**RLT School Student Premium Strategy Document 2020/21**

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
* Students with SEND
* Individual needs of the student
* Curriculum (KS2-3 transition)
* Resources
* Staff awareness
* Individual subject barriers
* Nutrition
* Attendance
* Punctuality
* Boys’ Achievement
* Student aspirations – home/community
* Careers/guidance
* Cultural Capital

**Desired Outcomes of our Strategy**

1. Improve literacy and numeracy skills of students who are disadvantaged or have SEND focussing on the power of reading, recall and extended writing.
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 0.5 (average grade)
4. Raise attendance for all disadvantaged pupils and those who have SEND focussing on closing the PP gap.
5. Raise aspirations of disadvantaged students, LAC and parents to promote engagement, eagerness to learn and increase opportunities to develop student “cultural capital” with creative experiences relevant to their development stage, community, and social expectations.

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| **Academic Year** | 2020/21 | **Total PP budget (2020/21)** | £519520 |
| **Total number of students** | 901  (Jan20) | **Number of students eligible for PP** | 544 (Jan20) (60%)  Oct 20(63%) |
| **Whole school P8 (2019/20)** | -0.36 | **PP students P8 (2019/20)** | -0.43 |

\*provisional

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| **Desired Outcome** | **Action** | **Success Criteria –** Responsible for**/Monitored by** | | | **Cost** |
| **PHASE 1 KPT (Sept ’20– Dec ’20)** | **PHASE 2 KPT (Jan ’21 – March ’21)** | **PHASE 3 KPT (April ’21 – August ’21)** |  |
| Improve literacy and numeracy skills of students who are disadvantaged or have SEND focussing on the confidence recall and extended writing | * KS3 school day changed to incorporate 20 minute lessons for extended writing (Sept20) * Provide CPD for staff on subject specific extended writing. Provide staff with time in faculties / departments to develop extended writing. (Term 1) * School day changed to accommodate extended form time to improve confidence and develop oracy (Sept20) * PSHE timetable incorporated in to extended form time (Sept20) * Compulsory reflective Fridays for students to develop oracy and discuss (SDU) * Literacy coordinator to write and implement literacy development plan (Sept20) * Ensure faculties are using VCOP maps effectively for whole school approach (SKE- Sept ’20) * INSET for all staff to ensure they are aware of VCOP and understand the plans for it for the year (Sept ’20- ADO) * Support offered to all staff for specific aspects of literacy (ongoing) * Monitor staff using VCOP with the following: voluntary lesson drop ins – strand – book reviews. * Audit curriculum areas for subject specific reading (Summer term 2020) * Literacy CPD session in Sept 20 with strategies * Develop role of literacy co-ordinator ensuring a positive impact on reading and a culture of reading(SKE) * Promote oracy to aid discussion about what is being learnt and how it fits into the learning journey (Term 1) * Develop the use of the reading area in English Homebase for y7 bubble to ensure that a wider group of students access resources (Term 3) * Organise a reading café for parents/students during Literacy/Numeracy evening (Spring ‘20) * Identify students with low level literacy skills in Year 7 (initially) and KS3, apply intervention for the students (SCro Sept ’20) * Asked parents to help take part in Kirkby Child Reading Challenge with students. * Ask staff for books to send to community centre to be picked up for parents/children. (Winter ’20) * Numeracy coordinator to write and implement action plan to improve numeracy(AMA- Sept 20 * Form time activities provided to promote numeracy and literacy on specific days (AMA/SKE Start Sept20) * Numeracy and literacy focus in transition programme * Collate and analyse reading ages for all PP students. Use these to identify students who require additional support (Sept 20) * Sims up to date with reading ages. Class charts up to date with reading ages on seating plans. Staff to use to support differentiation within lessons (Oct 19) * Training to develop approach to literacy writing in key subject areas (Sept 20) * CPD of staff on effective use of data to inform teaching and learning (Nov 20) * CATs tests for all Year 7 (Oct) Cats Tests used to target students with low levels of literacy. Also used to inform English faculty of students who are gifted in reading so they can be challenged (Oct 20) * Reading tests for all KS3 to aid in the option process and exam access (HT2) * AMA and SKE to host an information evening for parents of pupils receiving literacy and numeracy intervention. (Summer term(T2) * AMA and GJA to get Barclays life skills in to run an event. GJA to take the lead with AMA supporting (T2) * Use of powerbi and numeracy ages to assess the impact of the success@arithmetic intervention (May 21) | Staff have developed extended writing activities in their subject area (ADo/SKe)  Confidence project launched to students and staff(SDU)  Increased number of Y7 students using the reading corner(RKe/SKe)  TA’s trained in power of reading and use this in small group intervention (KHu/SKe)  Improved numeracy scores in form time (AMa)  Staff identify low verbal/non-verbal scores and use this as an intervention to support students during lessons (MTU)  English faculty are aware of who most able readers are and use this to inform planning to raise challenge (MUT/RKe)  Staff to be skilled in intervention strategies and to improve their progress for literacy in subject specific area  To identify target group of Year 7 students with low level literacy skills to take part in intervention (to be shared with all staff) | Books show increased extended writing activities (ADO)  Form time programme to be embedded (SDU)  Increased number of students using the reading corner compared to T1 (RKe/SKe)  Students who have low reading ages begin to enjoy reading (KHu/MTU)  Improved scores in form time and adapted to suit particular ability of student (AMA)  SKE support staff to develop resources within faculties  Host parents evening with students who are ongoing with Literacy intervention | Books show progress over time in terms of extended writing responses. (ADO)  Form time learning walks show students discussing and interacting during form time (SDU)  Outcomes improved for KS3 especially PP students who have low non-verbal and verbal scores in the CATS tests (MT)  Increased number of students using the reading corner compared to T2(RKe/SKe)  Reading ages improve for PP students (MT/KHu  Improved numeracy used in subjects and increased numeracy age for those who enter below expected age (AMA/KHU)  Students who are gifted in numeracy and literacy are identified before they enter year 7 on a KHS programme.  SKE aware of areas of strength and those that require development within school and action plan is RAG rated  Gather feedback from parents who have read with their students, via the power of reading research in Phase 2. | Class charts  Proportion of AHT salary MTu  Proportion of AHT salary  Proportion of Literacy coordinator  CATS / Reading tests  (£2,400 -paid by LA)  Power of reading course  Literacy/numeracy form time resources |

