# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Kirkby High School |
| Number of pupils in school | 962 |
| Proportion (%) of pupil premium eligible pupils | 60.36% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published |  |
| Date on which it will be reviewed | Termly |
| Statement authorised by |  |
| Pupil premium lead | Mandy Turner |
| Governor / Trustee lead | Mrs J Henney (Chair of Governors) |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £535,755 |
| Recovery premium funding allocation this academic year | £81,345 (provisional) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £617,100 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| The Pupil Premium Grant is paid to schools to maximise the potential of disadvantaged Students.  At Kirkby High School (KHS), 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. In this strategy we carefully target the funding to ensure we significantly reduce the barriers to learning that disadvantage students face.  An ‘ethos of attainment for all’ (NFER 2015) is vital for our improvement journey as in the Rowan Learning Trust (RLT) and in KHS we see pupils as individuals rather than stereotyping disadvantaged pupils as a group with similar problems and less potential to achieve. We understand the responsibility of ensuring all pupils succeed and that it is our role to adapt our curriculum and teaching to suit the individual needs of students. This includes stretching and raising aspirations of high ability disadvantaged students and never assuming that just because they are eligible for pupil premium that they are low ability.  Quality teaching along with a strong intent and implementation of the curriculum are at the heart of everything we do and this is achieved by ensuring our evaluation of school is strongly accurate. This strategy is an example of this, where interventions to reduce barriers to learning are tailored towards the individual needs of the students.  At KHS we make evidence based decisions using strong assessment information. This is vital for us to review the actions frequently and decide whether to keep, adjust or replace them.  Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our clear responsive leadership has led to changes in staffing to increase capacity in key areas such as English, maths, Inclusion and safeguarding.  Finally, our pupil premium strategy is not a standalone document it forms an integral part of our whole school self-evaluation and whole school development planning. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Over a third of our year 7 students have a reading age below the age of 8 years. 66% of these students are eligible for PP. In other KS3 year groups between 7% and 10% of PP students have a reading age below the age of 7 years. In year 7 the average reading age for pp students is 10 years 1 months. This is 5 months behind students who are non PP. |
| 2 | Historically at KHS, the high and middle ability students underperform when compared to non pp students nationally and in our school, especially boys (IDSR) TAGs 2019-2020 show PP high and middle ability students were on average half a grade behind their FFT50 minimum expectation (High – 6.84 and middle -5.81) Non pp students exceeded their FFT50 minimum expectation.  KHS is located in an area of significant deprivation and the students who attend Kirkby High live in the top 20% of deprivation according to the IDACI profile (Income Deprivation Affecting Children Index profile). Some students who arrive on high standardised scores and who are pp have low aspirations and this impacts on attainment and post 16 destinations. In current year 11 28% were above 106 in the standardised reading score where as 72% were below this. Never confuse eligibility for pupil premium with low ability’ (The Pupil Premium How Schools are spending the funding – Ofsted) |
| 3 | Students who are disadvantaged, SEND, LAC, EAL or vulnerable.  Students who have SEND need quality first teaching to ensure their individual needs are being met ‘Understand the importance that all day to day teaching meets the needs of each learner, rather than relying on interventions for teacher that are less good’ – Ofsted  In Kirkby High School 24% off our children have SEND.  CLA - Currently we have 5 children that are looked after that attend Kirkby High School. There are 3 students in year 7, 1 in year 8 and one in year 11. Their funding is provided by 3 local authorities but all purchases that are made to benefit the education and wellbeing of the student and is noted in the personal education plan.  (We do not have any previously looked after children (PLAC) but understand that any student that do attend that are PLAC will have their social, emotional, and educational needs met, where their needs are identified and necessary. This will be actively sought through attendance, behaviour, and progress data)  Child protection, child in need and early help - Of the students that are currently on caseload 64% are receiving pupil premium.  Of the students that are within the safeguarding remit, 88% receive pupil premium. |
| 4 | Attendance of disadvantaged students is lower than non-disadvantaged  The gap between students eligible for pupil premium and non-pupil premium from September to half term 5 was -6.0. This is showing signs of closure as the year has progressed. (HT1 -7.3%, HT 5 -4.6%) However there was still a gap between PP and non pp which reflected the national picture and the need to increase the capacity of the attendance team (EEF Jan21) |
| 5 | Often, our disadvantaged students have lower aspirations that non-disadvantaged students. Increased requirement for pastoral care after Covid19- ‘Sustained support will be needed to ensure disadvantages students catch up’ (EEF Jan21).  Broadening school experiences and increasing cultural capital is still a priority at Kirkby High School to impact on wellbeing and academic subjects.  Disadvantaged pupils are twice as likely not to be in education, employment or training and are at a higher risk of poverty as adults’. (DfE, 2015). Government want to support this by raising entries to Ebacc qualifications. In KHS the number of students entered for Ebacc is rising (+6% in current y11, and + 15% in current y10 but we are reviewing the structure of the options process to improve this further. (DfE targets 75% by 2022 and 90% by 2025) |

