstrating a positive learning experience for all.</p>
<p>A learning coach for students with Pupil Premium and SEND has been appointed. Senior staff lead: NWA Governor: DGN</p>	<p>Learning plans are fully embedded and secure. All staff and families are trained and aware of the system and processes to support progress for every Disadvantaged child.</p> <p>*All parties engage with the learning plans</p>	<p>£13,547</p>	<p>August 2018 to August 2019</p>	<p>EEF Toolkit</p> <ul style="list-style-type: none"> <input type="checkbox"/> Behaviour interventions <input type="checkbox"/> Collaborative learning <input type="checkbox"/> Homework <input type="checkbox"/> Learning styles <input type="checkbox"/> Mentoring <input type="checkbox"/> Metacognition and self-regulation <input type="checkbox"/> Oral language interventions <input type="checkbox"/> Parental involvement 	<p>On going</p>	<p>100% engagement in Learning provision mapping for SEND 100% of Yr7/8/9 have accessed PP pledge to date 62% of Yr10/11 have accessed pledge to date 20% reduction SEN exclusions HT 1-3 2017-18 compared to HT1-3 2018-19 includes less students (5 compared to 3) External withdrawal for SEN reduced by 50%</p>

	*Cultural capital gains sort					
<p>A coaching team for pupil premium will be appointed to coach students who do not make progress following identification from the progress team</p> <p>Senior staff lead: NWA Governor: KFo</p>	<p>Students are referred through the progress leader's pastoral pathway and this should ensure that students who need more intensive and specialist support have these strategies put in place.</p> <p>*5 Week program Data on progress and strategies are monitored</p>	£30,000	August 2019 to September 2020	<p>EEF Toolkit</p> <ul style="list-style-type: none"> <input type="checkbox"/> Behaviour interventions <input type="checkbox"/> Collaborative learning <input type="checkbox"/> Individualised instruction <input type="checkbox"/> Learning styles <input type="checkbox"/> Mentoring <input type="checkbox"/> Metacognition and self regulation <input type="checkbox"/> Oral language interventions <input type="checkbox"/> Small group tuition 	On going	Students accessing the coaching demonstrate significant improvement in their BAP data.
<p>Barriers to accessing quality education are reduced through tailored support and provision.</p> <p>*Attendance monitoring * Lateness monitoring * Merit and De-Merit monitoring</p> <p>Senior Staff lead: LXH Governors: KFo</p>	<p>PP/LAC students are further supported by one to one tutoring and support in selected subjects as appropriate.</p> <p>*First Class Solutions provide support for core subjects and those that have the lowest rate of progress</p>	£9,360	September 2019 to August 2020	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborative learning <input type="checkbox"/> Mastery learning <input type="checkbox"/> Metacognition and self-regulation <input type="checkbox"/> One to one tuition <input type="checkbox"/> Small group tuition 	Work in progress	See individual Case Studies
<p>PP families receive regular updates and a central point of contact regarding progress, financial and pastoral</p>	<p>Train the member of staff to triangulate between finance, SEND and progress systems. Provide administration</p>	£11,961	August 2019 to August 2020	<ul style="list-style-type: none"> <input type="checkbox"/> Mentoring <input type="checkbox"/> Organise Small group tuition <input type="checkbox"/> Metacognition and self-regulation 		<p>Parent feedback indicates that PP families feel that they receive regular updates from the school around their child's progress.</p> <p>At least 85% PP families attend Progress evenings</p>

<p>support. Admin support for the 'PP team'.</p> <p>Senior Staff lead: LXH Governors: KFo</p>	<p>support for PP and teaching staff as they relate to PP packs for T&L</p>			<ul style="list-style-type: none"> <input type="checkbox"/> Oral language interventions <input type="checkbox"/> Family liaison <input type="checkbox"/> Provide PP learning provision mapping 	<p>At least 85% of PP families report they know and understand their child's progress</p> <p>100% of pledges are accessed</p>
<p>Alternative and additional curriculum offer for students who would benefit from a more technical offer to secure progress overtime.</p> <p>Senior Staff lead: LXH/CEd Governors: KFo</p>	<p>Secure suitable curriculum programmes and qualifications for students due to legacy curriculum restrictions.</p> <p>*NCFE *Well Being curriculum *Gardening & Horticulture *Fitness & Health *Wildlife and Nature</p>	<p>£7,784</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Collaborative learning <input type="checkbox"/> Mastery learning <input type="checkbox"/> Metacognition and self-regulation <input type="checkbox"/> Small group work <input type="checkbox"/> Aspiration intervention <input type="checkbox"/> Feedback 	<p>Curriculum is fit for purpose to meet the needs of all students.</p> <p>PP students increased engagement with enrichment activity to above 75% Progress data for NCFE qualifications is at least 0.</p>

