**Pupil premium strategy / self- evaluation (secondary)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Summary information** | | | | | | | | | | | | | | | | | |
| **School** | | | | Kirkby High School | | | | | | | Last Financial Audit including catch up premium. | | | | Oct 21 | | |
| **Academic Year** | | | | 2021/2022 | **Total PP budget** | | | | | £535 575 | | **Date of most recent external PP Review** | | | | | June 17 |
| **Total number of pupils** | | | | 962 | **Number of pupils eligible for PP** | | | | | 581 | | **Date(s) for next internal review of this strategy** | | | | | Dec 21  April 22  July 22  Sept 22 |
| **2. Current attainment** | | | | | | | | | | | | | | | | | |
|  | | | | | | | **Pupils eligible for PP (your school)** | | | | | | **Pupils not eligible for PP(National average)** | | | | |
| **Progress 8 Score Average (2018-2019)**  **Last official exams** | | | | | | | -1.0 | | | | | | +0.13 (2018-2019) | | | | |
| **Progress 8 Score Average (2019-2020)**  **Centre Assessed Grades** | | | | | | | - | | | | | |
| **Progress 8 Score Average (2020-2021)**  **Teacher Assessed Grades** | | | | | | | - | | | | | |
| **Attainment 8 Score Average(2018-2019)**  **Last official exams** | | | | | | | 29.93 | | | | | | 50.3 (2018-2019) | | | | |
| **Attainment 8 Score Average(2019-2020)**  **Centre Assessed Grades** | | | | | | | 32.80 | | | | | |
| **Attainment 8 Score Average (2020-2021)**  **Teacher Assessed Grades** | | | | | | | 36.40 | | | | | |
| **3. Barriers to future attainment (for pupils eligible for PP)** | | | | | | | | | | | | | | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor literacy skills)* | | | | | | | | | | | | | | | | | |
| **A.** | 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. | | | | | | | | | | | | | | | | |
| **B.** | 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. | | | | | | | | | | | | | | | | |
| **C.** | 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) | | | | | | | | | | | | | | | | |
| **D.** | 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. | | | | | | | | | | | | | | | | |
| **E.** | Increased requirement for pastoral care after Covid19- ‘Sustained support will be needed to ensure disadvantages students catch up’ (EEF Jan21). PP students’ positive behaviour points are 95% positive whereas non PP is 97% positive. | | | | | | | | | | | | | | | | |
| **F.** | Children who are looked after require additional support to ensure their needs are met. This must be on individual basis but ensuring their curriculum is still broad and they have the same opportunities as other students. | | | | | | | | | | | | | | | | |
| **G.** | KHS currently have 52 EAL students from 16 different languages. There is increasing each year for example Y11(2020-2021) there were only 4 EAL students but in current y11 there are 9. Ensure high expectations for EAL students and ensure staff do not lower their expectations in terms of attainment just because of the language barrier. | | | | | | | | | | | | | | | | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | | | | | | | | | | | | | | |
| **H.** | 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) | | | | | | | | | | | | | | | | |
| **I.** | Broadening school experiences and increasing cultural capital is still a priority at Kirkby High School to impact on wellbeing and academic subjects. | | | | | | | | | | | | | | | | |
| **J** | ‘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) | | | | | | | | | | | | | | | | |
| **4. Intended outcomes (specific outcomes and how they will be measured)** | | | | | | | | | **Success Criteria** | | | | | | | | |
| **A.** | 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) | | | | | | | | | | | |
| **B.** | 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. | | | | | | | | | | | |
| **C.** | Improve provision for those students who are LAC, 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. | | | | | | | | | | | |
| **D.** | Raise attendance of disadvantaged students including those who are LAC, 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. | | | | | | | | | | | |
| **E.** | 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 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. | | | | | | | | | | | |
| **5. Planned expenditure** | | | | | | | | | | | | | | | | | |
| **Academic year** | | | **2021-2022** | | | | | | | | | | | | | | |
| **i. Quality of teaching for all** | | | | | | | | | | | | | | | | | |
| **Action** | | **Intended outcome**  **(Letters refer to overall intended outcomes in section 4)** | | | | | | **What is the evidence and rationale for this choice?** | | | | | **How will you ensure it is implemented well?** | **Staff lead** | | **When will you review implementation?** | |
