

Pupil Premium Strategy Statement - Kingsthorpe College

School overview

Detail	Data
School name	Kingsthorpe College
Number of pupils in school	1209
Proportion (%) of pupil premium eligible pupils	23.2%
Academic year/years that our current pupil premium strategy plan covers	21/22 22/23 23/24
Date this statement was published	31 st December 21
Date on which it will be reviewed	1 st September 22
Statement authorised by	Jennie Giovanelli
Pupil premium lead	Jamie Hartnett
Governor / Trustee lead	James Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£279, 905
Recovery premium funding allocation this academic year	£36,975
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	£316, 880

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to **accumulate advantage** for disadvantaged students. No matter what experiences they have had in the past, we see it as our duty to ensure they feel successful now and in the future. We aim to instil self-agency in our young people to allow them to make choices, seize opportunities and thrive in life.

Our strategy is about ensuring that students have access to all the opportunities they need to thrive in school, while recognising that it isn't always easy for disadvantaged students to 'step forward' to the opportunities that the school community provides.

The way we are approaching the leadership of the disadvantaged agenda is different this year. Rather than having a single senior leader being responsible for this agenda, we are using a matrix way of working. This will empower all leaders across our trust to take ownership of their specialist areas, enabling us to be strategic and responsive to the changing needs of our students.

Our Trust Key Principles:

- *All disadvantaged students should **be known well in school**, and they should feel 'seen' and valued as members of the school community.*
- *All disadvantaged students should **experience high quality teaching** which enables them to experience success and accumulate knowledge and intellectual curiosity.*
- *All disadvantaged students should **be challenged and work within a culture of high aspiration**.*
- *All disadvantaged students should **be able to 'step forward' to opportunities** to lead, participate and engage in the wider life of the school. This includes through cultural capital, formal and informal roles in the student body and cross-curricular enrichment.*

Challenges

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

Challenge number	Detail of challenge
1	<p>Disadvantaged student progress and attainment is generally lower than rest of cohort, particularly for low prior attainers in English language, English literature and mathematics.</p> <p>No externally validated progress data has been produced for the last two years, but internal data suggests the gaps have widened.</p>
2	<p>Data and information gathered about parental engagement from our disadvantaged students suggests that we are not always able to reach the families who need the most support. We need to better understand how to reach them so we can be responsive to their needs.</p>
3	<p>Assessment, observations and discussions with key leaders in school tells us that reading ages for FSM and PP students are significantly lower than they should be - a gap that has widened as a result of the pandemic. Across KS3, FSM and PP students are more likely to have a reading age of more than two years below their chronological age.</p>
4	<p>Data gathered from the PASS survey tells us that disadvantaged students don't realise their own potential, and therefore aspiration is lacking. This is linked to a cultural capital deficit and a lack of educational ambition to succeed in their studies.</p>
5	<p>Average attendance for disadvantaged students below that of their peers and the national expectation of 95%. This is a gap that has widened because of the pandemic.</p>

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
	<p>Leadership</p> <p>To have a clear understanding of the challenges that groups of our disadvantaged students typically face, recognising that disadvantage doesn't always look the same.</p>	<ul style="list-style-type: none"> • A set of clearly evidenced mechanisms in place by 2022/23 to support disadvantaged students. • A system of distributed leadership (matrix way of working) that enables us to intelligently hold each other to account.
1	<p>Progress and Attainment</p> <p>Improved attainment among disadvantaged students across the curriculum by the end of KS4, with a focus on EBacc subjects.</p>	<p>Increasing trend of number of disadvantaged students achieving positive P8 score from their GCSE exams.</p> <p>GCSE progress and achievement data to show outcomes for disadvantaged students and their non-disadvantaged peers to have increased parity over time.</p>
2	<p>Parental Engagement</p> <p>To have greater levels of engagement with our disadvantaged families, creating a platform for parents to voice their needs so we don't rely on assumptions.</p>	<p>Sustained high levels of engagement from disadvantaged parents by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • A significant increase in home school contact. • A significant increase in attendance at parents evening, or equivalents. • A significant increase in pupil and parent voice from disadvantaged families.
3	<p>Literacy</p> <p>Improved levels of literacy and oracy at KS3 enabling students to fully access the curriculum and take part in wider school life.</p>	<p>Reading and comprehension tests demonstrate improved comprehension skills and a smaller disparity between disadvantaged students and their non-disadvantaged peers. Teachers should recognise this improvement through engagement in lessons, quality of student work, etc.</p>
4	<p>Cultural Literacy</p> <p>Increased levels of confidence and a portfolio of academic and cultural experiences, enabling students to feel proud of their achievements.</p>	<p>Sustained high levels of engagement with wider school activities, evidenced by similar numbers of disadvantaged pupils compared to non-disadvantaged peers:</p> <ul style="list-style-type: none"> • Taking up leadership roles in school. • Attending extracurricular activities • Representing the school • Attending school trips

		<ul style="list-style-type: none"> • Participating in the Duke of Edinburgh scheme • Completing the trust-wide softer skills challenge
5	<p>Attendance</p> <p>To achieve and sustain improved attendance for all students, particularly for our disadvantaged students.</p>	<p>Acknowledging that the gap has widened during the pandemic, our aim is to initially:</p> <ul style="list-style-type: none"> • Achieve pre-pandemic rates of attendance from disadvantaged families. • Decrease the trend in the number of disadvantaged students who are persistently absent. <p>By the end of the three-year plan, average attendance for disadvantaged students to be above 95% and in line with their peers.</p>

