



RLT School Student Premium Strategy Document 2017/18

The Student Premium Grant is paid to schools to maximise the potential of disadvantaged children.

At Kirkby High School, our primary aim is to bridge the performance gap between our disadvantaged children compared to non-disadvantaged children nationally. Our expectation is to provide excellent teaching for all of our students as well as providing a variety of opportunities for students to grow and mature.

Barriers to Progress

- Low levels of literacy on entry. A high percentage of students entering school with below age related literacy and oracy skills.
- Vulnerable families and students, from areas of high deprivation and involvement in gangs and/or gang culture with low aspirations and emotional and social needs.
- High rates of persistent absence.
- School readiness (low academic baselines on entry, not being socially and emotionally ready for secondary education)

Desired Outcomes of our Strategy

1. Continuous and sustained improvement in literacy, numeracy and oracy skills for students who arrive with very low and low levels of literacy, allowing access to a broad and balanced curriculum.
2. A rapid rate of progress across all ability ranges including more-able students on entry and LAC.
3. An increase in rates of attendance and a decrease in persistent absence.
4. An increase in the number of students who are socially, emotionally and educationally school ready.
5. Raised aspirations providing students with the drive, resilience and determination to become valued members of the community, encouraging a separation from gangs and the culture it encourages.



Academic Year	2017/18	Total PP budget (2017/18)	482,460
Total number of students	853	Number of students eligible for PP	516
Whole school P8 (2016/17)	-0.7	PP students P8 (2016/17)	-0.8

Action Plan to Achieve Desired Outcomes				
Desired Outcome	Action	Success Criteria	Responsible/ Monitored	Cost
1. Continuous and sustained improvement in literacy, numeracy and oracy skills for students who arrive with very low and low levels of literacy, allowing access to a broad and balanced curriculum.	Provide additional inclusion staff and additional inclusion staffing hours to: <ul style="list-style-type: none"> • Provide academic intervention for literacy, numeracy and reading as required • Provide emotional support for vulnerable students as required • Work one to one or with small groups on educationally targeted interventions as required. • Provide classroom support to enhance engagement in lessons. • Provide teaching in childcare to small groups 	The majority of targeted sets will make more than two chronological year's progress, in reading, in one academic year. <i>(data will be checked each term to ensure rapid progress)</i> Increase in classroom engagement and increased rates of progress across key stages. <i>(6 week monitoring using InnovEd)</i> 100% of students who opt for childcare gain a level 2 qualification.	KH/JW/JPG	43,049



<p>1. Continuous and sustained improvement in literacy, numeracy and oracy skills for students who arrive with very low and low levels of literacy, allowing access to a broad and balanced curriculum.</p>	<p>Provide targeted resources for Maths and English including Lexia to be delivered through English lessons and identification of small groups of low ability students in mathematics for withdrawal and small group teaching Provide resources to</p> <ul style="list-style-type: none"> • Support the inclusion department with numeracy and literacy <p>Provide opportunities to reflect on social and emotional behaviours.</p>	<p>The majority of targeted children will make more than two chronological year's progress, in reading and numeracy, in one academic year. <i>(data will be checked each term to ensure rapid progress)</i> Ensure vulnerable students have access to continue learning while reflecting on their behaviour for learning.</p>	<p>RL/AM/KH</p>	<p>11,270</p>
<p>1. Continuous and sustained improvement in literacy, numeracy and oracy skills for students who arrive with very low and low levels of literacy, allowing access to a broad and</p>	<p>Provide additional literacy time through a curriculum change to Technology and MFL and additional time in Humanities for year 7, 8 and 9. Small group Literacy withdrawal from History once a week for set 3 and 4 in year 7 and 8. Deliver Kirkby Child values through literacy time. Provide literacy resources for targeted students and small group intervention.</p>	<p>The majority of targeted sets will make more than one chronological year progress, in reading, in one academic year. <i>(data will be checked each term to ensure rapid progress)</i> Improved levels of literacy, allowing access to all curriculum subjects increasing progress in key stage 3. <i>(6 week monitoring using InnovEd)</i></p>	<p>PMC/JPG/KH</p>	<p>17546</p>



balanced curriculum.				
1. Continuous and sustained improvement in literacy, numeracy and oracy skills for students who arrive with very low and low levels of literacy, allowing access to a broad and balanced curriculum.	Display students' best pieces of work from primary in the front of their exercise books.	Increased motivation and pride in student work. Higher rates of progress as a result of higher expectations from staff. <i>(Evidence from autumn term strand review)</i>	KS	1500
1. Continuous and sustained improvement in literacy, numeracy and oracy skills for students who arrive with very low and low levels of literacy,	Develop ICT resources to <ul style="list-style-type: none"> • Allow every student the opportunity to have internet access. • Enhance the learning experience in all subject areas • Provide members of staff with the opportunity to develop their assessment for learning through the use of the innoved 	Increase in rates of progress in Computing. <i>(Half termly progress updates)</i> Increased use of assessment for learning by staff to inform gap analysis. <i>(Evidence from autumn term strand review)</i> Increase in rates of progress for students across key stages bridging the gap between PP	WLE/AB	48,300



