

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding 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	Kineton High School
Number of pupils in school	943 (inc. 121 in Sixth Form)
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2021-22 2022-23 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Helen Bridge, Headteacher
Pupil premium lead	John Leahy, Assistant Headteacher
Governor / Trustee lead	Mark Davis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,070
Recovery premium funding allocation this academic year	£13,459.90
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	£132,529.90

Part A: Pupil premium strategy plan

Statement of intent

What is the Pupil Premium? The Pupil Premium is a sum of money the School receives from the Government for each student who is either currently in receipt of Free School Meals (FSM), has been in receipt of FSM anytime in the last 6 years (Ever6), has been in the care of the Local Authority for six months (CLA), has been adopted from care or is from a service family.

Nationally, statistics show that students who are in receipt of FSM or who are looked after do less well than their peers in external exams. The aim of this money is to try to close that attainment gap. Schools can decide for themselves how they will spend this money, but they are required to ensure that it is spent on projects and interventions that support students from low-income households to achieve equally as well as their peers

Kineton High School and Sixth Form is committed to improving the outcomes of disadvantaged students whilst closing the overall attainment gap. Our aim is for all students to have the best possible life chances regardless of their background or the challenges they face.

We are committed to providing the highest quality education through which disadvantaged students are empowered to meet and exceed their academic and personal goals. Quality-first 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. Additionally, non-academic challenges such as attendance, behaviour, wellbeing and mental health are also addressed through a whole school approach.

To ensure our approaches are effective, we will

- ensure disadvantaged pupils are supported and challenged as necessary in the work that they're set
- use data relating to literacy, numeracy and academic progress to intervene early when this is required
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Literacy On entry in 2020/21, 73% of DA students in Year 7 had a reading age of less than 11 compared to 38% of non-DA. In Year 8, 69% of DA students have a reading age below 12; the figure is 46% for non-DA students. This impacts their progress in all subjects.

2	<p>Attendance</p> <p>DA students' attendance in all Years is below that of non-DA pupils. Attendance is essential for all students to maintain high levels of progress. Furthermore, our analysis shows that there is a marked drop in attainment once attendance drops below 90%.</p>
3	<p>Social and Emotional Barriers</p> <p>We have identified social and emotional issues for many pupils, This often results in behavioural issues, with the most extreme cases resulting in fixed term exclusions. This is partly driven by concern about catching up lost learning, exams and the lack of access to enrichment programmes. Therefore, it is important for us to allow all pupils access to the same opportunities both in and out of the classroom, and to promote health and wellbeing, while supporting those with severe behavioural issues.</p>
4	<p>Attainment & progress gaps and lost learning through the impact of COVID.</p> <p>The data shown in Challenge 1 above is one of the indicators of the impact that the pandemic has had on DA students. Our own monitoring also shows that a larger proportion of DA students in Years 9 – 11 did not access remote learning as effectively as their non-DA peers in many cases.</p>
5	<p>Poor parental engagement and support from a minority of disadvantaged families.</p> <p>Staff feedback, particularly from the pastoral team, identifies a direct link between many underachieving students and a lack of engagement with parents.</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>Literacy</p> <ul style="list-style-type: none"> • Reading skills, particularly reading for meaning and vocabulary are improved. • A visible reading culture will develop a joy and love of reading for all, particularly disadvantaged pupils. Vocabulary and cultural capital is acquired through wider reading • Any gaps in reading ages between DA and non DA will be narrowed over time, particularly in the early years 	<ul style="list-style-type: none"> • Reading ages will increase at a rapid rate, impacting on progress and narrowing any gap as demonstrated by scores from reading tests. The proportion of DA students whose reading age is below their chronological age will reduce by over 30% • Students accessing targeted interventions will show increasing numbers making secure progress in all subjects as evidenced by assessment progress scores. • The vocabulary gap between DA and non-DA pupils will continue to narrow as evidenced by progress scores from interventions. • Increased engagement of students with reading activities and accessing specific packages of support as evidenced by attitudinal data.

