

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kibworth Mead Academy (from April 2021). Previously known as The Kibworth School.
Number of pupils in school	865
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22
Date this statement was published	01/11/2021
Date on which it will be reviewed	10/01/2022
Statement authorised by	Emma Merry
Pupil premium lead	Kelli Hackett
Governor / Trustee lead	Kate Foster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,330
Recovery premium funding allocation this academic year	£18,415
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£138,745

Part A: Pupil premium strategy plan

Statement of intent

- Our intention at Kibworth Mead Academy is we target the use of Pupil Premium Grant funding to ensure that our disadvantaged students (DA), irrespective of their background or challenges they face, receive access to the highest quality of education to enable them to make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. We aim to ensure all DA students become socially responsible citizens of the future, equipping them with secure knowledge and skills for their future education, training, or employment opportunities.
- The focus of our pupil premium strategy is to support disadvantaged students to achieve these goals, including progress for those who are already high attainers. Vulnerable students, such as those who have a social worker and young carers, challenges will be considered and reviewed to proactively prevent and respond to any barriers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.
- We recognise that high-quality teaching needs to be at the heart of our approach, with a focus on areas in which DA students require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap.
- Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the NTP and Learning Community Programme for students whose education has been worst affected, including non-disadvantaged students.
- Our approach will be responsive and proactive considering local context, individual needs, trends and patterns from reliable internal and external data sources all rooted in robust diagnostic assessment.

To ensure they are effective we will:

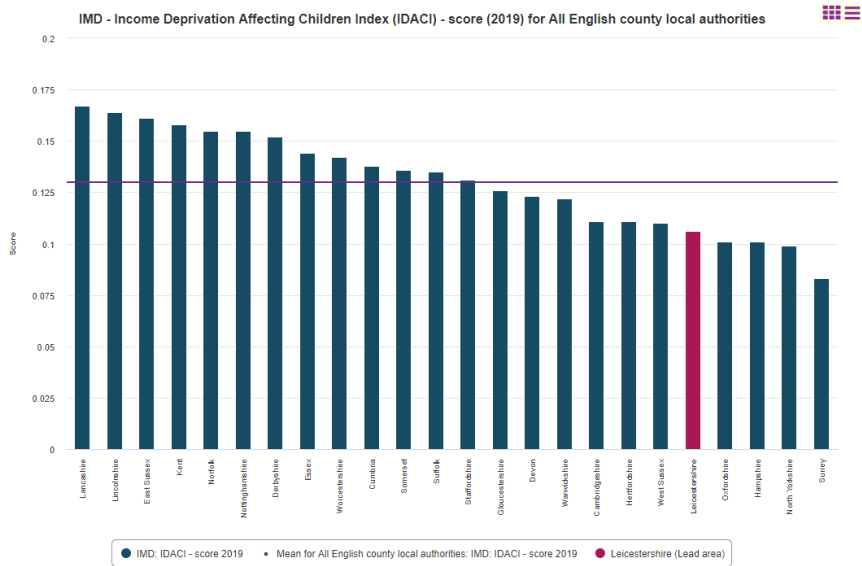
- All staff have the highest expectations for DA students in all that they do
- Adopt a whole school approach in which all staff take responsibility for DA outcomes, expectations, and educational experiences
- Recognise and intervene at the point of need referring to appropriate evidence or support

Our ultimate objectives are to:

