

# Pupil Premium Strategy Information Report

## (Year 2 - 2022/23)

Kennet School



### Review

<b>Approved by:</b>	Ms G Rigg, Headteacher	<b>Date:</b>	January 2023
<b>Last Review Date:</b>	January 2023	<b>Next Review Date:</b>	January 2024
<b>Pupil Premium Lead:</b>	Mr C Adams, Assistant Headteacher - Inclusion	<b>Governor:</b>	Mr J Carroll, Inclusion Governor

### Responsibilities

<b>School Senior Staff</b>	Implementation school level
<b>Governor/Director</b>	Check school compliance. Review and approve the report. Communicate any breaches or concerns to the Directors.

### School Overview

Detail	Data
Number of pupils in school	1,522
Proportion (%) of pupil premium eligible pupils	18.0%
Pupil Premium Three-Year Strategy covers	September 2021 to August 2024
This report relates to	Year 2

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£256,780
Recovery premium funding allocation this academic year	£35,081
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£291,861

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

Our aim is to ensure all pupils make accelerated progress so that they achieve at least above the national average for their peers. This will increase their chances of accessing Further and Higher Education to access top jobs. All disadvantaged pupils will leave with the core knowledge, skills, and values, embodied by our Kennet values, to lead happy, resilient, and successful lives.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve our aim, irrespective of their background, or the barriers or challenges they face. We pride ourselves on knowing our pupils, building positive relationships, considering the challenges they face and then identifying the appropriate support for that individual. The strategy is responsive and adaptable (reviewed annually), based on robust assessments and evidence, to ensure it meets the needs of the pupils in our school.

The approaches we have adopted complement each other to help pupils achieve their full potential. To ensure they are effective, we will:

- ensure any gaps in knowledge, particularly threshold concepts, are closed to enable disadvantaged pupils to build on prior learning and access future learning
- ensure disadvantaged pupils are appropriately challenged in all lesson and with all work set
- act early to intervene where need has been identified.

We adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and work to raise their aspirations. These outcomes for every disadvantaged pupil will be met through three main areas. These are:

- High Quality Teaching and Learning
- Targeted Support
- Wider Strategies

The school's current three-year strategy from 2021-2024 (see Appendix A), as well as where funding is allocated below (pages 5-6), details how the various activities support to achieve these aims under each broad theme as outlined above.

### Challenges

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

Challenge Number	Detail of Challenge
1	<p>Our progress check data, assessments, observations and discussions with pupils and parents/carers suggests that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent for other pupils. These findings are supported by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in English and Maths.</p>
2	<p>Baseline assessments, discussions and observations with Key Stage 3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension and writing skills than peers. This impacts their ability to access learning and make progress in all subjects.</p> <p>On entry to Year 7, baseline assessments this year has shown that 77% of our disadvantaged pupils arrived below age-related expectations in writing compared to 48% of their peers.</p> <p>Numeracy baseline assessments this year show that 72% of our disadvantaged pupils arrive below age-related expectations.</p> <p>Reading and Comprehension baseline assessments this year show that 62% of our disadvantaged pupils arrive below age-related expectations.</p>

	Subsequent internal assessments in June/July 2021, shows that due to partial school closures, the gap in literacy skills remains. For year 8, 61% and in year 9 58% are still working below age-related expectations. Furthermore, 52% of disadvantaged pupils are still working below age-related expectations in Maths.																
3	<p>Our results analysis indicated that overall attainment was in line with 2019-2020 but progress indicators improved for all pupils in 2020/21. Despite this, overall performance of Disadvantaged pupils was at least one grade below that of non-disadvantaged pupils across all core subjects in 2020/21.</p> <table><tr><th>Average Grades</th><th>English Language</th><th>English Literature</th><th>Maths</th><th>Combined Science</th><th>Biology</th><th>Chemistry</th><th>Physics</th></tr><tr><td>Disadvantaged vs. (Non-Dis)</td><td>4= (5=)</td><td>4= (5+)</td><td>4- (5=)</td><td>43- (54+)</td><td>6+ (7+)</td><td>5+ (7=)</td><td>6- (7=)</td></tr></table>	Average Grades	English Language	English Literature	Maths	Combined Science	Biology	Chemistry	Physics	Disadvantaged vs. (Non-Dis)	4= (5=)	4= (5+)	4- (5=)	43- (54+)	6+ (7+)	5+ (7=)	6- (7=)
Average Grades	English Language	English Literature	Maths	Combined Science	Biology	Chemistry	Physics										
Disadvantaged vs. (Non-Dis)	4= (5=)	4= (5+)	4- (5=)	43- (54+)	6+ (7+)	5+ (7=)	6- (7=)										
4	Our progress check data, observations and discussions have identified that some disadvantaged pupils and parents/carers are not appropriately equipped with the habits for learning, both in the classroom and at home, to complete work to the best of their ability. This is also due to some parents/carers not having the appropriate technology (e.g., laptops) at home for their children to access resources and/or complete homework.																
5	<p>Our transition information, observations and discussions with pupils and parents/carers have identified social, emotional, and mental health issues for many pupils because of partial school closures and the lack of enrichment opportunities due to the pandemic.</p> <p>This has led to a greater number of pupils who have Emotional School Based Avoidance (EBSA) behaviours and pupils who have high level needs, identified through an Education, Health and Care Plan, in our school.</p> <p>In 2020/21, there were 25 pupils identified as having high level needs (EHCP), however, due to a large number in our new Year 7, we currently have 40 pupils with high level needs (EHCP).</p>																
6	Through information from parents evening analysis, discussions with parents/carers and observations there are mixed views of disadvantaged parents/carers on the importance of education. This is due to their own experiences of education and could lead to some disadvantaged pupils lacking the aspirations to attend Higher Education and/or the cultural experiences they may get from school trips etc.																

