



**Pupil Premium Intention to Spend and Evaluation Report 2020-21**

In school and external barriers that inform interventions	Support Focus				
	Teaching, Learning and Curriculum	Enrichment	Social, emotional and mental wellbeing	Families and community	Attendance, punctuality and readiness to learning
Attainment on entry below national (current Yr 11)	Clear targets, seating plans and groupings. Differentiation and recall are key academy priorities for teaching	Homework club, additional lessons and holiday coaching/revision	Mental Health First Aiders in place  Family Liaison Officer and pastoral support deliver a range of interventions to support wellbeing	Family Liaison Officer – supports vulnerable families  Home visits	Attendance team Pastoral team Form tutors
Low aspirations	All pupils have aspirational targets Staff model high expectations at all times Aspiration programme Behaviour workshops	Cultural trips – university/theatres Relaunch Academy Core Values – assemblies/PSHE	School counsellor As above	Parent workshops / coffee mornings	Attendance and Family Liaison Officer
Lack of resilience	Focus on independent study and problem solving Homework Remote learning	Homework club Coaching and revision Sports and music	Rewards system Assemblies PSHE curriculum	Remote learning coordinator working with specific families and students	Breakfast club Library access
Poor engagement with independent learning / homework	As above Revised Homework Policy and tracker to increase transparency and consistency Use of Microsoft Teams to set homework	Homework club	Pastoral support	Parent workshops to support revision Revision assemblies and booklets provided to all year 10's prior to mocks	Early revision sessions – yr 11
Limited family support for learning	Use of planners to communicate with parents Postcards home Positive phone calls	Celebration Evening Concerts and Open Evenings	Family Liaison Officer and Pastoral Manager	As previous column	
Progress in core and open subjects	Focused intervention for Yr 7 to close the gap early. Curriculum recovery plans Yr 11 specialist intervention Staff training and development	Homework club Additional lessons and holiday revision/coaching	Pastoral support	Parent workshops to support revision Revision assemblies and booklets provided to all year 10's prior to mocks	Pastoral team & form tutors
Narrow life experiences – limited enrichment	Music – peri-tuition, Drama, sports clubs and teams, educational visits  Careers Education	Educational trips and visits University links Business links	Mental Health First Aiders in place  Family Liaison Officer and pastoral support deliver a range of interventions to support wellbeing	As above	

**Section 2 - Student Population at KESH Academy who are in receipt of PPG 2020-21:**

Year Group	Number of Service Children	% of Service Children	Number of CLA	% of CLA	Total number of PP students	Total % of PP students
Year - 7	0	0	2	0.94	100	46.95
Year - 8	0	0	3	1.41	119	55.87
Year - 9	0	0	2	0.93	115	53.99
Year - 10	0	0	4	1.94	115	56.37
Year - 11	0	0	2	1.00	129	64.82
<b>Whole school</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>1.24</b>	<b>578</b>	<b>55.7</b>

**Section 3 - Attainment (2019 examinations)**

Attainment Measure	Pupils eligible for PP (KESH 2019)	Pupils not eligible for PP - National average (2019)
Basics 4+	50%	68.5%
Basics 5+	34%	46.6%
English 4+	66.7%	82.0%
English 5+	47.6%	67.0%
Maths 4+	58.3%	77.0%
Maths 5+	39.3%	56.0%

**Section 4 - Overview of the pupil premium funding £497,524 which aims to remove these barriers and ensure our disadvantaged pupils excel:**