<p>allowing access to a broad and balanced curriculum.</p> <p>2. A rapid rate of progress across all ability ranges including more-able students on entry and LAC.</p>	<p>tracking system and 4 matrix data manipulation system.</p>	<p>students and others nationally <i>(Half termly progress updates)</i></p> <p>Higher rates of independent research in lessons resulting in higher motivation and resilience. <i>(Evidence from strand reviews and health checks)</i></p>		
<p>2. A rapid rate of progress across all ability ranges including more-able students on entry and LAC.</p> <p>3. An increase in the number of students who are socially, emotionally and educationally school ready.</p>	<p>Provide learning supervisors to</p> <ul style="list-style-type: none"> • Withdraw particular students in Y7 for small group intervention in targeted subject areas as required. • Support departments with assessment for learning and strength and weakness analysis. • Work one to one with Y7 students in lessons to ensure engagement and progress 	<p>Increase in students who are secondary school ready. Higher engagement in class and lower rates of exclusion. <i>(Autumn governors attendance and behaviour update)</i></p> <p>Accelerated rates of progress across Y7. <i>(Half termly progress updates)</i></p>	<p>JW/KH</p>	<p>57,791</p>



<p>3. An increase in rates of attendance and a decrease in persistent absence.</p>	<p>Employ an additional attendance officer to work with students, and the families of students with, high rates of absence as necessary.</p> <p>Provide transport to and from school for disadvantaged children.</p>	<p>Increased challenge and support for students with low attendance, Attendance increases from 91.5% to 94.8% in a year.</p>	<p>WLE/JW</p>	<p>21,310</p>
<p>3. An increase in rates of attendance and a decrease in persistent absence.</p> <p>4. An increase in the number of students who are socially, emotionally and educationally school ready.</p> <p>5. Raised aspirations providing students with the drive and determination to become valued members of the community,</p>	<p>Provide subsidy for student rewards for behaviour and attendance to promote confidence, self-esteem and motivation.</p>	<p>Increase in whole school conduct points by 5%.(from 129601 to 136081)</p> <p>Attendance rises to nearer the national average.</p> <p>Behaviour and social skills and improved. (as evidenced in faculty health checks, strand reviews and behaviour points)</p>	<p>JW/NA</p>	<p>12,880</p>



encouraging a separation from gangs and the culture it encourages				
4. An increase in the number of students who are socially, emotionally and educationally school ready.	Provide subsidy of music tuition for talented students as appropriate	Higher rates of self-esteem and motivation to move away from gang culture. Raised rates of progress in music. <i>(Half termly progress updates)</i>	DS	6,440
4. An increase in the number of students who are socially, emotionally and educationally school ready.	Provide support staff to <ul style="list-style-type: none"> • Target persistent offenders in the isolation room as required • Work with the year teams to influence the number of students who are non-serial offenders. 	A decrease in the percentage of students who attend the isolation room who are not persistent offenders by 10%.	WLE/JW	11,040
4. An increase in the number of students who are socially, emotionally and educationally school ready.	Appoint a 'strengthening communities' post to <ul style="list-style-type: none"> • Identify and intervene with vulnerable students in key stage 3 • Work closely with families and external agencies to support the family network. 	An increase in self-esteem, confidence and motivation. Exclusion rates fall close to national average.	JW/KH	17,388



<p>5. Raised aspirations providing students with the drive and determination to become valued members of the community, encouraging a separation from gangs and the culture it encourages</p>	<ul style="list-style-type: none"> • Provide opportunities for extra-curricular activities for students susceptible to gang culture • Support students in social times. 			
<p>4 An increase in the number of students who are socially, emotionally and educationally school ready.</p> <p>5 Raised aspirations providing students with the drive and determination to become valued members of the</p>	<p>Provide subsidy for KS4 external pastoral programmes and work-based provision.</p>	<p>Greater engagement and accelerated learning and progress for KS4 targeted students ensuring pathways in further education or apprenticeships. <i>(Half termly progress updates)</i></p> <p>Increase in readiness for employment. (NEET figures drop by 10%)</p>	<p>WLE/PMC/JW,</p>	<p>83,720</p>



