# Pupil premium strategy statement – November 2020

## School overview

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| **Metric** | **Data** |
|  School name | Kenton School |
| Pupils in school | 1565 |
| Proportion of disadvantaged pupils (Y7-11) | 54.9% |
| Pupil premium allocation this academic year | £788,830 (826 pupils) |
| Academic year or years covered by statement | 2019-2022 |
| Publish date | November 2020 |
| Review date | October 2021 |
| Statement authorised by | Ross Scherer |
| Pupil premium lead | Sarah Rice |
| Governor lead | Stephen Lonsdale |

## Disadvantaged pupil performance overview for last academic year (2019/2020)

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| Progress 8 | Overall | English | Maths |
| -0.86 | -1.04 | -0.58 |
| EBACC entry  | 18.9% |
| Attainment 8 | 34.42 |
| Percentage of Grade 5+  | Combined | English | Maths |
| 23.6% | 39.2% | 27.7 |
| Percentage of Grade 4+ | Combined | English | Maths |
| 40.5% | 52.7% | 45.3% |
| Attendance | All – 90.4%, PP = 86.46% |
| Persistent Absence (<90% attendance) | All = 28.55%, of whom 58.9% were PP |

## Strategy aims for disadvantaged pupils 2019-2022

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| **Aim** | **Target** | **Target date**  |
| Progress 8 | P8 score of disadvantaged students at Kenton School to be above national average for all students | September 2022 |
| Attainment 8 | A8 score of disadvantaged students at Kenton School to be in line with national average for all students | September 2022 |
| Percentage of Grade 4/5+ in English and maths | Achievement of disadvantaged students at Kenton School to be in line with national average for all students | September 2022 |
| Absence | Improve attendance to national average for all studentsReduce persistent absence to national average for all students | September 2022 |

# Improve attendance and keep children safe - priorities for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Raise profile of attendance in assemblies and through communication home. This will include reward systems and initiatives. |
| Priority 2 | Review and rapidly embed new Attendance Steps policy and clarified roles and responsibilities at each stage. |
| Priority 3 | Develop on-site intervention strategies for targeted students in all years, including through collaboration with Combined Cadet Force. |
| Barriers to learning these priorities address | Current levels of attendance and persistent absence are poor and the gap between “All students” and their Disadvantaged peers is to wide. |
| Projected spending  | To include:Salaries/part salaries – Attendance Lead, 2xAttendance Officers, Behaviour and Welfare Lead, contribution to Year Leader salaries, £192,933Alternative provision part payment £20,000Attendance cars maintenance £1500Short term remote tutoring of students returning to school £30,000Attendance office admin costs £2000SIMS Parental Texting bundle £4000Attendance awards £1500Clenel Solutions Safeguarding SLA £17,500Kalmer Counselling £12,000Student transport £1500Breakfast club staffing and supplies £1850 |

## High quality teaching and learning - priorities for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Ensure strategies for supporting retrieval and memory are embedded in all lessons, specifically a “visible” retrieval task at the beginning of each lesson and an “end and send” review activity at the end of each lesson. |
| Priority 2 | Develop staff skills so that Disciplinary Literacy is a feature of all schemes of learning.  |
| Priority 3 | Ensure there is consistency in the quality of feedback and marking across the school and within departments. Whole Class Feedback to be developed and monitored to ensure it leads to student progress. |
| Priority 4 | Embed the new consequences system for praise and sanctions to improve behaviour for learning in lessons |
| Barriers to learning these priorities address | * Teaching is not consistently engaging all learners and notably some groups of PP learners (such as the most-able disadvantaged) are not being challenged to fulfil their potential.
* Transitions across schools, key stages, year groups do not always ensure that vulnerable /PP pupils are fully supported to prevent ‘loss of learning’: consequently, their progress is not always as rapid as it should be
* As several middle leaders are new in post, relative inexperience is currently having an impact on raising achievement in weaker curriculum areas. However, middle leadership training is already a priority and middle leaders and teachers are keen to learn from what makes leadership and teaching in some subjects more successful than in others regarding PP performance.
* The engagement of some parents of PP pupils can be very limited as evidenced by the attendance of PP parents at school events; this is significantly lower overall than for non-PP parents. Support from parents at home with pupils’ learning (KLZ) and homework is also limited in many cases regardless of whether pupils are PP or NPP.
* Detailed analysis of PP / disadvantaged cohorts indicates that they often arrive in year 7 exhibiting ‘word poverty’, with comparatively narrow experience of culture/books
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| Projected spending | To include:Contribution to Year Leader salaries, contribution to admin support, contribution to AP T&L salary, £39,803Numeracy across the curriculum budget £2060 \*2020-2021 not applicable Literacy across the curriculum budget £2060 \*2020-2021 not applicableContribution to PiXL Membership and conference costs £7000Contribution to IT maintenance £30,000Continuous Professional Development £7500Lesson recording equipment £650 \*Teams compatible recording equipment £1500Resources for Teaching & Learning working groups £500Staff reading library £500Departmental engagement bids £1200Reading books for new texts in English £1500Calculators for maths department £3900Kaboodle subscription (Humanities) £272History field trip contribution £930 \* 2020-2021 not applicableMFL events £300Visiting theatre productions £750 \*2020-2021 not applicableExternal validation and moderation of marking £2500Displays for maths corridors £4900 \*one off cost |

