

Kenton School

Kenton School Pupil Premium Review 2018 – 2019			
Principal:	Sarah Holmes-Carne	Signature:	SHC
Chair of Governors:	Anne Malcolm	Signature:	AM
Reviewer:	Wendy Ripley	Signature:	WR
Senior PP Leader:	Noel Stoddart		
PP Champion/Coordinator name:	Sarah Rice		
Named PP link governor:	Rob Atkin		
Date(s) of review visits:	19 April and 27 June 2018		
Date of final pupil premium review visit:	19 October 2018		
Pupil Premium Profile 2018-19			
Number of eligible pupils:	721 (out of a school population of 1553)		
Amount per pupil:	£935		
Total pupil premium budget:	£674,135		

Executive summary

Context

- Kenton School is a much larger than average-sized 11 to 19 secondary school situated on Kenton Lane in the West of Newcastle upon Tyne. The school converted to an academy in May 2012, and in 2014 it formed a Multi-Academy Trust (Kenton Schools Academy Trust).
- Kenton is additionally resourced to offer up to 18 places for pupils with autism spectrum disorders and six places for pupils with speech, language and communication difficulties. These pupils are included in mainstream classes for much of the time.
- The popularity of the school has increased in recent years, so that for the first time in four years, year 7 was oversubscribed.
- Most pupils are of White British heritage. Fewer than one in eleven pupils are from minority ethnic groups or speak English as an additional language, well below national averages.
- Kenton has 11 main feeder schools, although pupils join the school from over 40 primary schools. In the main, the key stage 2 average point score for pupils joining the school in year 7 is sig-. The overall attendance rate for 9 of the main feeder schools, is below the national figure for primary schools. Two of the feeder schools have behavioural ARCs, and these pupils transfer to Kenton.
- Kenton makes use of a range of alternative provision in order to meet the needs of several its students. This includes: Newcastle Bridges School, Newcastle College, Trinity Solutions, 'Skills 4U North East which is based in Cramlington, and Own It who provide work placements to re-engage learners.
- The proportion of pupils known to be eligible for pupil premium funding¹ (PPF) at 49% is very high; well above the 29% national average for secondary schools. The proportion of PPF pupils varies in each year group, being higher lower down the school. The most recent figures illustrate clearly that the school has an increasing proportion of its students who are eligible for PPF. As of the end of October 2018 PPF pupils in each year group are as follows:
 - year 7: 55% (157 pupils)

¹ **The pupil premium** is additional funding for publicly funded schools in England. It is designed to help disadvantaged pupils of all abilities perform better and close the gaps between them and their peers nationally. In the 2018 – 19 financial year, schools will receive £935 for pupils in year 7 to year 11. **Disadvantaged pupils** are those who are registered as eligible for free school meals (FSM) at any time during the last six years and children looked after (in the care of the local authority for a day or more or who have been adopted from care). These definitions are drawn directly from information provided on the GOV.UK website. Throughout the pupil premium review documentation, PPF will be the abbreviation used for 'pupils eligible for the pupil premium funding'.

- year 8: 53% (167 pupils)
- year 9: 49% (152 pupils)
- year 10: 48% (148 pupils)
- year 11: 44% (128 pupils)
- The proportion of pupils with a statement of educational needs (SEN) or an educational health and care (EHC) plan at 1%, is lower than the national average (4.3% 2017). However, a significant proportion of pupils are considered to be vulnerable and very often present with a range of complex needs.
- There have been numerous changes to the senior leadership of the school over the past two years which has seen it reduce in size overall. The wider leadership team has been rearranged so that roles and responsibilities – including those for pupil premium - were revised during the second half of the 2017-18 academic year. Major structural changes include an Assistant Principal being tasked with overseeing the progress of students in each year group, with a focus on the progress of disadvantaged students and those students of high ability on entry to the school. A newly promoted Vice Principal oversees this Progress Team and the development and delivery of the school's revised Pupil Premium Plan. The most recent senior leader to join the team was promoted to the team at the start of September 2018 and has taken on responsibility for the progress of students in Year 9.