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: £ 79, 540

Activity	Evidence that supports this approach	Challenge number(s) addressed
T&L CPD sessions based on current research and evidence for quality first teaching.	EEF Attainment Gap Report 2018 EEF Guide to the Pupil Premium EEF - The Tiered Model	1,3
Disadvantaged student strategic leadership, oversight and monitoring.	EEF Attainment Gap Report 2018 EEF Guide to the Pupil Premium EEF evidence summary mentoring	2, 3, 4, 5, 6
Student loan ICT facilities purchase and maintenance.	EEF T&L Toolkit - Homework EEF T&L Toolkit - Digital Technology	1, 2, 3, 5
Leadership of literacy to create a reading culture and harness the power of oracy.	EEF Literacy in Secondary Schools EEF Guidance Report - Improving Literacy	1, 2, 3, 4, 5

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

Budgeted cost: £ 62, 369

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Family Support Worker	EEF evidence summary parental engagement EEF evidence summary behaviour interventions EEF evidence summary mentoring	2, 5
Targeted 1:1 tuition and support in variety of subjects by internal and	EEF evidence summary 1:1 tuition EEF evidence summary feedback EEF evidence summary music lessons	1, 2,3,4,5

external teachers		
HLTA in class support for English, maths and science	EEF evidence summaries small group tuition EEF Guidance Report - Improving Literacy EEF evidence summary reading comprehension EEF evidence summary teaching assistant intervention	1, 3,

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

Budgeted cost: £ 52, 976

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform assistance	EEF Guide to the Pupil Premium	2, 5
Breakfast club	EEF Guide to the Pupil Premium	2, 5
Duke of Edinburgh Award support	EEF evidence summary outdoor adventure learning	1, 2, 3, 4, 5
Support for cultural capital experiences	EEF evidence summary music lessons EEF evidence summary outdoor adventure learning EEF Guide to the Pupil Premium	2, 3, 4, 5
NCC PP Administration costs	EEF Guide to the Pupil Premium	2

Total budgeted cost: £ 194, 885

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.

Improving the attainment of students in receipt of PP funding

The impact of the COVID-19 pandemic has been substantial on the 2020/21 cohort missing over 6 months of face-to-face teaching. Based on our internal assessments the overall Attainment 8 grade for disadvantaged students was 36.03. This was slightly lower than the 2019/20 cohort achievement of 36.46 but has shown a continued improvement from 2018 and 2019 results (31.75 and 35.33). The Progress 8 score of -0.6 is lower than -0.35 achieved in 2019 and -0.54 in 2020. This decline in progress has also seen an increased gap of -0.54 with the non-disadvantaged students. Our disadvantaged students are therefore achieving, on average, just over half a grade less progress than their non-disadvantaged peers.

The number of students achieving a grade 4 in English and maths has continued its upwards 3-year trend with 38% in 2021 compared to 33% in 2020 and 2019. However, the number of students achieving a grade 5 in English and Maths has decreased to 14%.

We have been successful in improving the overall outcomes for disadvantaged students. However, we have not been successful in our desire to close the gap between the attainment levels of disadvantaged students compared to non-disadvantaged.

Bridging the digital divide

To mitigate the impact of partial school closures our move to the digital platform of Microsoft Teams allowed for students to access online live teaching lessons every day. To facilitate this transition, over 250 families were provided with a device, and connectivity if needed, so that students were not disadvantaged further. We monitored attendance for online lessons and Pupil Premium student engagement was generally in line with those students not in receipt of Pupil Premium with over 90% of all online lessons attended. Although this is encouraging to some extent, we have no way of knowing how much students learned and whether they remained present after logging on.

Keeping in touch

Throughout the partial school closure period we made sure that we kept in regular contact with our disadvantaged families. All KC students were initially contacted by their form tutor via a Teams meeting on a Monday to ensure that they had ongoing support with a trusted adult.

Each disadvantaged family was allocated a member of staff who would make contact for a second time later during the week to help with any academic, pastoral or economic challenges that may have arisen. Over this period over 1,500 individual support conversations were had with families.

Improving the reading age of students in receipt of PP funding

Due to the need for bubbles and student separation, we were unable to carry on with the peer reading sessions that had been successful in the previous year. Instead, we focused on a smaller scale guided reading programme that took place virtually and in school. Although a small intervention, students showed up to 6 months progress compared with their peers who had not been part of the group.

Through regular diagnostic testing we are still seeing substantial literacy gaps between our disadvantaged and non-disadvantaged students. This is why literacy and reading is one of our key focus areas this year.

Improving the attendance of students in receipt of pupil premium

Although overall attendance in 2020/21 was lower than in the preceding 2 years at 88.28%, it was higher than the national average. At times when all pupils were expected to attend school, attendance among disadvantaged pupils was 4% lower than their peers and persistent absence 17% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Externally provided programme

Programme	Provider
3:1 and 1:1 tutoring	My tutor

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The service children have been allocated a member of the pastoral team to help with any anxiety or concerns that arise from a family member being deployed. Service

	children have a daily check in to ensure they are coping.
What was the impact of that spending on service pupil premium eligible pupils?	Through the pastoral support the service children developed strong friendships and has managed to integrate fully into year group life.