| 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 (July21)  Progress tests for y7 and y8 to allow diagnostic information to be shared with English and maths faculties and used in planning (Autumn term) | | **A(1)**  Assessment information used effectively to meet needs of individual students.  Transition Information form primary. Minimum showing the teacher assessment of students meeting the expected standard in English reading, writing and maths. | | | | | | 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/) | | | | | MTU to quality assure reading ages  Analysis of progress made from start of y7 to start of y8.  Expert TA’s + 1 teacher to be present during testing to ensure consistency.  Robust QA to ensure that teachers are using the reading ages to support/stretch students  Learning walks (HoF/SLT)  Deep Dive (SLT)  Strand review (SLT)  Performance management observations | **MTU**  **ADO** | | **November 21** | |
| New appointment of SENCO. Extra role on staffing structure | | **A(1) B(2) C(3)**  Teacher use the student profiles and strategies on classcharts to insure quality first teaching and therefore a fully inclusive classroom that supports the needs of all students  Teaching assistants are deployed affectively to support EHCP students | | | | | | “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) | | | | | TA observations.  Learning walks (HoF/HoD/SLT)  Deep Dive (SLT)  Strand review (SLT)  Performance management observations (HoF/SLT)  TA timetable  QA link meeting s with DHT | **JCA** | | **Nov21** | |
| 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. | | **B(2) E(5)**  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). | | | | | % attendance of disadvantaged parents to parents evening | **MTU** | | **Oct 21 Y11**  **June 22 Y10** | |
| Provide quality CPD of teaching through ‘Rosenshine principles of teaching’ | | **A(1) B(2)**  Teaching and Learning facilitators trained in Rosenshine’s‘principles of instruction’  Faculty CPD sessions to be led by facilitator (subject-specific Rosenshine principles)  Faculty CPD calendars quality assured, cross-referenced with F/DDPs and SDP  New process in place to quality assure individual faculty / department CPD sessions  SISRA observe training for HoDs / HoFs in 2 x leadership meetings  INSET focused on new observation proforma for all teachers  INSET focused on National College opportunities (and links to SISRA observe established). All staff have National College password  Language of exams CPD for new starters (Technology, Science, PE, MFL, History)  Acceptance of three ITT students (English, Maths and Science) – placement starting 01/11/21 | | | | | | ‘Most successful school see students as individuals rather than stereoptyping disadvantaged students as a group with similar problems and less potential to achieve’ (NFER 2016) | | | | | HoF/D learning walk w/c 04.10.2021.  STEM Ambassador talk(s) completed – 27.09.2021 – haematology y7.  SOW review 11.10.2021.  Work scrutiny  Lesson observations – ongoing Sept- Dec.  ECT – minutes weekly mentor meeting. Audit of online materials accessed by the ECT’s. Lesson Observations.  Monitor attendance of students targeted for intervention (weekly sessions). | **ADO** | | **Autumn Term** | |
| Purchase SISRA Observe/National College subscriptions and provide CPD on their effective use to improve teaching learning. | | **A(1) B(2)**  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 | | | | | | . | | | | | SISRA records | ADO | | Half termly | |
| Purchase IRIS and licence for all ECTs and one for English and math faculty. | | **A(1) B(2)**  Increased informal collaboration of teachers and to provide CPD for teachers who require it.  Improved teaching and learning | | | | | | Collaborative learning approaches have high impact according to EEF Teacher Tool Kit.  [EEF toolkit](http://educationendowmentfoundation.org.uk/toolkit/) | | | | | ECT action plans | PGR | | Half termly | |
| Alternative provision visits by SLT to evaluate quality of provision | | **B(2) C(3) D(4) E(5)**  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. | | | | | Quality of Education review documents | ADO/MTU/AKE | | Timetabled during Autumn term 21 | |
| **Total budgeted cost** | | | | | | | | | | | | | | | | **£271 738** | |
| **ii. Targeted support** | | | | | | | | | | | | | | | | | |
| **Action** | | **Intended outcome**  **(Letters refer to overall intended outcomes in section 4)** | | | | | | **What is the evidence and rationale for this choice?** | | | | | **How will you ensure it is implemented well?** | **Staff lead** | | **When will you review implementation?** | |