<p>community, encouraging a separation from gangs and the culture it encourages.</p>				
<p>4 An increase in the number of students who are socially, emotionally and educationally school ready.</p>	<p>Provide resources to deliver a cross curricular theme in all subject areas based around the Kirkby child to all of year 7. Facilitate a reduced one week timetable to enable a daily assembly for the first school week in September for all year groups</p>	<p>Students experience a primary feel of continuity in lessons ensuring a smooth key stage 2/3 transition. Students have a clear understanding of the Kirkby code and expectations of the school. Increased rates of engagement and reduction in isolation by 10%</p>	<p>PMC/HoD's</p>	<p>1000</p>
<p>4 An increase in the number of students who are socially, emotionally and educationally school ready. 5 Raised aspirations providing students with</p>	<p>Provide subsidy and time in school day for year 7 team building and communication residential.</p>	<p>Students will work together enhancing the school ethos and community spirit. Students will embed the ethos of the Kirkby Child, including the establishment of mutual respect. Students will bond with their peers.</p>	<p>JW/AB</p>	<p>8600</p>



<p>the drive and determination to become valued members of the community, encouraging a separation from gangs and the culture it encourages</p>				
<p>4 An increase in the number of students who are socially, emotionally and educationally school ready. 5 Raised aspirations providing students with the drive and determination to become valued members of the community, encouraging a separation from gangs and the</p>	<p>Provide financial subsidy and time for the 'strengthening communities' post to create a school ready project.</p>	<p>Students will have a clear understanding of the expectations of our ethos. They will know where to turn to for help and will understand restorative justice conversations, therefore, reducing persistent offenders referred to isolation by 10%.</p>	<p>JW/KH/TB</p>	<p>3000</p>



culture it encourages.				
<p>4 An increase in the number of students who are socially, emotionally and educationally school ready.</p> <p>5 Raised aspirations providing students with the drive and determination to become valued members of the community, encouraging a separation from gangs and the culture it encourages</p>	<p>Appoint a PSHE post. Provide curriculum time to deliver PSHE</p>	<p>Students will gain an understanding of social dynamics and communication skills.</p> <p>They will develop fully as individuals and as members of families and social and economic communities.</p> <p>Exclusion rates will decrease to national average. (<i>Autumn governors attendance and behaviour update</i>)</p>	<p>WLE/PMC</p>	<p>2500</p>



<p>5. Raised aspirations providing students with the drive and determination to become valued members of the community, encouraging a separation from gangs and the culture it encourages.</p>	<p>Provide additional pastoral support to:</p> <ul style="list-style-type: none"> • work with students regarding behaviour for learning as required • Increase parental contact and support families as required 	<p>Increased rates of progress across key stages for students at risk of isolation or exclusion.</p> <p>Isolation referrals fall by 10%.</p> <p>Exclusion rates fall to near national average. <i>(Autumn governors attendance and behaviour update)</i></p>	<p>WLE/JW</p>	<p>58,018</p>
<p>2. A rapid rate of progress across all ability ranges including more-able students on entry and LAC</p> <p>4. An increase in the number of students who are socially, emotionally and educationally school ready</p>	<p>Provide building work to complete a care centre which will</p> <ul style="list-style-type: none"> • Cater for an alternative environment for learning which will provide time for restorative measures and pastoral intervention 	<p>Increased rates of progress across key stages for students at risk of isolation or exclusion.</p> <p>Isolation referrals fall by 10%.</p> <p>Exclusion rates fall to near national average. <i>(Autumn governors attendance and behaviour update)</i></p>	<p>WLE/JW</p>	<p>30,000</p>



<p>3. A rapid rate of progress across all ability ranges including more-able students on entry</p> <p>4. An increase in the number of students who are socially, emotionally and educationally school ready</p>	<p>Provide staffing in the care centre who to</p> <ul style="list-style-type: none"> • Develop learning schemes which will develop attitudes to learning. • Facilitate the delivery of the basics in English, maths and science. 	<p>Increased rates of progress across key stages for students at risk of isolation or exclusion.</p> <p>Isolation referrals fall by 10%.</p> <p>Exclusion rates fall to near national average. (<i>Autumn governors attendance and behaviour update</i>)</p>		45,000
Pupil Premium Governor	Governor appointed as a Pupil Premium champion. Training provided by the Trust in the autumn term.	<p>Governor to meet with the PP lead half termly to monitor PP progress in the strategy.</p> <p>Governor to feed back to the LGB on progress.</p>	Gov/PMc/CJa	Provided by the Trust
Individual pupil Bid fund	Provide financial resource for departments to enhance the progress individual students	Increased rates of progress across key stages for students	PMC	2000
			Total cost	£482,352