## 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
Improved attainment and progress indicators among disadvantaged pupils at the end of Key Stage 4	<p>The Key Stage 4 outcomes target for 2022/2023 for our disadvantaged pupils are as follows:</p> <ul style="list-style-type: none"> <li>• Attainment 8: 48.00</li> <li>• % Basics 4+ English and Maths: 60%</li> <li>• % Basics 5+ English and Maths: 35%</li> <li>• % of Grades 7+: 18%</li> <li>• QI ALPS: 2</li> <li>• English ALPS: 3</li> <li>• Maths ALPS: 3</li> </ul>
Improved reading comprehension among disadvantaged pupils across Key Stage 3	<p>Reading comprehension assessments demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Teachers should also have recognised this improvement through engagement in lessons, book looks and learning walks.</p>
Improved access to resources and a better understanding of effective home learning habits to support with improved home learning routines	<p>Analysis of progress checks data will show that disadvantaged pupils are more able to monitor and regulate their own learning.</p> <p>This will be reflected in the attitude to learning grades for homework of disadvantaged pupils being good and/or outstanding or an improvement made from previous progress checks.</p>
To develop pupil confidence to take an active role in the co-curricular life of the school through improve participation in co-curricular activities, as part of our school participation programmes. This will lead to an improved wellbeing.	<p>There will be a significant increase in participation by disadvantaged pupils in extra-curricular and enrichment activities linked to our participation programmes.</p> <p>The following percentage of disadvantaged pupils will achieve the minimum participation requirement:</p> <ul style="list-style-type: none"> <li>• Rising Stars Bronze: 80%</li> <li>• Kennet Stars Platinum: 65%</li> <li>• Kennet Honours 2:2: 50%</li> </ul>

## 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 & retention)

**Budgeted cost:** £191,482

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional English and Maths sets in Years 10 and 11	Reducing class size has a small positive impact of +2 month, on average. This enables teachers to have higher quality interactions with pupils. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. <i>Reducing Class Sizes - Toolkit Strand - Education Endowment Foundation (EEF)</i>	3
Improvements to our maths and English curriculum planning for Year 7.	The DfE non-statutory Key Stage 3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. <i>Teaching mathematics at Key Stage 3 - GOV.UK - <a href="http://www.gov.uk">www.gov.uk</a></i>	1 and 2

## Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost:** £61,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tuition (face-face) for all pupils in English and/or Maths from Years 7-11 (In addition, Science for Years 10 & 11)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. <i>1:1 tuition - Toolkit Strand - Education Endowment Foundation (EEF)</i>	1 and 3
Reading comprehension and Phonics intervention with Year 7 pupils	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: <i>Reading comprehension strategies - Toolkit Strand - Education Endowment Foundation (EEF)</i>	1 and 2
Coachbright (Peer mentoring for Year 11 pupils)	Peer tutoring has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school. Peer tutoring seems most effective when used to review or consolidate learning, rather than introducing new material. This has been a successful strategy in previous years to improve outcomes for our disadvantaged year 11 pupils, particularly our high prior attainment pupils. <i>Peer Tutoring - Toolkit Strand - Education Endowment Foundation (EEF)</i>	3
Study Plus (Homework support)	Homework has a positive impact on improving attainment and progress with pupils. As some pupils do not have a quiet space for home learning or parents may not be able to support effectively, hence why we are providing a space for <i>Homework - Toolkit Strand - Education Endowment Foundation (EEF)</i>	1,3 and 4