| Employ English and Maths tutor for targeted students who have fallen behind due to the pandemic (Sept21)  Cost from school led tutoring | | **A(1) B(2)** | | | | | | ‘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) | | | | | QA of lessons by HOF in maths and English.  Staff Voice  Student Voice | MTU | | Half termly | |
| 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) | | **A(1) B(2) C(3)**  (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) | | | | | Student timetable  Reading age  And numeracy age  Monitoring by inclusion faculty  Inclusion tracker | JCA | | Half termly | |
| Develop provision for students with EAL with DHoF in the SEND faculty to create clear programme of intervention. | | **C(3)**  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 | | | | | | 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. | | | | | 4 matrix  Governors’ reports  Naldic subscription  Twinkl resources.  Timetabled inclusion sessions.  Tracked individually | RBU  MTU | | Termly | |
| 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. | | **E(5)**  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 | | | | | | NFER | | | | | Classcharts behaviour points  Positive reports from the community | TBA/PCJ | | Half termly monitoring of pointd | |
| **Total budgeted cost** | | | | | | | | | | | | | | **£114515** | | | |
| **iii. Other approaches** | | | | | | | | | | | | | | | | | |
| **Action** | | **Intended outcome**  **(Letters refer to overall intended outcomes in section 4)** | | | | | | **What is the evidence and rationale for this choice?** | | | | | **How will you ensure it is implemented well?** | **Staff lead** | | **When will you review implementation?** | |
| Transition induction programme to ensure students have successful induction after limited face-to-face transition events due to lockdown. | | **E(5) C(3)**  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 followed with an extra day of induction  *Use summer school to ensure students who are in y7 or y6 have an opportunity to experience numeracy and literacy at KHS* | | | | | | 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’.  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 | | | | | Student voice  Staff voice  Planned with HOY and mentor.  Learn lessons from previous year induction (See section 5)  Attendance to summer school. | ADO  JRI/SDU | | Sept21  Sept 21 21 | |
| Designated SLT responsible for CLA and safeguarding. This is a change to the leadership structure. | | **C(3)**  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  Child Protection, Child in Need and Early Help  Currently, we **have 44 children that are being supported by social care**, school family support and early help. Some of these students have access to the mental health support and others receive pastoral support from mentors and heads of year. The designated safeguarding lead and the deputy safeguarding lead will have 1:1 session with those vulnerable students frequently to gain student voice which is focussed on thoughts and wishes of the child. Students are provided with uniforms if they have lost, damaged or if parents or grandparents cannot afford to buy or replace items of uniform.  **Of the students that are within the safeguarding remit, 88% receive pupil premium.** | | | | | | 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)  At Kirkby High School we have 3 levels of mental health support. These consist of the Knowsley Mental Health Support Team that have low level mental health issues on their caseload which includes anxiety, including social anxiety, relationship difficulties, worries and over thinking. The school well being support worker will run sessions with students that are bereaved, where there are issues of domestic abuse, and children that are looked after, for example. She also runs group sessions for those children that are identified as vulnerable. The school counsellor has on her caseload those children that are experiencing more serious trauma, that are waiting on CAMHS to become involved, food disorders, self-harm, and suicidal ideation. The number of students that are experiencing mental health issues since lockdown has increased and the school benefits greatly from having a high support within school.  **Of the students that are currently on caseload 64% are receiving pupil premium.** | | | | | Personal Educational Plans (PEPs)  Tracking of progress of CLA students | JRI | | Half termly | |
| 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. | | **E(5)**  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. | | | | | Attendance to event.  Progress towards Gatsby Benchmark2  % of students who are at risk of NEET reduced | AKE/GJA | | Autumn Term | |