## Targeted intervention for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Ensure intervention in Year 10 and 11 is targeted to ensure an increase in the proportion of students achieving 4+ and 5+ across all EBACC subjects |
| Priority 2 | Ensure that intervention in Year 10 and 11 is sharply focussed on identification of intervention need and driving combined improvement in English and Maths at 4+ and 5+ thresholds. |
| Priority 3 | Ensure that class teachers take ownership of the progress of students in their class and that they employ identified EEF strategies to accelerate the progression of students falling behind expected progress. |
| Barriers to learning these priorities address | * Those who do not make better than expected progress at the end of KS3 are disadvantaged as they embark on their GCSEs and this impacts upon their outcomes at the end of Key Stage 4.
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| Projected spending | To includeContribution to Assistant Principal salaries, contribution to Vice Principal salary, Pupil Premium Coordinator TLR, English and Maths teaching time for Y11 intervention, Reading project TLR £91,045Contribution to PiXL Membership and conference costs £3,300Maths small group tuition £7000Action Tutoring (English and maths) £7500SISRA licence £1995Reading Plus intervention licence £2900Hosting student revision conferences £500Revision refreshments £400Revision packs £1000Open Pot Revision guides £1570English and maths revision guides and cards £1500Reprographics for internally produced revision resources and next steps materials £4000Upgrading Twilight intervention facilities £2700 \*one off cost Note – a separate plan exists for the spend of Catch Up money to support students entering Y7 not at nationally expected levels. |

## WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR

## Raising aspirations and developing character through LORIC

## Developing a sense of belonging to Kenton and wider communities

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| **Measure** | **Activity** |
| Priority 1 | Plan and deliver a series of Personal Development Days to provide students with outstanding PSHE  |
| Priority 2 | Raise student aspirations including through facilitating meaningful encounters with employers and further/higher education providers |
| Priority 3 | Kenton Aspire five-year character development programme to be launched with Y7. |
| Barriers to learning these priorities address | * Small groups of PP pupils in different cohorts, particularly in Year 10, have behavioural issues as a result of complex issues and needs. The behaviours detrimentally affect their progress and the progress of others. Many PP pupils have not had appropriate SEN assessment at KS2.
* Social barriers/impact of living in poverty/mental health. The social circumstances of pupils eligible for PP often impacts on their emotional and social wellbeing their behaviour and, ultimately, readiness for learning as evidenced by the number of multi agencies working with PP pupils.
* Detailed analysis of PP / disadvantaged cohorts indicates that they often arrive in year 7 exhibiting ‘word poverty’, with comparatively narrow experience of culture/books. Further carefully planned programmes of pastoral, curricular (including the development of oracy techniques in school) and extra-curricular activities are needed to promote inclusion, widen pupils’ horizons and inspire life-long ambition and a love of words and an expanding vocabulary.
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| Projected spending | To include:Contribution to Year Leader salaries, Kenton Aspire honorarium £39,803Breakfast club staffing and supplies £1850Speakers and resources for Personal Development Days £5000Visiting theatre productions £750 \* 2020-2021 not applicableCareers project coordinator £1250Enhanced Futures Me Co-ordinator position £2500 \*one off costEngagement activities coordinator £1250Song writing project £500University trips £1000 \* 2020-2021 not applicableKingswood Field Centre trip £4,996 \* 2020-2021 not applicableCareers events £1500Engagement activities at lunch and break £500University and apprenticeship window display £750Poverty Proofing review £750PP Advisor/Review £2500 |

## Monitoring and implementation

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| **Area** | **Challenge (CV19 RA applicable to all)** | **Mitigating action** |
| Attendance | The tracking and intervention of PP absence within each year group needs to be further developed and strategies used evaluated for impact and value for money. | A new STEPS approach to monitoring attendance will be introduced. The new attendance lead will build on existing recording and analysis systems. |
| Teaching | Further training is needed to ensure that all MLs and teaching staff are fully aware of the demands of the specification of the new GCSEs. | Training to be provided through One Vision partnersAssistant Principal for Teaching & Learning to rework PLP for the year and work with T&L leads and HoDs to standardise approach to key T&L objectives. |
| Targeted support | Although detailed tracking and evaluations exist, they have not always been rigorously linked to pupil outcomes in particular year groups, nor have tracking and evaluations consistently been carried out across subject areas and year groups.There have been inaccuracies in the predictions made in some GCSE subject areas.Historic difficulty in recruiting high calibre intervention tutors. | Assistant Principals to monitor ongoing progress of students identified for class-based interventions, building on early successes recognised by Ofsted.Y11 interventions to be monitored closely and reported on at weekly RAG meeting.Training to be provided through One Vision partners.25 periods of teaching time in English and Maths departmental timetables dedicated to Y11 intervention. |
| Wider strategies | Long term impact is difficult to measure | Participation rates to be recorded for personal development activities. |