

Pupil premium strategy statement – Kirkbie Kendal School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1083
Proportion (%) of pupil premium eligible pupils	14.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mr Mark Harris, Headteacher
Pupil premium lead	Mrs Fiona Derbyshire, Pupil Progress Lead
Governor / Trustee lead	Mrs Sally Parnaby, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,727
Recovery premium funding allocation this academic year	£31,602
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£472
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£144,801

Part A: Pupil premium strategy plan

Statement of intent

For all PP students to play a full and successful part in the academic and wider school community. To achieve this we aim to:

1. To ensure that all PP students participate in the academic and wider curriculum to the same extent as their peers
2. To ensure that PP students on average make increasingly good progress year on year (i.e. Achieve on average a positive Progress 8 Score within 5 years (2026))
3. To increasingly address and remove barriers faced by our PP students e.g. literacy, poor attendance, lack of social capital, equipment, access to ICT.
4. For PP post 16 destination data to reflect an increasing number of students accessing level 3 pathways

How does our current pupil premium strategy plan work towards achieving these objectives?

- To achieve these objectives the school continues to adopt the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching through CPD and aided by the recruitment/ retention of high-quality teaching staff, especially in the core subjects.
- Prior attainment suggests weaker starting points across the curriculum. Pupils are tracked and barriers identified to monitor pupil progress and identification of individualised interventions.
- Finally, there is both internal data and academic literature that highlights the need for high quality pastoral support and attendance intervention to meet the needs of our PP students. As such, funding is directed to ensure that high quality pastoral care is available to all students, including a specific specialist team to support the most vulnerable students.

What are the key principles of our strategy plan?

The strategy plan is based on the following principles:

- That we are an evidence based school and that decisions and interventions should be based on research and data
- That the most effective method of addressing disadvantage is through a strong focus on improving teaching and learning, as advocated by the EEF

- That providing high quality pastoral and CEIAG support is essential to meet the wider needs of all students
- That the use of a robust monitoring system, focused on outcomes, that can identify barriers and effectively inform and evaluate interventions is essential to maximise the impact of PP funding
- That specific interventions should be based on identified need.
- That PP funding is leveraged to benefit as many students as possible, including non-PP students as suggested by EEF and Poverty Proofing training.

Challenges

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

Challenge number	Detail of challenge
1	PP students' attendance is lower than their peers.
2	PP students' have lower levels of achievement than their peers on entry to the school and the gap continues to grow though KS3 and 4.
3	PP student aspirations are lower than their peers with fewer entering into L3 education
4	Many PP students do not have the rich and varied experiences as non-pupil premium children seem to have, meaning their experience of the world and language acquisition is limited.
5	PP students' home learning environment, social capital and parental engagement (seen in parent's evenings) is on average lower than their peers.

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.

Intended outcome	Success criteria
For attendance of our PP students at KKS to be no lower than the attendance for non PP students.	Attendance for PP in line with peers by 2024.
Improved student outcomes at GCSE	Use of accelerated reader to foster independent reading. Use of phonics program to improve reading outcomes.