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| **Desired Outcome** | **Action** | **Success Criteria –** Responsible for**/Monitored by** | | | **Cost** |
| **PHASE 1 KPT (Sept ’20 – Dec ’20)** | **PHASE 2 KPT (Jan ’21– March ’21)** | **PHASE 3 KPT (April ’21– August ’21)** |  |
| Enhance KS3 outcomes for all groups across all subjects especially boys, disadvantaged and those who have special educational needs | * Review assessment at KS3 with a focus on know more and remember more (SEPT20) * Increase number of quality independent tasks in lessons to inform learning journey (know more, remember more) (Oct20) * CPD – Twilight for teachers to reduce number of exams, increase awareness of assessment criteria within the SOW (NOV20) * Collate KS2 information from primary school to establish working towards, expected and in greater depth in light of KS2 SATS being cancelled (Aug20) * Support middle leaders to QA teaching materials and ensure they are suited to ability and provide sufficient challenge to all students (JRi/KHu) * Improve further the deployment of  teaching assistants, by using SEND student progress data more effectively, to inform targeted provision in specific lessons, where students may be making less progress in other areas of the curriculum (JRi/KHu) * Develop training for teaching assistants,  including basic English and maths skills(JRi/KHu) * Provide quality training for inclusion staff, including training for teaching and learning practice to enable expert, specialist  delivery of interventions (JRi/KHu) * Improve further SEND QA processes to  include student in the classroom with learning walks and student/TA  observations * KS2 to KS3 transition to identify the needs of specific students to ensure they all fully equipped for secondary education (ADO/LGR) * 2020 summer data to be used immediately as the starting point for autumn 2020 onwards(MTu) * Specific subject interventions to be put in place by HoF using PowerBI (MTu) * Use of Class charts for seating plans and to track homework(Ado) * CPD for staff on PowerBi and expectations around this(MTu) * Early identification of students under performing at KS3 and relevant interventions used within faculties and through TAC (MTU) * Gifted and talented coordinator to implement action plan with a focus on underachieving students who were high on entry(NCo) * Improve progress of students whose first language is not English by providing ipad translating resources, TA support and TwinkL(JRi/KHU) | Introduce assessment changes (MTU)  Students working towards expected standard, working at expected standard or greater depth on Sims for teachers to inform teaching(MTU)  Students who require additional support are identified after first data collection (JRi/KHu/MTu)  TAs have identified areas for development in English and/or maths (KHu/JRi)  Specific subject interventions to be put in place by HoF using PowerBI (HoFs/MTU)  Target students identified and interventions taking place (HoFs and TAC)  All teaching staff using class charts for seating plans and homeworks (AD)  Teachers use accurate assessment information to plan lessons that suit the needs of all students  (MT/AD/Teaching staff)  PP and gender gap less than 0.7 of a stage in all year groups (MT)  Students whose first language is not English supplied with resources to allow them to access the curriculum and exam access applied for if parents do not speak English (MT/KHu) | HoFs meet to adapt assessment criteria (MTU/AKE)  Information from CATS uploaded on to FFT to create personalised targets.  (MTU)  Students who are receiving additional support show progress in learning compared to T1 (JRi/KHu/MTu)  Ta’s address weaknesses in English and/or maths (KHu)  PP and gender gap less than 0.6 of a stage (MTU)  Students whose first language is not English make progress in all subject areas (HT snapshots) | All SOW include assessment opportunities linked to correct level of challenge using assessment criteria. More students working at the age related expectation.  Reading ages, CATS tests, KS2 information used to  pitch challenging learning that builds on kS2 (MTU)  Students who are receiving additional support show progress in learning compared to T2 and are review is made (JRi/KHu/MTu)  TAs have improved English and Maths and are able to support students (KHu)  Reduce gender gap to below 0.3 of a stage in all year groups at KS3 (MTu)  Reduce PP gap to below 0.5 of a stage across all year groups in KS3 (MTu)  Students whose first language is not English progress becomes more rapid in all subject areas (HT snapshots) (KHU/MTu/JRi) | Proportion of HoY time  Class charts (on first page)  PowerBi  Gifted and talented coordinator proportion of salary  Proportion of AHT/SENCO salary  Numeracy Coordinator  Proportion of learning mentor salary |