Context of this review

Background

- The school was inspected by Ofsted on 27-29 September 2016; its overall effectiveness was judged to 'require improvement'. The inspection report areas for improvement were to:
 - *'Improve the effectiveness of leadership and governance by:*
 - *ensuring that leaders, when carrying out their checks, rigorously concentrate on the impact of teaching on pupils' learning and progress*
 - *sharpening improvement planning so that there are clear milestones for improvement that help governors to check on the specific effect of leaders' actions*
 - *ensuring that leaders and governors can more rigorously account for the difference that additional funding makes, including the pupil premium and Year 7 catch-up funding.*

- *Improve the progress of disadvantaged pupils, the most able and those who have special educational needs and/or disabilities, particularly in mathematics, science, the humanities and modern foreign languages, by:*
- *checking that leaders' improved analysis of pupils' progress results in reducing differences between the progress of groups of pupils, particularly the difference in progress between disadvantaged pupils in school and other pupils nationally*
- *eliminating inconsistencies in the quality of teaching within and between subjects*
- *making sure that leaders and teachers learn from what makes leadership and teaching in some subjects more successful than in others*
- *increasing the range and quality of resources and support for pupils who need to catch up in mathematics.*
- *Further raise the attendance of disadvantaged pupils so that it is nearer to that of other pupils nationally.*
An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.
An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved'.
- Acting swiftly on the Ofsted recommendation, an external review of pupil premium was completed in January 2017.
- In addition to two Education Adviser visits conducted on behalf of the DfE in October 2017 and March 2018, a number of other external reviews of the quality of provision have also been completed. These include: *'Poverty Proofing the School Day'* action plan and report - research conducted by Children North-East and the North east Child Poverty Commission; (October 2017) and a review of behaviour, welfare and personal development, conducted by the school effectiveness service of Newcastle City Council in March 2018. The latter report concluded that senior leaders' were driving improvement with vigour and determination, their evaluation of the quality of these aspects of provision was accurate and that the actions being taken to bring about improvement were *'impacting positively on the behaviour of pupils and the most vulnerable in the school as well as looked after'*.
- Documentation shared by the school with the reviewer over the course of the review period included the review reports cited above and:
 - An example of the school's weekly data 'scoreboard'
 - The 'Academy Improvement Plan 2017 – 2018' (1st March 2018 version)
 - The Self-evaluation summary (March 2018) Kenton School Pupil Premium Strategy and Review September 2017

- Examples of strategies and systems to support improvements in the quality of teaching, learning and assessment and promote attainment and progress for PPF pupils such as: the summative sheet 'actions for teachers to accelerate progress'; the year group progress report proforma and methodology; 'progress plan for students with a positive attitude to learning' and the 'pupil passport'
- The draft pupil premium strategy and review for 2018-19 that has been shared with governors (dated September 2018) and the accompanying Excel spreadsheet for tracking and monitoring expenditure
- Pupil Premium expenditure review for 2017/18 (September 2018 version)
- School leaders decided that evidence from the previous external review of the use of the pupil premium (conducted in January 2017) or in respect of Year 7 funding would not be within the scope of this review.
- A meeting was not held with the link governor/ governors during this review.

The initial pupil premium review visit:

- This visit was made to the school on 19 April 2018, to gather initial evidence, scope out and agree arrangements and requirements for the review and to start drafting out templates and other documentation. A record of this visit and the draft template prepared for the review were sent to the school. The principal and other senior leaders provided me with a verbal overview of the school and its context. I had a brief tour of the school with the Pupil Premium Champion
- The visit included meetings with:
 - Sarah Holmes-Carne, Principal
 - Sarah Rice, Pupil Premium Champion
 - Richard Devlin, Senior Vice-principal and, Andy Clark, Vice-principal
 - five of the six Assistant Principals
- was provided with a range of school documents including: a local authority review (March 2018), a DfE visit report (October 2017), the Kenton pupil premium strategy and action plan (September 2017), the academy improvement plan, the summary SEF (March 2018) and the Poverty proofing the School Day Action Plan and Report (October 2017).
- During the meetings, the following points were discussed:
 - What progress had been made since the previous inspection?

- The importance of having accurate and reliable pupil performance information for the pupil premium group, different groups of pupils within the pupil premium cohort, for other key groups of students and for the academy – and the systems Kenton uses to do this.
- What the current challenges and potential barriers to the development of the pupil premium plan are at this and going forward.
- Strengths to build on and embed.

