



Pupil Premium - Allocation, Spend and Impact

Executive Summary 2020

Summary for Governors

Item of PP expenditure (three highest)	Amount	RAG - Impact
All PP students receive first quality teaching which includes support from teachers to remove any barriers to learning. Subject Leads/Year Leads ensure PP progress is a key consideration during teaching and learning reviews.	£291, 704	
Improve accessibility of PP students to education through family engagement and support from the Pastoral/Welfare Team. Ensure PP students attend school and are fully prepared.	£68, 00	
Improve literacy skills of PP students to ensure they can all access material expected to make progress and are prepared for their next steps.	£13, 974	

Pupil premium and 2020 Catch-Up Premium strategy / impact

1. Summary information – Pupil Premium						
Academic year	2020-2021		Total PP budget		£449,290	Date of most recent PP Review
Total number of pupils	1392		Number and %age of pupils eligible for PP		316	21%
	KS3	KS4			KS3	KS4
Number of PP eligible pupils by key stage	193	123	Budget split by key stage			
Allocation of PP funding	Ever 6		£ 301,780	LAC	14,070	Service Children £600

Current achievement					
2020 Outcomes (Centre Assessed Grades, including any upward adjustment in final awards)	Pupils eligible for PP	Pupils not eligible for PP	Pupils not eligible for PP	UL target for PP students	Difference outcome to previous year (RAG)
Progress 8 score average	0.48	0.86	0.13		+ 0.38
Attainment 8 score average	43.7	50.6	50.1		+4.8
4+ Basics	50%	69.7%	71.5%	70%	+5.4%
5+ Basics	31.4%	48.1%	50.1%	50%	+9.9%
5+ GCSEs including English and maths (9-4)	48.6%	67.1%		70%	+10.1%

- This page outlines the most recent data according to UL and national headlines. It reflects the targets set in September for PP, which is information school leaders, including governors, should know.
- The national average column is the same for all schools and shows how your PP data compares against national for nonPP. (Early in the academic year this will have to be NA for the previous year.)
- The (previous year) in brackets shows whether your outcomes are rising or falling.
- The final column RAG rates the rise or decline in PP achievement.
- For summer 2020, the school should calculate this analysis based on Centre Assessed Grades awarded. Although there is no public reporting of headline data for 2020, school leaders should still review and reflect on the achievement of PP-eligible students as assessed by subject leaders and on the impact of strategies to support disadvantaged pupils (prior to lockdown).

Further impact of PP spending – the table below shows KS4 results from 2016

	2016 - 2017		2017 - 2018		2018 - 2019	
	Non PP	PP	Non PP	PP	Non PP	PP
KS2 Fine Score	4.60	4.00	4.60	4.39	4.65	4.30
Progress 8	+0.13	-0.38	+0.38	-0.35	+0.93	+0.10
Attainment 8 Points	43.25	29.30	47.24	36.70	52.31	38.90
Basics (4+ <u>En</u> / <u>Ma</u>)	67.3%	33.3%	60.7%	48.0%	75.6%	44.6%
Basics (5+ <u>En</u> / <u>Ma</u>)	44.0%	11.0%	43.7%	21.0%	52.8%	21.5%
English Element	+0.38	-0.29	+0.49	-0.40	+0.63	-0.23
Maths Element	+0.19	-0.59	+0.43	-0.14	+0.87	+0.30
EBACC Element	-0.24	-0.65	+0.43	-0.23	+1.12	+0.18
Open Element	+0.32	-0.42	+0.05	-0.57	+0.71	-0.28

2. Planned expenditure 2019 – 2021 (including how you will spend the 2020 Catch-Up premium)		
The five headings enable you to demonstrate how you are using the Pupil Premium: to improve classroom practice; to provide targeted support; to improve attendance and behaviour; to support pupils who need to catch up; and to address pupils' special educational needs.		
i. Quality teaching for all		
Action	Intended outcome	Cost
Invest in training, resources and support to further strengthen the quality of teaching including: <ul style="list-style-type: none"> • The Rosenshine Principles • Teach Like A Champion • Chartered Institute of Teaching 	<p>Continue to embed Rosenshine Principles of Effective Instruction to further increase teacher knowledge and expertise. This will ensure that all students are skilled in being able to respond to questioning, develop their subject specific skills and apply these in other areas as they progress through their school career.</p> <p>Training in the use of Teach Like A Champion Strategies will strengthen classroom pedagogy, enabling staff to deliver lessons which not only fully enhance the skills and understanding of students but also ensures students remain fully engaged in their learning.</p> <p>The Chartered College of Teaching provides reading and evidence which bridges the gap between practice and research. It helps to equip teachers with the knowledge and confidence to make the best decisions for their pupils.</p> <p>Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner.</p>	£291, 704