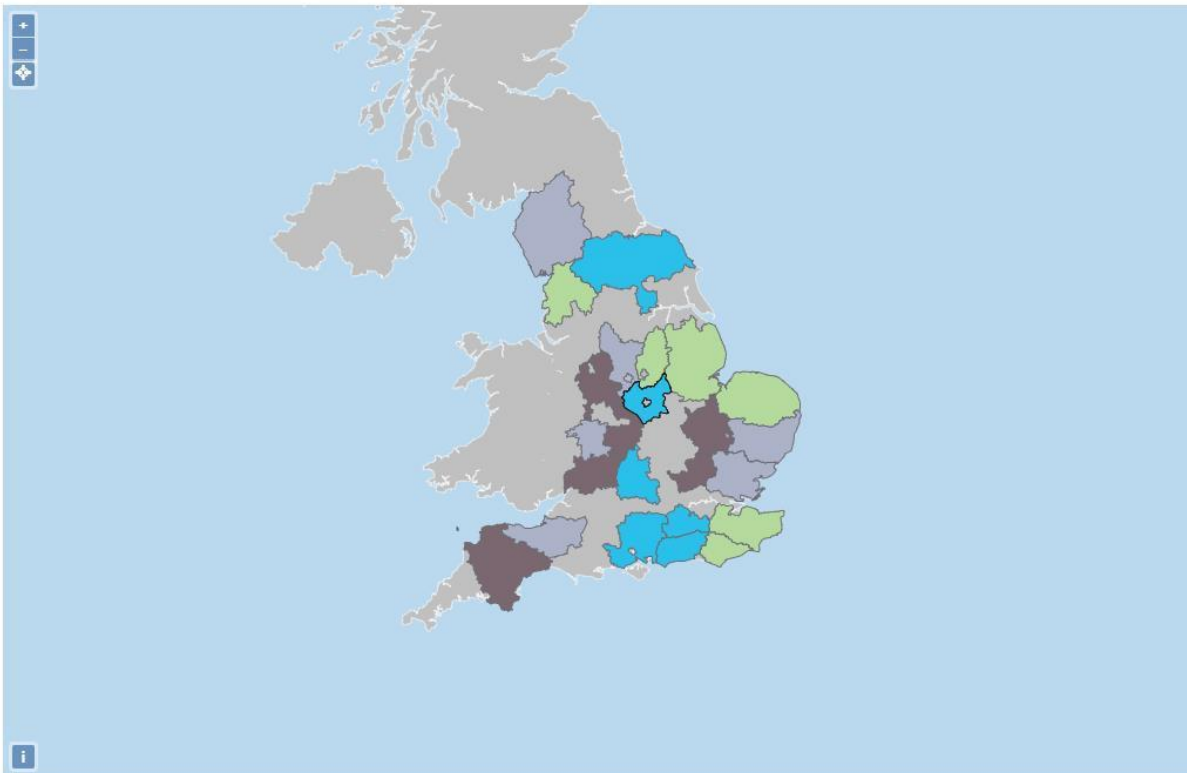
- Remove barriers to learning created by poverty, family circumstance and background
- Narrow and diminish the attainment gaps between disadvantaged students and their non-disadvantaged counterparts both within school, locally and nationally
- Ensure all students can read fluently and with good understanding to enable them to access the breadth of the curriculum and future learning opportunities
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable students to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the wider world
- Gather and interpret data to identify priorities, ensuring the data is fit for purpose and provides credible and plausible interpretations through triangulation from different sources to form an accurate judgement and or conclusion

Our context:

- IDACI Decile (2015 to 2019) indicates the Academy is in an area where level of deprivation (0.106) is lower than the mean (0.130) for other English County Local Authorities:



IMD - Income Deprivation Affecting Children Index (IDACI) - score (2019) for All English county local authorities



Source:
Ministry of Housing, Communities & Local Government

- 17% of students are eligible for Pupil Premium Funding in comparison to 23% national average. We have seen an increase this year of DA applications due to the pandemic and anticipate this maybe closer to the national average for 21/22
- Pupil Premium numbers have increased during the past 5 years from 12% to 17%

Year group of DA students	Total number of students	% Against whole school	% DA Males of the year group or total	% DA Females of the year group or total	Increase from 2020/2019
Year 7	26	16.77%	12 (46%)	14 (53.8%)	7 (3.84%)
Year 8	22	12.22%	10 (45.4%)	12 (45.5%)	-16 (-42.1%)
Year 9	35	20.83%	10 (28.5%)	25 (71.4%)	2 (5.7%)
Year 10	29	16.57%	7 (24.1%)	22 (75.8%)	-3 (9.3%)
Year 11	30	17.54%	19 (63.3%)	11 (36.6%)	11 (36.6%)
Whole School DA	142	16.68%	58 (40.8%)	84 (59.1%)	0.7%

