

## **RLT School Student Premium Strategy Document 2018/19**

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 students compared to non-disadvantaged students 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**

- Numeracy, Literacy and Oracy
- Achievement of students who would previously been school action +
  
- Individual needs of the student
- Curriculum (KS2-3 transition)
- Resources
- Increasing class sizes
  
- Staff awareness
- Individual subject barriers
- Nutrition
  
- Attendance
- Punctuality
  
- Boys' Achievement
- Student aspirations – home/community
- Careers/guidance
- PSHE/British values
- Citizenship

## Desired Outcomes of our Strategy

1. Develop and implement a policy which is followed by all teachers to improve pupils' literacy skills and oracy.
2. Enhance KS3 outcomes for all groups across all subjects especially boys, disadvantaged, and those who have special educational needs
3. Attainment gap at KS4 between disadvantaged students and National other to be reduced to less than 0.6.
4. Raise attendance for all disadvantaged pupils and those who have additional needs and/or disabilities PP attendance raised to 91.5%
5. Raise aspirations of disadvantaged students, LAC and parents to promote engagement and eagerness to learn.

\*provisional

<b>Academic Year</b>	2018/19	<b>Total PP budget (2018/19)</b>	483000
<b>Total number of students</b>	885	<b>Number of students eligible for PP</b>	62% (549)*Provisional
<b>Whole school P8 (2017/18)</b>	-0.79*	<b>PP students P8 (2017/18)</b>	-0.9*

Desired Outcome	Action	Success Criteria – Responsible for/Monitored by			Cost
		PHASE 1 KPT (Sept '18– Dec '18)	PHASE 2 KPT (Jan '19 – March '19)	PHASE 3 KPT (April '19 – August '19)	
<p>1. Develop and implement a policy which is followed by all teachers to improve pupils' literacy skills and oracy.</p>	<p>Appoint Literacy coordinator (Sept18)</p> <p>Collate and analyse reading ages (Sept 18)</p> <p>Curriculum review to include extra literacy lesson for low ability students in year 7 and year 8. (Sept 18)</p> <p>Training to develop approach to literacy writing in key subject areas (Sept 18)</p> <p>Continue weekly emails to staff focussing on one point of standard English (Sept 18 onwards)</p> <p>Identification of specific students to target through use of FFT Aspire, InnovEd, PowerBI 4matrix (</p> <p>CPD of staff on effective use of data to inform teaching and learning</p>	<p>Earlier intervention strategies put in place in Year 7 for key students with a clearer tracking and monitoring process for the individual needs of the students. (MT,RL,AWA,KHu)</p> <p>Increased curriculum time for literacy(PMC)</p> <p>Literacy leads use the data to adapt the literacy interventions (AWA)</p> <p>Staff made aware of CATS Scores and interventions put in place (MT/Progress and ATL managers/HoFs)</p>	<p>Clearer process to identify students and record working practices of students when applying for access arrangements for GCSEs at KS4. (JW,KH,MT)</p> <p>Students more confident in understanding the language of examinations. (HoFs)</p> <p>Clear tracking of students with low reading age (MT/AWA/KHu)</p> <p>Interventions monitored and adapted (MT/Progress and ATL manager/HoFs)</p>	<p>More informed option choices and pathways for specific students. (New AHT)</p> <p>Book reviews and lesson observations show improved literacy feedback within lessons (AD)</p> <p>Students who have low scores in CATS tests to be tracked and improvements evident. (MT)</p> <p>Evidence to show improved reading ages. A reduction in the number of students below 9.5</p>	<p>FFT ASPIRE</p> <p>4Matrix (£626.20)</p> <p>PowerBi (£371.38)</p> <p>Proportion of AHT salary</p> <p>Proportion of Literacy coordinator/SLT salary</p> <p>Proportion of AHT salary</p> <p>CATS / Reading tests (£2322.06)</p> <p>Cost additional teaching period in English 7 hours per week</p> <p>(3 hours for y7 and 4 for y8)</p>

