

Pupil premium review

1. What is the current position at KHA?

Based upon historic data in the school, student who are identified as Pupil Premium (PP) do not make as much progress as they should compared to other students in school and nationally.

Summary information					
School					
Academic year	21/22	Total PP budget	£284,220	Date of most recent PP Review	June 2021
Total number of pupils	940	Number of pupils eligible for PP	336	Date for next internal review of this strategy	End of AC1 – November 2021

2. Spending summary

Strand	Total spend 2020/21	Projected spend 2021/22*
Quality teaching for all	£221962.35	N/A
Targeted support	£ 62257.65	N/A
Other approaches	£ N/A	N/A

*Currently awaiting confirmation of government reduction in pupil premium funding

Current attainment		
	Pupils eligible for PP (%)	Pupils not eligible for PP
% achieving 5+ in EM	14.8	35
% achieving 5+ in English	29.6	53.8
% achieving 5+ in Maths	20.4	43.4
% achieving 4+ in EM	37.0	69.9
% achieving 4+ in English	53.7	81.8
% achieving 4+ in Maths	40.7	72.7
Attainment 8	30.8	42.9

2. What are the barriers to learning for disadvantaged pupils in your school?

Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
Issue	Explanation
Poor literacy skills	Scholars at KHA have poor literacy skills. This is the biggest barrier to success we have in school. If scholars cannot access the work they will not be able to make progress in lessons. Reading age data shows our PP scholars are significantly behind non-pupil premium scholars.
Use of technical language – tier 2 & 3 in lessons	Scholars need to be able use this language in school not only to be successful but also in school beyond KHA. The use of tier 2 language will be vitally important as enable scholars to access specifications and also be able to contribute successfully to society.
Low attendance	When scholars do not attend school, they are not able to learn. It is vital we remove any barriers that are preventing them from attending school. Year 10 Ave: 89% Year 10 PP Ave: 81% Year 9 Ave: 93% Year 9 PP Ave: 94% Year 8 Ave: 90% Year 8 PP Ave: 88%

3. Outcomes

Desired outcomes	
Desired outcomes	Success criteria
Scholars achievement (personal and academic) will match or exceed that of non-pp students. Where this does not happen appropriate challenge and support will be in place.	Comprehensive intervention programme means that PP scholars make equal or more progress than their non-pp peers.

4. Planned actions

Academic Year	21/22			
Quality of teaching for all				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead
Scholars will feel supported and challenged in	Reduced class sizes where possible for all PP scholars	Reduced class size to support provision of more personalized	Development of new Curriculum for all year groups. Curriculum shaped	CL SLT

<p>lessons enabling rapid and sustained progress towards target levels.</p>	<p>Enabling more personalized teaching and support.</p> <p>Restructure of the curriculum providing more cultural capital and a greater learning experience.</p> <p>Students are aware and engaged with ISP (Independent Silent Practice) leading to mastery learning and will use this time effectively to work hard and improve their work.</p> <p>Knowledge organisers are in all scholars folders to support with homework.</p> <p>All revision resources will be provided.</p>	<p>teaching and support. EEF research- +3 months through class size reduced to <25- High cost</p> <p>Students to develop mastery learning leading to better preparation for post 16 and beyond, rather than teaching to a set exam specification.</p> <p>Planned ISP demands self-discipline, resilience and independence. ISP should be when students have an opportunity to really think on their own and try challenging work. Having knowledge organisers at home will support student use of the resource. EEF reports +5 months when mastery learning is a focus.</p>	<p>in a timely manner by a wide range of professionals. We teach beyond the expectations of the National Curriculum and exam board specifications. Careful planning to meet the needs of our students and to support our whole school priorities. DDAP mentors to discuss planning with their mentees.</p>	<p>DDAP mentors</p>
<p>Scholars will receive focused feedback on learning in classrooms</p>	<p>Staff given CPD on the importance of feedback on pupil achievement. PP students will be prioritized for this feedback. PP scholars are marked onto Affirmative Checking Forms (ACF) and Checking for Understanding is focused on these scholars.</p>	<p>Scholars work will be constantly reviewed in a live manner allowing rapid progression. Misconceptions will be challenged and corrected proactively. EEF reports 8+ months when feedback is used frequently to support student progress.</p>	<p>Staff will have additional CPD throughout the year on the use of feedback. Student work will be able to reflect the volume of feedback given, through use DOT round. PP work will be audited on a termly basis.</p>	<p>SLT</p> <p>CL</p>
<p>Scholars will be provided with additional opportunities to developed reading and vocabulary</p>	<p>Reading ages are assessed regularly.</p> <p>Ks2 data collected from primary schools and scholars are tested each year. Scholars who are behind moved to our reading curriculum group or received</p>	<p>Literacy skills underpin success in future studies and post 16 choices EEF- 5 months through reading and comprehension intervention.</p>	<p>Year 7 assessed in September. Whole school assessed July 21.</p> <p>Groupings and reading curriculum groups reviewed each AC.</p>	<p>SLT</p> <p>CL</p> <p>SENDCO</p>