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide teachers with high quality CPD based on proven research to ensure that students access effective first quality teaching through the implementation of the KMA Principles of Instruction based on Rosenshein's research.
- Provide leaders and teachers with high quality CPD to ensure diagnostic assessment provides opportunities to reflect on students thinking, strengths and weaknesses
- Effectively use diagnostic assessment to indicate areas for development within the curriculum, for individual students or across classes and year groups, to isolate the specific misconceptions students might hold and evaluate the curriculum sequence on an ongoing basis making sure that the component knowledge is being taught before the composite.
- Use research-based reading interventions to effectively identify students gaps in reading and or motivation for reading
- Implement research-based reading programmes to ensure students make sustainable and rapid progress
- Provide mentors with high quality CPD based upon proven research whilst acknowledging and responding to local need
- Tailor communications to encourage positive dialogue about learning
- Regularly review how well the school is working with students and parents, identifying areas for improvement
- Offer more sustained academic and pastoral, intensive support where needed
- Regular monitor and review student attendance, behaviour, and progress to provide timely and appropriate support and or intervention

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils, 78% of DA students accessed online learning compared to 98% of their peers. DA students receive approximately 20% more behaviour points than other students and through our Vulnerability Index rank higher than other students
2	Our assessments, observations and discussions with pupils and staff suggest that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in Science and MFL.
3	Assessments, observations, and discussion with KS3 pupils indicate that DA students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. On entry to year 7 in the last 3 years, between 10% - 40%% of our disadvantaged pupils arrive below age-related expectations compared to their peers. This gap remains steady during pupils' time at our school.
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 91% - 95%% lower than for non-disadvantaged pupils. 17% of disadvantaged pupils have been 'persistently absent' compared to 1% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Assessments, observations, and discussions with DA students indicate that DA student's Factual knowledge is not being memorised so that DA students can retrieve this automatically and secure key component knowledge, this is negatively impacting upon their ability to know more and remember more, which then impacts upon homework completion and understanding

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. To achieve and sustain improved social, emotional, and mental health for all students including DA so that they are attending school in line with their peers, have no difference to their peers regarding behaviour points, or access the Resilience Room more so than their peers. DA vulnerability measures are in line with their peers.	Increased numbers of students are receiving timely and effective support from KMA framework and or external agencies – Vulnerability Index shows declining trends. C3 consequences are in line with other students. Parents/Families have a clear understanding of what support the school and external agencies can offer – Self referrals increase, and vulnerability scores decline for DA students

<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>Students receiving mentoring show improved behaviour, progress and or attendance – Impact Index scores improve</p> <p>Access to Resilience Room reduces overtime</p>
<p>2. Reduce misconceptions in Science for Year 10 DA students using the BEST Science research and resources to ensure misconceptions are removed and students' scheme is secure for Year 10 Science component and composite knowledge to move confidential onto Year 11.</p> <p>Best Evidence Science Teaching STEM</p>	<ul style="list-style-type: none"> • DA science students are making expected progress • DA students are on track when compared to their target grades • DA students attend 100% of intervention sessions for Science • DA students attend 100% tutoring sessions for Science • Yr11 DA students in Science P8 is above 0.
<p>3. Improved reading ages by at least 12 months among disadvantaged pupils across KS3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>http://timrasinski.com/resources.html</p>	<p>Students are effectively identified for additional support with reading through research-based strategies.</p> <p>Reading scores demonstrate improved reading skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>DA library referrals and book borrowing increases by 100%</p>
<p>4. To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 3% lower than their peers. • The attendance of DA students is at least 95%. • Punctuality of all students is improving over time.
<p>5. Factual knowledge is being memorised by DA students in lessons and is retrieved automatically so that substantive knowledge is secure in EBACC subjects for DA students so that this enables them to be better motivated and confident in demonstrating</p>	<p>Lessons are planned focus on aspects of Direct instruction so that teaching has the biggest impact on the outcome of disadvantaged students. This is evident in lessons, student voice and work scrutiny.</p>

<p>disciplinary knowledge particularly in their homework and extended studies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>Every DA student is equipped with knowledge organisers and knows how to use them.</p> <p>100% Parents/Families access at least one knowledge organiser workshop throughout the year</p> <p>All teaching staff know and support DA students with how to access their curriculum. 100% of Teaching staff apply the KMA principles of instruction and Teaching and Learning guide consistently to support DA students in knowing more and remembering more.</p> <p>DA students report positively about the support and help they receive in the classroom (Over 90%).</p> <p>100% Learning walks show how teachers are effectively focussing on DA students by utilising KMA principles of instructions</p> <p>DA student's homework completion is no different to their peers</p> <p>Student surveys show learning impact & students can articulate this when asked.</p> <p>Teachers explicitly talk about metacognitive skills to DA students first in the classroom.</p> <p>Progress for DA students improves overtime to be in line with other students in school, locally and nationally. P8 above 0.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 16,847