Intervention	Rationale	Cost	Staff Responsible	Intended Impact	RAG	Review of Intended Impact (Actual Impact)	Lessons Learned (is this intervention to be continued?)
<b>Accelerated Reader</b> <b>Literacy Interventions</b> <b>Staffing</b>	<p>A proportion of pupils arrive in Year 7 with low KS2 attainment. Rapidly improving reading skills facilitates access to the wider curriculum and builds learner confidence. It supports a rapid catch-up programme and allows us to close the gap with national expectations.</p>	£25,333	ARB/CC/HR	<ul style="list-style-type: none"> <li>Close the gap in attainment on entry in English between disadvantaged pupils and others</li> <li>Increase reading ages so that they are in line with chronological age</li> <li>Build learner confidence</li> </ul>		Final annual data outcomes not yet available. TBC by 16/7/21	
<b>English KS4 Intervention</b> <b>Staffing</b>	<p>KS4 specialist provision provides small group and 1:1 support to prepare pupils for the demands of GCSEs</p>	£35,160	KT	<ul style="list-style-type: none"> <li>Close the gap in attainment on entry in English between disadvantaged pupils and others</li> <li>Increase the proportion of pupils at KS3 on track to meet target grades</li> <li>Increase attainment in English at KS4 so that outcomes are closer to national</li> </ul>		<p>As a result of prolonged and repeated periods of self-isolation and eventual national lockdown, there were no GCSE exams in summer 2021; the TAG process enabled staff to offer revision sessions in class prior to completing evidence gathering exercises. A more co-ordinated approach with Year 7 was affected by bouts of self-isolation. Impact report with BE.</p>	<p>Considering levels of student engagement in remote education, face-to-face intervention and revision sessions are considerably most effective. Moving forward, we hope that a return to normality will enable us to re-establish our co-ordinated revision schedule.</p>
<b>Aspiration Programme</b> <b>Anger Management</b> <b>Behaviour Programmes</b>	<p>Many of our disadvantaged pupils have low aspirations and are often quick to become confrontational when dealing with challenge. It is critical that a range of programmes are in place to support the development of social skills and emotional resilience.</p>	£104,653	MJB	<ul style="list-style-type: none"> <li>Reduction in negative logs</li> <li>Number of sessions in 'Success Centre' decrease</li> <li>Decrease in fixed term exclusions</li> <li>Engagement in extra-curricular activities increase</li> <li>Positive logs increase</li> </ul>		<p>A significant number (26% of the school population) have received interventions from form tutors. 42 students have received TIER 2 interventions relating to aspiration, anger management and behaviour. Anger management – 70% of those selected have reduced detentions. Raising Aspirations - All pupils have now selected appropriate post 16 placements after being uncertain previously. 55% of students showed significant improvements on the behaviour programme.</p>	<p>Process needs to be rigorously quality assured to ensure consistency of delivery. The range of TIER 2 interventions to increase to meet the needs of students. The process does need to continue due to its positive impact on a significant number of students.</p>
<b>Counselling</b>	<p>A high proportion of pupils have complex family circumstances, or are subject to a CIN or CP plan and are working with a number of other agencies. Providing pupils with access to an experienced counsellor forms part of our strategy to support the development of coping skills and resilience.</p>	£16,419	SMM	<ul style="list-style-type: none"> <li>Positive feedback from pupils and families</li> <li>Increase in attendance</li> <li>Increase in engagement in learning (measured through monitoring reports and behaviour logs)</li> </ul>		<p>53 students have received support from our trained counsellor at TIER 3 of the pastoral support programme. 9 of these have started the support recently and have not completed the 6 sessions. 17 students have had the intervention extended as it was determined that they required further support. Of the remaining 27 students 8 have now left (Year 11), 6 determined that they no longer needed support during the intervention</p>	<p>The programme has a significant benefit for those students that are referred so needs to continue.</p>