	<p>CATs tests for all Year 7</p> <p>Reading test for start of year 7, year 8 and year 9</p> <p>Reading tests for Year 9 students in January 2019 to aid in the option process.</p> <p>PSHE half days –Internal and external presenters</p> <p>Compulsory reflective Fridays</p> <p>Transition team initiatives</p>				<p>External PSHE Input Trust input (£1395)</p>
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2. Enhance KS3 outcomes for all groups across all subjects especially boys, disadvantaged and those who have special educational needs	<p>KS2 to KS3 transition to identify the needs of specific students to ensure they all fully equipped for secondary education</p> <p>2018 summer data to be used immediately as the starting point for autumn 2017 onwards.</p> <p>Specific subject interventions to be put in place by HoF using PowerBI</p> <p>Peer mentoring of KS3 disadvantaged students by trained prefects at lunchtimes either academically or emotionally.</p> <p>Use of Class charts for seating plans and to track homework</p> <p>CPD for staff on PowerBi and expectations around this</p> <p>Early identification of students under performing at KS3 and relevant interventions used</p>	<p>Specific subject interventions to be put in place by HoF using PowerBI (HoFs/MT)</p> <p>Target students identified and interventions taking place (HoFs and TAC)</p> <p>All teaching staff using class charts for seating plans and homeworks (AD)</p> <p>Teachers use accurate assessment information from Inoved to plan lessons that suit the needs of all students (MT/AD/Teaching staff)</p> <p>PP and gender gap less than 0.7 of a</p>	<p>Students relate to their peers and grow in confidence either academically or emotionally e.g. Strategies passed down from a Year 11 student to a Year 7 student who has dyslexia. (KHu/LM/JC)</p> <p>Intervention impact monitored and target list of students modified. (MT/Progress and ATL managers and HoFs)</p> <p>Parents and students aware of homework quality and amount of homework improved (HoFs/AD)</p> <p>PP and gender gap less than 0.6 of a stage</p>	<p>Student/parent engagement with own learning increases (AD)</p> <p>Reduce gender gap to below 0.3 of a stage in all year groups at KS3</p> <p>Reduce PP gap to below 0.5 of a stage across all year groups in KS3</p>	<p>Proportion of HoY time</p> <p>Class charts (£1964.78)</p> <p>Prefect training- PSHE budget above</p> <p>PowerBi (as above) INOVED</p> <p>Gifted and talented coordinator proportion of salary</p> <p>Proportion of Progress and ATL managers salary</p> <p>Numeracy Coordinator</p>

	<p>within faculties and through TAC</p> <p>Classroom teachers use data from HOF to target students underperforming</p> <p>Appoint gifted and talented coordinator with a focus on underachieving students who were high on entry.</p> <p>Appoint Numeracy Coordinator</p> <p>Raise profile of STEM subjects and improve teaching through STEM</p>	<p>stage in all year groups</p>			
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<p>3. Attainment gap at KS4 between disadvantaged students and National to be reduced to less than 0.6.</p>	<p>TAC to provide interventions around mental health and emotional support</p> <p>Timetabled interventions for English and mathematics</p> <p>Specific half term revision sessions for all subject areas.</p> <p>GCSE intervention timetable to be implemented from Easter 2019 onwards.</p> <p>Transport provided to enable disadvantaged students to attend after school revision sessions.</p> <p>Breakfast club for the most vulnerable</p> <p>How to revise sessions including providing revision resources (highlighters/post its/revision cards)</p> <p>Calculators to be provided for every student</p>	<p>Greater focus on differentiating to the individual's needs.</p> <p>Parents aware of student targets and current performance and agreement to best support their child during meeting (MT/LM)</p> <p>Reduce PP gap of KHS compared to National KS4 to less than 0.8</p>	<p>Students are confident that they have a "Trusted Adult" to liaise with on a regular basis. (MT)</p> <p>Barriers to attending revision sessions for some students are removed. (MT/LM/JP/JMC)</p> <p>Nutrition and health is valued by the students to ensure that they have the energy to engage in learning throughout their exams MT/LM/SB/JMC/JP</p> <p>Students to take a more active, positive role in their school life. (MT/LM/SB/JMC/JP)</p>	<p>Key subject areas have additional curriculum time to suit the needs of the individual. (MT/RL/CF/SB)</p> <p>All students will have access to resources and key staff during the examination series. (MT/HoF)</p> <p>Reduce PP gap of KHS compared to National KS4 to less than 0.6</p>	<p>Proportion of AHT time</p> <p>Budget for intervention lessons £1000</p> <p>Revision transport £1000</p> <p>Equipment subsidies £300</p> <p>Uniform subsidies £500</p> <p>Breakfast club £1000</p> <p>Revision guides £100</p> <p>Refreshments during exams £500</p>

	<p>Refreshments including bottles of water for students PP students during exams</p> <p>Revision guides purchased for most vulnerable</p> <p>Identification of students under performing at KS4 and relevant interventions used within faculties and through TAC</p> <p>Parent meetings set up for all students who are underperforming.</p> <p>Parent information evening</p> <p>Target students given a mentor</p>		<p>Reduce PP gap of KHS compared to National KS4 to less than 0.7</p>		
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4. Raise attendance for all disadvantaged pupils and those who have additional needs and/or disabilities. PP attendance raised to 91.5%	<p>New pastoral structure with designated attendance mentors for students.</p> <p>Revise SLT roles starting September with increased impact on attendance. Split behaviour and attendance roles.</p> <p>CPD training for attendance mentors</p> <p>CPD training for mental health mentors.</p> <p>Weekly attendance analysis meetings</p> <p>Increase regular communication with parents by introducing termly attendance letter highlighting individual student attendance</p>	<p>Greater and clearer lines of communication between school and parents. (PMC/JW/JP/DB/MEd)</p>	<p>Disadvantaged students' attendance up to March 2018 was 89.97 %, as opposed to others of 94.48%. By 23<sup>rd</sup> March '18 the gap will be less than 4%</p>	<p>PP Attendance raised from a current position of 89.97% to 91.5%. (PMC/JW)</p>	<p>Attendance officer</p> <p>Rewards budget (£9300)</p> <p>Trust School Improvement Officer time</p> <p>Attendance mentor proportion of salary</p> <p>Safe guarding mentor proportion of salary</p>