| Personal development curriculum review including CIEAG programme development, RSE curriculum implementation and a review of SMSC, British Value, Citizenship, Collective Worship and Cultural Capital | | **E(5)**  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. | | | | | Timetable of personal development activities for 2021-2022  Action plan quality assured for PD and for CIAG  Student voice  Staff voice | JRI/AKE/JPG | | Review after each session.  Follow calendar of events. | |
| Develop extra- curricular activities timetable including after school and lunctimes | | **D(4) E(5)**  Improve engagement in school life and improve well being | | | | | | Student Voice  Attendance of PP students to clubs  Timetable | AKE | | Half termly | |
| 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 | | **D(4)**  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’ | | | | | Stage coach contract – Students pay 50p  Attendance meetings  Attendance assemblies  Attendance communication with parents  Parent App communication.  Parent letters  Attendance target groups  Lates detention list – classcharts | PMC | | Daily  Weekly  Half termly | |
| 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 | | | | | | Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps (EEF Techer Toolkit) | | | | | Attendance  Reduced behaviour points of students | JRI | | Spring term | |
| Create school leadership team to create positive ethos around school and contribute to student voice | | 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% | | | | | |  | | | | |  |  | |  | |
| **Total budgeted cost** | | | | | | | | | | | | | | **£228 933** | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **6. Review of expenditure** | | | | |
| **Previous Academic Year** | | | | |
| **Quality Teaching For All** | | | | |
| **Actions**  **(Copied from strategy 2020-2021)** | **Intended Outcome**  **(KPT Aug21 from strategy** | **Estimated Impact**  **(Impact compared to KPT)** | **Lessons Learned** | **Cost** |
| * 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) * 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) | **Improve literacy and numeracy skills of students who are disadvantaged or have SEND focussing on the confidence recall and extended writing**  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 | Recall and extended writing was evident form the quality assurance during lockdown learning.    As students were in lockdown staff set these activities through Microsoft Teams Assignments Staff were marking and giving feedback following the same policy as before lockdown(This change was reported to governors on 10.2.21)  Students were low non-verbal scores increase on average by ½ stage however this is not to comparable to previous year due to lockdown.  More-able students were identified from primary transition meetings.  Quality Assured by DHT | Extended 20 minute will no longer be possible due to students no longer being taught in bubbles. However extended writing will still be a focus next year during lessons.  CPD as our information shows that safeguarding referrals have increased since lockdown and currently 88% of the referrals are disadvantaged students.  Reading ages were affected by lockdown, however once returning to school these seemed to be accelerated. See table.  All students received a book to read in the post. Activities were set linked to the book. For example, book reviews and alternative book covers. (This Change was reported to governors on 10.2.21) | Class charts £1,621.20  Proportion of AHT salary MTu (on confidential strategy)  Proportion of AHT salary  Proportion of Literacy coordinator (on confidential strategy)  CATS / Reading tests  (£2,400 -paid by LA)  Power of reading course £180  Literacy/numeracy form time resources  £500 |
| * 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) | **Enhance KS3 outcomes for all groups across all subjects especially boys, disadvantaged and those who have special educational needs**  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) | The curriculum was reviewed in each faculty. Now contains clear assessment points.  Transition forms show more detailed information received from primaries.  SEND    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.  Students with SEND are further behind their target than other students  Stages are not directly comparable due to changes during lockdown. | SEND students attainment is improving each year. However, there is still a need to increase the capacity on the inclusion faculty and this will be reflected in 2021-2022 strategy. | Proportion of HoY time (on confidential strategy)  Class charts (on first page)  PowerBi £717  Gifted and talented coordinator proportion of salary (on confidential strategy)  Proportion of AHT/SENCO salary (on confidential strategy)  Numeracy Coordinator  (on confidential strategy)  Proportion of learning mentor salary (on confidential strategy) |