Visit 2, conducted on 27 June 2018:

- This visit was undertaken in order to:
- help leaders begin to summarise the key lessons they have learned in terms of the 2017/18 pupil premium activities - including how leaders have monitored, reviewed and evaluated the impact of the school's strategy, plan and use of the pupil premium grant
- discuss the changes school leaders are seeking to make for the 2018/19, strategy, action plan and use of the pupil premium grant in light of their review and evaluation activities.
- During the visit meetings were held with:
 - the Principal
 - the newly appointed Vice Principal with overall responsibility for the use and impact of the PPF
 - the Pupil Premium Champion
 - the heads of department for English, maths and science
 - four pupils (3 x Y7, 1 x Y8) known to be eligible for PPF (whose books were also included in the sample see during the joint work scrutiny).
- Activities undertaken included:
 - a joint learning walk with the Pupil Premium Champion
 - a joint scrutiny of a small sample of work in books with the Vice Principal and Pupil Premium Champion
 - the provision of verbal feedback at the end of the day to the Principal, Vice Principal and Pupil Premium Champion.

Note: In the periods between the preliminary and final visit, telephone and email communication and exchanges of documentation was used to support school leaders /the pupil premium champion with developing and refining plans and impact measures for the current academic year and preparation for pupil premium arrangements and plans for the 2018/19 academic year.

Engagement with the review process and key findings.

Discussions and document scrutiny during the course of this review confirm that:

- Leaders have engaged fully with the review process from the outset. An ongoing dialogue around progress with the strategies and actions and any early signs of impact and improvement was sustained over the review period. As strategies and plans developed they were also shared so that the reviewer could edit and provide feedback on the academy strategy and action plan where appropriate (using 'track changes'). Because of this way of working the review activities have already helped to inform and improve the academy's strategy and plan.
- The principal and other leaders have been very open and frank in discussions, worked very closely with the reviewer and have reflected on and quickly taken on board the suggestions and recommendations made by the reviewer.
- Leaders have implemented the model for planning and reporting on the use of pupil premium funding outlined in *Effective pupil premium reviews: a guide developed by the Teaching Schools Council* (National College for Teaching and Leadership May 2016, final version September 2016). They have adopted the revised template for secondary schools in order to detail how they intend to spend their 2018/19 allocation to address barriers to learning and present the rationale behind the academy's strategy and decisions.
- The pupil premium strategy and plan for 2018/19 that leaders have developed since the initial meeting in April 2018, demonstrates an increasingly comprehensive understanding of what needs to improve and why, what actions need to be taken to bring about improvement and what strategies are most likely to have an impact and work with - and for - the staff and students at Kenton.
- Leaders have taken account of appropriate research and a wide range of information, including the Education Endowment Foundation's Teaching and Learning Toolkit.
- Leaders are determined to meet the needs of their pupils.
- The personal development, well-being and safety of all students including those eligible for pupil premium funding is of paramount importance and underpins all that the school does.
- Leaders are placing a high priority on improving outcomes, raising aspirations and ensuring that students continue into education, training and employment when they leave Kenton.
- Discussions and documentation seen confirm that the vice principal who is now responsible for PPF and the pupil premium champion are reflective, responsive, decisive and increasingly about their actions and next steps. They make a good PPF team and are working hard to support, challenge and hold year and subject leaders to account for improved outcomes for PPF pupils. The reviewer is confident that PPF

leaders will continue to sharpen the PP strategy and be able to clarify and refine performance measures so as to be able to bring about the improvements for pupils that are currently being set out in their 2018/19 pupil premium action plan and strategy.

How successful the pupil premium strategy has been so far.