<p>Attendance</p> <ul style="list-style-type: none"> Attendance of DA Students is in line with non-DA students 	<ul style="list-style-type: none"> Interventions will see improvements in DA students' attendance despite the COVID pandemic A greater proportion of DA students achieve at least 96% attendance, and a smaller proportion have attendance below 93%. This proportion will increase by over 10% year on year, resulting in an overall percentage attendance rate of DA students increasing by over 2% Analysis of attendance will demonstrate no/narrowing gaps between attendance of DA and non-DA students.
<p>Social and Economic Barriers</p> <ul style="list-style-type: none"> The behaviour of Disadvantaged students, and attitude to learning scores, will demonstrate improvement Outcomes ensure Disadvantaged students go on to next steps of choice after they complete their GCSEs 	<ul style="list-style-type: none"> Reduced fixed term exclusions for DA students There will be a wide offering of extra-curricular activities from across the curricular to enrich the experience of students, with a high attendance of DA students ATL scores for DA students will be high (average score of 3 or above) Outcomes in Public examinations illustrate a closing of the achievement gap (a 10% rise in attainment by DA students and a reduction of 5% in the gap between DA and non-DA students 5% year on year) All DA students will move on to suitable next step destinations after school
<p>Attainment & progress gaps and lost learning through the impact of COVID.</p> <ul style="list-style-type: none"> Disadvantaged students identified as a concern in progress to be supported in catching up and make sufficient progress between start of year and end of year assessment, including for GCSE year. 	<ul style="list-style-type: none"> Reading age data demonstrates an acceleration in rates of progress in literacy (see 'Literacy'; above) Interim and annual report data demonstrates progress towards targets is being made Outcome data demonstrates progress that is at least in line with expected progress for all DA students
<p>Poor parental engagement and support with a minority of disadvantaged families.</p> <ul style="list-style-type: none"> Increased attendance of parents at Parents' events, plus regular communication between school and parents 	<ul style="list-style-type: none"> Greater evidence of interaction between parents and school, with an increased proportion of parents of DA students attending events intended for parents (10% increase year on year)

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

Budgeted cost: £25,459.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training to embed whole school literacy strategies. Staff recruited to offer tutoring to ensure students catch up on lost learning Bespoke literacy lessons in all years for targeted students <i>Use of Accelerated reading programme to support reading development and track progress</i></p>	<p>Literacy and numeracy form the foundation stones for outstanding learning. Data collected on reading and progress in numeracy indicate that DA students, in particular, have fallen behind in these two areas, if they weren't already behind. Additional source: Sutton Trust & EEF</p>	<p>1, 2, 3, 4</p>
<p>Pastoral leaders' leadership training All staff to have pastoral responsibilities as part of PM targets</p>	<p>The communication between students, tutors and parents has been identified in the school improvement plan as an area to develop. DA students require a high level of pastoral support to achieve their goals, such as improved attendance and heightened ambition Additional source: Sutton Trust</p>	<p>2, 3, 5</p>
<p>Staff development on developing the curriculum and assessment at KS3</p>	<p>Analysis reveals that, where progress is least good, it is progress at Key Stage Three that is weakest, with many DA students requiring intervention as a result of falling behind at this time.</p>	<p>1, 4</p>
<p>Inclusive Teaching and Learning Strategy aimed to maximise learning in each lesson. 3 strands: Silent study Cold Calling Revise in Five Assessment and effective feedback Metacognition and self-regulation-teaching the process of learning topics or ideas</p>	<p>Strategy informed by writers such as K Jones, T Sherrington, and informed by the EEF Toolkit effects research.</p>	<p>1,3,4</p>