| * 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) | **Attainment gap at KS4 between disadvantaged students and National to be reduced to less than 0.5 (average grade)**  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 | 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) |  | Proportion of AHT time  Budget for intervention lessons  £4,200  Equipment subsidies  £300  Uniform subsidies  £500  Revision guides £3,000 |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Targeted Support** | | | | |
| **Action** | **Intended Outcome** | **Estimated Impact** | **Lessons Learned** | **Cost** |
| * Identify students with low level literacy skills in Year 7 (initially) and KS3, apply intervention for the students (SCro Sept ’20) * Use of powerbi and numeracy ages to assess the impact of the success@arithmetic intervention (May 21) | **Improve literacy and numeracy skills of students who are disadvantaged or have SEND focussing on the confidence recall and extended writing**  Outcomes improved for KS3 especially PP students who have low non-verbal and verbal scores in the CATS tests (MT) | SCR/LWA progress  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 | This proved more difficult during lockdown, but was effective as we could target these students as soon as they returned from lockdown.  This will feed into 2021-2022 strategy |  |
| * My Tutor for target group of 90 Y10 PP students to support catch up. In English and maths. | Students to achieve at least a grade 4 from current position.  Impact on outcomes | Where sessions were attended students increased by a at least a grade by their mock exams. | Student voice reflected a negative opinion about the my tutor sessions. The main reason for this was because they has already spent a term at home working online and preferred face to face sessions. This affected the uptake.  IN 2021-2022 strategy ensure school led tutoring is face to face. |  |
| **Other Approaches** | | | | |
| **Action** | **Intended Outcome** | **Estimated Impact** | **Lessons Learned** | **Cost** |
| * 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) | Raise attendance for all disadvantaged pupils and students with SEND focussing on raising PP attendance to close the PP gap.  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% | 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%)    The table above shows 90.26% of EHCP students and 95% of EAL students have attended school since September. | Covid 19 significantly affected attendance but we continually compare it to Natonal figures.  Requirement to increase the capacity ii the attendance to enable more home visits and communication with students and parents. | Attendance officer (on confidential strategy)  Rewards budget  £9,000  Attendance budget  (Unsure on amount) £1,530  Attendance mentors proportion of salary (on confidential strategy)  Assistant Headteacher proportion of salary  (on confidential strategy)  Deputy Headteacher proportion of salary (on confidential strategy) |
| * 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) | **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.**  Lesson observations and book scrutinies show an improved ATL (AD)  Percentage NEET to be 0%  Number PP exclusions reduced  By 10%  Number of PP Isolations reducing  % of students attending FE increased | % 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. | Exclusions of PP students as reduce by more than 10%. This will still be a focus for next year.  The target for this in 2021-2022 is 100%  Improve this further so PP students are at least in line with non pp at 97%.  Further develop to ensure more disadvantaged students have the opportunity to study Ebacc qualifications | Careers Connect  £4,725  Proportion of AHT time (on confidential strategy)  Care centre staff £13,616.52  CIAG Coordinator  (on confidential strategy)  Youth Engagement Officer (on confidential strategy)  ATL Rewards  (as above)  Parents evening refreshments £1,800  Uniform for Y7  Uniform £6,000  replacements  Baby wipes  £100  Alternative curriculum  £84,000  Lunches for transition days (included in refreshments above)  Y7 Induction programme £1,152  Proportion of Learning mentor salary x 2  (on confidential strategy)  CLA Funding =£7,000\*  (Provisional and not part of PP) |