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| **PHASE 1 KPT (Sept ’20 – Dec ’20)** | **PHASE 2 KPT (Jan ’21 – March ’21)** | **PHASE 3 KPT (April ’21– August ’21)** |  |
| Attainment gap at KS4 between disadvantaged students and National to be reduced to less than 0.5 (average grade) | * Review KS4 SOW to account for lost learning /PP who did not have access to online resources (AKE) * Monitor engagement of on line learning to ensure PP students have access(MTU) * Provide laptops for students who are PP (JRI/PMC) * Implement a whole school assessment  calendar that is meaningful and purposeful (MTu) * Ensure assessment is purposeful and is used by middle leaders to accurately inform intervention plans(MTu) * Ensure the options process is broad and inclusive of all, disadvantaged and those with SEND (JRi/ * TAC to provide interventions around mental health and emotional support * Specific extra learning sessions with clear plan to support risk assessment (MTu) * Review of GCSE preparation timetable leading up to exams(MTu) * How to revise sessions including providing revision resources (Diaries/highlighters/post its/revision cards) (MTu/WLY) * Refreshments including bottles of water for students PP students during exams (MTu) * Revision guides purchased for most vulnerable (MTu) * Identification of students under performing at KS4 and relevant interventions used within faculties and through TAC (MTu/SDO/SDU) * Parent phone calls made by form tutors in place of parents evening including key targets and exam up to date exam information(MTu/SDO) * Two parents evenings for year 11-PHONE CALLS (Oct20 and Jan 21) * Target PP students given a mentor Y10/Y11 and progress monitored (Oct20) | All KS4 PP students have access to online learning  Greater focus on differentiating to the individual’s needs (HoFs/SLT)  Parents aware of student targets and current performance and agreement to best support their child during meeting (MTu/LMo)  Reduce PP gap of KHS compared to National KS4 to less than 0.8 (MTu) | Increased number of students engaging in on line learning  Mentors meet with students to support revision planning and progress in lessons (MTu)  Students to take a more active, positive role in their school life. (MT/LM/SB/JMC/JP)  Parents aware of how students have progresses since previous parents evening (MTu/LMo)  Reduce PP gap of KHS compared to National KS4 to less than 0.7 | Increased outcomes for PP students.  Students who have been given a mentor show more progress than students who have not been targeted (MTu)  Key subject areas have additional curriculum time to suit the needs of the individual. (MT/RL/CF/SB)  All students will have access to resources and key staff during the examination series. (MT/HoF)  Reduce PP gap of KHS compared to National KS4 to less than 0.6 | Proportion of AHT time  Budget for intervention lessons  Equipment subsidies  Uniform subsidies  Revision guides |