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Midyis standardised diagnostic assessments so that verbal, non-verbal and numerical tests can be undertaken to further developed gaps in	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct	1,2,3,5

<p>knowledge.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
<p>Enhancement of our Science, Design and Technology and Computing teaching and curriculum planning in line with DfE Secondary Science STEM</p> <p>Secondary design & technology teaching resources and training (stem.org.uk)</p> <p>https://teachcomputing.org/secondary-teachers</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access TMET and STEM hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE KS3 and KS4 guidance has been produced in conjunction with the York University in the Teaching of Science, drawing on evidence-based approaches: Best Evidence Science Teaching STEM</p> <ul style="list-style-type: none"> • The resources are developed by the University of York Science Education Group. The development of the 11-14 resources was funded by the Salters' Institute, and the development of the 14-16 resources is co-funded by the Salters' Institute and the Institute of Physics. • Research evidence-informed progression toolkits for key concepts in science provide: • appropriately sequenced steps for learning progression • diagnostic questions to reveal preconceptions and common misunderstandings • response activities to challenge misunderstandings and encourage conceptual development 	1,2,3,4,5
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>It will be rolled out first in English and Humanities to help raise attainment for disadvantaged pupils, followed by subjects identified as priorities.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	1,2,3,4,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £54,846

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4,5</p>
<p>Engaging with the National Tutoring Programme and Learning Community in house tutoring to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,5</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 48,997

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.</p> <p>This includes training for school staff, collaboration with our local behaviour hub and teacher release time.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	<p>1,2,4</p>
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>1,4</p>

Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.		
Resilience Room is implemented to support students understanding of Social emotional Aspects of learning and restorative actions	Social and emotional learning EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	1,4
Mentoring for DA students to improve their preparedness for school and next steps in education, training or employment	Mentoring EEF (educationendowmentfoundation.org.uk)	1
Actively encourage and engage DA students to participate in enrichment and extra curriculum activities to build character and cultural capital through the KMA passport	Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	1,2,4,5

Total budgeted cost: £ 120,330

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Attendance

DA compared attendance is up to 8 March for 19/20 and 20/21 (due to lockdowns). The attendance of DA students over the last two years reveals the following;

Whole School DA Attendance 2020/21 (Sep - 8th March 2021)					Whole School DA Attendance 2019/20 (Sep - 8th March 2020)				
	Number of DA Students	% of DA Attendance & Average Total	Number of DA Students Persistent	% of DA Students Persistent Absence		Number of DA Students	% of DA Attendance & Average Total	Number of DA Students Persistent	% of DA Students Persistent Absence
Boys	60	89.20%	15	25%	Boys	63	90.93%	21	33%
Girls	81	90.18%	30	37%	Girls	84	90.85%	24	29%
Whole School Total	141	89.69%	45	32%	Whole School Total	147	90.89%	45	31%
Yr7 Boys	13	95.60%	1	8%	Yr7 Boys	10	95.22%	1	10%
Yr7 Girls	11	90.80%	5	45%	Yr7 Girls	16	91.48%	6	38%
Yr7 Total	24	93.20%	6	25%	Yr7 Total	26	93.35%	7	27%
Yr8 Boys	9	94.40%	3	33%	Yr8 Boys	15	90.85%	6	40%
Yr8 Girls	14	90.30%	7	50%	Yr8 Girls	24	94.41%	5	21%
Yr8 Total	23	92.35%	10	43%	Yr8 Total	39	92.63%	11	28%
Yr9 Boys	11	95.20%	1	9%	Yr9 Boys	11	90.75%	3	27%
Yr9 Girls	24	91.00%	9	38%	Yr9 Girls	21	86.72%	7	33%
Yr9 Total	35	93.10%	10	29%	Yr9 Total	32	88.74%	10	31%
Yr10 Boys	8	83.30%	3	38%	Yr10 Boys	19	88.49%	6	32%
Yr10 Girls	21	89.80%	5	24%	Yr10 Girls	12	90.84%	4	33%
Yr10 Total	29	86.55%	8	28%	Yr10 Total	31	89.67%	10	32%
Yr11 Boys	19	81.50%	7	37%	Yr11 Boys	8	92.05%	5	63%
Yr11 Girls	11	88.00%	4	36%	Yr11 Girls	11	90.08%	2	18%
Yr11 Total	30	84.75%	11	37%	Yr11 Total	19	91.07%	7	37%