## 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.

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| Intended outcome | Success criteria |
| Improve literacy and numeracy skills of students who are disadvantaged especially for those who have fallen behind the most due to the pandemic. | * Reading age – Reduce the average reading age gap between pp and non pp to less than 4 months. * Progress tests analysis - (English and maths) Ensure the percentage of PP students have a Standard age score (SAS) in line with their age ensuring whole school averages are in line with National Average. * Books show if students know more and remember more – High expectations evident for PP students compared to non-pp (Subject deep dives/SLT book review/Faculty book reviews) * Targeted intervention in inclusion faculty shows accelerated rates of progress in reading age and numeracy age (An increase of more than one year over the course of an academic year for individual students) |
| Improve outcomes of disadvantaged students to close the disadvantaged gap especially those who are high and middle ability and boys and girls through quality first teaching. | * GCSE Outcomes- A8 gap between pp and national other students to show reduction. * A8 of disadvantaged students to be at least 40 by 2022 * Reduce gap between high ability disadvantaged students and high ability other students nationally. A8 of high ability disadvantaged to be at least 50, middle at least 36. * Book Reviews – High Expectations of learning in line with non-pp at all ability levels * Results review meetings -Heads of department held to account for PP students. |
| Improve provision for those students who are AP, CLA, EAL and SEND ensuring they are supported during lessons and through the inclusion faculty. | * CLA to meet their minimum targets- monitor students individual and not as a single group. * CLA meeting minutes * SEND students to make progress at least in line with other students. |
| Raise attendance of disadvantaged students including those who are CLA, EAL and SEND | * Reduce the percentage attendance between pp and non-pp to less than 3% * Reduce the percentage attendance between send and other students to less than 3% * Continue to monitor percentage attendance of EAL. At present this is higher than other students. Monitor students individually. |
| 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. | * Destination figures – Target 100% of students in education and employment * Percentage of disadvantages students studying Ebacc to increase to at least double by for students currently in Y9. * Improvements evident in student voice * Compass – Shows impact in terms of meeting Gatsby Benchmarks. * PP students raise the percentage of positive behaviour points to at least 97% o it is in line with non-PP * Personal Development Curriculum embedded and students able to explain their experiences of collective worship, RSE and British values. * Attendance of disadvantaged students to extra-curricular activities increases each term during 2021-2022. |

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

Budgeted cost: £ *271738*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed  (and planned cost) |
| Assess reading ages of all students. Use these to inform planning for teacher. (March 2021/October 21)  *Use reading age analysis to identify students who are in need of intervention to catch up (October* 21)  Ensure transition information is effective in ensuring immediate challenge for students as soon as they enter in Y7  Progress tests for y7 and y8. To allow diagnostic information to be shared with English and maths faculties and used in planning. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1,2 |
| New appointment of SENCO. Extra role on staffing structure | “Every day, teachers get the chance to inspire children and young people, shaping thousands of lives. But the growing number of pupils means we need to attract even more people into the profession, and then make sure they are supported to not just stay, but to thrive”. (DfE Teacher Recruitment and Retention Strategy, January 2019)  ‘Curriculum is adapted, designed, or developed to be ambitious and meet the need of all pupils with SEND. Students can develop their knowledge, skills and what they know with increasing fluency and independence’ (Ofsted handbook Sept21) | 1,2,3 |
| *Prepare KS4 for external examinations through extra y10/y11 parents evening, KS4 exams handbook, purchase of revision guides for English, maths and science for y11.* | Students feel prepared and supported though exam season and are aware of all relevant changes to exams.  Greater number of students in education and employment once leaving KHS  ‘Disadvantaged pupils are twice as likely not to be in education, employment or training and are at a higher risk of poverty as adults’. (DfE, 2015). | 1,2 |
| *Provide quality CPD of teaching through ‘Rosenshine principles of teaching’* | ‘Most successful school see students as individuals rather than stereotyping disadvantaged students as a group with similar problems and less potential to achieve’ (NFER 2016) | 1,2 |