<p>Delivery of a Whole School Reading Programme including the use of Reading and Spelling Tests</p>	<p>All students gain access to specifically targeted and challenging texts with tutors making specific reference to and clarifying tier 1, 2 and 3. Students are confident to read out loud and provide insightful feedback to the book being read. Students can access and understand texts in a variety of contexts such as History, Geography.</p> <p>New Group Reading Test will identify students' current reading age and provide support about how best to improve this. School leaders will then provide catch up and intervention that focuses on reading age support. The end of academic year test will provide schools with an impact report and view improvements made and next steps.</p> <p>New Group Spelling Test will identify students' current spelling age and provide support about how best to improve this. School leaders will then provide catch up and intervention that focuses on spelling age support. The end of academic year test will provide schools with an impact report and view improvements made and next steps.</p>	<p>£13, 975</p>
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<p>Ensure students are organised with their homework and expectations by using Knowledge Organisers and with use of the following main online platforms:</p> <ul style="list-style-type: none"> • Satchel One • Seneca Premium • Hegarty Maths 	<p>Homework is set daily from the homework timetable which incorporates reading, self-quizzing through the use of subject wide knowledge organisers, Hegarty maths and Seneca.</p> <p>Purchasing of SMHW app which is allowing parents and students to track set homework more effectively. This is leading to higher completion rates (up by 20% when compared to last year) of the bespoke catch up homework being set as part of the planned curriculum recovery.</p> <p>Seneca Premium provides students with access to smart assignments, bespoke revision materials based on a work completion algorithm, and wrong answer analysis for all subject based exam revision. Staff and students will be able to identify learning gaps and set bespoke homework and revision that covers these gaps. Analysis of students' work then builds over time and interleaved practice and revision is created.</p> <p>Close and systematic tracking of Hegarty maths student completion rates. Focus on number of questions answered correctly and time spent completing the tasks / videos. Monthly report produced tracking individual</p>	<p>£3, 746</p>
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<p>KBA will continue to provide knowledge organisers with key knowledge content to every student in years 7-10. Students will also receive self-quizzing books and be taught explicit memorisation strategies.</p>	<p>All students develop key memorisation techniques that also translate into being used for all exam revision. Students cognitive overload is reduced as much more knowledge became automatic, so students work on more higher order thinking skills with ease. KBA are now in the second year of using Knowledge Organisers.</p>	<p>£8,000</p>
Total budgeted cost		<p>£317, 425</p>
ii. Targeted support and intervention		
Action	Intended outcome	Cost
<p>Create a post within the Academy - Whole School Pupil Premium Strategic Lead.</p>	<p>This member of staff will ensure Pupil Premium students continue to be a key focus within the Academy. Leaders will be held accountable and will be provided with support to ensure Pupil Premium students achieve their targets and progress 8 for Pupil Premium students is further increased.</p>	<p>Included in whole school staff cost</p>
<p>Ensure targeted students have access to 1 to 1 intervention and small group teaching.</p>	<p>Teachers liaise with tutors to ensure students achieve their target grades when support is provided. Tutors to provide feedback to support future planning.</p>	<p>£26, 584</p>

Overstaffing leading to smaller teaching groups in the core subjects of English and maths and targeted intervention	A more focused and personalised approach to delivering the highly ambitious UL curriculum to all. Having additional staff working in these core departments has allowed for smaller group, with bespoke catch up support in the classroom 'in the moment' using a range of formative assessment.	Included in whole school staff cost
Purchase laptops to ensure Year 11 students have full access to online platforms during registration, independent study etc	This will mean more students have access to laptops during the hour-long form time intervention lesson. As well as support coursework-based subjects. This will ensure students are organised with coursework and ensure appropriate time is given to all subjects.	£7, 500
Year 11 Intervention Programme	All Year 11 students received targeted intervention in all their subject areas from September ensuring they have more contact time with their class teacher to close gaps in their learning. Year 11 students have intervention on Tuesday, Wednesday and Thursday after school for at 1 hour. Attendance is compulsory (it is a timetable lesson). Students are selected by Leaders of a subject, based on underperformance, otherwise students are placed with teachers for Maths, English and Science for further support. By providing Year 11 students with these extra lessons, it will improve the attainment 8 and progress 8 score for all students, particularly PP students.	Included in whole school staff cost
Total budgeted cost		£34, 084