	<p>Attendance information stand in every parents evening</p> <p>More structured home visits for those students who are at risk of PA</p> <p>Attendance panel meetings with parents of all students identified as becoming in danger of PA</p>				
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5. Raise aspirations of disadvantaged students, LAC and parents to promote engagement and eagerness to learn.	<p>Provide HoF with Xlass charts behaviour reports for the QA meetings with SLT links</p> <p>Provide further training for HoF on producing Classcharts reports, allowing them to identify areas for development around behaviour</p> <p>New pastoral system to be implemented from September with designated ATL managers</p> <p>Appointment of Youth Engagement Officer to provide extra support for disengaged disadvantaged boys</p> <p>Youth Engagement officer to use external presenters for targeted groups.</p> <p>YEO to work with transition of KS2 disengaged students before they attend KHS</p>	<p>New pastoral system implemented. TAC used for clear interventions from September (CBo, Progress and ATL managers)</p> <p>CIAG coordinator had clear action plan and overview of which students to target so that every student has at least one encounter with FE,HE or industry.</p>	<p>Data has been scrutinised and meetings held with HoF for Maths, English and identified faculties</p> <p>Information shared collated and identified in teacher planning</p> <p>Areas identified for SEND book review</p> <p>Teacher timetables cross referenced against SEND, low ability and</p>	<p>Lesson observations and book scrutinies show an improved ATL (AD)</p> <p>Percentage NEET to be 0%</p> <p>number PP exclusions reduced</p> <p>Number of PP Isolations reduced</p>	<p>Careers Connect £4774</p> <p>Proportion of AHT time</p> <p>Care centre staff</p> <p>CIAG Coordinator Youth Engagement Officer</p> <p>ATL Rewards (as above)</p> <p>Parents evening refreshments £750</p> <p>Summer school costs £2500</p> <p>Uniform for Y7 Uniform £11222 replacements</p> <p>Baby wipes</p>

	<p>Summer school to take place to prepare students for KHS</p> <p>KHS Transition strategy developed and implemented</p> <p>External agencies to be used PSHE to prevent key issues arising for example knife crime, drugs and gangs</p> <p>SLT support to be covered by student mentors for skilled interventions and SLT to deal with more serious behaviour concerns</p> <p>Break/lunchtime student supervisors to promote positive behaviours on the Astroturf</p> <p>Positive behaviour reward system to be implemented by Pastoral Assistant Headteacher</p> <p>Appointed a CIAG coordinator to raise aspirations of students when planning their future.</p>		<p>underachieving classes</p> <p>Christmas SEND student celebration organised</p>		<p>£100 Alternative curriculum 17670 43400</p> <p><i>Transition strategy</i></p> <p><i>Prizes £400</i></p> <p><i>Lunches for transition days £750</i></p> <p><i>Dolly hall trip 48 x £40 = £1920</i></p>
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	<p>Review care centre provision and use this as a way to turn around extreme behaviour</p> <p>Early identification of CLA at primary liaison. Liaise with primary schools, social care, foster carers and meet child (JWh, KHu)</p> <p>Provide CLA with link to appropriate members of staff for emotional support, academic support and mentor (JWh, KHu)</p> <p>Ensure quick response to absenteeism. Highlight with attendance team. Ensure engaging curriculum and activities (JWh, KHu)</p> <p>Mentoring sessions should include short and long term personal planning with CLA. Support pathway to success. (JWh, KHu)</p>	<p>Increase engagement and attendance and raise self esteem – establish relationships</p> <p>CLA has good relationship with school staff and develops positive attachments and trust</p> <p>Develop systems for regular meeting to discuss wishes and feelings regarding school life</p> <p>Ensure that short term and long term goals are realistic to the need and ability of CLA</p>	<p>Procedures in place for intake of CLA Conversation and meeting with VST</p> <p>Named members of staff identified Provide attachment training for named staff</p> <p>CLA weekly agenda item at pastoral meetings Ensure tracking systems highlight CLA on progress and attendance</p> <p>Promote challenge and positive mind set Discuss career targets within PEP meetings and CLA reviews</p>	<p>High level of support on transition from feeder schools, changing of foster carers, move into permanence or after an exclusion</p> <p>CLA achieve expected level of progress and realise their short and long term academic achievements and aspiration</p> <p>Attendance of CLA is good to excellent</p>	<p>CLA Funding =£11006* (Provisional and not part of PP)</p>
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<b>Strategy total spend</b>	103865.42
<b>Strategy staffing costs</b>	376728.92
<b>Total cost</b>	£480594.34
<b>Reserve:</b>	£2405.66