

# Pupil premium strategy statement

## School overview

Metric	Data
School name	The Kingsmead School
Pupils in school	126
Proportion of disadvantaged pupils	76%
Pupil premium allocation this academic year	£120,293
Academic year or years covered by statement	2021-23
Publish date	July 2021
Review date	July 2022
Statement authorised by	
Pupil premium lead	Libby Macpherson
Governor lead	

## Disadvantaged pupil barriers to success

The majority of pupils arrive with a range of challenging behaviours and many students have EHCPs. A significant number of pupils arrive having being permanently excluded.
Outcomes and progress are significantly related to the depressed levels of literacy and numeracy, often a result from a turbulent education experience in previous key stages.
Erratic attendance due to changing or challenging home circumstances

## Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Gaps narrowing in English and Maths term by term, across the year. Number of PP students achieving both and English and Maths qualifications to be nearer the national average.	<ul style="list-style-type: none"> <li>Data drops show English and Maths coming in line with each other for both PP and non PP.</li> <li>Comparison with national figures</li> </ul>	July 2023, GCSE results to be reviewed during Autumn 2022
Gaps in Mathematics move to be at least in line with those in English.	Data drops to show both subjects moving further towards 'expected progress' for PP students.	July 2023, GCSE results to be reviewed during Autumn 2022

Reading ages to improve.	<ul style="list-style-type: none"> <li>Sutton Trust EEF evidence indicates that focusing on 'Reading Comprehension Strategies' students, on average, make +6 months progress, improving student outcomes. Evidence will be access to more complex exam questions in final exam, more extensive vocabulary and increase in reading age.</li> </ul>	July 2023, GCSE results to be reviewed during Autumn 2022
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### Teaching priorities for current academic year

Measure	Activity
Priority 1	All students following the core curriculum pathway to have the expectation of achieving a minimum of seven accredited qualifications.
Priority 2	All students following the Pathway to Independence and Nurture Curriculum to achieve an ASDAN qualification alongside the core curriculum.
Barriers to learning these priorities address	Students arrive at The Kingsmead School with depressed levels in numeracy and literacy.
Projected spending	£35,000

### Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
To improve attendance and wider family support of students attracting PP funding.	Attendance statistics	July 2022
To reduce behaviour incidents and increase engagement in lessons for students attracting PP funding.	<ul style="list-style-type: none"> <li>Less behaviour incidents recorded</li> <li>Increased attainment with more time spent in the classroom.</li> </ul>	July 2022
All students to study and gain accredited qualifications in	Every student achieves an accredited	July 2022

Food and PE to promote life skills and healthy lifestyle.	qualification of the appropriate level.	
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### Targeted academic support for current academic year

Measure	Activity
Priority 1	Mathematics interventions across years 7-10 for all disadvantaged students. Program purchased. Baseline data acquired and bespoke intervention in place for each student, alongside fine motor skill practice for equipment use.
Priority 2	Reading champions embedded across the whole school. Read It Write, Flash Academy, That Reading Thing and whole school phonics training in place. Specifically trained staff interventionists for EAL students.
Barriers to learning these priorities address	Students arrive at The Kingsmead School with depressed levels in numeracy and literacy.
Projected spending	£35,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	All students to study and gain accredited qualifications in Food and PE to promote life skills and healthy lifestyle.
Priority 2	Increase attendance and decrease the number of behaviour incidents by the embedding of Family Support Workers and Behaviour Mentors.
Barriers to learning these priorities address	Time spent out of the classroom as a result of non-attendance or poor behaviour results in depressed student attainment.
Projected spending	£50,000

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Staff to be familiar with new qualifications and curriculum, bespoke schemes of work are in place.	Timetabling to take into account wider curriculum and allowing adequate time to achieve wider range of qualifications at higher levels.
Targeted support	Ensuring staff are adequately trained and confident in the delivery of targeted interventions.	Specific staff are timetabled to deliver targeted interventions.
Wider strategies	Support staff are part of planning process to ensure targeted support can be given in the classroom.	SLT to ensure support staff getting planning time with subject specific staff and gain the appropriate subject training.

## Review: last year's aims and outcomes

Aim	Outcome
Levels of progress for Maths are in line with those of English	COVID and multiple outbreaks prevented the intervention from being implemented before May half-term. This will be implemented and embedded by July 2022.
Reading ages of students to be improved at an accelerated rate.	Data from interventions evidenced that this was increasing the reading ages of students. Prolonged periods of time at home resulted in, for example, EAL students losing their ability to write in English and forgetting vocabulary therefore this will be carried over in next year's plan.
Decreased absence rates	The stop start nature of the school year did not allow prolonged pieces of work to be completed with hard to reach families. This will be carried over to next year.