DA numbers of students drop within each year group which will affect figures. Overall, DA has decreased by 4% compared to the year previous. (Minus 4% off 19/20 figures so that they are comparative):

- Yr7 into Yr8 – Attendance has increased by 3%, however persistent absences have increased by 20%
- Yr8 into Yr9 – Attendance has increased by 4.47%, however persistent absences have increased by 5%
- Yr9 into Yr10 – Attendance has increased by 1.82%, however persistent absences have increased by 1%
- Yr10 into Yr11 – Attendance has decreased by 0.91% and persistent absences have increased by 9%
- Whole School – Attendance has increased by 2.80%, however persistent absences have increased by 5%

Overall, persistent absences have increased by 5% from 19/20 to 20/21, however, overall attendance of DA students have increased by 2.8% in the last year.

Behaviour 20/21

The following percentages were achieved by DA students compared to whole school:

- Merit Points – 14.49%
- Demerit Points – 25.60%
- C1 – 23.08%
- C2 – 25.62%
- C3 – 32.82%

- Internal Withdrawal – 55.56% of the total school population
- External Isolations – 0%
- Fixed Period Exclusion – 0%

Overall, demerits are higher than merits for DA students compared to whole school. C1-C3 is averaging 27.41% of the whole school for DA students. Over half of the internal withdrawals are DA students. COVID has played part with students' behaviour and their mental health. In response to the behaviour statistics, we have now introduced a resilience room (supported by the Mental Health worker and DA Mentor) where students can go to if they have received a sanction. They will then complete a SEAL plan. This will be the student's opportunity to write down their version of events, but most importantly reflect on what they can do better next time.

Progress and Attainment of Disadvantaged Students

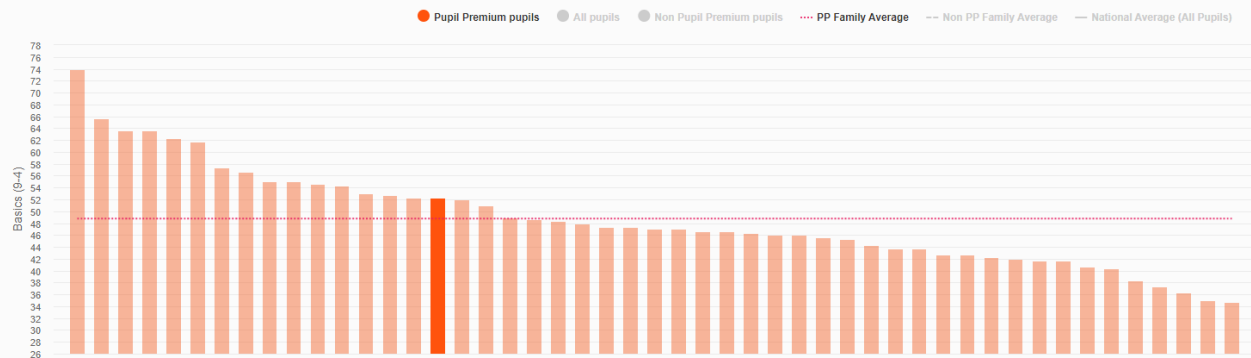
DA students	2017	2018	2019	2021
Adjusted Progress 8 measure - disadvantaged pupils	-0.91	-0.92	-0.47	-0.23
Progress 8 measure for English element - disadvantaged pupils	-0.57	-0.94	-0.46	-0.19
Progress 8 measure for maths element - disadvantaged pupils	-0.3	-0.22	-0.23	-0.04
Progress 8 measure for EBacc element - disadvantaged pupils	-1.24	-1.19	-0.5	-0.21
Progress 8 measure for open element - disadvantaged pupils	-1.2	-1.13	-0.76	-0.4
% of disadvantaged pupils achieving standard 9-4 passes in GCSE English and maths	64%	35%	58%	70%
% of disadvantaged pupils achieving strong 9-5 passes in GCSE English and maths	45%	24%	46%	47%
Average EBacc APS score per disadvantaged pupil		2.83	3.46	
English Baccalaureate Science Value Added measure for disadvantaged pupils	-1	-0.28	-0.33	-0.18
English Baccalaureate Humanities Value Added measure for disadvantaged pupils	-0.51	SUPP	0.45	0.13
English Baccalaureate Languages Value Added measure for disadvantaged pupils	SUPP	SUPP	-0.21	-0.7

