

Pupil premium strategy statement – Kettlethorpe High School 2019-2022 (2021-2022)

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	Kettlethorpe High School
Number of pupils in school	1666 (as at 14/10/21)
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2019-2022
Date this statement was published	23.10.2021
Date on which it will be reviewed	01.09.2022
Statement authorised by	T Griffiths
Pupil premium lead	J Wray
Governor / Trustee lead	D Barry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£320,185
Recovery premium funding allocation this academic year	£45,965
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£366,150

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium it is important, we consider the context and the challenges that we face as an individual school. Research conducted by EEF (Education Endowment Foundation) and the DfE will be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be less support at home, weak language and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges at Kettlethorpe High School are varied and there is no 'one size fits all.' We believe in equity, 'levelling the playing field' for disadvantaged pupils so they have the same opportunities, experiences, support, and aspirations as their non-disadvantaged peers.

As recognised by the EEF we acknowledge 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' and we intend to focus heavily on developing the quality of teaching through focused CPD (Continuing Professional Development) of teachers and strong recruitment processes.

The key principles of our strategy:

- Promote an ethos of attainment for all – rather than stereotyping
- Individualised approach to address barriers – rather than access to generic support focusing on pupils nearing end of KS4 (Key Stage 4)
- High quality teaching – rather than bolt on strategies
- Focus on outcomes for individuals – rather than on just providing strategies
- Basing decisions on data and responding to evidence – frequently
- Clear, responsive leadership – setting high aspirations and responsibility for raising attainment to all staff.

Whilst our strategy adopts the recommended EEF tiered approach, we recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the school's and pupils' priorities change. We also ensure that in order to make the biggest difference, we focus on a small number of strategies.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- To continue to improve and sustain the attendance of disadvantaged pupils, so that they match the national average for non-disadvantaged (94.4%)

- To reduce the number of repeat suspensions of disadvantaged pupils (short term goal) so it is in line with non-disadvantaged pupils (long term goal)
- To provide opportunities to ensure that all disadvantaged pupils engage in the wider curriculum
- To ensure that disadvantaged pupils are aspirational and motivated to achieve their potential by either progressing onto HE (Higher Education) or gaining employment with training in line with non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Progress and attainment: disadvantaged pupils have been impacted the most by the pandemic. Therefore, it is imperative that we monitor, track, intervene and support these pupils to ensure the impact on this group of pupils is minimised.
2	Attendance and persistent absence: disadvantaged pupils are more frequently absent and are more likely to be categorised as persistently absent than their non-disadvantaged peers.
3	Behaviour for learning: some of our disadvantaged pupils have behaviour and emotional difficulties. A considerable proportion of these pupils have additional barriers linked to SEND (Special Educational Needs and Disability) or SEMH issues. (Social, Emotional and Mental Health)
4	Literacy: disadvantaged pupils arrive with lower literacy levels than their non-disadvantaged peers.
5	Enrichment: Disadvantaged pupils are less likely to engage in wider-curricular opportunities and experience cultural capital.
6	Parent/carer engagement: the parents/carers of disadvantaged pupils are less likely to have positive communications with school. Attendance at parents' evening, whilst improving, is still lower than for their non-disadvantaged peers.
7	Widening participation: PP (Pupil Premium) pupils are less likely than their peers to be aspirational and ambitious when preparing for their future beyond Kettlethorpe High School.

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
<p>A greater percentage of PP pupils in Year 11 achieve the basics measure in English/maths 4+ and 5+ in line with their peers. PP pupils progress score is significantly closer to the national average. (SDP 1.2 and 4.1)</p>	<ul style="list-style-type: none"> • The basic measure for Pupil Premium pupils is in line with national other. • PP pupils to achieve, or exceed, 4+ basics, in line with national average for all pupils. • PP pupils to achieve, or exceed, P8 averages, in line with national averages for all pupils. • PP pupils to achieve, or exceed, A8 averages, in line with national averages for all pupils. • Subject interventions are monitored and evaluated regularly by Team Leaders. • Disadvantaged pupils are prioritised in Y11 RAP (Raising Attainment & Progress) meetings to ensure that their barriers to progress are addressed. The impact of resulting interventions will be reviewed fortnightly.
<p>Continue to improve the attendance of disadvantaged pupils, particularly the small minority for whom persistent absence can be a barrier. PA (Persistently Absent) for the group to be reduced so that it is closer to the figure for non-disadvantaged pupils. (SDP 2.1)</p>	<ul style="list-style-type: none"> • PP attendance is above national and PA below national. The number of PP pupils who arrive late to school is significantly reduced. • PA rate for PP will be in line, or lower than national averages. • PP pupils will achieve, or exceed, attendance percentages in line with national averages. • Attendance matters tracked consistently through Attendance Team, EWO, Year/Managers and Key Stage Leaders meetings.
<p>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. SDP (1.1)</p>	<ul style="list-style-type: none"> • A higher % of PP pupils in Year 7, 8 and 9 have reached ARE (Age Related Expectations) by the end of the year. This will be done through robust testing at the end of the year. Reading scores for PP groups show progress is in line with their peers. • Improved P8 score in English for PP pupils. • 90% of KS3 read at, or above, chronological reading age.

