

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	824
Proportion (%) of pupil premium eligible pupils	146/824 19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1/3
Date this statement was published	31 st Dec
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	Emma Goldfinch
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,125
Recovery premium funding allocation this academic year	£34,500
Pupil premium funding carried forward from previous years	£18,163
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	£159,441

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their backgrounds or the challenges pupils face make good progress and achieve high attainment across the curriculum. One of the principles at KMA is the commitment to social mobility and developing the whole child. Therefore, our intention is that every student has access to the highest quality teaching provision, support to eliminate barriers to learning and the opportunities to access rich experiences which underpin the learning. Through high expectations, appropriate support, a strong pastoral team plus our dedicated team of Pupil Premium Champions, we aim to break down individual barriers so that students from disadvantaged backgrounds achieve and succeed in all areas whilst in our care.

The pupil premiums strategy is a key feature of wider school plans for education recovery. Particularly with this in mind, our approach will be reactive to common challenges and individual needs, rooted in evidence, not assumptions about the impact of disadvantage. Our strategy is bespoke and dynamic as necessary considering our own context ensuring evaluation is timely and ongoing. Ensuring that our pupil premium students are at the centre of our teaching, staff will work together to support students with a collective vision that “together we make a positive difference.”

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap in addition to benefiting the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust quality research, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils thrive. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified

At KMA we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Pupils eligible for the Pupil Premium at Kibworth Mead Academy often have had less cultural and enriching experiences than other pupils, creating barriers in language, understanding and curriculum development.
2	Pupils eligible for the Pupil Premium at Kibworth Mead Academy on average have lower attendance and are more often persistently absent, than others. Our assessments and observations indicate that absenteeism is negatively impacting on the progress of pupils who are disadvantaged.
3	Our assessments, observations and discussion with pupils and families have identified the school closures disproportionately negatively impacted on the emotional state, behaviour and mental health of pupils eligible for the Pupil Premium relative to other pupils. These challenges impact on academic progress and ultimately attainment.
4	Our data, survey response and observations suggest that pupils eligible for the Pupil Premium often have lower levels of parental engagement with school, leading to a negative effect on all aspects of school life.
5	Pupils eligible for the Pupil Premium often require greater support in literacy proficiency and support in directed reading as well as in the curriculum areas.

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.

Challenge	Intended outcome	Success criteria
1.	<p>a. To provide PL time and training so that across all subjects: - there is strong curriculum design so that each subject curriculum is inclusive, with a dual focus on language and key vocabulary is being explicitly taught.</p> <p>b. Pupils eligible for the Pupil Premium have experienced a range of enrichment experiences, and aspiring intervention. By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes.</p>	<p>a. Quality assurance shows an improvement in consistency in the quality of education across Kibworth.</p> <p>All subject areas have a clearly sequenced curriculum, whereby key vocabulary is explicitly taught, evident in schemes of learning (quality assured through Trust Deep Dives) and learning walks.</p> <p>Progress and attainment gaps between PP and NPP pupils closes based on 2022 outcomes.</p> <p>b. Increased participation rates from Pupil premium student in enrichment experiences across school life at Kibworth.</p>
2	<p>Pupils eligible for the Pupil Premium have excellent attendance to school, so as they have curriculum continuity to be able to build a successful relationship with learning and the school community, subsequently building and remembering powerful knowledge in all subjects and make excellent progress.</p>	<p>Absence and Persistent absence of PP students improved from 2021-22 data.</p> <p>Absence and Persistent absence of PP students is in line with national for 2022-23, which would be a significant improvement.</p> <p>Progress and attainment gaps between PP and NPP pupils closes based on 2022 outcomes.</p>