Targeted academic support

Budgeted cost: £47,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy interventions for low attaining disadvantaged pupils. Adopting a targeted teaching programme as a reading intervention for disadvantaged pupils.</p> <p>Use of Bedrock to develop the use of vocabulary</p>	<p>Evidence, both nationally and locally gathered, indicates that literacy needs are the greatest barriers to academic success and enhanced self esteem at school.</p> <p>Additional Sources of evidence: Sutton Trust & EEF</p>	<p>1, 2, 3, 4</p>
<p>Catch up tutoring in literacy and numeracy, using internal and external resources as required</p>	<p>We have identified students who have fallen behind as a result of the pandemic. They need bespoke tutoring to enable them to gain the skills and confidence in line with their previous rate of progress before their learning was impacted.</p> <p>Additional source of evidence: dfe (including impact of NTP)</p>	<p>1, 2, 3, 4</p>
<p>'Period 6' used as an effective intervention tool for KS4 students, with identified students targeted</p>	<p>A high proportion of DA students currently do not take advantage of intervention opportunities after school. This opportunity has been seen to be an effective vehicle for improving outcomes</p>	<p>3, 4</p>
<p>Resources provided for DA students to aid revision and recall</p>	<p>This can be a useful tool in getting parents of disadvantaged students into school, as well as boosting self esteem</p>	<p>2, 3, 5</p>
<p>Careful data management and robust whole school tracking systems to enable targeted interventions, across the curriculum, to be put in place for those falling behind or those with significant gaps.</p> <p>This will include enhanced transition work with feeder schools to ensure intervention is planned upon a student's arrival at Kineton where necessary.</p>	<p>Early diagnosis of needs and subsequent action is the most effective way to ensure students catch up as soon as possible (dfe)</p>	<p>1, 4</p>

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing parental involvement through targeted intervention for parents evenings of disadvantaged students	<p>Our evidence reveals that these parents are unlikely to attend without targeted intervention.</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. (EEF)</p>	5
Increasing attendance at extra-curricular clubs for disadvantaged students	<ul style="list-style-type: none"> • Our own evidence reveals that DA students are less likely to take advantage of opportunities offered beyond the curriculum. 	3
Targeted analysis of DA students' attendance to track and monitor Percentage Attendance weekly. Stepped approach to interventions (phone calls home, letters, home visits, offer of support from Early Help, CAMHS, counselling, referral to Academy Council, referral to LA attendance team) as required	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • Students with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than students that missed 15 - 20% of KS4 lessons <p>The latest guidance on the Gov.uk website on best practice for attendance makes clear the importance of working with external support services and investing in a robust attendance strategy.</p>	2, 5
Additional resources set aside to enable DA students to access funding that will benefit their learning through giving them opportunities they may otherwise miss out on. Positive discrimination in terms of recognition of achievement.	Sutton Trust research highlights the importance of raising self esteem by the opening of opportunities. This includes rewards for attendance and other achievements	1, 2, 3, 4, 5

Total budgeted cost: £132,529.90

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than that of non-disadvantaged pupils in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to the impact of Covid-19, which disrupted all of our subject areas. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit fully from our pupil premium funded opportunities and targeted interventions to the degree that was intended. The impact was mitigated by our resolution to maintain a high quality curriculum, and online teaching resources such as all live lessons during these periods of closure. This was supported by the issuing of Dfe funded laptops where required.

Our assessments demonstrated that student wellbeing and mental health more generally were significantly impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our work this year.

Although external exams were cancelled for the second successive year, our robust assessment practices do allow us to compare attainment of Year 11 students over the last three years:

The main points are:

- There was a significant reduction in the gap between DA and non-DA students in terms of the percentage of students achieving grade 4 or above in both English and Maths (down from 38.6% to 27.7%)
- There is still a need to reduce the gap at level 5 and above (gap has only reduced by 1% since last year and is still over 40%)
- Attainment 8 for DA students is increasing by 1 point per year.
- As the table below displays, there was a marked increase in the proportion of students achieved 5 GCSEs at Grade 4 and above, including English & Maths.

KS4 Results 2021

% of pupils achieving 5 standard passes, including English and Maths

	2021	2020	2019
Non Pupil Premium	80.9%	79.3%	73.6%
Pupil Premium	43.5%	27.8%	34.8%
School Gap	-37.4%	-51.5%	-38.8%
National	52% (35% PP)*	49% (23% PP)*	43% (24% PP)

*Data obtained from SISRA collaboration data

Attendance was largely affected by the pandemic, and so remains a key challenge in the new strategy. Attendance figures for DA students reflected the national picture.

There were some notable improvements as a result of the literacy intervention programme, and it is notable that the gap in reading ages in Year 8 is narrower than that in Year 7. The use of catch up funding to aid those for whom the pandemic had the greatest impact also contributed to this, although there was some inconsistency as to the effect of the NTP programme. We plan to supplement the use of external providers with more internal support this year, as we believe there are significant benefits in using teachers who know the students well.

Externally provided programmes

Programme	Provider
Additional Maths and English Tuition Support (NTP)	Teaching Personnel