Accelerated Reader – Years 7 and 8	Acquiring disciplinary literacy is key for Pupils as they learn new, more complex concepts in each subject. Improving Literacy in reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English. <i>Improving Literacy in Secondary Schools - Education Endowment Foundation (EEF)</i>	1 and 2
Virtual Head of House – responsible for Children in Care+/SGO+ pupils	The virtual Head of House oversees the academic and wellbeing support of all Children in Care and those under Special Guardianship Orders. They will ensure those pupils are appropriately resourced, as well as having access to tuition, mentoring and emotional support, if required.	1-5

### **Wider Strategies (for example, related to attendance, behaviour, wellbeing)**

**Budgeted cost:** £38,749

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Aim Higher – An aspirations scheme for pupils in Years 7-10	To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.  <i>Aspirations Intervention - Toolkit Strand - Education Endowment Foundation (EEF)</i>	1 and 3
Purchasing of uniform, resources (including laptops) and equipment	Ensuring that pupils are appropriately equipped to produce their best quality classwork and homework, preventing these from being barriers to education.	4
Pastoral support (Behaviour and Family Support Workers) based on pupil referrals	Social and emotional learning approaches have a positive impact on academic outcomes. The average impact of behaviour interventions suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.  <i>Behaviour Interventions and Social and Emotional Learning - Toolkit Strand - Education Endowment Foundation (EEF)</i>	5
Fully funding enrichment activities, trips and music tuition	Enrichment activities has a positive impact on learning and progress. Other benefits that have been evidenced are improvements in writing, spatial awareness, positive attitudes to learning and wellbeing.  <i>Arts Participation - Toolkit Strand – Education Endowment Foundation (EEF)</i>	1, 3 and 5

**Total budgeted cost: £291,861**

## Part B: Review of Outcomes in the Previous Academic Year 2021/22

### Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2021/22 academic year.

#### Outcome 1:

##### Improved attainment and progress indicators among disadvantaged pupils at the end of Key Stage 4

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using Key Stage 4 performance data. The 2022 Year 11 disadvantaged cohort consisted of 46 pupils, with key performance indicators outlined below with comparisons to the last academic year (2020/21) and the previous time examinations were sat (2018/19).

	2018/19	2020/21	2021/22
<b>Average Total Attainment 8</b>	<b>46.82</b>	<b>52.00</b>	<b>52.10</b>
Average Total Attainment 8 Dis.	33.10	39.28	37.62
<b>Progress 8</b>	<b>-0.10</b>	<b>0.43</b>	<b>0.16</b>
Average Total Progress 8 Dis.	-0.71	0.11	-0.40
<b>Average Grade</b>	<b>4.68</b>	<b>5.2</b>	<b>5+</b>
Average Grade Dis.	3.31	3.93	4=
<b>English and Maths 9-7</b>	<b>10.8%</b>	<b>11.9%</b>	<b>12.7%</b>
English and Maths 9-7 Dis.	4.1%	4.7%	4.1%
<b>English and Maths 9-4</b>	<b>63.1%</b>	<b>72.6%</b>	<b>75.7%</b>
English and Maths 9-4 Dis.	24.5%	44.2%	42.9%

- % Basics 5+ English and Maths: 33%; 2022 Results = 17.4%
- % Grades 7+: 8%; 2022 Results = 9.75%
- English ALPS: 4; 2022 Results = 5
- Maths ALPS: 4; 2022 Results = 5.

Overall, Progress 8 and Attainment8 measures have improved, since 2019, with the P8 score for disadvantaged being -0.40, compared to a national average P8 of -0.55 and Attainment 8 being 37.6 compared to 37.5. Therefore, we are ahead of the national trend, however, there is still a substantial gap between disadvantaged and non-disadvantaged pupils, which needs to be improved in 2022/23.

The overall grade as well as the 9-4% for English and Maths has substantially improved from 2019 (from 24.5% to 42.9%). However, there remains a gap to their non-disadvantaged peers. Although the targets we set for basics 4+ and basics 5+ were ambitious, we are significantly lower (42.9% compared to 58%) than we wanted and expected and therefore continued work is required to ensure more disadvantaged pupils get grade 4+ in English and Maths, to enable them to move onto the next stage of their academic journey.