- For a variety of reasons, a number of organisational changes were required over the course of the academic year and during the time period this review took place in. While these changes have proved challenging for leaders and staff, one positive impact has been that clearer lines of accountability for the leadership of pupil premium have now been established.
- Leaders accept that despite a comprehensive action plan, the oversight of, and accountability for, the attainment and progress made by PPF pupils was not as effective as it should have been in the 2017-2018 academic year. This is partly because the very comprehensive detail in the plan did not lend itself to sharply focused performance measures. Also, changes made to the wider leadership and management team and late recruitment/take up of some key posts, meant that systems and strategies to monitor, review and evaluate the impact of actions were not implemented and embedded as quickly and effectively as had been originally anticipated. Again, senior leaders have reflected on these issues and acted swiftly to make changes and improvements. As a result, the line management arrangements and quality assurance arrangements for the 2018-19 academic year are shaping up swiftly and well. The systems and procedures shared and discussed at the second visit in June 2018, were much more robust than previously seen.
- At the final visit on 19 October, the rapidity and extent to which discussions in June had been heeded and steps taken by the newly responsible vice principal and the pupil premium champion to refine and improve the PPF strategy, the quality and use of pupil performance and assessment further was impressive.
- There is now a clear sense of purpose and direction. Expectations around the attainment and progress of PPF pupils are being raised throughout the school. The drive to ensure the new arrangements are robust and staff are held to account is palpable.
- Meetings with the vice principal and pupil premium champion at the final visit confirm that the review and evaluation of the 2017/18 pupil premium strategy has been completed to a good standard under the circumstances. Given that the strategy contained too few of the sharp performance measures and benchmarks needed to provide a clear picture of the impact of the use of the PPF, they have done well to identify some actions that have had little or no impact as well as some areas of emerging strength and evidence of impact to build upon going

forward. Consequently, discussions with the vice principal and pupil premium champion as well as with almost all of the leaders met during the final visit, confirm that they have a much more accurate picture of what needs to be done this year and why.

- Leaders are now taking account of appropriate and relevant research and giving due consideration to how the PP strategy and action plan aligns with the school's overarching improvement/development plan.
- Some of the key initiatives, developments and priorities the vice principal and pupil premium champion described, for example: increased focus on higher prior attaining pupil premium pupils; establishing starting points and support needs more sharply at the start of Y7; targeted work to improve attendance; the use of 'key marginals', improving the use and effectiveness of 'shadow' RAP meetings, the pupil premium passports and specific aspects of PiXL as well as the use of focus weeks are all important steps in the right direction.

The pupil premium position at the end of the 2017-18 academic year.

- For the reasons set out above, leaders accept that it has not been possible to assess the impact of the use of PPF in 2017/18 with any certainty or whether 'value for money' was achieved for the use of additional public funding. Similarly, they acknowledge it has not been possible to assess whether there were any improvements in the impact and deployment of funding compared to the previous year.
- At the time of writing this review, there was insufficient validated performance information regarding the progress of PPF pupils at Kenton at the end of the 2017-18 academic year to make any comparisons to national outcomes and benchmarks at the end of key stage 4. GCSE results for 2017-18 show an increase in the proportion of PPF students reaching threshold measures in English and maths. In English the proportion of PPF students achieving a grade 4 or higher rose from 40.8% to 62.3%, and grade 5 or higher from 25.6% to 44.3%. In maths the proportion of PPF students achieving a grade 5 or higher rose from 20.8% to 32.0% and grade 7 or above from 5.6% to 9.0%. These figures suggest that interventions aimed at raising the achievement of PPF students in these subjects have had success. The school has planned to develop these interventions further to build on this success in 2018/19.

The pupil premium strategy up to and including 2017-18 was driven by the following desired outcomes:

- To build upon the best aspects of the school's current practice in order to further raise the performance of PPF pupils at Kenton School.

- To ensure that so PPF pupils' progress and attainment accelerates rapidly across the curriculum to be in line with non-pupil premium pupils nationally.
- Eliminate/reduce the barriers that disadvantaged pupils at Kenton and elsewhere can very often experience such as:
 - Weak literacy and word poverty'
 - Weak numeracy
 - Social and emotional barriers
 - Material and financial deprivation
 - Low self-esteem, aspirations and lack of ambition
 - Poor independent study skills and/or access to internet/books/research
 - Limited parental engagement
 - Erratic attendance
 - Poor behaviour/ self-regulation/boundaries
 - Lack of wider cultural opportunities

The use of pupil premium funding up to and including 2017-18 primarily supported the following:

- Staffing costs
- CPD costs
- Material development cost
- ICT hardware
- Purchase and implementation of systems such as PiXL and CPoms
- English and maths interventions/interventions in other subjects
- Prioritising literacy and numeracy skills across the school
- Providing high quality revision materials
- Creating 'pupil premium passports'
- Home-tuition for non-attenders

- Embedding Kagan principles and structures
- Buying in an external counselling service for pupils
- Safeguarding systems and checks
- Attendance strategies such as the attendance officers, text messaging service, home visits and attendance cars
- Funding for educational visits
- A uniform scheme
- Summer school provision
- Breakfast club
- Activities to promote parental engagement such as support to attend night classes/take GCSEs

What has worked well?