% of disadvantaged pupils entering all English Baccalaureate subject areas	45%	0%	38%	50%
% of disadvantaged pupils achieving the English Baccalaureate - with 9-4 passes	27%	0%	21%	30%
% of disadvantaged pupils achieving the English Baccalaureate - with 9-5 passes	27%	0%	13%	10%
% of pupils achieving the EBacc English subject area with a standard 9-4 pass				80%
% of pupils achieving the EBacc English subject area with a strong 9-5 pass				57%
% of pupils achieving the EBacc Maths subject area with a standard 9-4 pass				80%
% of pupils achieving the EBacc Maths subject area with a strong 9-5 pass				57%

Your Family of Schools

Your Family of Schools presents the characteristics and performance of your most similar schools using data aggregated over the previous 3 years (2017-19). ©

Change data view

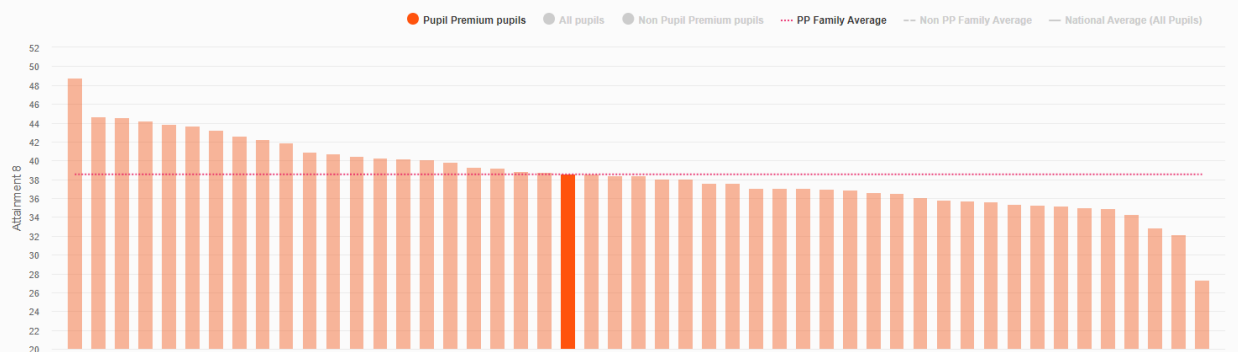


[Families of Schools Database | Education Endowment Foundation | EEF](#) : Nov 2021

Your Family of Schools

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Change data view



Additional opportunities

- 3 students accessed the Brilliance Scholar programme and successfully graduated from the course. 100% of students and parents agreed the programme improved their aspirations and desire to attend a Russell Group University
- 5 Year 11 DA students successfully applied to become a Prefect and are now mentoring and supporting other students in KS3
- DA/PP Pupils who passed music exams: - Grade 7 Trombone
- DA/PP Students having instrumental lessons: 6
- Number of students in total and per year group received Mentoring in 2020-21, the total was 64:
Y7: 9
Y8: 13
Y9: 12
Y10: 24
Y11: 6
All students offered took part in mentoring – 100%
- There were 16 students who accessed online mentoring in 2020-21
- Number of students who claimed a free laptop for each year group:
Year 7 – 72%
Year 8 – 81%
Year 9 – 86%
Year 10 – 83%
Year 11 – 67%

Destinations of DA students 20/21

All DA students secured a placement within education or training. No DA students were NEET. This was the same for 19/20 and 18/19.

Mentoring during the pandemic survey details:

Of those students who accessed the mentoring scheme 87.5% noticed a positive change in their child. 100% of the families of the students accessing the mentoring said they had seen a positive difference in their child during and after the sessions

Parental feedback:

“X seems to be very positive about her mentoring and likes Victoria. Initially she did not want to partake but is really happy that she does now. Thank you”

% Families that accessed DA pledge

- **Year 7** – 72% chose to use the pledge towards a laptop
24% accessed pledge on uniform and supplies as did not require a laptop
96% accessed their pupil premium pledge
Total of pledges used £2350 used of £2,500
- **Year 8** – 82% chose to use the pledge towards a laptop
18% accessed pledge on uniform and supplies as did not require a laptop

