

Annex 2d: Pupil premium strategy statement Kingsthorpe College

1. Summary information					
School	Kingsthorpe College				
Academic Year	2017/18	Total PP budget	£310,570	Date of most recent PP Review	Sept17
Total number of pupils 7-11	1129	Number of pupils eligible for PP	327 (28.9%)	Date for next internal review of this strategy	June 18

2. Current attainment * Data not released yet		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8	-0.11	0.0
Attainment 8	41.58	42.8 / 44.2 All pupils
Ebacc	10.26	8.33 Grade 4+ 22.5% All Grade 5+ 19.5% All
Basics 4+ English and Maths	54	50 / 63.3%
Basics 5+ English and Maths	23	28 / 19.5%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Low literacy/numeracy levels – as reflected in Y7 Catch Up Fund (highest % allocation in Northamptonshire for 2016/2017)
B.	Attendance/Punctuality and Behaviour concerns – social and emotional concerns resulting in wellbeing concerns
C.	Reduced levels of aspiration amongst disadvantaged students
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low prior attainment on entry
E.	Parents/ carers and school not working together effectively enough to overcome barriers.
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	
A.	Literacy/numeracy levels increase for disadvantaged students. Success criteria All staff closing the Gap within the classroom and when compared

	Increased staff awareness of disadvantaged students and provision of Quality First Teaching.	against others nationally.
B.	Attendance/Punctuality/Behaviour concerns diminish.	Attendance/ punctuality issues diminished for all disadvantaged students. Fewer behaviour points/FTE/IEU/Permanent Exclusions.
C.	Levels of aspiration amongst disadvantaged students increase.	Disadvantaged students show higher rates of aspiration/greater participation in extracurricular activities. Homework completion increase. Attendance improves. No Disadvantaged students classified as NEETS. Increased sixth form uptake of disadvantaged students. Increase in rewards given to disadvantaged students.
D.	Rates of progress increase in all key stages.	All disadvantaged students, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to catch up and increasingly making rapid progress.
E.	Improved partnership with parents/carers.	Increased attendance by parents/carers at school meetings, parent's evenings, and events. Increased parental support for learning at home, e.g. hearing children read etc.

5. Planned expenditure

Academic year

2017-2018 - Total Spend £310,570

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. 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	When will you review implementation?
KS3 achievement improvements in the Basics measure as a response to low numeracy/literacy levels on entry.	Tracking, monitoring for identified KS3 students. Work with JB/LT to develop workshops, quizzes, reading and spelling ensuring learning/reading is fun. Provision of a Primary specialist.Senior member of staff responsible for literacy whole school.	Results show that in English and Maths students achieving a Level 5 or above has dropped by 12% from the previous year. The need to develop a love for reading which will support whole College improvements.	Meet with PP Champions/LDs to track students and intervene where necessary. Tracking AR records. Through discussion with students. Review Y7 Catch Up interventions and review progress against QLA. Subject specialist PP champions in English and Maths accountable to Deputy	PP Champions LDs/AT/LB/LNK/ SZW/LT JB/LT	All PM Data reviews Every half term
KS4 achievement improvements in the Basics measure as a response to low numeracy/literacy levels on entry.	Class of 2018 project. Detailed analysis of Ma/En cross over for disadvantaged students.	New grading system for Maths and English. Grade 4+/Grade 5+ English and Maths below National.	Review progress at each data call – implement subject specific interventions where necessary as per the Achievement Cycle.	LB/LNK/FO/JH	All PM Data reviews
Total budgeted cost					£143,328

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Greater focus on WAVE one intervention/Quality First Teaching.	Lesson walk throughs /work scrutiny, CPD, SIP Support.	To ensure all disadvantaged students have the same positive experience as non-disadvantaged students. Positive discrimination for disadvantaged students.	QA students work/books on walkthroughs Disseminate to all teaching staff and share good practice. Review progress. Student voice activities.	SZW/BB/RLG	All PM Data reviews ETC
Attendance/Punctuality/Behaviour concerns diminish	High quality pastoral support after the move to Horizontal tutoring /SEND provision.	High levels of FTE's/Pex when compared with National. High levels of internal IEUs/detentions when compared with non-disadvantaged students.	Close support for ADs to ensure disadvantaged students receive a high level of support to overcome particular barriers.	ADs/SZW/PAH/JW	Weekly attendance/behaviour review
Total budgeted cost					£39,421
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Increase staff awareness of the progress of individual disadvantaged students within lessons.</p> <p>Focussed interventions on key skills.</p> <p>Disadvantaged students attend more extra-curricular clubs.</p>	<p>CPD for Closing the GAP in lessons. Encourage students to become involved with Duke of Edinburgh Award/UCN Programme Year 11 Class of 2018.</p>	<p>Staff to be aware of PP students in their classes and to be able to identify their individual barriers to learning and their specific needs. Students to have a range of experiences to build skills to overcome barriers.</p> <p>Peer mentoring by those who understand their needs. Allows PP students to identify with their mentors.</p>	<p>Review disadvantaged students' attendance at extra-curricular activities. Student voice activities.</p> <p>Support by 6th form mentors. Training Year 11 to support KS3 PP students.</p> <p>Review extra curricular provision. Student voice activities.</p> <p>Evidence present showing how teaching staff are using the</p>	<p>ADs/LDs/SLT</p> <p>FO/SZW</p>	<p>On Going</p> <p>Termly</p>

