



# Kettlethorpe High School

2018-2019

## 2018-2019

This document details key barriers to learning faced by disadvantaged pupils at Kettlethorpe High School. It reviews the strategies that we used last academic year and also plans out the intended intervention that we will use in 2018 and 2019.

## Pupil Premium and Catch up Premium Spending Strategy

## 1. Summary information



<b>School</b>	Kettlethorpe High School																																																								
<b>Academic Year</b>	2018	<b>Total PP budget</b>	Pupil Premium (FSM, Service and PP) funding approx. £310,000 Catch up funding approx. £24,500 LAC approx. £28,000 Total approx.£363,000				<b>Date of most recent PP Review</b>	January 2017																																																	
<b>Total number of pupils</b>	1584	<b>Number of pupils eligible for PP</b>	<table border="1"> <thead> <tr> <th></th> <th>Yr 7</th> <th>Yr 8</th> <th>Yr 9</th> <th>Yr10</th> <th>Yr11</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td><b>% of Year group</b></td> <td><b>24%</b></td> <td><b>26%</b></td> <td><b>25%</b></td> <td><b>22%</b></td> <td><b>18%</b></td> <td><b>23%</b></td> </tr> <tr> <td><b>FSM Ever 6</b></td> <td>41</td> <td>48</td> <td>48</td> <td>41</td> <td>35</td> <td>213</td> </tr> <tr> <td><b>FSM</b></td> <td>30</td> <td>36</td> <td>26</td> <td>26</td> <td>15</td> <td>133</td> </tr> <tr> <td><b>LAC</b></td> <td>5</td> <td>3</td> <td>1</td> <td>2</td> <td>4</td> <td>15</td> </tr> <tr> <td><b>Service</b></td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>2</td> </tr> <tr> <td><b>Totals</b></td> <td><b>77</b></td> <td><b>87</b></td> <td><b>75</b></td> <td><b>70</b></td> <td><b>54</b></td> <td><b>363</b></td> </tr> </tbody> </table> <p>Correct as of September 2018</p>					Yr 7	Yr 8	Yr 9	Yr10	Yr11	Total	<b>% of Year group</b>	<b>24%</b>	<b>26%</b>	<b>25%</b>	<b>22%</b>	<b>18%</b>	<b>23%</b>	<b>FSM Ever 6</b>	41	48	48	41	35	213	<b>FSM</b>	30	36	26	26	15	133	<b>LAC</b>	5	3	1	2	4	15	<b>Service</b>	1	0	0	1	0	2	<b>Totals</b>	<b>77</b>	<b>87</b>	<b>75</b>	<b>70</b>	<b>54</b>	<b>363</b>	<b>Date for next internal review of this strategy</b>	January 2019
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2. Key Indicators (most recent Year 11)	Data Source: ASP	Unvalidated	X	Validated
	<i>Pupils eligible for PP (KHS)</i>	<i>Pupils not eligible for PP (national average)</i>		
<b>Key Stage 2 Fine Point Level (Cohort size)</b>	4.47 (72)	4.84 (KHS/ IDSR 2017)		
<b>Progress 8 score average</b>	-0.67	0.1		
<b>Progress 8 English</b>	-0.71	0.1		
<b>Progress 8 Maths</b>	-0.44	0.1		
<b>Progress 8 English Bacallaureate Slots</b>	-0.66	0.1		