<p>3.</p>	<p>Student tutoring programme established, with supports improvement in progress and attainment of PP students in KS4.</p> <p>Increased pastoral support for PP students helps support improvements in behaviour, attendance and educational attainment</p> <p>The use of self-regulated learning will be used to ensure students understanding of</p> <ul style="list-style-type: none"> • metacognition – often defined as ‘learning to learn’; and • motivation – willingness to engage our metacognitive and cognitive skills. <p>In turn linking to the impact of being able to access the teaching and learning within the classroom.</p>	<p>High percentage attendance at tutoring sessions of PP students. Same % or better of PP students attending these compared to NPP.</p> <p>Progress and attainment gaps between PP and NPP pupils closes based on 2022 outcomes.</p> <p>Absence and Persistent absence of PP students is in line with national for 2022-23, which would be a significant improvement.</p> <p>Reduction on C4 and C5 for PP students compared to summer 2022</p> <p>Quality assurance demonstrates improvement in teaching and learning across the curriculum.</p>
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4	<p>Pupils and families eligible for the Pupil Premium often have equal levels of parental engagement with school and relationships with the school are often negative, as their non PP counterparts, leading to positive trends on all aspects of school life</p>	<p>Attendance at our parental outreach events allows targeted families to access safeguarding, money, health and wellbeing advice.</p> <p>There will be no significant gaps in parents' evenings, information and celebration events between pupils eligible for the Pupil Premium and other pupils.</p> <p>Qualitative data from pupil voice, pupil and parent surveys and teacher observations show families to be happy with their children's education and pupils to be happy in school and learning well (i.e. seen in proportions of positive responses to such surveys).</p>
5	<p>All pupils eligible for the Pupil Premium can read well, with their reading age at least in line with the actual age. They enjoy/value directed reading in tutor time and are encouraged to read wider outside of the classroom.</p> <p>Early years reading programme established, based on identified needs (linked to GL assessment of all KS3 students)</p>	<p>Borrowing rates from the library show pupils eligible for the Pupil Premium read for pleasure often, with no significant difference in borrowing rates compared to other pupils.</p> <p>There will be no significant gaps in progress between pupils eligible for the Pupil Premium and other pupils, in directed reading in tutor time.</p> <p>For those identified for reading and literacy intervention, progress over a 3-year period shows that they achieve parity with their peers and enables all pupils to leave school as proficient readers.</p>

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

Budgeted cost: £ 39,677

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff receive high quality Professional Learning, so as the Kibworth Mead Principles of Instruction framework for excellent teaching is expertly and consistently applied.</p> <p>Principles of instruction and instructional coaching is well embedded within the academy, with all teachers and teaching assistants benefitting from coaching so as they keep getting better. This is supplemented by weekly Professional Learning sessions.</p> <p>Recruitment of leaders to implement this and other PL on a whole school / departmental level.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback - Impact +6 months</p>	<p>1,2,3 &5</p>
<p>PL to focus on the use of self-regulated learning will be used to ensure students understanding of</p> <ul style="list-style-type: none"> • metacognition – often defined as ‘learning to learn’; and • motivation – willingness to engage our metacognitive and cognitive skills. <p>In turn linking to the impact of being able to access the teaching and learning within the classroom.</p> <p>This to build upon sessions for students and parents outside the classroom</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Impact + 7 months</p>	<p>1,2 and 3</p>
<p>Shared strategies on teaching of literacy across subjects, and vocabulary teaching.</p> <p>Consistency in the teaching of literacy directed reading in tutor time will make this more familiar and hence reduce cognitive load of pupils, whilst also ensuring it is done in the most highly effective manner</p> <p>Professional Learning on vocabulary teaching will ensure teachers are able to effectively teach both explicit and implicit vocabulary, to support pupil’s progress and vocabulary development. Acquiring language and interpretation of literacy is key for pupils as they learn new, more complex concepts in each subject.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Impact + 6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions impact +6 months</p>	<p>1,2&5</p>