Objective 2: Higher rates of progress and attainment for higher ability pupil premium student						
Priority (Intent)	Action (Implementation)	Cost	Key dates	Evidence /Research basis	RAG (where at currently)	Impact (Proposed, then becomes actual, can include data)
Year 10 careers trip to Skills show for HAP/MAP students. Plus other educational trips for just PP students. Staff lead: KRees Governors: KFo	Career trips and opportunities to be planned. After school visits to support this process.	£1,000	Ongoing	<input type="checkbox"/> Small group work <input type="checkbox"/> Aspiration intervention <input type="checkbox"/> Collaborative learning <input type="checkbox"/> Mastery learning		<p>% of NEET figures is at least in line with ALL students and National figures.</p> <p>% of students accessing level 3 course and apprenticeships increases in line with student need.</p>
Improved aspirations and broaden career choices, particularly after post 16 Y7 HAP PP visit to DMU Life skills May 2019 Work Experience	<p>Invite appropriate students to the Summer Camps with family support.</p> <p>*Health Care *Law *Art & Design</p>	£1,000	Ongoing	<input type="checkbox"/> Small group work <input type="checkbox"/> Aspiration intervention <input type="checkbox"/> Collaborative learning <input type="checkbox"/> Mastery learning		<p>All HAP PP Students have been invited and we have successfully secured places to attend each of the courses and residential offered.</p> <p>See AMc student voice</p>

<p>Y8 HAPP PP visit to DMU life skills for university May 2019</p> <p>Y10 HAP PP visit to DMU in March 2019</p> <p>Staff lead: AMcHugh</p> <p>Governors: KFo</p>	<p>Organise transport and associated trip documentation and details.</p>				
<p>All students identified with 3 or more grade 7+ GCSE target grades will be invited to join Club7 to help ensure students achieve their potential.</p> <p>[Redacted]</p> <p>Staff lead: RGah</p> <p>Governors: KFo</p>	<p>Club7 students will be invited to attend sessions (workshops, talks, trips etc) designed to inspire and help students extend their knowledge.</p> <p>Using to 4Matrix to identify students, and provision mapper to record and monitor interventions.</p>	<p>£500</p>	<p>September 2019- August 2020</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Research to understand successful approaches to supporting the most academically able disadvantaged pupils. November 2018 <input type="checkbox"/> School cultures and practices: supporting the attainment of disadvantaged pupils. August 2018 <input type="checkbox"/> Small group work <input type="checkbox"/> Aspiration intervention <input type="checkbox"/> Collaborative learning <input type="checkbox"/> Mastery learning <input type="checkbox"/> Individual/Research/Project based learning 	<p>Formative assessment (progress in grades)</p> <p>Improvement in ATL</p> <p>Student voice</p> <p>GCSE 2020 results</p> <p>Provision mapping value added as appropriate</p>
<p>HAP Challenge and HAP Support. Pupil identified by HoDs as HA/G7or MA will be in HAP e group, students who are HA but are</p>	<p>HAP Challenge is a program where students will independently research a curriculum topic with the intention of presenting their project to SLT and</p>	<p>£0 ALREADY COSTED</p>	<p>September 2019- August 2020</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Research to understand successful approaches to supporting the most academically able disadvantaged pupils. 	<p>Formative assessment (progress in grades)</p> <p>Improvement in ATL</p> <p>Student voice</p> <p>GCSE 2020 results</p> <p>Provision mapping value added as appropriate</p>

-1.5< based on 4Matrix will be in HAP Support group.	<p>Governors at the end of term. HAP Support is a program where students attend a fortnightly subject specific intervention session run by subject specific HoDs/UPS teachers.</p>			<p>November 2018</p> <ul style="list-style-type: none"> <input type="checkbox"/> School cultures and practices: supporting the attainment of disadvantaged pupils. August 2018 <input type="checkbox"/> Small group work <input type="checkbox"/> Aspiration intervention <input type="checkbox"/> Collaborative learning <input type="checkbox"/> Mastery learning <input type="checkbox"/> Individual/Research/Project based learning 		
--	--	--	--	---	--	--

