

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	1685
Proportion (%) of pupil premium eligible pupils	24.27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	T Griffiths
Pupil premium lead	L Thompson
Governor / Trustee lead	Designated PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£368,590
Recovery premium funding allocation this academic year	£86, 940
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <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.</i>	£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>	£455,530

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
- Behaviour

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>
6	<p>Behaviour</p> <p>Our disadvantaged pupils receive more negative behaviour concerns than their disadvantaged peers. Good behaviour for learning in lessons is essential in order for pupils to make the best possible progress. Pupils can only engage fully in wider school life if their behaviour between lessons is positive.</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</p>

	are good and that they feel able to approach the school for support.
<p>Improve the literacy levels of disadvantaged pupils.</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 achieving their end of year target in KS3 English is in line with that of pupils who are not eligible.</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>Increase the proportion of behaviour points which are positive for disadvantaged pupils.</p>	<p>Class Charts ratio for PP eligible pupils is in line with that 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: £227,765

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 continuing to improve the quality of PP Pupil Profiles. Ensure that staff use these profiles to understand the individual challenges and barriers to learning that each PP pupil needs to overcome and then adapt their lessons and plan appropriate interventions for their PP pupils. Ensure that staff record wave 2 and wave 3 interventions on the profiles.</p>		1, 2, 3, 4, 5, 6
<p>Use the EEF recommendations for effective professional development to plan this year's CPD programme for staff in order to ensure maximum impact.</p>	<p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5, 6
<p>Create and deliver a clear implementation plan for further developing literacy skills. Evaluate implementation regularly and adapt plans accordingly.</p> <p><i>This will include:</i></p> <ul style="list-style-type: none"> - CPD to support improvements to the quality of delivery of Richer Reading - CPD on disciplinary literacy with a focus on extended writing - Increased use of reading age information to inform teacher's planning - Improvements to the quality of the tutor time literacy programme - Literacy work scrutiny focused on pupils eligible for the Pupil Premium 	<p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	3, 4, 5
<p>Further develop pupils' resilience as learners through an ongoing emphasis on self-regulation of learning/metacognition and self-efficacy.</p> <p><i>This will include:</i></p>	<p>Metacognition and Self-regulated Learning EEF</p>	4, 5, 3, 6

<ul style="list-style-type: none"> - CPD based on the EEF's report on Metacognition and Self-regulated Learning - The launch of the Red Zone to ensure that pupils work independently on a frequent basis - The use of reflection activities with pupils to aid self-regulation of learning - Review of the school assessment and feedback policy - Developments to knowledge organisers to support metacognition - CPD to ensure that ATL grades awarded by teachers are realistic 	<p>(educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £113,883

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop and implement KS3 intervention programmes to improve literacy skills. These programmes will include use of: Lexia, Reading Plus and Bedrock.</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4, 5</p>
<p>Maintain the high profile of ATL to support the development of pupils' self-efficacy and metacognition. <i>This will include:</i></p> <ul style="list-style-type: none"> - Using 2023 data to show pupils the impact that poor ATL has on outcomes - The use of data to identify pupils for whom ATL is an issue - Planning and delivery of appropriate interventions to address ATL issues for these pupils - The introduction of an ATL only data collection in Autumn 1 of Y11 so that any ATL issues for these 	<p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation EEF</p>	<p>4, 5, 6</p>

<p><i>pupils can be identified and addressed at an early stage</i></p>	<p>educationendowmentfoundation.org.uk</p>	
<p>Build on the successes of last year's Y11 support programme by increasing the focus on PP eligible pupils and ensuring that they all 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>SLT meetings with pupils and their parents/carers at the start of the year</i> - <i>Mentoring programme</i> - <i>Externally delivered workshops covering motivation, self-belief & resilience with parent/carer and pupil access to workshop and resources online after the event</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, 2, 6</p>
<p>Support pupils to make the right choices at KS4 through high-quality guidance and by developing new curriculum choices in the open bucket where needed.</p> <p><i>This will include:</i></p> <ul style="list-style-type: none"> - <i>Taster lessons in Y8</i> - <i>A choices evening for pupils and their parents/carers</i> - <i>SLT meetings with pupils about their choices</i> 		<p>1, 2, 3, 4, 5, 6</p>

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

Budgeted cost: £113,882

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Create and deliver a clear implementation plan to further improve attendance. Stay up to date with new guidance published on attendance. Evaluate implementation and adapt plans accordingly.</p> <p><i>This will include:</i></p> <ul style="list-style-type: none"> - <i>Use of data to identify trends and a pro-active approach to tackling these once they are identified</i> - <i>Trial of return-to-school interviews for Y11 pupils</i> - <i>Increased hours from EP to enable work with individuals and groups to build resilience</i> 	<p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	<p>1, 2, 3, 4, 5, 6</p>