- School data indicates increases in the proportion of PPF pupils attaining 4+ and 5+ GCSE grades in English and 5+ and 7+ in mathematics which is taken as evidence of increased quality of teaching and successful interventions utilising PiXL resources.
- Positive feedback (as evidenced through the review of behaviour, welfare and personal development, conducted by the school effectiveness service of Newcastle City Council in March 2018), indicates the new behaviour system and the investment in year leader posts is well received by staff and there are promising signs that this is reducing the number of behaviour incidents and lowering fixed-term and permanent exclusion rates.
- Home tutoring: academic support to keep learners as on track as possible as well while also keeping vulnerable pupils safe and their whereabouts known.
- Some year 11 interventions in some subjects specifically those interventions utilising PiXL resource to increase the proportion of PPF students achieving grade 5 and above in English and maths.
- Revision guides and materials used well in some departments.
- Pupil premium passport developing well; required full roll-out and embedding across school.

- CPOMs systems implemented effectively and being used daily. For example, to monitor and tackle any safeguarding concerns and make appropriate referrals when needed.
- Uniform scheme facilitating attendance.
- Breakfast club well-attended.

What has not worked so well or not resulted in the desired outcomes?

- Too few activities were monitored sharply enough to generate the quantitative evidence needed across a range of benchmarks to demonstrate impact and any gains and improvements precisely enough to enable governors to hold leaders to account for the use and 'value for money' of the additional PPF.
- New appointments and new structures were delayed and therefore did not have sufficient time to have much impact on raising standards.
- Strategies, methods and materials such as personal learning checklists and collaborative learning relatively new. Those that are showing promise and/or impact are not yet consistently applied or embedded across the school.
- Evidence of a slight decline in attendance (but have not analysed this by pupil group as yet, and not possible to make comparisons to LA and national figures).
- Very low uptake by parents for adult education classes (but some clear evidence of good outcomes for those who did)
- The proportion of PPF students in Years 7-10 working at the grades on their "Expected Attainment Pathway" is not as high as school leaders would like. It is hoped that a school wide focus on teacher led interventions based on EEF strategies in the revised plan will improve this.

The Kenton approach to pupil premium for 2018-19.

The core approaches that will now be implemented to ensure students' needs are met and outcomes improve:

- Revised pupil premium spending strategy clearly sets out success criteria and pupil performance benchmarks to drive improving outcomes, raise expectations and monitor.
- Monitor, review and evaluate impact and effectiveness of strategies, action and deployment of funding routinely and with rigour.

- Ensure that the pupil premium strategy and action plan are refined on an on-going basis and makes best use of the school's reliable pupil performance, assessment and tracking information as it becomes available/is updated.
- Tracking pupils' individual learning and progress on a regular basis – including identification and monitoring of priority pupils/ groups of pupils through the school scorecard and other high profile and visible means (such as a target 'wall' in the staff room).
- Tracking and reporting on outcomes for pupils by different target groups – including PP/SEN; PP/gender; PP/ability.
- Raising the profile of/expectations for more able pupils – including more able pupil premium pupils.
- Driving improvements in outcomes and the quality of teaching, learning and assessment for all pupils across all year groups so that underachievement is eradicated and any gaps are being systematically narrowed/closed.
- The provision of additional support for literacy and numeracy
- A range of targeted interventions including small group work, 1:1 coaching.
- Allocating appropriate resources to support specific pupil's behaviour, attendance and their emotional and social support needs.
- Ensuring senior leaders and governors have all the evidence needed to fully justify the impact of PP spending.
- Rigorous quality assurance and oversight by school leaders and governors.
- Examining the performance of different subjects and qualifications and the impact of the use of different resources and materials so that best practice can be shared.
- Continuing and building upon those strategies used in previous years that have shown some impact, including:
 - Y11 in-class interventions and rolling out more widely to other year groups
 - Increasing opportunities for pupils to develop their fluency and skills in numeracy and mathematics
 - Revision and guides and materials
 - Embedding the use of key school systems such as CPOMS and the pupil premium passport and ensuring they are used consistently and well.