	targeted support in their home room sessions, . Small group and 1:1 literacy lessons to take place during the school day for students	EEF +5 months with 1:1 intervention.		
Scholars achievement will match that of non-pp students and challenge will be in place for all students.	Comprehensive tracking of our scholars means we can easily identify scholars who may require additional funded support to narrow the achievement gap. Achievement for all PP students will be monitored throughout years 7-11 with timely interventions being put in place.	Close tracking allows for early identification of issues so interventions can be put in place quickly. EEF 4 months- small group tuition interventions.	New PP strategy launched July 21. Student numbers who are eligible for the funding will be monitored. Achievement data and attendance to interventions by students tracked. Additional subject support within the school day. Targeted EM support for PP students in small class/ 1:1 settings.	SLT CL
Targeted Support				
Action	Chosen action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead
Scholars eligible for PP will be proactively supported by classroom teachers	SLT member to oversee PP strategy CL to deliver strategies in the classroom	Strategic development of the schools PP provision will ensure PP scholars are proactively supported. Gaps in achievement will be identified and intervention needs addressed.	Data analysis of PP scholars will be conducted at regular points throughout the year.	SLT lead
Raise attendance for pupil premium students to 96%	SLT members and AIs to oversee rigorous monitoring and tracking systems.	Attendance will be more closely monitored for PP scholars through BROMCOM and AL tracking.	Pupil premium attendance figure will become in line with non- pupil premium figure of 96%. Less cases of	SLT/ALs

	Use of home visits and home collections by AIs where appropriate.		persistent absence will be recorded.	
Home learning will be supported by provision of free revision materials PP scholars will not be held back in practical subjects where resources are needed	Through mentoring scholars who require additional revision material or funded transport will be identified and supported.	Scholars will have KOs and folders provided to support with high quality targeted homework. Intervention sessions are planned at the end of the day and are part of our timetable. This means that all of our scholars have access to high quality targeted support. EEF research +5 months for secondary homework	Revision material is given free of charge.	SLT CL
Improved progress for high attaining pupils in line with FFT20 targets (HPAs)	Close tracking of attainment data for all HPA pp students. Information sharing with teachers and close monitoring of achievement data throughout ks4 to ensure targets are being met.	We want to provide extra support to maintain high attainment. Small group interventions and online tutoring with highly qualified staff. EEF research -4 months through small group tuition interventions. We want to provide extra work for those scholars identified so gaps in knowledge and skills can be fixed quicker.	Extra CPD time with key staff. Quality of work provided and completed monitored closely. Analysis of assessment results to identify success.	All staff SLT
Early careers enrichment and careers linked mentoring	Close collaboration with external providers and careers staff. Time will be spent seeking extra opportunities for careers enrichment and offered to PP students. Funding will be provided. Mentoring to support vulnerable students identify post 16 aspirations.	Some scholars have no post 16 aspirations and national evidence suggests PP students are more likely to be at risk of NEET (not in education or training status) post 16. Increase aspirations of students by having a personalised post 16 focus.	All of our scholars have access to high-quality enrichment as it is built into our timetable as part of P6. Scholars can pick what they want to look at but also receive targeted support from their SLT year link.	SLT year link Careers officer
Costs for academic enrichment will be removed to	Places for scholars who want to do DofE will be covered.	We want to support scholars developing both academically and personally. We will therefore ensure where appropriate trips are positively discriminated towards PP	Attendance of PP students to enrichment trips will be monitored.	SLT

