

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding (and recovery premium funding for the 2021 to 2022 academic year) 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

Detail	Data
School name	Kingstone High School
Number of pupils in school	607
Proportion (%) of pupil premium eligible pupils	149
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24.5%
Date this statement was published	14/10/2021
Date on which it will be reviewed	August 2022
Statement authorised by	Lee Butler, Head of School
Pupil premium lead	Rebekah Ruvino, Assistant Headteacher
Governor / Trustee lead	James Wright, Chair of Trustees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,630
Recovery premium funding allocation this academic year	£16,820
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	£138,450

Part A: Pupil Premium Strategy Plan

Statement of Intent

As an inclusive high school, our intention is to provide a high quality teaching and learning environment, where all students make excellent progress regardless of their background or the challenges they may face. Our ultimate goal is that no child is left behind socially or academically of disadvantage. We strive to remove all barriers to learning.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their target, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will ensure that:

- There is a clear focus on Quality First Teaching
- Staff are aware of children and their needs
- Children in receipt of Pupil Premium are carefully tracked
- Gaps are identified and addressed
- All staff have high expectations and this is monitored
- We employ an ethos where we recognize the 'whole' child and their lived experience, recognizing the importance of social and emotional support.

Challenges

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

Challenge number	Detail of challenge
1	They make less progress than their peers across all areas.
2	Prevalence of low self-esteem and social/emotional issues leading to poor behaviour for learning.
3	Attendance is below target and that of their non-pupil premium peers, leading to further gaps in knowledge.
4	The cost of transport to school from outside of the catchment area can sometimes impact negatively on attendance.
5	Parental support or engagement with school is limited, which impacts on academic support for students at home (i.e. homework).
6	Chaotic family lives with often complex needs, lacking cultural capital and low aspirations for future destinations.

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
Progress of students in receipt of Pupil Premium to be in line with their target and compare better with their peers Locally and Nationally for all subjects.	% of Pupil Premium students achieving target grades in all subjects will increase.
Increase the number of PP students who achieve a strong pass in English and Maths.	% of PP students achieving strong pass in English and Maths increases on previous year
Curriculum offer is fit for purpose and supports PP students in achieving in open element subjects.	Curriculum offer allows for a broad and balanced curriculum, supporting vocational learning where needed.
To increase the experiences on offer for PP students beyond the classroom and raise aspirations. Opportunities such as university visits to have a meaningful and positive impact on students in receipt of PP.	100% of PP students are able to access the same trips and educational experiences as their non-PP peers. Students and families supported to raise aspirations and increase experiences.
Close the gap in attendance between students in receipt of PP and their peers.	The % of PP students attending school will be in line with non-peers within their year group. Robust systems will demonstrate actions taken to tackle non-attendance.

<p>Reduce the number of repeat exclusions (internal/fixed term) for students in receipt of PP funding.</p>	<p>The % of fixed term repeat exclusions and internal exclusion will decrease on previous year. Robust intervention programme identifies students at risk and supports their pastoral needs effectively.</p>
<p>All students in receipt of PP have all possible barriers to attending school removed.</p>	<p>% attendance of PP students increased due to barriers being removed.</p>

Activity in this Academic Year 2021-22

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching will target the specific barriers to learning. CPD for all staff which will support quality first teaching.	Data shows that some students in receipt of Pupil Premium do not achieve in line with their peers across a range of subjects. This activity is in line with the latest research, including the EEF.	1, 3
Staff for an increase in the range of appropriate vocational courses that are on offer, e.g. external provision.	The academic curriculum offer does not meet the needs of all students, especially low prior attaining boys.	1, 2, 3