	<ul style="list-style-type: none"> • PP pupils to achieve, or exceed, 4+ basics, in line with national average for all pupils. • PP pupils to achieve, or exceed, P8 averages, in line with national averages for all pupils.
<p>PP pupils have fewer suspensions and record fewer behaviour concerns in their planners; this will be comparable with their non-PP peers. P8 score for those pupils who have suffered from mental health issues is improved and PP pupils, who are also SEND, have appropriate access to support so that they achieve well.</p> <p>(SDP 2.1)</p>	<ul style="list-style-type: none"> • PP pupil suspension rate is below national, which is 13.6% for FSM (Free School Meals) pupils in 2018/19. • Reduction in the use of alternative provision and fewer behaviour concerns for PP pupils recorded. Comparison of PP and non-PP planner concerns show parity.
<p>There will be increased participation for PP pupils in extracurricular clubs and activities.</p> <p>(SDP 2.1)</p>	<ul style="list-style-type: none"> • There is an opportunity for all PP pupils to have at least one educational or recreational trip throughout each school year. • The percentage of PP pupils accessing enrichment opportunities is increased. • PP pupils will have socio-economic barriers removed to support the development of skills for curriculum on offer.
<p>PP pupils are aspirational and motivated to achieve their potential. They progress onto HE and gain employment with training in line with their peers.</p> <p>(SDP 3.1)</p>	<ul style="list-style-type: none"> • An increased number of PP pupils applying for colleges further afield and for more ambitious Level 3 qualifications that meet their capabilities. • NEET data for PP pupils is improved. • NEET figures for PP are in line with, or lower than, national average. • 100% of PP pupils attend a meeting with the careers officer in Year 11.
<p>Reduce the gap in learning widened, by the impact of the pandemic, in English, maths for all pupils.</p> <p>(SDP 1.2 and 4.1)</p>	<p>Improvement in the progress by minimum 90% of the pupil cohort engaged in The School Led-Tutoring programme against baselines.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £119,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Leader to oversee PP Strategy.	Successful schools ‘have clear, responsive leadership.’ DFE (Department for Education) ‘Supporting the Attainment of disadvantaged pupils: articulating success and good practice’ EEF Implementation Guide strategies that ‘school leaders play a central role in improving education practices through high quality implementation’ by ‘defining both a vision for, and standards of, desirable implementation.’	1-7
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1
Using blended learning to support gaps caused by Covid-19 lockdowns. Any pupil with access issues to be allocated a school device.	Digital technology added up to +4 months progress (EEF, 2020).	1
Whole school relaunch of Literacy. Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	4,6

Implementation of Richer Reading for Year 7.		
CPD on modelling / scaffolding to all teachers.	EEF Toolkit – Metacognition and self-regulation. +7 months impact. Oral Feedback. + 7 months.	1
CPD & T&L Briefings implemented to relaunch and embed the 10 Steps to T&L.	EEF Toolkit – Metacognition and self-regulation. +7 months impact. EEF Toolkit – Behaviour Interventions- support greater engagement through tracking the speaker. + 4 months.	1

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

Budgeted cost: £ 164,705

Activity	Evidence that supports this approach	Challenge number(s) addressed
School strategy for Year 11: PP progress meetings lead to interventions.	Rigorous monitoring and tracking of pupil progress through both Team Leaders, and SLT (Senior Leadership Team) link. Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020).	1,2
Academic mentor to support key pupils.	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020).	1,4
Reading interventions for pupils who are below ARE, significantly below and just below chronological reading ages. Lexia (guided support during interventions sessions) and Reading Plus programmes.	Evidence indicates that reading comprehension strategies can boost comprehension, delivering approximately six additional months' progress on average. (EEF).	4