| Purchase SISRA Observe/National College subscriptions and provide CPD on their effective use to improve teaching learning. | Improved teaching and learning by moving observation documents online via SISRA allowing strengths and areas for development to be used more effectively  National College subscription links to SISRA so staff can have targeted intervention to maximise progress  More successful schools emphasise high quality teaching first. They invest in staff training, monitor performance and share good practice (NFER 2016) | 1,2 |
| Purchase IRIS and licence for all ECTs and one for English and math faculty. | Collaborative learning approaches have high impact according to EEF Teacher Tool Kit.  [EEF toolkit](http://educationendowmentfoundation.org.uk/toolkit/)  Increased informal collaboration of teachers and to provide CPD for teachers who require it.  Improved teaching and learning | 1,2 |
| Alternative provision visits by SLT to evaluate quality of provision | To evaluate the quality of education provided to Kirkby High School students  To review the impact of this on students’ progress towards qualifications  To improve the communication between Kirkby High School and the provision  To share good practice across both settings  Students tracked by MLY and progress monitored termly.  Disadvantaged pupils are twice as likely not to be in education, employment or training and are at a higher risk of poverty as adults’. (DfE, 2015).  Our data indicates that students who attend alternative provision underperform at GCSE level. Please note that we place students in alternative provision when we have exhausted all options within the school and it is the best fit for the child and in the best interests of other students for them to be educated off site. This decision is not taken lightly and follows extensive support. | 2,3,4,5 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 114 515

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employ English and Maths tutor for targeted students who have fallen behind due to the pandemic (Sept21)  (Costs from School led | School- led tutoring.  ‘On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.’  ‘Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons’(EEF Teacher Tool Kit) | 1,2 |
| Inclusion faculty used for targeted interventions for those who enter school below the expected standard in terms of numeracy, literacy and speech and language (2x full time HTLA)  (Numeracy - Use of success at arithemetic, graded maths.  Literacy – use of wild cats reading scheme, GL assessments, power of reading, CATS, Dyslexic screener, SWST/NFER Nelson, speech and language/I can programme) | 4. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention (EEF – Teacher toolkit) | 1,2,3 |
| Develop provision for students with EAL with DHoF in the SEND faculty to create clear programme of intervention. | KHS currently have 52 EAL students from 16 different languages. This is increasing each year. Ensure high expectations for EAL students and ensure staff do not lower their expectations in terms of attainment just because of the language barrier.  Students with EAL progress to be tracked individually to ensure they are making progress in line with the capabilities.  Target grades to be reviewed regularly as some students who have recently moved to the UK have no KS2 starting points | 3 |
| Community police officer to provide assemblies with relevant services (bonfire night/mischief night/ topical needs)  Student and community engagement officer to run initiative for students who are at risk of being involved in anti-social behaviour and therefore at risk of being disengaged in the Kirkby High School life. | Target groups of students use external agencies to work with students tailored to their needs. For example Everton in the community, Merseyside Police.  Target group of students show improvements in terms of positive behaviour points and engagement in school.  Prevent target groups from being excluded | 5 |

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

Budgeted cost: £ *228 933*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Transition induction programme to ensure students have successful induction after limited face-to-face transition events due to lockdown. | We want year 7 students feel safe and secure in their transition to Kirkby high school  Y7 spend a day on Lord Derby Estate completing team building activities with key staff and their peers. .This follo Ofsted ‘ The Wasted Years’ (2015). A survey to get an accurate picture of whether Key Stage 3 is providing pupils with sufficient breadth and challenge, and helping them to make the best possible start to their secondary education. ‘The importance of a good start to a pupil’s secondary school education cannot be overemphasised. Leaders of successful schools set the right culture for learning that is embraced by their pupils from the outset. They ensure that pupils are well aware of their school’s high expectations for behaviour and conduct, and they have a clear understanding of pupils’ achievements in primary school and build on them from day one. These leaders ensure that their schools embed the learning habits that will stand their pupils in good stead for their future academic studies’.wed with an extra day of induction | 3,5 |