						and the remainder feel that they no longer required support subsequent to the intervention as their mental health had improved.	
<b>School Library and Librarian</b>	Many pupils do not have access to a broad range of reading material at home. Our library provides pupils with access to a wide range of books and e-books. Interventions based in the library support our whole academy literacy strategy and underpin improvements in reading ages so that pupils can access all curriculum areas. Furthermore, the library provides a space for pupils to complete homework in a supervised environment after school.	£32,595	GD/ARB	<ul style="list-style-type: none"> <li>• Increase in books loans / e-book usage</li> <li>• Support for the academy literacy strategy through accelerated reader</li> <li>• Reading ages increase in line with chronological age</li> </ul>		TBC by 16/7/21	
<b>Independent Careers Advice and Support</b>	Recruitment of an Independent Careers Advisor to provide personalised support to pupils and their families to secure progression to appropriate post-16 / post-18 placements. Alongside assemblies, careers fairs, work experience and university visits, this will support our drive to ensure pupils are aspirational and aware of all opportunities available to them.  Subsidy of Independent Careers Advisor 1 day per week (whilst recruitment takes place)	Full cost of ICA currently £7000  Projected cost of shared resource with HWGS £9000	HSU	<ul style="list-style-type: none"> <li>• All Year 11 receive 1:1 sessions to support Post-16 progression (to achieve 100% grade for Gatsby Benchmark 8 - personal guidance)</li> <li>• Careers fair held with positive feedback from stakeholders</li> <li>• Targeted CEIAG sessions and events calendared and evaluated</li> <li>• The proportion of pupils progressing to and remaining in appropriate post-16/post -18 placements increase</li> </ul>		Gatsby Benchmark 8 now 100% All Year 11 students were offered a careers appointment and those that required it received more appointments. Nearly all year 11s took up the opportunity. Due to Covid restrictions the careers fair was unable to take place. Next event is scheduled for November and employers contacted. There have been virtual meetings with employers and further development of the "What's in a Service/Product?" programme to expose student to real employees in the real world. Virtual STEM careers fair was promoted and accessed by some students. We currently have 1 year 13 student yet to secure a destination. Current data suggest we may have 4 students in year 11 that may be NEET. We are currently working to continue to support these students.	Earlier focus on career appointments now that we have greater capacity to enable the development of target groups moving forward to achieve as close to 0 NEETs as possible. With the improvements of employer's use of virtual meetings we should be able to take greater advantage of this means of interaction if required.
<b>Holiday Revision and Support</b>	Many pupils do not have the space or environment to study during weekends and holidays in the periods leading up to external exams. The provision of comprehension coaching and study sessions during most holidays and some weekends allows pupils to have a quiet revision space under the guidance and supervision of a subject specialist.	£30,000	KT	<ul style="list-style-type: none"> <li>• All pupils in Yr 11 have access to holiday support and revision</li> <li>• Increase the proportion of pupils attaining aspirational targets in 2021 GCSE exams</li> </ul>		As a result of prolonged and repeated periods of self-isolation and eventual national lockdown, there were no GCSE exams in summer 2020 or summer 2021. The Academy's approach to TAGs and QTAGs allowed teachers to offer intervention after school to bespoke groups of students prior to an evidence gathering exercise; a limited number of intervention sessions was offered via Microsoft Teams.	Considering levels of student engagement in remote education, face-to-face intervention and revision sessions are considerably most effective. Moving forward, we hope that a return to normality will enable us to re-establish our co-ordinated revision schedule.
<b>Alternative Provision</b>	Our pupils arrive with a diverse range of needs which requires our curriculum to be personalised to ensure success. Alternative	£85,120	MJB	<ul style="list-style-type: none"> <li>• Provision of a needs driven, personalised curriculum for</li> </ul>		5 students from year 11 have been based at AP providers and all achieved a range of suitable qualifications (grades to be confirmed). We	The intervention provides a highly suitable and good quality alternative for those that are

	provision placements are sought for a minority of pupils who require a much more specialist vocational offer to secure continued engagement in education.			<p>disadvantaged pupils disengaged in school</p> <ul style="list-style-type: none"> <li>Alternative Provision courses enable pupils to progress to appropriate post-16 provision</li> <li>Pupils are re-engaged in education</li> <li>Attendance increases</li> </ul>		<p>have only used 2 AP providers that are rigorously quality assured and monthly meetings take place with those that are based in AP placements.</p> <p>A further 4 students from year 10 have begun AP placements all at the same provider. So far all 3 have made good progress although one is struggling to engage and being supported by both the home school and the AP provider.</p>	struggling to engage in a mainstream curriculum so should continue.
<b>Extra- Curricular Activities</b>	<p>Our pupils have limited opportunities outside school to participate in enrichment activities.</p> <p>The facility to offer a broad range of extra-curricular trips and events will enhance the social and cultural experiences of our disadvantaged pupils</p>	£5000	BE	<ul style="list-style-type: none"> <li>Increase in the proportion of disadvantaged pupils engaging in extra-curricular activities and events</li> <li>Increase in engagement in learning measured through behaviour logs, attendance data and pupil voice</li> </ul>		<p>Data for Summer B (Extra Curricula include sports, code club, board games, Sudoku, library)</p> <p>W/c 9<sup>th</sup> June 90 students 50% PP</p> <p>W/c 14<sup>th</sup> June 144 students 51% PP</p> <p>w/c 21<sup>st</sup> June 166 students 48% pp</p>	Clearly impact of extra-curricular clubs has been limited due to COVID 19. This will continue to be a focus in 2021-22
<b>PSHE Activities</b> <b>Staffing</b>	It is critical that our disadvantaged pupils receive quality support and guidance around relationships, alcohol, drugs, keeping themselves safe and understanding national/international issues. A range of agencies and providers are utilised to support our PSHE curriculum and secure maximum pupil engagement	£32,384	SLP	<ul style="list-style-type: none"> <li>All calendared events and support take place as scheduled and are evaluated</li> <li>Pupil voice and evaluations evidence that pupils are aware of key issues and understand how to keep themselves safe</li> <li>Quality assurance processes evidence that sessions are effective</li> </ul>		<p>Votes for school over view of forms submitting student votes. Please refer to participation vfs for further break down.</p> <p>Summer A 96%</p> <p>Spring B 95%</p> <p>Spring A 93%</p> <p>Autumn 88%</p> <p>Loudmouth have delivered 4 sessions to yr groups 9,10,11. Full student feedback can be viewed in SLT &gt; ofsted Audit folder &gt; evidence Personal development.</p> <p>PSHE programme has been launched and implemented during Summer A, learning walk and student voice available for yr 7, 8, 9. PSHE/RSE curriculum mapping completed. Evidence in Personal Development folder.</p> <p>14 members of staff have completed the Train the trainer, offered by umbrella.</p>	<p>Votes for schools has been extremely successful in enabling students to debate topical issues in a timely manner and have their views heard.</p> <p>Loudmouth was delivered remotely this year due to impact of Covid, provision was free. Student feedback indicates this is a resource that they would recommend for next year. (full student feedback can be found in the personal development folder)</p> <p>PSHE programme to run across academic year 2021-2022. Provision of resources to be made available to form tutors. Learning walks, student voice and student feedback to be capture across year.</p> <p>Team will be used to develop resources and deliver, specifically around the areas of consent, contraception healthy realtionships, STI's.</p>