Targeted academic support

Budgeted cost: £ 74,445

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One-to-one tuition, and small group as part of the school-led National Tutoring Programme.</p> <p>Based on prior performance disadvantaged pupils will be identified for one-to-one (and small group, up to 3) tuition in core subjects.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p>	<p>EEF Toolkit: One to one tuition, +5 months</p> <p>EEF Toolkit: Small group tuition, +4 months</p>	2,3,5
<p>Improving literacy proficiency of pupils who are disadvantaged, with an emphasis on reading, including development in all curriculum areas</p> <p>Further develop the academy tutor time as a 'Reading School' and the culture of directed reading. This will be further encouraged in all curriculum areas to encourage vocabulary development.</p> <p>Assessment and introduction of Early readers programme, including recruitment and training of key staff to deliver this targeted support</p>	<p>EEF Toolkit: Oral language interventions: +6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics +5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions +4 months</p>	1,2&5
<p>Behaviour mentors</p> <p>To increase capacity to support students with behaviour issues. Mentoring seeking to remove barriers to students to achieving in lesson.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions + 4 months</p>	2,3 &4
<p>Family Support Worker</p> <p>To target those with very low attendance and increase overall attendance of PP students and reduce number of PA PP students.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement +4 months</p>	2&4
<p>Pupil Premium Champions</p> <p>Pupil Premium Champion will support in curriculum areas to ensure the academy's pupil premium strategy is enacted in their subject area and that individual pupils eligible for the pupil premium will be mentored, championed and have bespoke interventions put in place to overcome individual challenges to academic success.</p>	<p>EEF Toolkit, Mentoring: +2 months</p>	All

Wider strategies

Budgeted cost: £ 45,319

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Termly activities, to involve parents in their child's learning and hence improve parental engagement. This will include clarity in correspondence to encourage parents to support their children with, for example, reading and homework; more intensive support for families in crisis; providing practical strategies with tips, support, and resources to assist learning at home</p>	<p>EEF Guidance report, Working with Parents to Support Children's Learning</p> <p>EEF Toolkit, Parental engagement: +4 months</p>	2
<p>Attendance strategy enhanced by embedding principles of good practice set out in DfE's 'Improving School Attendance' advice.</p> <p>Improving the attendance of pupils for PP students will ensure that they are able to learn from the curriculum. Nationally, and at Kibworth Mead in recent years, the negative attendance gap correlates with the negative achievement gap between pupils who are eligible for the pupil premium and other pupils.</p>	<p>DfE, Improving school attendance: support for schools and local authorities</p>	2,3&4

<p>Mental Health Support Team in schools.</p> <p>Some pupils eligible for the pupil premium require support from a Mental Health practitioner, to develop a healthy self- esteem and mental and improve their emotional wellbeing.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning +4 months</p>	<p>2,3.</p>
<p>Careers</p> <p>Throughout KS3, students eligible for the pupil premium will have access to careers advice and guidance with a trained careers advisor. This support continues into KS4 with additional opportunities to meet with careers support, attend career evenings where local colleges and universities are invited in, and work experience opportunities are provided in Year 10.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</p>	<p>All</p>
<p>Extra-curricular opportunities</p> <p>Each subject area is encouraged to develop a range of opportunities which include trips, expert speakers, access to mentors, subject specific equipment etc. The expectations are that all PP students will have supported access to additional opportunities outside of the lessons to develop our young people and give the chance to experience cultures, respect differences, and develop new friendships with their peers and thus broaden their horizons and knowledge. These trips are a strong way to consolidate learning, the experience from a trip can be directly related to the real world.</p>	<p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2&4</p>
<p>Contingency fund for acute issues</p> <p>We have decided to set aside a small amount of funding to be able to respond quickly to needs that have not yet been identified.</p> <p>This also includes a 'Hardship Fund' for occasional, discretionary interventions for families most at need e.g for uniform, stationery, enrichment support.</p>	<p>School uniform EEF (educationendowmentfoundation.org.uk)</p>	<p>All</p>
<p>Curriculum resources</p> <p>Students will have access to all equipment and resources to ensure that learning is not disrupted and home learning can take place. Pupil premium champions within their subject areas will ensure PP students have access to high quality resources to support learning.</p>		<p>All</p>

Total budgeted cost: £159,441