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

Budgeted cost: £107,193

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff 'Pastoral Leaders' to act on information, conduct regular attendance meetings, and work closely with families to support students who attend less than 95%.	The percentage attendance of Pupil Premium students is significantly below that of their peers.	3, 4, 5
Pastoral leaders and Heads of Year to engage in 1:1 mentoring and coaching opportunities to address barriers for engaging with learning. This will include specific self-esteem intervention	EEF: One to one tuition EEF: Small group tuition	2, 5, 6

programmes (i.e. ELSA).		
1:1 and small group literacy and numeracy support targeting specific students, in particular boys in English and Girls in maths, and their needs.	The percentage of Pupil Premium students achieving strong passes in basic qualifications is lower than their peers and their school targets. Boys do less well in English and Girls do less well in Maths. EEF: One to one tuition EEF: Small group tuition	1
Pastoral Leaders to work with identified students in developing confidence and resolving social/emotional concerns.	Pass Surveys and other student voice indicates that on average, Pupil Premium students have lower self-esteem and more social-emotional concerns than their peers. EIF: Adolescent mental health: A systematic review on the effectiveness of school-based interventions.	2, 6
Pastoral Leaders and Heads of Year to have time to communicate with parents regularly, and arrange meetings where necessary.	Parents / families of Pupil Premium students engage less with the school, including parents' evenings.	2, 5, 6
Century Tech introduced for students to receive targeted intervention through thorough gap analysis and question level analysis. Pupil Premium students to receive additional support in using this effectively.	Need to narrow the gap between Pupil Premium and Non-pupil premium students, especially in English and Maths. Century Tech also helps with COVID catch up as it is targeted intervention and uses technology to focus this on the gaps of learning which is more varied than ever due to COVID lockdowns, access to equipment etc. EEF: Standardised tests – Assessing and Monitoring Pupil Progress.	1, 3

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

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support families, where possible, with equipment and support for academics beyond	Pupil premium students complete homework on time less frequently than those who are not in receipt of Pupil Premium.	2, 5, 6

the classroom. (Budget of £1,500)	School evaluation of the impact of this investment.	
Support families in receipt of Pupil Premium funding to purchase uniform in line with school expectations (Budget of £2,000)	Improved self-esteem and a sense of pride and aspiration has significant impact on students experience in school. School evaluation of the impact of this investment.	2, 5, 6
Support families outside of the school catchment in receipt of Pupil Premium with transport bursaries (Budget of £2,000)	Cost of travel to school for students outside of the catchment area can be a factor in students not attending school. School evaluation of the impact of this investment.	4
Internally appoint a member of staff as a morning attendance officer to follow up on absence calls, with a focus on Pupil Premium students, and especially Pupil Premium students with low attendance. Staff additional time in the morning to take absence calls (1 hour in the morning – Budget of £2,500 per year)	Pupil premium students are attending school less frequently than non-Pupil Premium students. Lower attendance is also having an impact on achievement at GCSE. School evaluation of the impact of this investment.	3
Support students in receipt of Pupil Premium to access the full enrichment programme available. £70 per Pupil Premium student to access educational trips, visits and excursions. 33% discount on peripatetic music tuition or external extra-curricular clubs/sessions; (Budget of £15,000)	School evaluation of the impact of this investment. There is much lower uptake of trips linked to the curriculum for students in receipt of pupil premium funding. A lower number of students taking additional music lessons too.	2, 6

Total budgeted cost: £135,193

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.

In the academic year 2020-2021, 53% of students in receipt of Pupil Premium funding achieved a standard pass in English and Maths, which was below non-Pupil Premium students. Service family students made up the majority of students who did not meet their target grades. 53% of students achieved a strong pass for the same measure compared to 61% of non-Pupil Premium students. However, the target set for Pupil Premium students was met, whilst Non-Pupil Premium students were 10% below their target figure.

Having non-teaching Pastoral leaders has supported the school in reaching some of those harder to reach parents. This has resulted in improved attendance in some targeted students. Although the gap between Pupil Premium and non-Pupil Premium still exists, there are specific factors that contribute to this, especially in Key Stage 4.

Due to funding, more Pupil Premium students have had access to extra-curricular trips to support their education, including college taster days, careers fairs and local university visits. This is in addition to other enrichment trips such as Disneyland Paris and various local/national enrichment opportunities.

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.