Key Stage 4 data and our internal assessments suggests that, despite some strong individual performance, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations.

## Outcome 2:

### Improved reading comprehension among disadvantaged pupils across Key Stage 3

Pupils	Baseline Reading Age	January 2022 Retesting	Progress in Months
Pupil 1	7.02	6.03	-13
Pupil 2	7.00	6.09	-3
Pupil 3	6.05	6.11	6
Pupil 4	6.06	7.00	6
Pupil 5	6.05	7.04	11
Pupil 6	7.02	7.09	6
Pupil 7	8.10	7.11	-11
Pupil 8	7.03	8.00	9
Pupil 9	7.02	8.04	14
Pupil 10	8.11	8.10	-1
Pupil 11	7.03	9.00	21
Pupil 12	8.09	9.03	6
Pupil 13	8.11	9.04	5
Pupil 14	8.03	10.01	22
Pupil 15	8.11	10.06	19
Pupil 16	8.09	11.00	27

Disadvantaged pupils in Year 7, who had a standardised reading and spelling score of below 90 were identified and selected for intensive reading comprehension intervention. This involved daily, 20-minute sessions in small groups (no more than 3) with a qualified member of staff for six weeks. Pupils were tested prior to and after the intervention, with results detailed above. This was alongside the Accelerated Reader programme they completed as part of their English lessons.

The results show evidence of improvement in reading ages for all pupils (other than 4) with pupils making accelerated progress (length of intervention x 3). The possible reasons for the four pupils not improving were due to poor attendance and engagement to the intervention and/or poor engagement in the reading test.

If accelerated progress was achieved, these pupils did not continue with the intervention. If the pupil did not make accelerated progress, they continued the intervention for another six weeks or they were involved in a phonics programme (Read, Write Inc.) to develop those basic skills.

## Outcome 3:

### Improved access to resources and a better understanding of effective home learning habits to support with improved home learning routines

The **Family Learning Programme** was developed for (Rising) Year 7 Disadvantaged pupils and parents/carers to develop home learning routines and access to resources to develop better home learning habits. This would be through regular meetings and support from an assigned member of the pastoral team.

The focus of this programme was to develop effective methods early in their journey at Kennet, whilst building positive relationships with parents/carers, which can be maintained/developed as they move through their educational journey. Part of this programme involves the pupil(s) receiving a laptop to use at home, if required for their time at Kennet School.

All disadvantaged pupils were given a laptop to support with home learning, if required, by the end of the first half term as well as those requiring Study Plus support.

There were several challenges with this cohort of disadvantaged Year 7 pupils due to the impact of COVID-19 and that a higher-than-normal percentage had an Education, Health, and Care Plan (EHC).



This impacted on the effectiveness of the programme for several individuals, which resulted in alternative plans developed for them. In our summer progress check data, we recorded the following ATL scores for homework:

- Disadvantaged: 70.7%
- Non-Disadvantaged: 82.5%

#### Outcome 4:

**To develop pupil confidence to take an active role in the co-curricular life of the school through improve participation in co-curricular activities, as part of our school participation programmes. This will lead to an improved wellbeing.**

Below outlines the key performance indicators based on the minimum standard for each participation programme.

Category of Pupils	Number of Pupils	Percentage Bronze 2021/22	Percentage Bronze 2020/21
Whole Year	298	89%	64.9%
Non-Dis	256	94%	69.1%
Disadvantaged	42	55% (Target 80%)	49.3%
DIS Girls	21	57%	48.7%
DIS Boys	21	52%	50%

**Figure 1:** Information on participation rates for our Year 7 participation programme, 'Rising Stars'.

Category of Pupils	Number of Pupils	Percentage Platinum 2021/22	Percentage Platinum 2020/21
Whole Year	290	55%	-
Non-Dis	225	60%	63.6%
Disadvantaged	65	37% (Target 65%)	55.4%
DIS Girls	27	44%	60.5%
DIS Boys	38	32%	48.1%

**Figure 2:** Information on participation rates for our Year 8 participation programme 'Kennet Stars'.

Category of Pupils	Number of Pupils	Percentage 2:2 2021/22	Percentage 2:2 2020/21
Whole Year	324	16%	-
Non-Dis	278	18%	19.9%
Disadvantaged	46	4% (Target 40%)	8.5%
DIS Girls	27	7%	13.0%
DIS Boys	19	0%	4.2%

**Figure 3:** Information on participation rates for our Year 9 participation programme, 'Kennet Honours'.

Looking at the information above, there were increased levels of participation in the school's co-curricular activities in Year 7 through the Rising Stars programme, where more disadvantaged pupils achieved their bronze award (55% compared to 49%). There was also a very small gap between disadvantaged boys' and girls' participation, which is another positive improvement. This is a positive step; however, this was well below our intended target of 80%.