100% accessed their pupil premium pledge

Total of pledges used £2,121 used of £2,200

- **Year 9** – 86% chose to use the pledge towards a laptop
14% accessed pledge on uniform and supplies as did not require a laptop

97.1% accessed their pupil premium pledge

Total of pledges used £3,401 used of £3,500

- **Year 10** – 83% chose to use the pledge towards a laptop
17% have accessed pledge on uniform, minibus, supplies and pony club as did not require a laptop

100% accessed their pupil premium pledge

Total of pledges used £2,900 of £2,900

- **Year 11** – 67% chose to use the pledge towards a laptop
27% have accessed pledge on transport, uniform, and prom items as did not require a laptop

94% accessed their pupil premium pledge

Total of pledges used £2,795 of £3,000

Parental feedback:

“I felt the school was very organised with live lessons during lockdown. The laptops helped enormously, thank you. This definitely kept the children on track in my opinion. The certificates my other children received on many occasions, were very motivating for them. “

The use of Pupil Premium 2020/2021

Number of students eligible for the Pupil Premium	147 based on lagged funding (funding based on 134)
Total number of students at The Kibworth School	846 – 17.3% of cohort
Per Student budget 20/21	£955
Service children	£310
LAC students	£2,345
Allocated funding	£113,645

Proposed area of student spending (25.09% on income)		Impact
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 from the allocation.	£3,664	<ul style="list-style-type: none"> • 16% increase of Yr7 parents accessing the pledge compared to 19/20 • 20/21 pledges where mainly used for uniform – positive relationships with staff/students
Laptops Students to access the internet.	£25,745	<ul style="list-style-type: none"> • Year 7 – 72% have accessed pledge on laptop • Year 8 – 82% have accessed pledge on laptop • Year 9 – 86% have accessed pledge on laptop • Year 10 – 83% have accessed pledge on laptop

		<ul style="list-style-type: none"> Year 11 – 67% have accessed pledge on laptop
Hardship	£26	
Total	£29,435	

Projected Revenue Spending (36.49% of Income)		Impact
High standards of teaching benefits all students. Guidance pack issues for all teaching staff. Teacher Toolkits are secured	£0.00	<ul style="list-style-type: none"> Teaching staff know their DA students in their classes due to access to Provision Map
<p>A coaching team for DA will be appointed to coach students who do not make progress following identification from the progress team. In addition, camps to be held.</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>To assist with lock down periods for key worker DA students to access additional recreational activities.</p> <p>Parental feedback: <i>"Can I just say the school was amazing sorting this camp through these difficult times. It got X out of the house playing/keeping active and being happy which is how kids should be. Kibworth school you have been amazing thankyou"</i></p>	£38,182	<ul style="list-style-type: none"> 100% said their child enjoyed the easter camp 100% would like sports camps offered more often in school holidays 100% said their child's confidence improved 100% said their child's mental health improved 100% said their child's teamwork improved 100% said their child's motivation improved 100% said their child's skills improved
<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>	£1,315	<ul style="list-style-type: none"> Transition to another school
Brilliance Club HAP Challenge is a program where students will independently research a curriculum topic with the intention of presenting their project to SLT and Governors at the end of term	£0	
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.	£533	<ul style="list-style-type: none"> 100% of KS4 DA students received revision guides The overall progress 8 score for pupil premium students

		(DA) is -0.23 and in an increase from 2019 (-0.4).
Alternative provision and travel	£1,442	<ul style="list-style-type: none"> Student received 5 GCSEs and gained experience in the working environment
Total costs	£41,472	
Staffing (38.47% of income)		Impact
Focuses on continual monitoring and adjusting strategies to actively meet the needs of students who receive PP.	£15,917	<ul style="list-style-type: none"> More effective strategy in place Increase on expenditure for strategy and students Personnel files for each DA students containing all tracking of provisions, mentoring, needs and expenditure Student voice to ensure we are meeting the DA needs
PP families receive regular updates and a central point of contact regarding progress, financial and pastoral support. Admin support for the 'PP team' Provide administration support for PP and teaching staff as they relate to PP packs for T&L	£17,959	<ul style="list-style-type: none"> More uptake on student pledges Continuous communication
Staff and ME Sports to deliver summer camp & resources	£9,844	<ul style="list-style-type: none"> 100% students would like regular sports camps 57.1% said the improved on their confidence attending sport camps 42.8% said they improved on skills attending sports camps
Total Salary Costs	£43,720	

Total Spending Forecast

£114,630.44

Parental Feedback from Surveys

"X seems to have less anxiety and talks positively about school, knowing she has someone she can go to. She also has enjoyed going with another girl and has bonded with her, so it is another form of support."