	<p>An academic tutor in English and Maths will hold small group tutorials with targeted students / small groups of students.</p> <p>Extra teaching groups in Maths in Years 7, 8, 9 and English in Year 7.</p> <p>Metacognition sessions to support student's learning, including retrieval practice.</p> <p>Additional sessions to support student progress in departmental areas.</p> <p>PP end of KS4 P8 scores are on track to reach P8 = 0 by 2024 based on 2021 baseline.</p> <p>For the gap in KS4 P8 and A8 scores to be in line or better than the national average by 2025.</p>
<p>1. Provide high quality CEIAG provision to all PP student i.e.</p> <p>Ensure all PP students are provided with at least two meaningful encounters with a careers adviser.</p> <p>Improve PP attendance at careers related trips and experiences.</p>	<p>Attendance of PP parents and students evenings at Sixth Form open event in line with Non PP by 2024.</p> <p>PP attendance at information events in line with non PP .</p> <p>All Year 9 - 11 students will have had 2 careers related trips and / or experiences.</p> <p>PP students are accessing the correct post 16 pathway based on their baseline data.</p>
<p>For PP students to be able to enjoy a wide range of enrichment activities we have on offer.</p>	<p>An effective system of tracking participation is in place.</p> <p>Levels of engagement for PP students is in line with non PP .</p>
<p>A strong professional dialogue will be kept open between all the vulnerable groups of PP students.</p>	<p>PP champions group representing all departments.</p> <p>The pastoral team will hold all necessary meetings where needed with external agencies so that we can best support students.</p> <p>Other pastoral support will be identified such as the nurture groups in year 7 and 8 as well as one to one appointments with the pastoral team.</p> <p>We will continue to identify new additions to the PP register throughout the year.</p> <p>The focus grids will be updated as a working document throughout the year.</p> <p>Focused item at staff Inset.</p> <p>EAL pupils accessing interventions with a phonics teacher employed to focus on access language.</p>

Increase PP parents' engagement with school	Attendance at parents evenings for PP is in line with their peers by 2024.
Increased provision for EAL PP	Phonics teacher employed for EAL deployment. Use of wider support networks. Assistance with grant application.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £72,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>All staff identify challenges our students face and the intervention that will best support them.</i>	Must understand the challenges students are facing and respond via intervention strategies.	2
<i>Smaller groups sizes in Maths and English</i>	EEF study shows it can raise attainment by 3+ months.	2, 3
<i>Recruitment and retention of key specialist teachers - Making sure students have access to specialist teachers</i>	Research reported by the DFE (2016) suggests that student attainment in core subjects such as Maths and English is greater when delivered by subject specialists.	1, 2
<i>Teaching and learning focus on evidence-based strategies to support Quality Teaching First</i>	Supporting the Attainment of PP (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. Wider educational literature e.g Sherrington 2019, suggests that selected methodologies are most effective at improving student outcomes. This is also supported by the EEF Toolkit (2021) which claims significant improvement in learning e.g. Interleaving and questioning +7 months.	1, 2

	Teaching and Learning strategies focusing on Ratio; Retrieval practice and Disciplinary Literacy.	
<i>QA led by appraisers, SLT, HODs provide developmental feedback, identify training needs and shares best practice.</i>	Hattie (2016) - Collective teacher efficacy most affecting influence on student achievement. DFE guidance on Teacher Standards states that appraisal and monitoring is necessary to help to determine professional development.	1,2
<i>Data tracking to compare PP and non PP</i>	Using the evidence to highlight the needs for specific interventions	1-5

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

Budgeted cost: £36,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subject specific academic interventions. Maths academic tutor English academic tutor</i>	EEF – One to one and one to three group tutoring can raise the attainment by 5+ months.	2, 5
		2, 5
<i>Peer mentoring – Literacy / reading</i>	EEF – Peer mentoring can raise attainment by 5+ months.	2
<i>Academic mentoring</i>	Although the EEF suggests an attainment gain of 2+ months only, our programme has clear structures and expectations. It provides training and support for mentors, and we recruit mentors who are volunteers, which are associated with more successful outcomes.	2
<i>Accelerated Reader</i>	EEF - Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress. Baye, Slavin and Haslam, 2019 - reports effect size of +0.24	2, 4

	Phonics teaching program to further improve reading and fluency is beginning.	
<i>Career Adviser 1:1 interview</i>	Hattie (2020) - careers interventions can have an effect of +0.38.	3