<b>Graduate Assistant</b>	A number of our disadvantaged pupils are also SEND. These pupils require specific intervention and support in addition to the differentiated provision they receive through their subject teacher.	£45,828	BE	<ul style="list-style-type: none"> <li>• Close the gap in attainment and progress of pupils who are disadvantaged with SEND needs</li> <li>• Build learner confidence</li> <li>• Improve attendance of pupils with SEND so that it is closer to non-SEND pupils</li> </ul>		<p>End of year data not yet available TBC 16/7/21</p> <p>SEND attendance is currently 88.6%. Although this is lower than whole school attendance at 91.9% it is significantly higher than attendance for all pupils nationally which currently stands at 82.4%</p>	
<b>Intervention and Support Lead</b>	A number of disadvantaged pupils require additional intervention in school to address anxiety, low aspirations and poor engagement. The I&SL coordinates and quality assures the academy's tiered intervention system to ensure needs are identified and supported early and pupils have the best opportunities to re-engage and succeed.	£34,789	MJB	<ul style="list-style-type: none"> <li>• Improve engagement of disadvantaged pupils (evidenced through behaviour logs, positive points, reduction in fixed term exclusions)</li> <li>• Improve attendance of target groups</li> <li>• Increase learner confidence and aspirations (as evidence through learner surveys and progress)</li> </ul>		<p>BFL points are lower across the school than previously.</p> <p>26% of students have been supported at TIER 1 of the process.</p> <p>75 students have been supported at TIER 2 of the process.</p> <p>Bespoke intervention are in place at form tutor, head of year and attendance manager level for all those that are PA (less than 90%) and this figure is decreasing. Attendance is steadily improving and significantly better than the national figure for secondary schools</p>	<p>The process needs to be rigorously quality assured to ensure consistency of delivery.</p> <p>The range of TIER 2 interventions to increase to meet the needs of students.</p> <p>The process does need to continue due to its positive impact on a significant number of students.</p>
<b>Family Liaison Officer</b> <b>Student Support Manager</b>	Outreach work completed by our FLO allows us to support our most vulnerable families to ensure pupils attend school regularly. In addition, the FLO alongside the SSM signposts families to further support, ensures communication with school is effective and completes safeguarding checks.	£34,908	MJB	<ul style="list-style-type: none"> <li>• Reduce the number of disadvantaged pupils who are persistent absentees</li> <li>• Close the gap in attendance between disadvantaged pupils and their peers</li> <li>• Successfully signpost vulnerable families to support</li> </ul>		<p>The attendance gap between disadvantaged students and their peers is reducing, Attendance is 7% better than the National Figure for secondary schools.</p> <p>Safeguarding process are robust and the safeguarding team meet weekly to discuss key issues.</p> <p>The FLO continue to signpost families to support agencies when required and liaises with a range of services to ensure that the needs of families are being met – this year the following support mechanisms have been initiated:</p> <p>7 referrals to school nurse 7 to other agencies 20 to CASS for family support / children service involvement</p>	<p>Provision needs to continue as a huge amount of progress has been made in ensuring that disadvantaged students' attendance to school is good compared to the national figures (currently 4.5% better than the figure for all students in secondary schools).</p> <p>The family liaison officer has continued to provide essential support services to families.</p>
<b>Total</b>		<b>£498,188</b>					