"Mrs Marriott has been the best thing that happened to X is school. She is incredibly supportive and makes his school life so much easier for him."

The use of Pupil Premium 2019/2020

Number of students eligible for the Pupil Premium	149 based on lagged funding (funding based on 144)
Total number of students at The Kibworth School	855 – 17.42% of cohort
Allocated funding	£129,555

Staff Salaries	
PP families receive regular updates and a central point of contact regarding progress, financial and pastoral	£11,961
A learning coach for PP & PP/SEND provides small group and individual support with learning plans	£13,547
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	£1,704
Senior leader support. The behaviour of identified students is improved, and the number of exclusions is reduced.	£4,607
A learning coach for PP & PP/SEND provides small group and individual support with learning plans	£13,547
Total Salary Costs	£45,366
Projected Revenue Spending	
Pupil premium pledge allows all students an allocation of £100. The allocation can be spent on uniform or offset against educational visits or trips.	£12,898
Pupil premium pledge provides resources commitment, TKS planner and knowledge organiser for KS3 revision guides for home/ independent study	£3,088
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	£13,873
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	£44
ME Sports	£31,668
HAP PP afterschool study group for intensive support across all subject areas	£3,563

Selected PP students to attend Horse Therapy	£828
Improved aspirations and broaden career choices, particularly after post 16	£724
Year 10 careers trip to Skills show for HAP/MAP students. Plus, other educational trips for just PP students.	£189
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.	£4,496
Laptops	£4,516
Use 4Matrix to ensure that all leaders support their teams to secure and effectively monitor progress of PP students	£200
Total Revenue Costs	£76,087

Total Spending	£121,453
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The use of Pupil Premium 2018/2019

Number of students eligible for the Pupil Premium	147
Number of students receiving funding	133
Total number of students at The Kibworth School	844
Anticipated PP budget 2018-19 (Based on Academic Year) Service children LAC students PP Students	£113,135 £600 £4600 (Actually received for 18/19) £113,135 Total = £118,335
Expenditure	£118,758

Chosen action / approach	Cost
Ensure that attendance data tracking informs intervention	Already costed
PP point of contact for families	£10,107
Regular analysis of underachievement, especially in E&M at data snapshot points - After School sessions	£2,158
Total	£12,265

Chosen action / approach	Cost
Mentoring through PP Mentors and Progress Leaders	£13,693
Provide quality careers advice and guidance to all PP students	Already costed
Provide access to ELSA counselling for all PP students	£14,129
Provide support with access to educational trips and extra curriculum opportunities	£498 Animal Therapy £1,152 London £ 4,514 Horse riding
Leicester City Football Club	£450
Alternative provision	£20,000
Students were provided with revision materials, resources and other learning projects through department bids, guidance was given on accessing those materials.	£864
Additional support and provision were set up for identified students and their families, including Psychology Partner and PP mentors	£6,833
Analysis use of student folder shows that 100% of students have access. Less after school detentions issued for homework when compared to 2017/18	Already costed
Interventions to support PP learners has improved parental, staff and student access to learning materials, homework and attendance data.	£1,400
All staff 2018/19 are now trained on 4Matrix and Robins. Value added for PP SEND students shows a positive impact	£481

84% of teachers are now mastery or better regarding the quality of feedback.	Already costed
Progress 8 has improved to - 0.45	Already costed
Provide Professional Development Pathway for Pupil Premium Mentors	£6,300
Deliver whole staff training including support from HT/SIP/Finance	£ 4,216
Ensure that parent engagement activities reach parents of PP students	£17,276
Ensure Progress Leader retains focus on PP students through all activities	Already costed
Make effective use of small group and one to one support for core subjects	Already costed
Make effective use of careers advisor for all PP students	£1,045
Make effective use of Progress Leader for all PP students	£3,248
Ensure effective whole Academy leadership of PP strategy.	£10,394
	£106,493

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
High Ability Scholar Programme	Brilliance Club

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.