Key Indicators (most recent Year 11)		Data Sources: ASP	Unvalidated X	Validated
Progress 8 Open Slots		-0.82	0.1	
Progress 8 score average for Higher Ability Pupils		-0.86	0.1 (all pupils)	
Attainment 8 score average		3.52	4.9	
% Entering the English Baccalaureate		13.9%	43%	
% Attaining 9-5 in the English Baccalaureate		9.7%	25%	
% Attendance		92%	94.8%	
% Persistently Absent		28%	21.6%	
% Staying in education or entering employment after Key Stage 4		88%	87%	
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>				
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>				
<b>A.</b>	<b>Literacy and love of reading:</b> PP pupils arrive with lower literacy levels than NPP peers: 32% of Year 7 are below ARE in reading compared with only 13% of their NPP peers. There is little difference in gender reading ages: 12 PP boys under ARE compared to 13 girls. The reformed specifications for most GCSEs from September 2016 have placed greater importance on literacy skills with particular mark allocations for quality of written communication.			
<b>B.</b>	<b>Attitudes to learning and self-regulation:</b> Our PP pupils are less likely than their peers to be aspirational and ambitious when preparing for their future beyond Kettlethorpe High School. They are more likely to suffer from poor social skills, poor eating habits, poor organisation with equipment and uniform and they are more likely to have emotional difficulties such as depression and anger issues.			
<b>C.</b>	<b>White, British middle and high ability boys:</b> Progress of high and middle ability DP boys is behind their peers in every year group across all subjects. This has been a trend for the past 3 years.			
<b>D.</b>	<b>High ability girls in maths:</b> Progress and attainment of high ability PP girls in maths is below peers particularly in Year 10 and 11.			
<b>E.</b>	<b>Basics measure:</b> PP pupils are less likely to achieve the basics measure in English and maths 4+ and 5+ than their peers.			
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>				
<b>F.</b>	<b>Parent/Carer attitudes to school:</b> PP pupils are more likely to have parents/carers who do not have regular positive communication with school about their child's progress.			
<b>G.</b>	<b>Wider learning opportunities:</b> PP attendance at after school support sessions and holiday learning opportunities is low.			
<b>H.</b>	<b>Widening participation:</b> There is restricted access to cultural and educational opportunities for PP pupils outside the formal curriculum.			

<b>I.</b>	<b>Attendance:</b> PP pupils are more likely to be PA than their peers. Year 11 pupils are a particular focus as 29% of these pupils fall into PA category. This includes a focus on those who are persistently late to school.	
<b>4.</b>	<b>Desired outcomes</b>	<b>Success criteria</b>
<b>A.</b>	Literacy levels of all disadvantaged pupils are in line with their peers. There is a relentless focus from all teachers on improving the literacy levels of our disadvantaged pupils.	A higher % of DPs in Year 7, 8 and 9 have reached ARE by the end of the year. This will be done through NGRT at the end of the year. Accelerated Reader scores for PP groups show progress is in line with their peers. Improved P8 score in English for PP pupils and improved attainment at 4+ and 5+ in GCSEs.
<b>B.</b>	Improved levels of ambition and motivation are seen in PP pupils. Pupils feel supported in organisational aspects of their life. Pupils find ways to manage their mental health issues so they can continue to make progress.	An increased number of PP pupils applying for colleges further afield and for more ambitious Level 3 qualifications that meet their capabilities. P8 score for those pupils who have suffered from mental health issues is improved. All PP pupils come to school ready to learn with correct uniform and equipment.
<b>C.</b>	The progress made by PP boys, especially those of middle and high ability is in line with their peers in every year group.	The P8 score gap to national other is narrowed. The in-school attainment gap for PP boys compared to PP girls and whole school other becomes smaller.
<b>D.</b>	PP high ability girls make equal amount of progress in maths as all boys.	The P8 score for PP high ability girls in maths is in line with national other.
<b>E.</b>	A greater percentage of PP pupils in Year 11 achieve the basics measure in English/maths 4+ in line with their peers.	The basics measure is in line with national other.
<b>F.</b>	A greater number of PP parents/carers attending consultation evenings and support evenings. Greater proportion of positive contact home to the parents/carers of vulnerable pupils is made.	The percentage attendance to consultation evening for PP parents is in line with parent peers. Increased positive communication home is made using school system to track.
<b>G.</b>	There will be greater attendance of key PP pupils at after school support sessions and a larger uptake for learning opportunities during school holidays and weekends.	The percentage attendance to support evening is increased (seen on SIMS to monitor this).
<b>H.</b>	There will be increased participation for PPs in extracurricular clubs and activities.	There is an opportunity for all PP pupils to have at least one education or recreational trip through school each year. The % of PPs accessing enrichment opportunities is increased.
<b>I.</b>	The vast majority of PPs have over 95% attendance.	The number of PP pupils, particularly FSM pupils who are PA is reduced, with a particular focus on Year 11 FSM. The number of PP pupils who arrive late to school is significantly reduced.

