

Pupil Premium Strategy Information Report

2021/22

Kennet School



Review

Approved by:	Mrs G Piper, Executive Headteacher	Date:	January 2022
Last Review Date:	January 2022	Next Review Date:	January 2023
Pupil Premium Lead:	Mr C Adams, Assistant Headteacher - Inclusion	Governor:	Mr J Carroll, Inclusion Governor

Responsibilities

School Senior Staff	Implementation school level
Governor/Director	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	1,514 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	18.4%
Pupil Premium Three-Year Strategy covers	September 2021 to August 2024
This report relates to	Year 1

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£219,173
Recovery premium funding allocation this academic year	£34,721
Pupil premium funding carried forward from previous years	£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	£253,894

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, considering the challenges they face and then identifying the appropriate support for that individual. The strategy is responsive and adaptable, 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.

High quality teaching and learning is also the highest priority in our whole-school approach, with a major focus on our School Improvement Plan on TILT teaching. This will ensure all staff utilise effective 'tilt' teaching strategies to enable all pupils, including disadvantaged pupils, to access the learning and to ensure all pupils are challenged appropriately in all lessons. This will lead to an improvement in learning and outcomes at all key stages.

The key part of our additional recovery strategy is focused on targeted support through the National Tutoring Programme for all disadvantaged pupils in Years 7-9 as well as all pupils in Years 10 and 11. This forms part of the wider school plans for education recovery, for pupils whose education has been worst affected.

Another essential part is developing the reading comprehension of our pupils, with a major focus on key stage 3. This is to support the closing of attainment gaps in Key Stage 3, whilst increasing their ability to access more of the curriculum, thus increasing their options at key Stage 4. In line with research, we will focus on targeted intervention in reading and phonics, whilst ensuring these are completed over a short time frame. Our whole school focus on Turning on the Subtitles (TOTS) will also assist with developing literacy levels across all pupils.

Smaller class sizes are facilitated in Key Stage 4 English and Maths, ensuring a better teacher: pupil ratio. This will enable gaps in knowledge and understanding developed through remote learning to be closed for all pupils through greater in lesson 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.

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</p>

	<p>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> <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.</p>																
3	<p>Our results analysis indicated that overall attainment was in line with 2019-2020 but progress indicators improved for all pupils in 2020-2021. Despite this, overall performance of Disadvantaged pupils was at least one grade below that of non-disadvantaged pupils across all core subjects in 2020-2021.</p> <table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></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>									Disadvantaged vs. (Non-Dis)	4= (5=)	4= (5+)	4- (5=)	43- (54+)	6+ (7+)	5+ (7=)	6- (7=)
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4	<p>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.</p>																
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 2020-2021, 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	<p>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.</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
Improved attainment and progress indicators among disadvantaged pupils at the end of key stage 4	<p>The Key Stage 4 outcomes target for 2021/2022 for our disadvantaged pupils are as follows:</p> <ul style="list-style-type: none"> • Attainment 8: 42.00 • % Basics 4+ English and Maths: 58% • % Basics 5+ English and Maths: 33% • % of Grades 7+: 8% • EBACC ALPS: 3.2 • QI ALPS: 4 • English ALPS: 4 • Maths ALPS: 4
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 extra-curricular life of the school through improve participation in extra-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"> • Rising Stars Bronze: 80% • Kennet Stars Platinum: 65% • Kennet Honours 2:2: 40%

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: £117,561**

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 KS3 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 - www.gov.uk</i>	1 and 2

Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)**Budgeted cost: £101,292**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tuition (online and face-face) for all pupils in English and/or Maths from Years 7-11 (In addition, Science for Years 10 and 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>One to one 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 students 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</i>	1 and 2

	<i>Literacy in Secondary Schools - Education Endowment Foundation (EEF)</i>	
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: £35,041

Activity	Evidence that supports this approach	Challenge number(s) addressed
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: £253,894

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 2020/21 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils in core subjects was greater compared to exam results in 2019. The gap between disadvantaged pupils and their peers had closed in English, compared to 2019 results, however, this was not true in Maths where the gap has grown. In our most recent assessments, performance in English had dropped slightly, compared to 2019, however, the gap has not increased. In Maths, performance had increased, and the gap was closed.

Despite changes to our participation programmes to reflect the changes to extra-curricular clubs and activities caused by COVID-19, participation by disadvantaged pupils was lower than in previous years and in comparison, to their peers. Below outlines the key performance indicators based on the minimum standard for each participation programme.

Category of Pupils	No. Pupils	Percentage Bronze
Whole Year	328	64.9%
Non-Dis	259	69.1%
Disadvantaged	69	49.3%
DIS Girls	39	48.7%
DIS Boys	30	50%

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

Category of Pupils	No. Pupils	Percentage Platinum
Non-Dis	264	63.6%
Disadvantaged	65	55.4%
DIS Girls	38	60.5%
DIS Boys	27	48.1%

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

Category of Pupils	No. Pupils	Percentage 2:2
Non-Dis	251	19.9%
Disadvantaged	47	8.5%
DIS Girls	23	13.0%
DIS Boys	24	4.2%

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

Our assessment of the reasons for these outcomes points primarily to COVID-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit as much from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, in addition to remote learning via zoom and onsite provision for disadvantaged pupils.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

Externally Provided Programmes

Programme	Provider
N/A	N/A

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.

Disadvantaged pupils in Years 9 and 11 will also have three face-face meetings per year, with an assigned member of staff, where a Graduated Approach Plan will be completed. **In Year 11, the Deputy Head of House acts as the 'PP Champion'**, by acting as the advocate and key worker for all Year 11 disadvantaged pupils in their houses.

All disadvantaged pupils in Years 7, 9 and 11 will have these meetings unless they have an Education, Health & Care Plan (EHC). If they have an EHC, the SEND department will complete these meetings using a Support and Achievement Plan (SAP).

Finally, we are employing the **Turn on the Subtitles (TOTS) approach** to all videos shown in lessons (not just previously for lessons with Hearing Impaired Pupils). This is supported with a wealth of research and has shown to develop literacy skills.

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.