			information about barriers to plan well matched activities to the needs of individual disadvantaged students.		
Extreme gaps in subjects.	Meet with PP Champions to discuss and share good practice for classroom and WAVE 2 interventions.	PM data shows that some areas at KS4 failed to Close the Gap internally and when compared to National.	PP champions to disseminate to faculties. SZW to liaise and support staff. Meet with PP Champions, LDs and ADs. Subject specific checklists.	SZW PP Champions	Termly
Improved partnerships with parents and carers.	Improved liaison with parents/carers. Whole school approach to developing communication with parents/ carers and promoting better attendance and punctuality through communication.	School attendance hovers around 96% and below, with some individual attendance/ punctuality issues/concerns. Some students would benefit from more support with their learning at home. We feel that we could improve our communication and support so that we help parents to help their children and communicate more clearly what we are doing at school.	Monitor attendance weekly. Informal feedback from parents. Parent survey/Attendance at parental meetings/school based events. Student/Parent voice activities.	SLT/ADs/JW/ PAH/DO	Attendance – weekly/half termly reviews. Parent survey/Attendance at parent's evenings/school events.
Total budgeted cost					£310,570

6. Review of expenditure				
Previous Academic Year		2016-2017 Received £298,415 in funding		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Eliminate gap of attainment between disadvantaged and non disadvantaged students.	Staff received support in lessons for individuals/groups. Quality First Teaching.	Limited impact due to inconsistencies within subjects/ In subject variation. Pockets of good practice which needs to be shared across all subjects.	Staff need to differentiate further for student needs. There needs to be a greater focus on providing student feedback, student identification and assessment. Greater emphasis needed on offering targeted support to improve attainment and progress across all key stages.	£68,600
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Provision of MINT Seating Plan Software to ensure clear identification of student characteristics at class level.	Whole staff CPD to access the software – follow up by LDs and SLT during walkthroughs.	Evidence showed teaching staff had used MINT software successfully and were more aware of disadvantaged students within their classrooms and therefore provided greater support than previously.	Continue staff CPD due to improvements with the software. Provide specific training to new members of staff. Expectation is that all staff will use the software as evidenced in their progress folders.	£26,325
Purchase of GCSE POD to help support learning at home as a revision aid.	To be used in class or for homework to support activities in lessons. Staff Training.	95% of PP students accessed and used GCSE POD regularly. KC was one of the highest users in the country for first year of purchase.	PP students need to be encouraged to use GCSE POD on a regular basis, inform tutors and provide login details. Identified students will need support logging on and navigating the site.	£29,798
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Improved aspirations/motivation for boys in particular.	A tutor group created for disengaged boys to help provide additional support and engagement.	All students remained in school and completed their exams with varying success. Impact was variable with regards to student outcomes.	This intervention will not be continued due to limited impact.	£28,651
Students have access to trips and personal study aids.	A personal spend of £50 per disadvantaged student was allocated to each student to help support attendance at trips/workshops etc.	Extremely successful. Students were able to have revision guides, have trips paid for, memory sticks etc., that they otherwise could not afford. Students performed well in subjects like Art and Photography where attendance at visits was crucial in supporting the completion of coursework etc.	Year 11 students needed more than £50 whilst other students needed less. Therefore, the proposed spend has changed to £60 for Year 11 and £40 for all other students.	£21,898
Senior leader responsible for implementing the strategic plan to support Disadvantaged students.	Senior leader driving whole school improvements.	Impact was variable due to staffing changes. Inconsistent implementation of the strategic plan.	There is a specific need for a detailed Implementation Plan leading to whole school improvements and outcomes for Disadvantaged students.	£20,687
Extra capacity added in English and Maths to support specialist teaching of disadvantaged students.	English and Maths subject specialists employed to increase the amount of precision teaching on an individual and group basis and allow for smaller teaching groups.	Impact variable in both subjects.	Strategic tracking of outcomes linked to subject specific support/interventions will help improve outcomes.	£102,456
				TOTAL £298,415

7. Additional detail (See PPG Summary Document for 2017/2018)

- This year the priority *must be* first quality teaching in the classroom. A strategy handout has been sent to Disadvantaged Champions to disseminate to their faculties.
- Subject champions need to be more proactive in overseeing Disadvantaged students in their subject area.
- Achievement Boards in place to support Disadvantaged students across the curriculum.
- There is a specific target for the progress of disadvantaged students for all teaching staff with regards to their performance management.
- An Attendance Officer has been appointed to help raise attendance and support for Disadvantaged students.
- Extra emphasis will be placed on Careers and Enterprise for identified Disadvantaged students including the possibility of Work Experience Placements for identified Disadvantaged students.
- The appointment of a SSL with the responsibility for attendance will help track and lead interventions for disadvantaged students who find attendance and punctuality as a barrier to their learning.
- Regular Student Voice activities will help monitor the effectiveness of the monies allocated this academic year and will help to understand any issues that Disadvantaged students have.
- Attendance at extracurricular activities will be monitored to gauge the level of engagement of Disadvantaged students as an aid to raise aspirations.
- Specific targeted support from the SIP will result in website compliance and greater accountability for the spending of the fund.
- Regular meetings/mentoring with identified disadvantaged students will continue a regular basis to help raise any concerns which can be identified and dealt with immediately.
- Development of a peer mentoring system to help raise aspirations.
- Provision of a “Pastoral Support Worker” to help support the families of disadvantaged students.
- Weekly tracking of behaviour and attendance data to help support disadvantaged students.
- Greater emphasis on research using EEF/Sutton Trust/John Dunsford materials to keep abreast of the latest developments.
- Provision of a Behaviour Support Worker to help identified disadvantaged students in relation to their behaviour.
- Continue peripatetic support for music lessons as an aid to raise aspirations.
- Provision of an after school Homework and Breakfast Club to help support identified disadvantaged students.
- Student/Parent voice activities to refine the “Barriers to Learning”.

