

Pupil premium strategy statement – Kettlethorpe High School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1646
Proportion (%) of pupil premium eligible pupils	22.36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	T Griffiths
Pupil premium lead	L Thompson
Governor / Trustee lead	D Barry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£342,965
Recovery premium funding allocation this academic year	£88,596
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£431,561

Part A: Pupil premium strategy plan

Statement of intent

At Kettlethorpe High School we want to be the very best in all we do and never take things for granted. We believe that all our pupils, regardless of their background, can have a successful secondary school experience. We work together as staff, alongside the children who attend the school, and their parents/carers to ensure that the experience is the best it can be.

Our ultimate aim for disadvantaged pupils is to support them in overcoming any potential barriers they have and challenges they face so that they make progress in line with their non-disadvantaged peers and engage fully in wider school life.

This plan works towards achieving the above by addressing the main issues which are currently impacting the secondary school experience for our disadvantaged pupils:

- Attendance and persistent absence
- Parent/carer engagement
- Literacy skills
- Self-efficacy
- Self-regulated learning

Challenges

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

Challenge number	Detail of challenge
1	Attendance & Persistent Absence Attendance is lower for disadvantaged pupils than it is for their non-disadvantaged peers. Persistent absence is an issue for a greater proportion of disadvantaged pupils than non-disadvantaged pupils. Pupils need to be in school, not only to maximise their learning so they make good progress but also to allow them to engage in wider school life.
2	Parent/Carer Engagement Attendance at consultation evenings and other events for parents/carers is lower for our disadvantaged pupils than it is for their non-disadvantaged peers. The proportion of disadvantaged pupils for whom the school has good positive relationships with parents and carers is lower than we want it to be. The secondary school experience is more likely to be successful for a pupil if we can work with their parents/carers to support them.

3	<p>Literacy Skills</p> <p>Literacy levels, including reading ages, are lower for our disadvantaged pupils than their non-disadvantaged peers. Reading ages which match chronological ages, along with good general literacy skills, are essential for accessing both the curriculum and wider school life.</p>
4	<p>Self-Efficacy</p> <p>Our disadvantaged pupils are less likely to believe that they exert control over their own behaviour and environment and that they have the power to change. They are more likely to focus on the skills that they lack than the skills that they have and may believe that they are simply not able to do certain things. If we can give our disadvantaged pupils the confidence to believe in themselves, this will improve both their progress and their engagement in wider school life.</p>
5	<p>Self-Regulated Learning</p> <p>Our disadvantaged pupils are less likely to control their own learning than their non-disadvantaged peers. Once we develop the self-efficacy of our disadvantaged pupils and they believe that they can improve their own behaviour and learning, we need to give them the skills to manage their own learning. Pupils will be more successful if they can set their own goals, attempt challenging tasks and manage their own independent learning and revision.</p>

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>Improve the attendance of disadvantaged pupils to bring it in line with the attendance of their non-disadvantaged peers.</p> <p>Reduce the number of disadvantaged pupils who are persistently absent from school.</p>	<p>Attendance for PP eligible pupils is in line with attendance of pupils who are not eligible.</p> <p>Proportion of PP eligible pupils who are PA will be reduced year on year.</p>
<p>Improve the attendance of parents/carers of disadvantaged pupils to consultation evenings and other events to bring it in line with that for non-disadvantaged pupils.</p> <p>Have good positive relationships with the parents/carers of all disadvantaged pupils.</p>	<p>Parent/Carer attendance for PP eligible pupils is in line with attendance for the parents/carers of pupils who are not eligible.</p> <p>Parent/Carer voice for PP eligible pupils confirms that relationships with the school are good and that they feel able to approach the school for support.</p>
<p>Improve the literacy levels of disadvantaged pupils.</p>	<p>The proportion of PP eligible pupils achieving their end of year target in KS3 English is in line with that of pupils who are not eligible.</p>

<p>Increase the proportion of disadvantaged pupils whose reading age is their chronological age or higher.</p>	<p>The proportion of PP eligible pupils who are predicted to achieve their end of KS4 target in English Language is in line with that of pupils who are not eligible.</p> <p>PP P8 for English is in line with non-PP P8.</p> <p>Proportion of PP eligible pupils whose reading age is lower than their chronological age will be reduced year on year.</p>
<p>Improve the self-efficacy of disadvantaged pupils.</p>	<p>Pupil voice shows that PP pupils believe they have the ability control their own behaviour and learning.</p> <p>Teacher feedback shows that PP pupils demonstrate self-efficacy.</p>
<p>Equip disadvantaged pupils with the skills and equipment they need to manage their own learning.</p>	<p>Average ATL for PP eligible pupils is in line with average ATL for pupils who are not eligible.</p>
<p>Improve the attainment of disadvantaged pupils in English and maths to bring it in line with the attainment of their non-disadvantaged peers.</p> <p>Improve the progress of disadvantaged pupils across their subjects to bring it in line with the progress of their non-disadvantaged peers.</p>	<p>The proportion of PP eligible pupils achieving E/M 4+, 5+ and 7+ is in line with that of pupils who are not eligible.</p> <p>Proportion of PP eligible pupils whose P8 is positive will increase year on year.</p> <p>PP P8 is in line with non-PP P8.</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: £215,781