5. Planned expenditure						
Academic year 2018/2019						
Key: Amended approaches from last year. New approaches for this year. Continued and Sustained approaches from last year.						
i. Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Implementation review	Approx cost
All teachers will be ready to adapt their teaching to focus on sustaining rapid progress of the disadvantaged pupils in their class.	Teaching and learning CPD will be of a high quality and focus on how strategies and techniques can be used to support the learning of pupil premium pupils. This CPD will multi-stranded throughout every curriculum area.	The evidence is clear – the quality of teachers and teaching is one of the most important factors in raising outcomes, and disadvantaged pupils are disproportionately affected by the quality of teaching. The Sutton Trust’s main finding is that the average disadvantaged student makes 40 per cent more progress with highly effective teaching than they do with poor teaching.	T&L lead from Deputy Headteacher to ensure a high quality programme of CPD is scheduled through the year. This will include: <ul style="list-style-type: none"> <li>• Input from highly praised external speakers;</li> <li>• INSET developed by our Lead Practitioner group;</li> <li>• Development of our Teaching and Learning staff group where representatives from every department come together to discuss T&amp;L strategies and share ideas;</li> <li>• Pupil Premium Change Team to focus on EEF toolkit and focus on strategy around our PP barriers to learning.</li> </ul>	ICO/DHO/Lead practitioners	January 2019  July 2019	Approx. £1,196 from PP budget staff costs
Pupil Premium strategy is led well and is driven by teaching staff. It is at the heart of the school.	<ul style="list-style-type: none"> <li>• Deputy Headteacher to be appointed with a lead on raising aspirations and outcomes for all pupils.</li> <li>• AHT with pupil premium with overall responsibility for Pupil Premium.</li> <li>• Learning Champions who will work with key groups of disadvantaged pupils.</li> <li>• Rigorous QA on key DP groups especially 4+ and 5+ in English and maths from SLT/TLs and External.</li> </ul> UPS3 staff are given whole school lead to work with disadvantaged pupil cohorts.	Effective leadership of Pupil Premium is the key to raising the attainment of disadvantaged pupils. We know that having an SLT lead for Pupil Premium from senior leadership raises the profile of the strategy across school. We know that since the AHPP has been in place, PP attainment has made steady gains over three years. We know that in order to continue this trend with more rapid improvements, we need to add leadership capacity that has a focus on PP pupils.	<ul style="list-style-type: none"> <li>• Line management of learning champions and UPS3 teachers through Deputy Headteacher and Assistant Headteacher.</li> <li>• Regular impact reviews and analysis of data for every measure.</li> <li>• QA from external consultancy.</li> </ul>	DHT/DHO /VSU/ELE/ LHU/SHF/ LST/ UPS3 staff	After every data drop.  October 2018  February 2019	£33,000 from PP fund

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Implementation review	Approx. cost
<p>Literacy levels of all disadvantaged pupils are in line with their peers.</p> <p>There is a relentless focus from all teachers on improving the literacy levels of our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Key whole school literacy lead role with TLR alongside the newly appointed Director of Communications will implement the whole school literacy strategy. (linked plan).</li> <li>• Aspiring senior leaders has been given a focussed role on improving the oracy skills of disadvantaged pupils.</li> <li>• Staff who have capacity on their timetable are used to read 1:1 with key pupils.</li> <li>• Develop whole school oracy skills.</li> <li>• Reading Passports.</li> <li>• Reading age testing done each Year.</li> <li>• Library costs</li> <li>• Reading promoted across school</li> <li>• World Book Day</li> </ul>	<p>We know that lacking vital literacy skills will hold our pupils back at every stage of their life.</p> <p>The increased literacy demand of the new GCSE specifications mean that they are less likely to be successful at GCSE.</p> <p>We know that the only way to raise the profile of literacy in school is to have effective leadership to cultivate a collegiate approach to raising standards of literacy and oracy in our classrooms.</p>	<ul style="list-style-type: none"> <li>• Implement a literacy plan.</li> <li>• Meeting regularly with the literacy working group. This is made up of key staff from literacy lead D of C, SEND and the AATDP.</li> <li>• Regular review of data linked to all literacy measures.</li> <li>• Growth mindset assemblies.</li> <li>• Whole school lead on debating, articulation and oracy.</li> <li>• Literacy lead dedicated to promoting confident oracy skills.</li> <li>• Sharing ideas through the T&amp;L group.</li> </ul>	<p>Literacy Lead</p> <p>AGR/ DofC/ SENCO/ AHTPP/ LHu</p>	<p>Each Term</p> <p>December 2018</p> <p>March 2019</p> <p>July 2019</p>	£28,500
<p>Improved levels of ambition and motivation seen in PP pupils, pupils feel supported in organisational aspects of their life.</p> <p>There will be Increased participation for PPs in extracurricular clubs and activities.</p>	<ul style="list-style-type: none"> <li>• All PP pupils have the necessary equipment and uniform</li> <li>• Learning Passports in Year 8 and Year 9;</li> <li>• Growth mindset passports in Year 7;</li> <li>• Extensive career programme throughout Year 7-11;</li> <li>• Year 8 and 9 university visits with parents;</li> <li>• Work experience for Year 10;</li> <li>• Support for college applications;</li> <li>• Inspirational career speakers;</li> <li>• Visits to university for Year 10 and 11;</li> <li>• Motivational days aimed at DP boys;</li> <li>• Learning Champion projects linked to key group of DP boys;</li> <li>• Daily breakfast club/Homework Club staffed with support staff;</li> <li>• Laptop loan scheme for Year 11 pupils;</li> <li>• Lunchtime clubs;</li> <li>• After school/holiday clubs.</li> </ul>	<p>According to the DFE, school uniform plays a valuable role in contributing to the ethos of a school: it can instil pride, support positive behaviour and discipline and encourage identity.</p> <p>Enriching pupils' cultural knowledge can empower them to try new experiences and activities, prepares pupils for employment as well as engages them in citizenship.</p> <p>In addition, working with pupils to develop a growth mindset can help them overcome the hurdles they face in learning and develop the necessary skills to persist.</p>	<ul style="list-style-type: none"> <li>• SLT for PP and SLT for BLF lead.</li> <li>• Careers lead from experienced staff.</li> <li>• UPS3 leads on learning passports and growth mindset passports.</li> </ul>	<p>DHO/ VSHU/ ELE/LST /BFL team/ Careers coordin ator JSH</p>	<p>January 2019</p> <p>July 2019</p>	Approx. £49,000