| Designated SLT responsible for CLA and safeguarding. This is a change to the leadership structure. | Of the students that are within the safeguarding remit, 88% receive pupil premium.  Of the students that are currently on caseload 64% are receiving pupil premium.  Early identification of CLA at primary liaison. Liaise with primary schools, social care, foster carers and meet child  Provide CLA with link to appropriate members of staff for emotional support, academic support and mentor  Quick response to absenteeism. Highlight with attendance team. Ensure engaging curriculum and activities  Mentoring sessions should include short and long term personal planning with CLA. Support pathway to success.  Local authorities have a duty under the Children Act 1989 to safeguard and promote the welfare of a child looked after1 by them. This includes a specific duty to promote the child’s educational achievement, wherever they live or are educated (DFE Promoting the education of looked after and previously looked after children)  ‘Identifying each individual’s barriers to learning is the key to success with the pupil premium’. (Effective pupil premium reviews, Teaching Schools Council) | 3 |
| Ensure careers event is launched in school and is accessible for all students not just in y11  Targeted one-to-one meetings for Y11 students ensuring disadvantaged students have the support they need | Increased attendance to careers event by students and parents  Every pupil and their parents should have access to good quality information about future study options (Gatsby Benchmark 2)  Where necessary invite parents to the careers meeting, especially for those students who have SEND.  Advice and support should be tailored to the needs of each pupil (Meet requirements for Gatsby Benchmark 3)  Essential life skills (or ‘character’) are important in determining life chances and can be measured in a robust and comparable way. (EEF)  Students are 80% less likely to fall NEET if they have at least 1 employer interaction a year. | 5 |
| Personal development curriculum review including CIEAG programme development, RSE curriculum implementation and a review of SMSC, British Value, Citizenship, Collective Worship and Cultural Capital. | Drop down days planned throughout the year to improve student wellbeing of students in all year groups.  Extended form time on protected characteristics so students feel safe, supported and confident in their discussion.  Form time themes of the week for all students Opportunity for collective workship  Inset Days for staff and drop down days for students for CPD on peer and peer abuse and healthy relationships, British values and consent, healthy mind and body.  Ofsted Review of Sexual Abuse in Schools June 21 Recommends ‘a carefully sequenced RSHE curriculum, based on the Department for Education’s (DfE’s) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of ‘nudes  ‘Schools should promote the fundamental British values of democracy, the rule of law,  individual liberty, and mutual respect and tolerance of those with different faiths and  beliefs1  . This can help schools to demonstrate how they are meeting the requirements of Section 78 of the Education Act 2002, in their provision of SMSC. | 5 |
| *Develop extra- curricular activities timetable including after school and lunctimes* | Integral to recovery curriculum for students to have positive interactions with staff and peers throughout the school day. | 4, 5 |
| *Student and community engagement officer to run initiative for students who are at risk of being disengaged.* | Initiatives calendar  Timetable | 5 |
| Hire two new attendance mentors to increase the capacity in attendance team for working with families.  Subsidise bus fayres for students to ensure pp students can attend school  Half termly attendance competitions to improve attendance  Increase attendance communication with parents including sending letters for low attendance  Parental contact for any student arrives late to school and detentions issued by year team | Reduce the percentage attendance between pp and non-pp to less than 3%  Reduce the percentage attendance between send and other students to less than 3%  Continue to monitor percentage attendance of EAL. At present this is higher than other students. Monitor students individually.  DfE Sept21 Improving school attendance: Support for schools and local authorities states that leaders should ‘Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance’ | 4 |
| AHT to find adult literacy and numeracy courses for parents who are low level. | Parents can confidently support their children with learning and have positive interactions with school | 5 |