The overall aims of the plan

The PP strategy and plan for 2018-19 is split in to five strands, each fully costed and encompassing several intended outcomes:

- Improving outcomes through high quality teaching and learning
 - Raising the attainment of both disadvantaged pupils and their peers through Quality First Teaching approaches, sharply focused PLP and sharing best practice effectively embedded; induction, support and coaching for teachers new to the school – especially in the Science and Humanities departments.
 - Ensuring there is a suite of targeted in-class interventions available to accelerate the progress made by disadvantaged students based on EEF evidence. Review and evaluate the impact and effectiveness of these strategies.
 - High quality teaching and learning that results in active and engaged pupils and provides challenge at the right level; particularly for the most able PPF pupils (A,B).
 - Ensuring the ‘Kenton Teaching and Learning Cycle’ is embedded systematically and consistently across the school and that there is clear evidence of the structure having positive impact on pupils’ learning.
 - Ensuring that Kagan strategies are included in schemes of work so that opportunities for collaborative learning are taken to support all students in their learning, particularly the disadvantaged.
 - Utilising these Kagan strategies as a vehicle for developing oracy and communication skills alongside subject specific content.
 - Early identification of pupil ‘need’ when joining the school; especially for SEND/PPF and more able/PPF pupils (E). Schemes of work which stretch the more able to develop deep understanding, and an amended curriculum in place to support those students needing to build foundation skills.
 - Have rigorous systems in place to support catch up for pupils entering the school below national expectations. (The school has a separate catch up plan, based around the same strands as the Pupil Premium Plan, demonstrating a consistent approach to raising standards).
 - Increasing rates of progress in literacy and numeracy for pupils eligible for PP across all year groups. Ensuring consistency in the way these elements are delivered and assessed across the school specifically through maths specialists working with teachers in science.
 - Improving the leadership, monitoring and impact of literacy and numeracy support and other targeted interventions. Increased opportunities for students to apply their literacy and numeracy skills through the wider curriculum.
 - Working progressively to eliminate underachievement across key stage 3 and key stage 4 and ensure pupils who join Kenton - whether in year 7 or part way through their secondary education - make good or better progress in each year.

- Ensuring that vulnerable/PPF pupils do not lose ground at transition points and make consistently good progress over time (C)
- Increase opportunities for students to access targeted support or independent study after school.
- Improve homework arrangements including information for parents through the effective use of school planners.
- Promote parental involvement with the learning process by sharing with them Personal Learning Checklists ahead of calendared assessment weeks.
- Improving the attainment and the progress of disadvantaged pupils at the end of key stage 4 so that the progress of PPF students at Kenton is equal to that of All students nationally.
- Diminishing the differences between the attainment of disadvantaged students and all students nationally by 15 percentage points in 2018/19.
- Accelerating the progress made by students eligible for pupil premium in all subjects, in both key stages and especially in those subjects in the EBaCC bucket of the Progress 8 measure.
- Continue to raise the progress made by students in English and maths so that it is equal to that of All students nationally.
- Continue to select appropriate Open Pot resources to engage students in their learning and provide opportunities for success.
- Keeping children safe and improving the attendance of PPF students
 - Improve the attendance of pupil premium students to match the national average for all pupils.
 - Improve the attendance of current Year 9 students who have historically presented well below school norms (an example of specific targeting for a year group).
 - Persistent absence rate for all pupils and disadvantaged pupils to be below the respective national average 'percentages'
 - Reduction in the number of FTE for disadvantaged pupils, without the lowering of expectations on acceptable behaviour within the academy; figures to be below those nationally and to be decreasing on last year's figures internally.
 - Provide opportunities for vulnerable PPF students to access counselling services to address mental health concerns.
 - Demonstrable increase in disadvantaged pupil's engagement in lessons results in a continued reduction in low-level disruption.
 - Explore and implement alternative curriculum options including vocational routes for students struggling to engage with mainstream school to keep them in education, safe, and to prepare them for employment and further education.
- Raising aspirations of all pupils