Objective 3: The extended curriculum– Ensuring pupil premium students will take a significant part in the school’s curriculum including educational visits and clubs

Priority (Intent)	Action (Implementation)	Cost	Key dates	Evidence /Research basis	RAG (where at currently)	Impact (Proposed, then becomes actual, can include data)
<p>Pupil premium pledge allows all students an allocation of £100. The allocation can be spent on uniform or offset against educational visits or trips. Students may also buy resources and material form the allocation. Senior Staff lead: MHa</p>	<p>Each allocation has been spent on a priority item. Improved self-esteem / attendance Improved access to club and activities. Engage and further support families. Includes hardship funds.</p>	<p>£23,230</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Small group work <input type="checkbox"/> Aspiration intervention <input type="checkbox"/> Collaborative learning <input type="checkbox"/> Cultural capital <input type="checkbox"/> Social Emotional aspects of learning 	<p>Ongoing</p>	<p>Ski Trip to enhance cultural capital has 22% PP students attending 2019/20</p> <p>Extra curriculum engagement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Year 7 – 91% of all PP <input type="checkbox"/> Year 8 – 76% of all PP <input type="checkbox"/> Year 9 – 56% of all PP <input type="checkbox"/> Year 10 – 57% of all PP <input type="checkbox"/> Year 11 – 96% of all PP

Governors: DGR						Target for 2019/20 to see at least 20% increase for Year 8,9,10 and 100%for Year 7 & 11.
<p>Pupil premium pledge provides resources commitment, TKS planner and knowledge organiser for KS3 revision guides for home/ independent study</p> <p>Senior Staff lead: MHa Governors: DGR</p>	<p>Students in KS3 reduction in demerits for lack of homework, organisation and planning. Students in KS4 full access to revision guides for papers and curriculum subjects.</p>	£1000	Ongoing	<ul style="list-style-type: none"> <input type="checkbox"/> Small group work <input type="checkbox"/> Aspiration intervention <input type="checkbox"/> Collaborative learning <input type="checkbox"/> Cultural capital <input type="checkbox"/> Social Emotional aspects of learning 	Strategy	<p>100% of PP students access Student Folder</p> <p>Detentions for PP students not completing homework reduces overtime.</p>
<p>(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. ELSA tutor is available to pupil premium students a drop-in clinic and parents evening as a priority booking</p> <p>Senior Staff lead: NWA Governors: DGR</p>	<p>Students who are referred who have access to pupil premium are seen with 8 weeks of referral and have priority placements. In contrast to non-pupil premium the tutor can extend support up to 36 weeks (always in 12week evaluations) The ELSA evaluations should indicate improved confidence and access to the student's curriculum, Student surveys should indicate increased wellbeing indicator.</p> <p>Support mental health and wellbeing with signposts to the School nurse and counsellor.</p>	£13,873	Ongoing	<ul style="list-style-type: none"> <input type="checkbox"/> Small group work <input type="checkbox"/> Aspiration intervention <input type="checkbox"/> Collaborative learning <input type="checkbox"/> Mastery learning 	Staffing	<p>Increased attendance</p> <p>Provision mapping value added</p> <p>Reduced de-merits</p> <p>Positive parental feedback (See individual case files)</p>

The Kibworth School
Pupil Premium Strategy Plan
2019-2020



<p>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.</p>	<p>Gives the tutor of year 7 pupil premium students who have social interaction and communication difficulties or are experiencing friendship difficulties an opportunity to do small group work through the animal project. Developing a shared interest and empathy.</p>	<p>£500</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Small group work <input type="checkbox"/> Aspiration intervention <input type="checkbox"/> Collaborative learning <input type="checkbox"/> Mastery learning <input type="checkbox"/> Cultural capital <input type="checkbox"/> Social Emotional aspects of 		<p>100% of Year 7 PP and Year 8 PP students have accessed and been involved with this project</p>
<p>HAP PP afterschool study group for intensive support across all subject areas.</p> <p>Senior Staff lead: LHo Governors: DGR</p>		<p>£3,563</p>		<ul style="list-style-type: none"> • Small group work • Aspiration intervention • Collaborative learning • Mastery learning 		<p>Year 11 students accessing homework club have positive P8 scores:</p>
<p>Selected PP students to attend Horse Therapy</p>	<p>Horse Therapy</p>	<p>£2,926</p>				<p>Increased attendance Provision mapping value added Reduced de-merits Positive parental feedback (See individual case files)</p>