<ul style="list-style-type: none"> - <i>Use of 2023 data to show pupils the impact that poor attendance has on outcomes</i> - <i>Sharing of links between poor attendance and negative impact on social and mental wellbeing</i> - <i>Calls home from SLT when pupils do not come straight back to school after a holiday</i> - <i>Sharing of NHS guidance with parents/carers</i> - <i>Sending texts welcoming children back to school if they have been absent that week</i> - <i>Creation of departmental catch up policies to support pupils returning from absence</i> - <i>Attendance incentives as key stages in Y11</i> 		
<p>Implement phase 2 of the Parent/Carer Engagement Strategy. Evaluate implementation regularly and adapt plan accordingly.</p> <p><i>This will include:</i></p> <ul style="list-style-type: none"> - <i>CPD for staff on communicating with parents/carers</i> - <i>CPD for staff on unconscious bias</i> - <i>Rigorous application of the agreed procedures for consultation evenings and other parent/carer events</i> - <i>New resources online for parents/carers e.g. How you can help your child to improve their literacy skills at home</i> - <i>More targeted and personalised parent/carer communication</i> - <i>'MUST reach' approach when communication is more difficult</i> 	<p><u>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</u></p> <p><u>Parental engagement EEF (educationendowmentfoundation.org.uk)</u></p>	<p>2, 1, 3, 4, 5, 6</p>
<p>Explore the EEF guidance 'Improving behaviour in schools', identifying possible interventions that will fit Kettlethorpe High School. Prepare and deliver a clear implementation plan for the selected interventions. Evaluate implementation plan regularly and adapt plans accordingly.</p> <p><i>This will include:</i></p> <ul style="list-style-type: none"> - <i>Regular CPD to embed consistency in the application of the behaviour policy</i> - <i>Supporting pupils to reflect on their behaviour and improve their mental health and self-efficacy through individual and group interventions</i> - <i>Development of trauma informed approaches</i> 	<p><u>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</u></p> <p><u>Behaviour Interventions EEF (educationendowmentfoundation.org.uk)</u></p>	<p>6, 1, 3, 4, 5</p>
<p>Give PP pupils roles and responsibilities in school to improve their self-efficacy.</p> <p><i>This will include:</i></p> <ul style="list-style-type: none"> - <i>Equality Ambassador</i> - <i>School Council</i> 		<p>4, 1, 6</p>

<ul style="list-style-type: none"> - <i>Pupil panels</i> - <i>Tours of the school for interview candidates or potential pupils</i> - <i>Buddy for a new pupil</i> 		
<p>Set aside contingency funding so that we can respond quickly to address emerging needs which have not yet been identified.</p>		<p>1, 2, 3, 4, 5, 6, other</p>

Total budgeted cost: £431,561

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance 2022-23

82.72% (PP)

93.75% (non-PP)

Intention: bring these 2 figures in line.

46.1% PP pupils PA (2022/23)

50.1% PP pupils PA (2021/22)

Intention: reduce this figure each year.

Parent/Carer Engagement

Parent/Carer attendance to consultation evenings:

Y7 Tutor Evening

63.64% (PP)

81.03% (non-PP)

Y7 Consultation Evening

48.75% (PP)

81.08% (non-PP)

Y8 Consultation Evening

43.96% (PP)

76.49% (non-PP)

Y9 Consultation Evening

73.33% (PP)

73.93% (non-PP)

Y10 Consultation Evening

43.24% (PP)

76.45% (non-PP)

Y11 Consultation Evening 1

35.29% (PP)

80.83% (non-PP)

Y11 Consultation Evening 2

46.15% (PP)

75.56% (non-PP)

Intention: bring these figures in line.

PP Parent/Carer Consultation

89% of respondents felt they had all the support they needed to communicate with their child about what they had learned in school.

94% were more than happy to come into school and meet with teachers to support their child's learning.

94% felt the school respects their time when asking for support.

13 parents/carers volunteered to support the school with future work on improving parent/carers engagement.

Intention: Increase number of PP parents/carers who engage in parent/carer voice.

Literacy Skills

In 2023/24 we will collect predictions in KS3 rather than CWA. This will facilitate more accurate measuring of the impact of this strategy plan on improving literacy skills.

Y9

50.65% on target in English Language (PP)

67.37% on target in English Language (non-PP)

Y10

34.25% on target in English Language (PP)

55.14% on target in English Language (non-PP)

Intention: bring these figures in line.

P8 English (SMID 08/09/2023 / SISRA 13/09/2023)

-0.56 / -0.73 (PP)

0.56 / 0.52 (non-PP)

Intention: bring these figures in line.

53.68% PP pupils have a reading age below their chronological age

Intention: reduce this figure each year.

Self-efficacy

Intention: Conduct pupil voice in Autumn 2023 to identify PP eligible pupils for whom further intervention on this is required.

Self-Regulated Learning

Y7 Average ATL

2.15 (PP)

1.81 (non-PP)

Y8 Average ATL

2.05 (PP)

1.77 (non-PP)

Y9 Average ATL

2.32 (PP)

1.82 (non-PP)

Y10 Average ATL

2.09 (PP)

1.85 (non-PP)

Y11 Average ATL

2.19 (PP)

1.8 (non-PP)

Intention: bring these figures in line.

Y11 Results 2022/23 (P8 figures from SMID 08/09/2023 / SISRA 13/09/2023)

39.6% achieving 4+ in both English & maths (PP)
80.1% achieving 4+ in both English & maths (non-PP)

26.4% achieving 5+ in both English & maths (PP)
62.5% achieving 5+ in both English & maths (non-PP)

7.5% achieving 7+ in both English & maths (PP)
22.1% achieving 7+ in both English & maths (non-PP)

Intention: bring these figures in line.

30% of PP pupils with positive P8
Intention: increase this figure each year.

P8
-0.82 / -0.87 (PP)
0.52 / 0.51 (non-PP)
Intention: bring these figures in line.

Additional Y11 Data

Number of disadvantaged pupils: 53
% of disadvantaged pupils: 16.4

English P8 for disadvantaged pupils: -0.60 / -0.73
Maths P8 for disadvantaged pupils: -0.69 / -0.71
EBacc P8 for disadvantaged pupils: -0.56 / -0.63
Open P8 for disadvantaged pupils: -1.29 / -1.35
Average A8 per disadvantaged pupil: 34.24

% of disadvantaged pupils entering the EBacc: 52.8%
% of disadvantaged pupils achieving 4+ in the EBacc: 20.8%
% of disadvantaged pupils achieving 5+ in the EBacc: 9.4%