support increased uptake of PP scholars	Any future trips such as STEM, humanities and further enrichment – costs will be considered for PP scholars.	attendance. EEF research- +4 months through outdoor adventure learning.		
Wider strategies				
Action	Chosen action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead
Scholars who require emotional health support will have access	Personalised mentoring including CAMHS, School nurse, SLT senior staff and Als.	Scholars need to feel safe and supported to-do well in school. This targeted one-to-one approach will enable barriers to success to be removed.	All programs will be rigorously monitored and evaluated to assess their effectiveness.	SLT Als
Develop a mentoring group with key students who are struggling – to include peer mentoring where appropriate	Improve confidence in school. PP scholars will feel supported. Any barriers to learning are picked up and removed.	Studies from EEF suggest that peer mentoring and mentoring from key staff can improve performance and confidence. EEF 4+ months.	Program will be rigorously monitored and evaluated to assess their effectiveness.	SLT Als

5. Review of expenditure – 20/21

Academic Year	20/21			
Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Lessons Learned	Cost
Smaller class sizes	Improved progress for scholars	Class sizes for SG4 & 5 are smaller. All classes set by ability which means that PP students can receive targeted academic work.	This has worked well, for our scholars but is expensive.	Met in the staffing budget
Curriculum changes	Curriculum that is better sequenced and more ambitious for scholars with deliberately planned	A more ambitious curriculum for all will lead to better attainment for PP scholars.	Curriculums will be reviewed to ensure that challenge is appropriate for all scholars and further raise the bar for our scholars.	Met in the staffing budget

Feedback	Scholars to receive high quality feedback	Dot round and ACF means that our scholars received detailed and individual feedback	More training for staff is needed to ensure that the consistency and quality of feedback is the same across the school.	Met in the staffing and training budget.
Reading	Reading curriculum set up & Alternative reading curriculum set up for identified scholars	Scholars reading ages will be assessed again at the end of this AC to look at progress. Scholars are feeling more confident about reading and reading more in lessons. Through our insistent on using extremely ambitious vocabulary we are encouraging scholars to engage with a far wider range of key terminology.	Training for staff will be needed to ensure this is done everywhere. Training will be provided for staff who work with our reading group to ensure they can make the progress they need to catch up with their non-pp scholars.	Met in the staffing and training budget.
Alternative curriculum	Specialised classes and teaching for scholars who have struggled to access the main curriculum	This is provided for scholars who struggle to meet the expectations of our school and curriculum. PP scholars after spending one AC in Alternative Curriculum are equipped with the skills to be a success in our school.	This has proven to be a great success and will continue moving forward. Our careful follow-up program which support scholars moving back to the main curriculum has helped with this.	£33,000
Cost:				
Targeted Support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Lessons Learned	Cost
Enrichment	PP scholars are able to access enrichment	All scholars access high quality enrichment through our diverse P6 provision	Widen our range of enrichment opportunities	£10,000
All equipment provided	PP scholars have all the equipment they need to be a success	Equipment shop set up which scholar sue their scholar dollars to purpose their equipment.	Develop a culture where it is expected that all scholars have equipment	£9835.65
Online tutoring	Raise attainment of PP scholars	Scholars found this useful but hard to assess impact with no exams at the end of the year.	Develop this provision further next year	£2160
One-to-one tutoring	Raise attainment of PP scholars	Use of this tutoring did not have the impact expected.	Hire our own learning mentor(s) to work with our scholars.	£40,262
Planned intervention	Raise attainment of our scholars	All scholars receive targeted academic intervention sessions. KS3 – Homework support sessions	Careful monitoring and QA of sessions will be needed for maximum impact.	Met in the staffing budget

		Yr10: 2 sessions a week Yr11: 4 sessions a week		
Wider strategies				
Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Lessons Learned	Cost
Attendance	Raise attendance for PP scholars to above 96% in line with non-pp scholars	Limited impact on attendance.	New 4 weekly monitoring protocols put in by SLT Culture and AL team which will close gaps in attendance quicker.	
Cost:	N/A			