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Implementation review	Approx. cost
<p>The vast majority of DPs to have over 95% attendance.</p> <p>Attendance by parents/carers to support evening is increased.</p>	<ul style="list-style-type: none"> <li>• Additional Year Managers and the restructure of the attendance and behaviour team.</li> <li>• Re-launch attendance matters campaign through tutor groups and assembly.</li> <li>• Awards for good attendance.</li> <li>• Late detentions at lunchtime. First response letter system and attendance officer phone calls home.</li> <li>• Learning champion working with key Year 11s.</li> <li>• UPS3 leads to work with target groups of pupils who are in danger of falling into PA to identify possible barriers.</li> <li>• “Inspire” catch-up during work experience fortnight.</li> <li>• Breakfast passes.</li> <li>• Parent/ Carer workshops.</li> </ul>	<p>The role of the Year Manager has proved vital in liaising with parent/carers in order to improve the attendance of key pupils.</p> <p>The evidence shows that last year, the attendance for all pupils has improved by 1.8% overall across the whole school.</p> <p>Attendance of key, vulnerable pupils is still low, though, and particularly low in our current Year 11 cohort whose attendance average is 89%.</p> <p>We know that Year Managers have the capacity to communicate key dates and can provide follow up for those parents/carers who do not attend support evenings.</p>	<ul style="list-style-type: none"> <li>• SLT leadership oversees attendance strategy.</li> <li>• Weekly meetings with the team and AHT for attendance.</li> <li>• QA of processes used in logging intervention.</li> <li>• Staff/ pupil voice.</li> <li>• Attendance data is circulated and analysed for fluctuation in Year groups and with key pupils.</li> <li>• Team Leaders are clear who the key pupils are and we have discussed strategies to support PA pupils on their return to the classroom.</li> <li>• Parents/carers are kept up to date with attendance figures and why good attendance is important. This will be done through newsletters, access to attendance information via SIMS and first response letters.</li> </ul>	GME/ JWI/JCL/ RDO/SHF/ LBE /SPA /JCL/DHA	<p>Weekly Attendance log</p> <p>SLT weekly meeting</p> <p>AHTBFL weekly meeting with KS3 and 4 Managers</p>	Approx. £96,000 staffing and resources

## ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Implementation review	Approx. cost
<p>The progress made by PP boys, especially those of middle and high ability, is in line with their peers in every year group.</p> <p>PP high ability girls make equal amount of progress in maths as all boys. MAP boys make equal amount of progress in English as all girls.</p>	<ul style="list-style-type: none"> <li>• Breakfast clubs / lunchtime clubs/ after school literacy/ extra numeracy/ literacy lesson on timetable / EAL support.</li> <li>• Additional lesson time in</li> <li>• Small group catch up in literacy and numeracy at KS3.</li> <li>• 6th lesson for Year 11 is provided every week.</li> <li>• Pre exam boosters.</li> <li>• Holiday catch-up.</li> <li>• Maths Camp.</li> <li>• English/maths tutor base.</li> </ul>	<p>Sutton Trust/EEF Toolkit shows that small group interventions with staff are known to be effective.</p> <p>We know that pupils who are given small group-well-focussed teaching support sustain rapid progress and improve their self-confidence.</p>	<ul style="list-style-type: none"> <li>• DofC and DHT in charge of maths to oversee the process of selection based on results.</li> <li>• DofC to monitor impact on termly basis and adjust the intervention support as needed.</li> <li>• HTLA for EAL lead who has proven expertise.</li> <li>• HTLA to coordinate groups.</li> </ul>	<p>GLI JAD CDO SNO JLU EMO</p>	<p>January 2019</p> <p>July 2019</p>	<p>Approx. £132,00</p> <p>HTLA time plus staffing in maths and English</p>
<p>Support is given to help pupils find ways to manage their mental health issues so they can continue to make progress and curriculum is adapted to suit their needs.</p>	<ul style="list-style-type: none"> <li>• Diamonds nurture groups</li> <li>• Learning hub</li> <li>• LAC support</li> <li>• Alternative curriculum</li> <li>• Future in Minds training</li> </ul>	<p>Diamonds provision is highly effective for our most vulnerable pupils. Feedback from pupils, parent and external agencies have praised the support that is provided.</p> <p>The Learning Hub has allowed respite from personal pressures of full time curriculum whilst still encouraging pupils to engage in school life. From our own experience and research undertaken by the GTCE, it was found that pupils who took part in a well-planned, well run and well monitored alternative curriculum programme re-engage and feel more motivated in their learning.</p>	<ul style="list-style-type: none"> <li>• SLT lead for inclusion</li> <li>• Inclusion review</li> <li>• Lead staff for Diamonds</li> <li>• Lead staff for Learning Hub</li> <li>• Designated teacher for LAC</li> <li>• SLT lead on alternative curriculum</li> </ul>	<p>GME/MWO /JTU/EDG</p>	<p>January 2019</p> <p>July 2019</p>	<p>£25,000</p>

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Implementation on review	Approx. cost
<p>Reading ages of DPs are in line with their NPP peers in Years 7, 8 and 9.</p> <p>There will be greater love of reading and writing for most pupil premium pupils.</p>	<ul style="list-style-type: none"> <li>Lit zone and numeracy zone well led by HTLAs.</li> <li>Lexia software/ Whizz software.</li> <li>Catch up literacy and numeracy.</li> <li>Complete, regular and intensive reading and writing intervention.</li> <li>Handwriting club.</li> </ul>	<p>The program features a focused and intensive method for helping pupils maximize learning time for key reading skills. The national picture shows that there is a significant impact on the literacy skills of pupils who undertake Lexia and we have had success within our own school to support this.</p> <p>To improve the writing skills of DPs.</p> <p>To increase the level of engagement that these pupils have in all their lessons.</p> <p>To improve attainment levels in English and in other subjects.</p>	<ul style="list-style-type: none"> <li>Teachers are given time to analyse data and select the correct pupils.</li> <li>Teachers are given time to prepare and assess effective resources.</li> <li>Support is given from Year Team and SLT to make sure pupils attend.</li> <li>These sessions are given a high profile by teachers so that pupils see the value in them.</li> </ul>	JAD/AGR/ JLU	<p>Dec 2018</p> <p>Feb 2019</p>	<p>Approx. £7,705 in staff and resources</p> <p>Catch up funding used</p>

### iii. Other support

<p>Improved levels of ambition and motivation are seen in PP pupils.</p> <p>Pupils feel supported in organisational aspects of their life.</p>	<ul style="list-style-type: none"> <li>School makes a contribution to trips, visits or equipment relating to extracurricular activities.</li> <li>Each child in Year 7 and 8 enjoy a piece of fruit during tutor time.</li> <li>Before each holiday, catering company will run a cookery workshop for targeted pupils. Parents will be invited in to share the food.</li> </ul>	<p>To give all PP pupils the chance to be involved in trips and visits.</p> <p>Encouraging healthier eating makes a huge difference to a pupil's health and well-being and therefore has a positive impact on learning.</p>	<p>PPAHT will oversee individual requests for support alongside finance/ Year Managers/Team Leaders.</p>	AHTPP/ JCO	Termly	£4,000
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Total estimated spend on PP 2018-2019: £361,318