- Increasing the number of pupil premium students studying at least one language so that the proportion eligible to study for EBacc increases.
- All disadvantaged pupils to have engaged with the school careers programme.
- Providing opportunities for PPF students to visit universities and engage in university mentoring programmes.
- Eliminating any differences in progression rates into EET ensuring all disadvantaged students have an intended destination for work, training or further education
- Developing character through LORIC (Leadership, Organisation, Reasoning, Initiative and Communication skills)
 - Life Skills lessons are used to deliver the PiXL Character and Culture programmes
 - Increased opportunities for students to speak about and present work in lessons
 - Opportunities for PPF students to organise and run engagement activities for their peers
 - Broadening the vocabulary of all students through the strategic use of PiXL Vocab resources and involvement in the Oracy SSIF project.
- Developing a sense of belonging to Kenton and wider communities
 - Increase the levels of personal development, cultural awareness, resilience and self-esteem for all pupils including the disadvantaged.
 - Raise the profile of, and staff knowledge about, disadvantaged students in the academy using Pupil Premium Passports. These are a way of recording strategies which promote progress as well as the interests of these students, things that could act as hooks for learning.

Recommended next steps arising for the school following this review:

Leaders have already taken on board many of the actions and suggestions that have arisen through discussions during the two on-site visits, email correspondence and editing of various iterations of plans. The recommendations that follow arise from the final discussions and review of documentation presented on 19 October. Leaders can consider and implement these before the next internal review.

- Ensure there is an increased focus on tracking the performance of pupils by ability 'band' and on maximising the attainment and progress of those pupils eligible for PPF whose prior attainment indicates they can achieve at the higher level. Similarly, wherever you can, target other actions more precisely based on your evidence (for example, improve behaviour in Year 9 by Easter 2019).

- Complete overarching reviews and evaluations of the external provision you use (such as the counselling service) to capture robust information about take-up rates, and impact and pupil's learning outcomes and well-being. Ensure you make good use of your existing quality assurance arrangements -such as your routine leader/staff visits to alternative provision - and pupil feedback to evidence the great lengths you already go to quality assure your external providers and safeguard your pupils when they are learning elsewhere.
- Consider how you can make best use of individual student information such as case studies/files and your 'passports' to determine what strategies are making a difference and why.
- Make sure the pupils are at the very heart of everything you do. Refine your success criteria so you spell out more clearly what you are aiming to improve for pupils. The strategies, systems and methods you intend to implement then come more sharply into focus as improvement actions.
- Ensure that all leaders apply your strategy and are monitoring performance and holding teachers to account for improving PPF pupil outcomes consistently and well.
- Ensure that the PPF strategy/plan and the information it contains aligns with other key school strategic documentation such as the SEF and AIP.
- Ensure that the link governor and the wider governing body champion pupil premium pupils and retain a keen eye on the implementation and oversight of the pupil premium strategy and the use of funding through regular internal reviews. You will want to consider how you can summarise governors' engagement effectively within the strategy and/or embed links to other relevant documents that makes their role and participation clear.
- Once you have finalised the strategy and reporting arrangements and there is sufficient capacity and knowledge among the wider staff, you may wish to consider setting up a staff group of 'pupil premium champions' to pick up the mantle and undertake some specific evidence based reviews/action research into the effectiveness and impact of different aspects of provision.
- As the academic year progresses, continue to refine your strategies and the information and analysis of key groups of pupil premium pupils at the school. Include these groups (if they are significant enough to warrant this), in your 2018/19 PPF strategy and action plan and throughout your monitoring and reporting arrangements where possible. Further down the line, you can refine your 'groupings' and sharpen reporting mechanisms as you gather more information and evidence. Doing so will provide you with more information to monitor and

measure outcomes for PPF pupils and school performance and result in a rich seam of information to undertake more sharply focused evidence-based reviews.

Agreed timeline for internal reviews through the academic year 2018-19:

- The spring term internal review is scheduled for week commencing 1st March 2019
- The summer term internal review is scheduled for week commencing 3rd June 2019
- Termly reviews of the pupil premium strategy and the impact of spending will be reported to governors at meetings on 21st March and 13th June 2019.

Glossary

As parents and careers of youngsters, you will no doubt encounter a multitude of educational acronyms and abbreviations. Please find below our glossary of the most common education terms.