Furthermore, the participation of disadvantaged pupils has declined from 2020/2021 in relation to the platinum (Year 8) and 2:2 (Year 9) awards programmes, with the proposed targets not met. This shows there is still more work to do once pupils move from the Rising Stars programme, which is well established and popular amongst pupils. The same drive and focus needs to be maintained as they move through their time at Kennet School.

## Externally Provided Programmes

Programme	Provider
None	None

## Service Pupil Premium Funding

Measure	Details
How we spent our service pupil premium allocation last academic Year:	Pupils had access to free music lessons, and they were fully funded for all educational trips.
The impact of that spending on service pupil premium eligible pupils:	All service children attended educational trips/visits.

## Further information

The **Family Learning Programme** is for (Rising) Year 7 Disadvantaged pupils and parents/carers to develop home learning routines and access to resources to develop better home learning habits. Furthermore, to develop parental engagement with our hard-to-reach families.

Part of this programme involves the pupil(s) receiving a laptop to use at home, if required for their time at Kennet School. Each disadvantaged pupil is assigned a member of staff (Tutor, Deputy Head of House, or Head of House) who will build a relationship with that family and support them with any concerns/issues they may have.

The programme involves three face-face meetings in Year 7, either in the home or onsite alongside parent/carer evenings. In these meetings, **Graduated Approach Plans (GAPs)** will be completed, where progress, attainment, and attitude to learning as well as engagement in extra-curricular activities will be reviewed and targets set appropriately.

Our **Kennet Learning and Development Journey maps** out a pupil's journey, with key milestones, from Year 7 through to Year 13. This is to support pupils and parents/carers understanding their child(ren)'s journey through Kennet School. All key events related to all pupils are shown on the journey – events which are for disadvantaged pupils only will be indicated with an \*. This is broken down into individual year group roadmaps with more events for them to see exactly what is coming up in the next term, to identify key events they could participate in.

The learning journey will be used by staff when meeting parents/carers and pupils to look at what is coming up in the future that they could be involved in to support with further engagement in the wider school community and aspirations.

All disadvantaged pupils in Years 8-11 will also have three face-face meetings per year, with an assigned member of staff, where a Graduated Approach Plan will be completed; unless they are on the SEND register (K – SEN Support or EHC - Education, Health & Care Plan, whereby the SEND department will complete these meetings using a Support and Achievement Plan (SAP).

# Pupil Premium Three-Year Strategy (2021-2024)

## Kennet School



Kennet School will ensure all disadvantaged pupils will make accelerated progress so they achieve at least above the national average of their peers. All disadvantaged pupils will leave with the core knowledge, skills, and values, embodied by our Kennet values, to lead happy, resilient and successful lives.



### 1. Teaching

- a) Disadvantaged first**  
Disadvantaged pupils are supported first in class. This occurs through questioning/ checking for understanding and marking
- b) High Quality Teaching and Learning**  
TLL teaching strategies are utilised effective strategies to enable all disadvantaged pupils to access learning and are challenged appropriately.
- c) Attendance**  
They are supported to ensure barriers for attending school are removed to ensure a high level of attendance. This will be monitored through completion of GAPs and targets set, if necessary.

### 2. Targeted Academic Support

- a) One-to-one/small group**  
Disadvantaged pupils are identified first for any intervention in both Key Stage 3 and 4 pupils, e.g. tutoring/coaching and mentoring)
- b) Reading Comprehension and Phonics Intervention**  
Disadvantaged pupils in Key Stage 3 are identified first for any literacy intervention (phonics, reading, spelling)
- c) Study Plus**  
Access to homework support for all disadvantaged pupils with access to teacher support and IT facilities

### 3. Wider strategies

- a) Aim Higher – Aspirational Programmes**  
High prior attaining disadvantaged pupils are prioritized to be supported through our 'Aim Higher' programme to increase aspirations of Higher Education/University.
- b) Resources Support**  
Disadvantaged pupils have access to a laptop for home learning, fully funded enrichment activities, trips and music tuition. They also have access to financial support with purchasing uniform.
- c) Participation**  
Disadvantaged pupils are targeted for participation in our co-curricular programme, which is monitored through their participation in our Key Stage 3 participation programmes (Rising Stars, Kennet Stars & Kennet Honours)