## 6. Review of expenditure

Previous Academic Year

2017-18

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
<p>Improve literacy levels of PP pupils.</p> <p>Encourage a love of reading for pleasure.</p>	<ul style="list-style-type: none"> <li>• Accelerated Reader</li> <li>• Book stops</li> <li>• Comic Club</li> <li>• Subject specific reading</li> <li>• INSET for teaching and support staff on:               <ul style="list-style-type: none"> <li>• Literacy across the curriculum</li> <li>• Differentiation strategies.</li> <li>• Growth mindset</li> <li>• Fostering independence and meta cognitions.</li> <li>• Creativity, engagement and questioning.</li> <li>• Marking and feedback.</li> </ul> </li> </ul>	<p>PP Pupils in Year 7- 9 made an average of + 6 months' progress in their reading ages.</p> <p>QA Learning walks recognised that an increased number of staff were able to share good practice on differentiation and questions.</p> <p>Staff feedback positive.</p>	<p>DofC and literacy lead have taken the decision to only run AR with Years 7 and 8, as we can still see the impact of AR in these years.</p> <p>We will continue to work on the literacy plan and sharpen the focus to ensure that literacy is embedded in all schemes of learning.</p> <p>Provide further support improving the literacy skills of staff.</p>	<p>£3,000 for resources</p> <p>Approx. £45,000 in teaching resources</p> <p>£1,000 books/magazines</p> <p>CPD £4,000</p>
<p>Progress and attainment of PP pupils is in line with their peers in English and maths.</p>	<p>Increased teaching capacity in both maths and English:</p> <ul style="list-style-type: none"> <li>• Enrichment lessons</li> <li>• 6th period on timetable</li> <li>• Lit zone</li> <li>• Maths zone</li> <li>• Booster sessions in English and maths focussing on 5+</li> <li>• Use of PLCS and DTT</li> </ul>	<p>PP Pupils achieving basics measure increased from 14 in 2017 to 22 in 2018.</p> <p>The number achieving 5+ in maths increased from 18 pupils to 26.</p> <p>The number of PP achieving 5+ in English more than doubled from 21 to 43.</p>	<p>We still have work to do and we are going to have an increased focus on QA and ensuring that we really understand what these pupils are receiving in terms of wave 1 input.</p>	<p>Approx. £135,000 in staffing</p>

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
Support is given to help pupils find ways to manage their mental health issues so they can continue to make progress and curriculum is adapted to suit their needs.	<ul style="list-style-type: none"> <li>• KS2 Transition support</li> <li>• Diamonds nurture groups</li> <li>• Learning Hub</li> <li>• LAC support</li> <li>• Alternative curriculum</li> <li>• Future in Minds training</li> </ul>	<p>Pupil voice and parent voice for this process is always positive. Key Stage leaders and transition lead feel that the pupils feel more confident and settle into Year 7 much better.</p> <p>Pupil voice suggests that the pupils found Diamonds and the Learning Hub really useful and all of the pupils asked said that they would have found school hard to cope with if they didn't have access to this provision.</p>	<p>All provision will be monitored by the SLT for BFL and SEN.</p> <p>We will review the alternative curriculum to ensure we are delivering courses that will be beneficial to those pupils options beyond Kettlethorpe High School.</p>	Approx. £70,000
PP pupils achieve as well as their peers at KS4.	<ul style="list-style-type: none"> <li>• 5 O'clock Club</li> <li>• Laptop loan</li> <li>• Mentoring</li> <li>• Passport to Success</li> <li>• Effort rewards (prom hoodies/ tickets)</li> <li>• Bucket 2 and 3 holiday interventions/ boosters/breakfast clubs</li> </ul>	<p>Pupil voice suggests that pupils felt support throughout their exams and welcomed the opportunity to attend small group exam preparation. Some pupils used the laptop scheme when they had no access to these resources at home.</p>	<p>We will continue to offer this support and carry out pupil voice to tailor rewards to pupils needs.</p>	Approx. £5, 000

Total estimated spend for year 2017 to 2018: £373,000

## 7. Additional detail

For the full impact statements, Pupil Premium review, attendance, ME Zone, Learning Hub and Diamonds review contact our Pupil Premium Coordinator, Deb Howell, on [dhowell@kettlethorpe.wakefield.sch.uk](mailto:dhowell@kettlethorpe.wakefield.sch.uk)