

### **The Kimberley School: 2018-2019 Pupil Premium Spending and Impact**

Pupil Premium funding was introduced in April 2011. It is additional government funding to raise the attainment of disadvantaged pupils. The funding is allocated to schools for students who have registered for Free School Meals in the last six years, are in Local Authority Care or who have a parent in the Armed Forces (Please note that allocations are not made for pupils in the sixth form). In 2018-2019 we were allocated a total of

	<b>18-19(£)</b>
<b>Total Students on roll Years 7 – 11</b>	1153
<b>Total number of students eligible for Pupil Premium Funding years 7 – 11</b>	212
<b>Amount of Pupil Premium Funding</b>	£194,149 FSM £6,098 (LAC) £2,400 (in service)
<b>Total amount of Pupil Funding allocated plus estimated LAC</b>	£202,647
<b>Year 7 Catch-Up Premium</b>	£11,499
<b>Total Funding</b>	<b>£214,146</b>

### **Areas for improvement for 2018-2019**

Analysis of the performance of Disadvantaged Students in 2019 led to these priorities for 2018-2019:

- A School Improvement Plan which relentlessly focuses on the progress, attendance and behaviour of the disadvantaged; one of the six strategic priorities being “Closing the Gaps – Disadvantaged students and other vulnerable groups achieve, attend and behave in line with the rest of the Academy” led by the AHT – Progress
- Increase the proportion of disadvantaged students attaining a 9-5 and a 9-4 in English and maths, with a particular focus on the crossover students; those achieving one but not the other
- Drive further improvements in progress in Maths and the open basket
- Drive further improvements in accuracy of predictions across the school to ensure we are putting additional support into the correct students
- Support discrete subjects where disadvantaged students did not perform so well maths, English language, Geography, Health and Social Care, Graphics
- Continue to Improve the attendance and reduce the exclusions of disadvantaged students
- Continue to work with those hard-to-reach students and parents who significantly impact on the overall progress of the disadvantaged through poor attendance or behaviour

In order to address these priorities, expenditure was directed at these areas:

Area of expenditure	Purpose and impact on disadvantaged students	£
Learning Mentors	Accelerate Progress in maths and English through bespoke one to one additional support and small group work. Deliver intensive individual reading programmes at KS3.	97,985.18
Assistant Head Teacher- Progress	Lead on all aspects of our work with disadvantaged students and high-ability students to ensure that behaviour, attendance and progress is line with the rest of the school and moving closer to that of non-disadvantaged students nationally.	14,860
Student Support Team	Non-teaching, pastoral staff who work alongside teachers, leaders, students and parents to remove any behaviour, attendance and welfare obstacles to progress. Develop good, supportive and proactive relationships with hard to reach parents. Increased capacity to support Year 11 students at risk of being NEET post 16.	44,784.09
LAC Co-ordinator	Non-teaching, pastoral staff who provide bespoke, individualised support to parents, students and teachers to ensure that looked after children: attend and enjoy school; make outstanding progress and participate in opportunities outside of the classroom.	27,454.32
Careers Advice	Provide bespoke, individual careers advice and guidance to disadvantaged students to ensure successful progression to education, employment or training.	3,266
Subsidising uniform, breakfast, equipment, revision guide, Clubs/trips.	Removing financial obstacles to participation in curriculum trips and wider opportunities. Providing revision guides across the curriculum and seeking every opportunity to give our vulnerable learners equal opportunities and experiences.	6188.11
Staff training	Dedicated high quality information and training for staff to ensure that they know who the disadvantaged students are and what they can do to accelerate their progress	5,221.65
Hackney Literacy Project	Small group support for students to improve literacy	2500
Additional Support for Subject Areas	Dedicated funding for subject areas to use when they have identified underperformance in disadvantaged students and need to purchase resources of support to tackle this.	7364
1-1 tuition	EN, MA one-to-one tutoring sessions for an identified cohort of students to further accelerate their progress	£9,840.24
		<b>Total: £219,463.59</b>

Costs that are met outside of the pupil premium budget include the costs of additional staff in English and Maths which is used for targeted support to improve performance, the staffing required for the Hackney Literacy Project, and the Teacher Learning Coaches who work across the school to improve teaching for all students.

## Outcomes

	2017-2018		2018-2019	
Performance Measure	Disadvantaged	All	Disadvantaged	All
Attainment 8	33.98	48.19	41.91	50.80
Progress 8	-0.39	+0.1	-0.38	+0.14
5+ English and Maths	13%	40%	25%	50%
4+ English and Maths	35%	62%	59%	74%
Strong Ebacc	7%	17%	6.3%	23%
Standard Ebacc	7%	23%	16%	27%
English Progress	-0.13	+0.21	-0.19	+0.28
Maths Progress	-0.45	-0.004	-0.61	-0.03
Ebacc Progress	-0.24	+0.21	-0.23	+0.24
Open Progress	-0.66	-0.01	-0.49	+0.05
Number of Exclusions	25	60	41	70
Absence%	9.2%	4.7%	8.6%	5%

### Impact:

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- Overall Progress of disadvantaged students remained about 2018 national average which was -0.44.
- There were significant improvements in the proportion of disadvantaged students attaining a 9-5 (13% to 25%) and 9-4 (35% to 59%) in English and maths.
- Progress of disadvantaged students in the Open Basket improved in from -0.659 to -0.488. However, progress of disadvantaged students did not improve and remains an area for improvement
- Progress of disadvantaged students, as measured by SISRA's Subject Performance Indicator, did improve in English Language (From -0.56 to -0.39), Geography (From -0.85 to -0.32) and Graphics (From -1.49 to 0.33). However, it did not improve in Health and Social Care and this remains an area of to improve.
- Attendance of disadvantaged students improved by 0.6%. There was a slight increase in the number of fixed-term exclusions in line with the rest of the school.

## **Areas for improvement for the 19-20 Academic Year**

These areas are all driven by a School Improvement Plan which relentlessly focuses on the progress, attendance and behaviour of the disadvantaged; one of the eight strategic priorities being “To continue to enable students eligible for Pupil Premium and other vulnerable groups to achieve, attend and behave in line with the rest of the school.” led by the Assistant Head Teacher – Progress

- In line with the whole school focus on the curriculum, develop planning teaching and assessment to enable all students to retain key subject knowledge in their long term memory; and address gaps in prior knowledge and vocabulary
- Commission a Pupil Premium Review, with a particular focus on high-ability disadvantaged students, and implement the actions arising from the review
- Improve progress of disadvantaged students in Maths so that their P8 measure is higher than in 2018 and 2019
- Improve progress of disadvantaged students in Health & Social Care and Business
- Tackle areas where inaccurate predictions are masking underperformance and preventing additional support being put in place.
- Continue to strive to remove obstacles to success by reducing exclusions and increasing the attendance of disadvantaged students
- Include the category “Previously Looked After Children” in all progress, behaviour and attendance reviews. Introduce LAC and Previously LAC progress reviews.