iii. Behaviour and Attendance improvement strategies		
Action	Intended outcome	Cost
Employ a full time member of staff to ensure the internal exclusion room runs efficiently.	Students are fully aware of the expectation within the room and support is provided to ensure students have every opportunity to change their behaviour. Staff are reflective in their approach. All staff ensure they have a restorative conversation with the student before they return to their normal school day. Pastoral leaders and welfare staff ensure they support and intervene at an early stage to prevent escalation of behaviour issues as well as issues that students struggle with outside of school that have a significant impact on them in the classroom.	Included in whole school staff cost.
Increase the capacity of SLT by adding two Associate Assistant Principals.	SLT are able to monitor every area of the school during the extended school day. SLT support all staff by ensuring they are on duty during changeovers, lunch and at the start/end of day. SLT visit lessons and are visible throughout the day. This ensures there is always additional capacity for staff and students.	Included in whole school staff cost
Improve accessibility of PP students to education through family engagement and support from the Pastoral/Welfare Team. Ensure PP students attend school and are fully prepared.	The pastoral and welfare teams ensure a cohesive approach to PP students and their issues/concerns. These staff ensure excellent working relationships with parents/carers so that these students make significant progress at KBA.	£68, 000
Total budgeted cost		£68, 000

iv. Catch-Up strategies (including transition Y6-Y7)		
Action	Intended outcome	Cost
<p>Year 7 students will be placed in extra Numeracy and Literacy lessons to ensure gap is closed to peers as quickly as possible.</p> <p>Year 7 students with a lower than average reading age are invited to attend a reading club once a week</p> <p>Year 7 students are placed into extra phonics lessons to provide further support to literacy lessons and to ensure the gap is closed to peers as quickly as possible</p>	<p>Year 7 students who start secondary with either a below average KS2 score, a reading age which is below expected or a baseline score which is below expected will have intervention through literacy/numeracy to ensure gap is closed to allow them to access the secondary curriculum.</p> <p>Year 7 students who have been assessed as having a below average reading age are encouraged to attend a reading club with English teaching staff aimed at improving reading comprehension.</p> <p>Year 7 students who start secondary with a below average KS2 score in writing and provided with extra phonics lessons to support literacy intervention</p>	£3, 500
<p>Deliver a programme of transition events for local feeder schools, fully taking in account the needs of Pupil Premium students and creating bespoke programme for students as required.</p> <p>If there were any further lockdown during the transition period, KBA would provide extra support as was given in Summer 2020. Detail of students would be provided by primary</p>	<p>The programme will ensure that pupils from the main feeder schools have a programme of familiarisation with the school thus building their confidence and enabling a successful induction into secondary school life. This will include primary students taking part in planned events in secondary but also includes, taking KS3 Pupil Premium students to the feeder schools to support events such as sports day.</p>	£3, 000

schools and online meetings would be carried out to answer questions, ease concerns and to develop and maintain a relationship with HOY before school resumed.		
Ensure KBA primary students are fully embedded into KBA secondary culture.	Students continue to use facilities within KBA secondary for lessons such as Art which ensures they are familiar with staff and surroundings. Targeted students attend numeracy lessons during Term 6 to reduce gaps prior to starting Year 7.	£0
Total budgeted cost		£6, 500
v. SEND improvement strategies (PP eligible pupils who also have identified SEN)		
Action	Intended Outcome	Cost
Support for SEND PP students is targeted using Provision Map, Arbor, academy data and half termly meetings with SENCO by PP lead.	Teachers ensure all planning supports the needs of the SEND students in their class. Teachers update pupil passport when appropriate. Access arrangements are fully up to date and referrals made by staff are clear and precise. Senior leaders and SENCOs will use provision map and Arbor to plan and monitor interventions and to log progress and outcomes so that disadvantaged pupils with SEND can be supported to make excellent progress.	£5, 400
Ensure all staff are fully trained on the use of Provision Map, Arbor and CPOMS.	CPOMS will continue to be used to support the delivery of effective safeguarding across the academy. Leaders including those with pastoral responsibilities have real-time information so that they can act quickly when needed and gain a holistic picture of concerns. CPOMS categories will continually be updated by DSL Manager to ensure it reflects current	£0

	concerns. Provision Map and Arbor will continue to track interventions, costings and impact to support pupils.	
Key workers for SEND students where appropriate.	Students are able to develop strategies to overcome barriers to their attitude to learning, including practical strategies. Students able to develop their self-confidence and self-esteem and build positive relationships with adults.	£0
Total budgeted cost		£5, 400