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

Budgeted cost: £36,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>PASO</i> Work with parents.</p> <p>Hold attendance meetings.</p> <p>Support students back into school.</p> <p>Home visits to support transition.</p> <p>Work with inclusion officer at LEA.</p> <p>Provide specific interventions to overcome individual challenges.</p>	EEF Parental engagement – communicating with parents effectively and the DFE guidance on ‘Improving Schools Attendance – Support for Schools and Local Authorities. We follow the strategies and guidance.	1
<i>High quality pastoral team support i.e. nurture Groups, 1:1 support, safeguarding support.</i>	EEF - mentoring has a 2+ months benefit to students. Hattie (2016) - behaviour intervention programmes can have 0.62 effect and specific intervention linked to needs 0.77.	4, 6
<i>Pastoral support</i>	EEF - mentoring has a 2+ months benefit to students. Hattie (2016) - behaviour intervention programmes can have 0.62 effect and specific intervention linked to needs 0.77.	All
<i>Supporting the cost of trips, extra curricular, visits.</i>	EEF Toolkit - Art and Sport participation benefit 2+ months.	4, 6
<i>Laptops loaned to support students at home</i>	PP students are disadvantaged by not having technology to access homework and revision tasks / materials	2

<i>Increase of PP participation at careers events</i>	Hattie (2016) careers intervention can have effect of +0.38.	3
<i>Increase parental engagement</i> Early booking for PP and calls to them Encourage alternatives when parents have not attended	EEF - Positive parental engagement +2 months.	5

Total budgeted cost: £144,801

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment

In 2019 the cohort achieved a P8 score of +0.22. The DP of 20 pupils achieved a P8 score of -0.23. A difference of -0.45.

In 2022 the cohort of 184 pupils achieved a P8 score of +0.37. The DP cohort of 18 pupils achieved a P8 score of +0.26. A difference of -0.11.

The 'gap' between our DP and non-DP is narrowing and continues to be a whole school focus.

Teaching and Learning

Pupils benefit from high quality and consistent teaching. Staff CPD with a focus on Cognitive load, Ratio and Retrieval. This evidence based approach is developing a culture of excellence beyond compliance with an understanding of why we do things.

DP and recovery funding is spent well. Dedicated academic support is in place to act on academic progress scores to allow early and effective interventions. Monitoring of these interventions takes place, with the majority of interventions resulting in improved outcomes. Of the 2022 Y11 **DP who received Maths interventions, 84% achieved FFT50 or above. Of the 2022 Y11 DP who received English interventions, 73% achieved FFT 50 or above.**

Progress of all DP is monitored by HoD following all assessments and a standing item on department meeting agendas. All departments have a DP Champion who attends half-term meetings. IGS and exam data is used as evidence to inform wider interventions and success strategies for individuals shared. This data centred approach has been successful, for example, Y10 exam data was used for DP Champions to reflected on progress ensuring a targeted and focused start in Sept. Y11. All DP were had coordinated action po with departments sharing strategies employed to ensure DP progress. This was then reviewed and updated in the Nov meeting.

Our Y11 DP are met with to offered personalised support during the year. With 7 DP having sustained pastoral support through assertive mentoring following data evidence from mock exams and IGS. DP are given bespoke focuses and individual support offered.

Attendance

Our dedicated PASO and pastoral support team monitor attendance daily. Attendance figures are interrogated to address issues early. We are exploring the use of the ATTEND framework for use alongside early DP attendance intervention. Work is done collaboratively with outside agencies to support DP whose attendance is below that expected. A school based 'Early Attendance Plan' is used prior to work done with outside agencies, having a positive impact on the time taken to work with families. For 2021-22 Attendance was 91%, with DP attendance at 88%.

Destinations

Preparing our DP for the future is embedded within our pastoral and academic curriculum. DP all meet with an external careers advisor earlier than peers and more often. Some of our DP have additional mentors who encourage attendance at Open Evenings, interview practice, mock interviews, filling in of forms, organisation of tickets to Open days. DP are well prepared for their futures with a broad range of opportunities available. Alongside their peers, there were no NEETs in 2022.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Accelerated Reader - EEF +3 months.	Renaissance

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

High quality teaching and pastoral support. Access to CEIAG
Amalgamated with PP funding.

The impact of that spending on service pupil premium eligible pupils

There are 6 service PP on roll 2022-2023. All service PP progress and AtL monitored to enhance academic progress. All those Y9 and above involved in Careers events and option of appointment given.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.