- Achievement - Describes both attainment i.e. the level achieved and the progress you have made from a starting point.
- AfL - Assessment for Learning - Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there
- Attainment - The actual level attained and/or results.
- Attainment Targets - A general defined level of ability that a pupil is expected to achieve in every subject at each key stage in the National Curriculum
- Blending - To draw individual sounds together to pronounce a word, e.g. f-l-a-p, blended together, reads flap
- Core Subjects - English, maths and science: all pupils must study these subjects up to Key Stage 4
- CPD - Continuing Professional Development
- DBS - Disclosure & Barring Service - DBS refers to the new agency created out of a merger between the Criminal Records Bureau (CRB) and The Independent Safeguarding Authority (ISA), its full title is The Disclosure and Barring Service. The checks and information provided will remain the same but will be branded DBS Checks.
- DfE - Department for Education
- Differentiation - a wide variety of teaching techniques and lesson adaptations that teachers use to pupils of differing abilities in the same class.
- EAL - English as an additional language
- EBacc - English Baccalaureate

- EBD - Emotional and Behavioural Difficulties
- ECDL – European Computer Drivers License qualification
- EET – (progression into) education, employment or training
- EHC Plan - Educational Health Care Plan - An education, health and care plan is a document that says what support a child or young person who has special educational needs should have.
- EWO - Education Welfare Officer
- EYFS - Early Years Foundation Stage. A framework of care and Education for children from birth to five years of age. This stage typically means Nursery and Reception Classes.
- FFT - Fischer Family Trust
- FSM - Free School Meals
- FTE - Full Time Equivalent
- GCSE - General Certificate of Secondary Education
- HLTA - Higher Level Teaching Assistant
- HMI - Her Majesty's Inspector of Schools
- ICT - Information and Communication Technology
- IEP - Individual Education Plan for SEN pupils
- Inclusion - Removing barriers in learning so all pupils can participate at their own level.
- INSET - In-Service Education and Training - Training for staff which takes place during the school year.
- ITT - Initial Teacher Training

- IWB - Interactive Whiteboard
- Key Stage five - age 16-18 (Sixth form)
- Key Stage four - age 14-16 (Years 10 and 11);
- Key Stage three - age 11-14 (Years 7, 8 and 9);
- Key Stage two - age 7-11(Years 3,4, 5 and 6);
- Key Stage one - age 5-7 (Years 1 and 2);
- LA - Local Authority
- LAC - Looked After Children
- LSA - Learning Support Assistant
- MLD - Moderate Learning Difficulties
- NC - National Curriculum
- NEET - Not in Education, Employment or Training
- NOR - Number on Roll
- NQT - Newly Qualified Teacher
- NVQ - National Vocational Qualifications
- Ofqual - Office of Qualifications & Examinations Regulation
- Ofsted - Office for Standards in Education
- PE - Physical Education
- Performance Table - Published by the DfE to compare schools' results.

- Phonics - Phonics refers to a method for teaching speakers of English to read and write their language. It involves connecting the sounds of spoken English with letters or groups of letters
- PPA - Planning, Preparation and Assessment time to which teachers are entitled. Progression - pupils develop academically and personally from year to year and from one key stage to the next in a way which builds on what has already been achieved."
- PRU - Pupil Referral Unit
- PSHE - Personal Social Health and Economic education
- PTA - Parent Teacher Association
- QTS - Qualified Teacher Status
- RAISE - Reporting and Analysis for Improvement through School Self-Evaluation
- RE - Religious Education
- SCITT School - Centred Initial Teacher Training
- SCR - Single Central Record - Schools must hold a single central record of all adults working with pupils. The records hold security and ID checks among other specific information.
- SEAL - Social & Emotional Aspects of Learning
- SEN - Special Educational Needs
- SENCO - Special Educational Needs Coordinator
- Setting - Putting pupils of similar ability together just for certain lessons. So, for example, it would be possible to be in a top set for French and a lower set for mathematics.
- SIP - School Improvement Plan
- SLT - Senior Leadership Team

- SMSC - Spiritual, Moral, Social and Cultural (development)
- Streaming - Splitting pupils into several different hierarchical groups which would stay together for all lessons.
- TA - Teaching Assistant
- Transition - The movement of pupils from Key Stage to Key Stage or school to school and the procedures associated with it.
- VLE - Virtual Learning Environment