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| **PHASE 1 KPT (Sept ’20– Dec ’20)** | **PHASE 2 KPT (Jan ’21 – March ’21)** | **PHASE 3 KPT (April ’21 – August ’21)** |  |
| Raise attendance for all disadvantaged pupils and students with SEND focussing on raising PP attendance to close the PP gap. | * Ensure that any PP students who are isolating have access to their usual curriculum online(SEPT20) * Ensure that parents are informed and reminded of return to school dates following an isolation period(SEPT20) * SLT/attendance team phone calls to explain clear guidance so parents feel confident sending their children to school (Sept20) * Clear communication from HT with regards to COVID 19 updates * Develop pro-active interventions to lower exclusion rates for all groups (PMc) * Develop attendance intervention to increase attendance and lower PA for all groups (SDU) * Improve punctuality and attendance to school for PP and SEND students (SDU) * Develop late sanction and routines,  improving punctuality for PP and SEND students (SDU) * Develop strategies to monitor attendance and apply interventions at an earlier stage with use of attendance team(SDU) * CPD training for attendance mentors(PMC) * Weekly attendance analysis meetings(SDU) * Regular communication with parents by termly attendance letter highlighting individual student attendance(SDU) * Structured home visits for those students who are at risk of PA(SDU) * Attendance panel meetings with parents of all students identified as becoming in danger of PA(SDU/ GHA) * Attendance target groups identified specific to PP and SEND. Designated mentor in charge of the group and impact measured weekly(SDU) * Create attendance strategy and share with SLT, with a focus on narrowing the attendance gap of PP v non PP (SDU) * Launch the LPPA award, to focus on parental engagement linked to attainment and attendance (SDU) | All students who are isolating have work set on teams and engagement is monitored (SDU/HODS)  Parents aware of clear guidelines so they are confident sending children to school (RCO/SDU)  PP attendance compared to non PP less than 4%  Greater and clearer lines of communication between school, students and parents. (PMC/JPi/DBu/GHA)  Target PP group was 84.79% 2018/2019 Improved at end of term 1  Target SEND group was 87.77% 2018/2019 Improved by end of term 1. | All students confident in accessing online learning (SDU/HODS)  Parents aware of clear guidelines so they are confident sending children to school(RCO/SDU)  PP attendance compared to non PP less than 3.5%  Target PP group was 84.79% in 2018/2019. Improved at end of term 1 by at least 0.5%  Target SEND group was 87.77% 2018/2019. Improved by at least 0.5% | PP outcomes improve despite learning at home (SDU/HODS)  Parents aware of clear guidelines so they are confident sending children to school (RCO/SDU)  PP attendance compared to non PP less than 3%  Target PP group was 84.79% 2018/2019. Improved at end of term 1 by at least 1%  Target SEND group was 87.77% 2018/2019. Improved by at least 1% | Attendance officer  Rewards budget  Attendance budget  (Unsure on amount)  Attendance mentors proportion of salary  Assistant Headteacher proportion of salary  Deputy Headteacher proportion of salary |