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality first teaching experience of pupils eligible for the Pupil Premium by further developing PP Pupil Profiles and tracking of interventions. This will enable all staff who work with these pupils to understand the individual challenges and barriers to learning that each pupil needs to overcome. As a result, staff will be able to plan and implement appropriate adaptations and interventions for pupils.</p>		1, 2, 3, 4, 5
<p>Replace coaching with CPD groups; action research-based groups who will share learning with a focus on strategies which will have impact for both disadvantaged pupils and those with SEND.</p>	<p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	3, 4, 5
<p>Explore the EEF guidance 'Improving literacy in secondary schools', identifying possible actions that are feasible at Kettlethorpe High School to improve disciplinary literacy. Prepare and deliver a clear implementation plan for the selected actions. Evaluate implementation regularly and adapt plans accordingly.</p> <p><i>This will include:</i></p> <ul style="list-style-type: none"> - <i>delivery of reading tests to accurately measure pupils reading age so that pupils can be accurately identified for intervention</i> - <i>building on the success of the weekly Richer Reading sessions delivered in Y7 and Y8 last year with 3 Richer Reading sessions delivered by tutors to every year group, working through the Kettlethorpe High School reading cannon</i> - <i>CPD on approaches to develop writing with a particular focus on self-efficacy</i> 	<p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	3, 4, 5

<p>Explore the EEF guidance ‘Metacognition and self-regulated learning’, identifying possible interventions that will fit Kettlethorpe High School. Prepare and deliver a clear implementation plan for the selected interventions. Evaluate implementation regularly and adapt plans accordingly.</p> <p><i>This will include:</i></p> <ul style="list-style-type: none"> - CPD for staff to support them developing self-efficacy and resilience in pupils - CPD to enable teachers to develop self-regulated learning and metacognition - CPD to ensure that ATL grades awarded by teachers are realistic - the redesign of KS4 grab sheets and the introduction of KS3 grab sheets to ensure that teachers are reflecting on ATL and attendance issues and planning to address them with appropriate adaptations - raising the profile of ATL with pupils through assemblies at the start of every year and after every data collection - rewards for good average ATL 	<p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 5</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £107,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to support education recovery post-pandemic in the key areas of literacy and numeracy with a specific focus on pupils in KS3. Build on the success of the ‘Literacy Lasts’ tuition delivered last year further ‘Literacy Lasts’ programmes for pupils who will benefit from this additional support. Add ‘Maths Matters’ programmes for those who need to improve their numeracy skills.</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4, 5</p>

<p>Create a Lead for ATL as part of the extended leadership team to raise the profile of pupils' self-efficacy and metacognition.</p> <p><i>This role will include:</i></p> <ul style="list-style-type: none"> - <i>the use of data to identify pupils for whom ATL is an issue</i> - <i>planning and delivery of appropriate interventions to address ATL issues for these pupils</i> - <i>the introduction of an ATL only data collection in Autumn 1 of Y7 so that any ATL issues can be identified and addressed at an early stage</i> 	<p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 5</p>
<p>Build on the successes of last year's Y11 support programme to ensure that pupils achieve the best possible outcomes at the end of this academic year.</p> <p><i>Further developments will include:</i></p> <ul style="list-style-type: none"> - <i>rewards to increase recognition of positive learning behaviours throughout the year</i> - <i>PPE results event in January with pupil reflection</i> - <i>externally delivered workshops covering motivation, self-belief & resilience as well as revision and wellbeing strategies</i> 	<p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 5</p>

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

Budgeted cost: £107,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Explore the DfE guidance 'Working together to improve school attendance', identifying possible interventions that will fit Kettlethorpe High School. Prepare and deliver a clear implementation plan for the selected interventions. Evaluate implementation regularly and adapt plans accordingly.</p> <p><i>This will include:</i></p>	<p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	<p>1, 3, 4, 5</p>

<ul style="list-style-type: none"> - <i>quick identification of pupils whose attendance drops below 95% with follow up conversations between the child and relevant member of SLT as well as contact with parents/carers by the attendance team</i> - <i>sustained monitoring of the attendance of these pupils with appropriate follow up</i> - <i>rewards for improvements in attendance</i> 		
<p>Explore the EEF guidance 'Working with parents to support children's learning', identifying possible interventions that will fit Kettlethorpe High School. Prepare and deliver a clear implementation plan for the selected interventions. Evaluate implementation regularly and adapt plans accordingly.</p> <p><i>This will include:</i></p> <ul style="list-style-type: none"> - <i>providing additional written information with reports for parents/carers giving guidance about how they can support their child at home to improve attendance, ATL & reading age</i> - <i>the delivery of presentations at Y7 tutor evening on how you can support your child, a parent/carer support evening for Y11 and an externally delivered preparing for exams session for KS4 parents/carers</i> - <i>setting up a parent/carer working group to establish what support parents/carers need from the school beyond that which already exists</i> 	<p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	2, 1, 3, 4, 5
<p>Set aside contingency funding so that we can respond quickly to address emerging needs which have not yet been identified.</p>		1, 2, 3, 4, 5, other

Total budgeted cost: £431,561

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Y11 2021-22

Number of disadvantaged pupils: 56

% of disadvantaged pupils: 17%

P8 for disadvantaged pupils: -0.56

English P8 for disadvantaged pupils: -0.43

Maths P8 for disadvantaged pupils: -0.44

EBacc P8 for disadvantaged pupils: -0.34

Open P8 for disadvantaged pupils: -0.95

Average A8 per disadvantaged pupil: 35.58

% of disadvantaged pupils entering the EBacc: 42.86%

% of disadvantaged pupils achieving 5+ in the EBacc: 10.71%

% of disadvantaged pupils achieving %+ in English & Maths: 23.21%