<p>Engaging in The School-Led Tutoring programme for pupils whose education has been most impacted by the pandemic. A considerable proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>EEF Toolkit – small group tuition. +4 months impact.</p>	<p>1</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 104,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD, T&L Briefings, assemblies, and systems to develop a school culture to embed high expectations and standards for all.</p>	<p>EEF – Behaviour interventions- approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning. +4 months impact.</p>	<p>1,3,4</p>
<p>PP Champions to maintain focus on PP within departments (PP Change Team meetings), liaise with pastoral and department staff to signpost potential interventions.</p>	<p>EEF - Behaviour interventions. + 3 months impact EEF – Social and Emotional Learning. +4 months.</p>	<p>1,2,3</p>
<p>Attendance: Ensure all identified PP pupils with poor attendance to school have access to key staff including Educational Welfare Officer, Attendance Officer, Year manager or Key Stage Leader. Curriculum support via the Inclusion Manager or Alternative provision supports learning.</p>	<p>The attendance of PP pupils to school is significantly below national expectations. Many PP pupils have significant social and emotional barriers to learning and are subject to external multiagency plans. A bespoke curriculum package needs to be established for some learners to engage them back into learning and to give aspirations for future success. The Department for Education (DfE) published research in 2016 which found that:</p>	<p>2,6</p>

<p>Sustain a system of rewards and incentives for improved attendance to school.</p> <p>Personalised rewards and recognition to ensure whole school profile raised.</p> <p>Family Support Worker appointed to add capacity to the team.</p>	<ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS2) 2 and KS4, the lower the likely level of attainment at the end of KS2 (Key Stage 2) and KS4. • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions. • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons. 	
<p>Family Support Worker appointed to add capacity to the Attendance and Pastoral Teams, to support children having difficulty accessing learning.</p>	<p>EEF – Social and Emotional interventions which target social and emotional learning seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. +4 months.</p>	<p>2, 6</p>
<p>Mental Health curriculum introduced to deal with the after effects of Covid-19 lockdowns through PSHE.</p>	<p>The current statistics around mental health show that 1 in 4 people in the UK (United Kingdom) will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid-19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown.</p>	<p>5,7</p>
<p>Improve family home school liaison and relationships by supporting potential</p>	<p>Ensure parents of PP pupils feel safe and confident engaging with school. Home visits completed to engage the hard to reach.</p>	<p>2,5,6</p>

attendance barriers such as uniform and food hardship.	Attendance Manager and Year Leads arrange appointments at all parent events. EEF Toolkit Parental Engagement suggests +3 months progress.	
Work with external agencies including CAMHS (Child and Adolescent Mental Health Service), Kooth and MASH to support pupils and families.	Ofsted expect to see learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. 2021.	2,6
Duke of Edinburgh Award.	Nationally accepted and evidenced cultural and social mobility development activity Externally assessed and awarded commendation EEF Toolkit - +4 months for outdoor adventure learning.	5,7

Total budgeted cost: £ 389,020

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was better than in the previous 3 years in key areas of the curriculum. Progress 8 was – 0.15 compared to –1.0 in 2019. EBacc entry was 63%, which is higher than in the previous 3 years. This is well above local and nation entries for non all pupils.

Assessments of targeted support in English and maths showed improved performance where interventions were put in place. 89 pupils across Years 7 and 8 showed on average step improvement of 0.9 and 1.3 respectively compared to 0.6 and 1.2 in Year 8. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online Microsoft Teams lessons and resources such as those provided by Oak National Academy, Hegarty Maths, Bedrock and GCSE Pod.

Although overall attendance for disadvantaged pupils was 89.54% in 2020/21, it was higher than the national average in 2019. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 5% higher than their peers and persistent absence more than 20% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to Covid-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

A considerable proportion of places were taken up by disadvantaged pupils in breakfast clubs, enrichment activities and extra-curricular clubs last year (slightly less on previous year due to Covid-19). This is approximately 20 % of the available places.

4% of the pupil cohort were NEET, 2 of these pupils are disadvantaged. A considerable proportion of our pupils have gone to study Level 3 Courses such as BTECs, A Levels and Apprenticeships.