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| **PHASE 1 KPT (Sept ’20 – Dec ’20)** | **PHASE 2 KPT (Jan ’21 – March ’21)** | **PHASE 3 KPT (April ’21 – August ’21)** |  |
| Raise aspirations of disadvantaged students, LAC and parents to promote engagement, eagerness to learn and increase opportunities to develop student “cultural capital” with creative experiences relevant to their development stage, community, and social expectations. | * Develop careers information for KS3 (Ake) * Continue to work towards the Gatsby Benchmarks (Ake/GJA) * Ensure KS4 are prepared for college and work (e.g. mock interviews) (Ake/GJa) * Develop links with local businesses to help support and inspire students (Ake/GJa) * Ensure that fieldwork opportunities, visits and extra-curricular activities are embedded into schemes of work, supporting all disadvantaged and those with SEND (Ake) * Develop student voice (SDu) * Increase focus on British values, raising awareness with staff and students on full understanding of SMSC (JRi) * Develop further positive interactions and organised activities with school police  officer and students (SDu/PMc * Raise mental health awareness and advertise support systems to students (JRi) * Staff training in various areas of  positive language for behaviour and learning (SDu) * Provide HoF with Class charts behaviour reports for the QA meetings with SLT links * Youth Engagement Officer to provide extra support for disengaged disadvantaged boys starting as soon as they choose KHS before they arrive in year 7 (Ado/TBA) * KHS Transition strategy developed and implemented including smoother transition for students to build relationships during Forrest schools (Ado) * External agencies to be used PSHE to prevent key issues arising for example knife crime, drugs and gangs (JRi) * Positive behaviour reward system to be implemented by Pastoral Assistant Headteacher (SDu) * Appointed a CIAG coordinator to raise aspirations of students when planning their future (GJa/Ake) * Progress tracking and safeguarding of AP (JRi). * Appointment of person in charge of AP tracking (JRi) * Early identification of CLA at primary liaison. Liaise with primary schools, social care, foster carers and meet child(JRi, KHu) * Provide CLA with link to appropriate members of staff for emotional support, academic support and mentor(JRi, KHu) * Ensure quick response to absenteeism. Highlight with attendance team. Ensure engaging curriculum and activities (JRi, KHu) * Mentoring sessions should include short and long term personal planning with CLA. Support pathway to success (JWh, KHu) * Develop further the options process to ensure careers advice and events are  offered to students at KS3 (especially year 9 students when leading up to choosing their options) in order to guide and direct them appropriately when choosing option subjects (Ake) * Improve the effectiveness of pastoral pro-active intervention for students at risk of exclusion(PMc/SDu) | 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(Ake/GJa)  Isolations now tracked so impact can be measured  Number of SEND exclusions tracked.  Gatsby benchmarks baseline taken for this academic year(Ake/GJa)  Half termly visits to be made to AP providers for KIT meetings (JRi)  Increase engagement and attendance and raise self esteem – establish relationships  CLA has good relationship with school staff and develops positive attachments and trust  Develop systems for regular meeting to discuss wishes and feelings regarding school life  Ensure that short term and long term goals are realistic to the need and ability of CLA | Increased focus on aspirations particularly in year 9 prior to options (Ake/GJa)  Isolations reducing compared to T1  Number of SEND exclusions reducing  Increased score in each Gatsby benchmark (Ake/GJa)  Areas identified for SEND book review  Teacher timetables cross referenced against SEND, low ability and underachieving classes  Christmas SEND student celebration organised  Impact in terms of attendance and progress  Procedures in place for intake of CLA  Conversation and meeting with VST  Named members of staff identified  Provide attachment training for named staff  CLA weekly agenda item at pastoral meetings  Ensure tracking systems highlight CLA on progress and attendance  Promote challenge and positive mind set Discuss career targets within PEP meetings and CLA reviews | Lesson observations and book scrutinies show an improved ATL (AD)  Percentage NEET to be 0%  Number PP exclusions reduced  By 10%  Number of SEND exclusions reduced by at least 10%  Number of PP Isolations reducing  % of students attending FE increased  Further impact in terms of attendance and progress  High level of support on transition from feeder schools, changing of foster carers, move into permanence or after an exclusion  CLA achieve expected level of progress and realise their short and long term academic achievements and aspiration  Attendance of CLA is good to excellent | Careers Connect  Proportion of AHT time  Care centre staff  CIAG Coordinator  Youth Engagement Officer  ATL Rewards  (as above)  Parents evening refreshments  Uniform for Y7  Uniform  replacements  Baby wipes  Alternative curriculum  Lunches for transition days (included in refreshments above)  Y7 Induction programme  Proportion of Learning mentor salary x 2  CLA Funding =£7,000\*  (Provisional and not part of PP) |

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| **Strategy total spend** | £119,325.20 |
| **Strategy staffing costs** | £387,819.83 |
| **Total cost** | £507,145.03 |
| **Reserve:** | £12,374.97 |

Lead Governor for Pupil Premium is Wayne Foy

Lead governor for CLA is Wayne Foy

Lead Teacher for CLA J.Rigby

Final review date September 2021.