

Pupil Premium Review June 2020

The Kingsmead School offers a bespoke curriculum that befits the unique nature of its young people. Pupils typically have SEMH difficulties and/or identified SEND needs. The school roll is extremely fluid with considerable numbers of pupils joining mid-year.

The number of students eligible for free school meals/pupil premium (plus) is significantly higher than the national average. This renders comparative analysis to national data sets, where pupil premium students are typically a minority and populations are stable, largely irrelevant. However, Kingsmead closely monitors the progress attainment gaps within school to ensure pupil premium funding is used effectively to positively impact our young people who are eligible.

Accompanying this review is a spreadsheet detailing projected flight paths for our current year 10 and year 11 students. It also contains a disadvantaged calculator, which will be explained in detail later. Sheet 3 in the spreadsheet shows the projected flight paths of students currently in Year 11 from the summer data entry in Year 9 (2018) to the December data entry (2019) for English, Maths and Science.

Pink areas denote values that are below the school average however not necessarily significantly so, with green being above the school average. Broadly speaking, the gaps are reducing in all subjects. Having a school focus of 'quality first teaching' and facilitating the sharing of good practice across curricular areas through twilight training sessions has helped to achieve this.

The introduction of SISRA has allowed closer monitoring of subjects and student progress, which has resulted in our subject heads being better informed than ever before; learning walks now include subject specific conversations, all of which raises the standard of delivery.

SISRA has also allowed the implementation of more targeted subject interventions. The introduction of DEAR has encouraged reading around the range of the curriculum offered in the school and RIWI has continued. The addition of the Access Reading Test allows the four areas of English to be analysed and bespoke interventions implemented. Science have offered twilight sessions to 1-2-1 students who traditionally have only studied English and Maths on the basis of knowing where they were academically when the student was given an alternative timetable. This has increased the number of students taking the subject.

Unfortunately, due to staff absence, the Maths intervention was not initiated. This will be a focus for next year. There has however, been weekly in-house training of the department which has raised the level of skill of the teaching staff resulting in a small closing of the gap in this subject. Also, with the style of Maths questions becoming more problem solving in wording, raising literacy levels will enable students to draw out more information from the questions to allow them to answer them successfully. Without an examiners report with the analysis of papers, it will be difficult to specifically target intervention.

The introduction of the EAL group has allowed students with a reading age below 8yrs to be taught by a TEFL trained teacher and LPSA. Three students and now been reintegrated into the main groups during the school year, two more will join the main group in September. Looking to next year, to ensure 'graduating students' can access the full curriculum offer more rigorous assessment similar to the Access Reading Test will need to be introduced so that and a programme of targeted interventions carried out in the new period 7.

The range of qualifications has increased this year with the development of different pathways in some subjects and vocational qualifications. This will be expanded next year to include ASDAN qualifications.

Post 16 is always a challenge, more so this year more than ever. During Year 11 mock interviews were held, and a representative from Derby College was on site on a weekly basis. Unfortunately targeted talks from training providers were unable to occur therefore, to ensure students pick up their results and register for post 16 education, a team of staff will be required to ensure students do not become NEET. Pastoral Leads and Family Support Workers will be working in the summer to ensure all students gain a post 16 placement.

Family Support Workers are a new post and in truth, the role is still being developed. Although on a case study level we can show impact, as the attendance figures produced for the Standards Committee on 9th March showed, little impact can be seen on a whole school level. We will look at developing this role next year to ensure the FSW play a central part in keeping the students in school and attending regularly once they have got the hardest to reach students to engage.

To ensure that we are targeting the priority areas of need for each student, I attended a three day course on the 'Effective Use and Evaluation of Pupil Premium.' A tool that was used was a 'disadvantage calculator'. This was piloted in the PRU and can be found on the spreadsheet attached. Each student is given a score for criteria that fall under the categories of:

- Pupil type – e.g. PP, LAC
- Ability – e.g. reading age below expected
- Family Situation – e.g. number of siblings, CP, parental issues
- Resources – e.g. access to ICT equipment
- Wider School Issues – e.g. attendance, parental engagement

Students with a high score are deemed to be at the greatest disadvantage. Having a more detailed overview of a student's situation can inform subject teachers and keyworkers of what would be the best intervention for raising academic achievement and any required emotional support.

The subsequent sheet catalogues interventions that have been implemented. Unfortunately, the current situation has not enabled any meaningful evaluation to be completed. It is anticipated that, with some refinement, we will use this across the whole school to evaluate a student's level of need.

Finally, sheet 4 shows the projected flight paths of students currently in Year 10 from the summer data entry in Year 8 (2018) to the Autumn data entry (2019) for English, Maths and Science. As yet, no clear focus areas can be extracted from this data and due to current circumstances initial assessment data tasks will need to be repeated and flight paths recalculated.

Before we finalise next year's plan, I would propose we revisit last year's plan. Much of the focus is incomplete therefore it seems pertinent to continue with these so as interventions, they can be evaluated properly.