| Create school leadership team to create positive ethos around school and contribute to student voice | Whole School ethos of attainment for all and addressing behaviour and attendance (EEF)  Prefects, senior prefects and head boy/ girl and deputy head boy/ girl appointed and are great role models of the Kirkby child.  Improved student voice  Positive behaviours stay above 97% | 5 |
| *Use summer school to ensure students who are in y7 or y6 have an opportunity to experience numeracy and literacy at KHS* | Timetable – Ran by 2 SLT and teachers.  Although the EEF Tool kit suggest that this has low impact in terms of academic progress, we felt this was necessary to help a smooth transition when new year 7 students have had less opportunities to visit their secondary school | 5 |
| *Coffee mornings for parent support through transition* | Coffee morning attendance. | 5 |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*  *Impact*  *Objective 1-* Improve literacy and numeracy skills of students who are disadvantaged or have SEND focussing on the confidence recall and extended writing   * Extended form times used to develop oracy, literacy and numeracy. * PSHE timetable incorporated into extended form time * Numeracy and literacy action plans followed and regularly reviewed by deputy headteacher * Reading tests results used as part of options process * Staff CPD on reading ages and visible on sims marksheets for staff to use to support teaching * Year 7 students who received targeted intervention for reading increased by 2yrs 1 month in their reading. * Year 7 students who received targeted intervention for spelling age increased by 8 months in their reading   *Objective 2 -* Enhance KS3 outcomes for all groups across all subjects especially boys, disadvantaged and those who have special educational needs   * Review of KS3 criteria – extended timeline due to school closures * Twilight taken place on ‘knowing more and remembering more’ * Increased awareness of success criteria in schemes of work * Quality assessment information collated from primary school in light of cancellation of KS2 SATs * Gifted and talented coordinator action plan in implemented * Use of class charts to inform teachers * EAL students provided with necessary resources (eg Ipads) * Transition forms show more detailed information received from primaries. * Stages are not directly comparable due to changes during lockdown. * Students with SEND have higher attainment than the last set of actual result in 2018/2019. However, SEND students are monitored individually as this is always cohort specific.   *Objective 3-* Attainment gap at KS4 between disadvantaged students and National to be reduced to less than 0.5 (average grade)   * Extra lessons provided for year 11 following risk assessment * Curriculum overviews and sow reviewed to ensure disadvantage students are not penalised for missing any live learning * Laptops distributed to PP students * TAC meeting * GCSE parent and student handbook/assemblies/information evenings (virtual) * KHS Y11 2020-2021 disadvantaged boys have improved compared to previous year (+5.14) * KHS Y11 2020-2021 attainment of low ability disadvantaged students have increased (13.1) * KHS 2020-2021 All non-disadvantaged students have higher attainment than the previous year (+3.58) * (See Governors’ report September 21)   Objective 4- Raise attendance for all disadvantaged pupils and students with SEND focussing on raising PP attendance to close the PP gap.   * Develop late sanction to improve punctuality * Weekly attendance analysis meetings * CPD training for attendance mentors * Attendance target groups identified * Ensure parents are informed of Covid19 procedure * The gap between students eligible for pupil premium and non-pupil premium from September to half term 5 was -6.0. This is showing signs of closure as the year has progressed. (HT1 -7.3%, HT 5 -4.6%) This is not directly comparable to previous years due to the pandemic.   Objective 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.   * Careers appointments have taken place face to face in term1, virtually in term 2 and then face to face in term 3 * All students will be signed up to Unifrog – a platform for careers all in one place (as usual careers evening was unable to take place * Working toward the Gatsby benchmarks * Youth Engagement Officer working with groups of year 9 students * CIAG coordinator action plan raising future aspirations * Transition used for early identification of LAC and vulnerable students * Fieldwork opportunities, visits and extra-curricular activities are embedded into schemes of work, supporting all disadvantaged and those with SEND * % of exclusions that are disadvantaged students has reduced by 11.1% from 19-20 to 20-21 * % of students who are in education and employment for 2020-2021 is 98.4%. * PP students now have 97%positve behaviour points. This is an increase from last year where 95% were positive * Proportion of Ebacc entries more than doubled due to the developments of the option process. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
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