

Ken Stimpson Community School Pupil premium strategy statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ken Stimpson Community school
Number of pupils in school	1162
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement will be reviewed and considered for ratification by Governors on:	19 October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Chair of Governors (Mr T French) and Mr Andy Ratnett
Pupil premium lead	Mr John Treiving
Governor / Trustee lead	Mr Andy Ratnett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£366,385
Recovery premium funding allocation this academic year	£52,949
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£419,334

Part A: Our pupil premium strategy plan

Statement of intent

- As an inclusive 11-19 secondary school, our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage.
- We strive to challenge low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Our Pupil Premium Plan aims to address the main barriers many of our students face.
- Through rigorous tracking, careful planning, targeted support and intervention, provide all children the access and opportunities to enjoy academic success and wider cultural experiences.

Challenges

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

Challenge number	Detail of challenge
1	To address the inconsistent gap in terms of attainment and progress closes to ensure that Pupil premium (PP) eligible students meet or exceed their ambitious targets and match those of their cohort nationally.
2	To culturally enrich PP eligible students in terms of cultural and experiences, career ambitions and ensuring they have high aspirations.
3	To ensure any physical barriers to learning are understood and minimised (such as, technology, home learning and other resources)
4	To ensure any other barriers to learning are understood and minimised (such as access to high quality mentoring, booster tutoring, attendance, safeguarding and wellbeing facilities)
5	To ensure any barriers to high standards and expectations of PP eligible students are overcome, where possible.

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.

PP = Pupil premium

Intended outcome	Success criteria
<p>Improve pupil progress and outcomes for all and especially for key cohorts.</p>	<p>Progress 8 and attainment data overall and per subject area to achieve, or exceed, P8 and attainment national averages, in line with national averages for all students.</p> <p>Improve the uptake of students studying Ebacc from 30% of total take up to 50%</p>
<p>Improve literacy and numeracy levels so that pupils are able to access the whole curriculum</p>	<ul style="list-style-type: none"> • 90% of KS3 read at, or above, chronological reading age. • PP students to achieve, or exceed, 4+ basics, in line with national average for all students. • PP students to achieve, or exceed, P8 averages, in line with national averages for all students. • Standardised reading scores are in line, or above, national averages.
<p>Improve attendance levels and limit exclusions.</p>	<ul style="list-style-type: none"> • PA rate for PP will be in line, or lower than national averages. • PP students will achieve, or exceed, attendance percentages in line with national averages. • Increased parental engagement demonstrated through home visits log. • Attendance matters tracked consistently through Team Around the Pupil (TAP) meetings.
<p>Provide meaningful support to pupils with Social Emotional Mental Health problems.</p>	<p>All students in KS3 take part in SEMH survey via EDUKIT</p> <ul style="list-style-type: none"> • All pupils identified as SEMH through EDUKIT have a completed BOXALL profile. <p>Boxall profile interventions show impact through engagement in learning. All students in ASPIRE unit take part in nurture group intervention.</p>

	<ul style="list-style-type: none"> • Students report positive influence of wellbeing activities (Dove/Hawk and engagement with services).
<p>Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience. To improve aspirations to secure post 16 destinations.</p>	<ul style="list-style-type: none"> • 100% of PP students attend a meeting with the careers officer in years 10-11. Furthermore, they have direct contact with employers as part of the TYP provision. • NEET figures for PP are in line with, or lower than, national average. • All PP students engaging with sixth form have their first choice university/apprenticeship provision secured. <p>At least 90% of PP students have one or more cultural experience per year (e.g. visit, experience) that can be recorded on the calendar.</p>

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.

1. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 217,000**

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Quality first inclusive teaching is the school's main school priority	£0	Support structures inside the school (linked to the School strategic Plan) are robust in identified effective and ineffective teaching practice for all students (SSP and DDI recording)	1 and 4
English intervention provider HLTA	£28,000	Rigorous monitoring and tracking of pupil progress through both faculties, and SLT link.	1 and 4
Maths HLTA	£14,000	Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020)	1 and 4
Reading programme Coordinator	£5,000	EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.	1 and 4
EAL Coordinator	£5,000	EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions	1 and 4
Enhanced Nurture staffing x2 members of staff (1.6 x full time)	£70,000	Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020)	1 and 4
HAL including PP students Coordinators Key Stage 3 and 4	£10,000	A bespoke curriculum package needs to be established for some learners to engage them back into learning and to give aspirations for future success.	2

Youth Dream Project (Boxercise)	£2,000	Motivational experiences	5
Alternative Provision Manager	£28,000	A bespoke curriculum package needs to be established for some learners to engage them back into learning and to give aspirations for future success.	4
Attendance Officer (@ 31% of salary)	£7,000	The Department for Education (DfE) published research in 2016 which found that: <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons 	4
Pupil Premium Coordinator and Leadership Link (@ 31% of salary)	£14,000	To review and assess the impact of PP strategies so that the investment of funding is carefully targeted to ensure maximum impact.	N/A
Additional Wellbeing member of staff (3 days) (@ 31% of salary)	£7,000	The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact with 54% of children and	4 and 5

		young people with a mental disorder said that lockdown had made their life worse	
Additional Learning Mentors x2	£34,000	<p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org).</p> <p>Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder.</p> <p>Reduce the number of behaviour incidents logged for PP</p>	4 and 5
Additional Safeguarding members of staff (x2) (@ 31% of salary)	£14,000	<p>Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach.</p> <p>Attendance Manager and year leads arrange appointments at all parent events. EEF Toolkit Parental Engagement suggests +3 months progress.</p>	4 and 5

2. Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 102,800

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Unit 6 intervention programme for Year 11 students @£30 per hour rate, min 15 hours per subject (x9 subjects x 2 min staff per subject)	£14,000	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	1, 3 and 5
Whole school reading programme (Years 7-10, Post16)	£10,500	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	2, 3 and 5
Maths booster sessions (Years 7-9)	£8,000	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	2, 3 and 5
NTP provision ^(all years) (all years)	£5,000	Digital technology can add up to +4 months progress (EEF, 2020)	2, 3 and 5
Academy 21 ^(all years) (all years)	£3,000	Digital technology can add up to +4 months progress (EEF, 2020)	2, 3 and 5
Alternative provision (including but not exclusively ACE, Olive academies) at £80 per day per student (5 at 3 to days a week) @ £80*5*39	£46,800	PP students are 4X more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018) Keeping them in alternate provision and shaping the curriculum to meet their needs will avoid this. 1, 5 Use pastoral behaviour support workers to positively reinforce attitude to learning. EEF Tool	2, 3 and 5
Crew Trident Family support provision (all years)	£7,500	Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. Attendance Manager and year leads arrange appointments at all parent events. EEF Toolkit Parental Engagement	4 and 5
Lexia Gold	£4,000	Routine mastery of reading, spelling and grammar	4 and 5
Crops Mentoring service (Years 7-8)	£8,000	Ofsted expect to see learners' attitudes to their education or training are positive.	4 and 5

		They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. 2021	
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3. Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 33,075

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Social club for nurture students	£3,600	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	4
Dove and Hawk Workshops	Free	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	4
St Giles Trust intervention (CCE)	£2,000	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	4 and 5
Alto Egos Production company (CCE, sexual harassment)	£7,000	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	4 and 5
Jon Egging Trust Blue Skies Inspire Programme	Free	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	4 and 5
Y10 Work skills Mock Interviews	Free	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	2, 4 and 5
Cambridge Higher Education Group	£250	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to	2 and 5

		purposeful learning environment.	
After school homework club (4 nights a week)	£4,000	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	1, 3, 4 and 5
Inclusion of trips including Activity day provision	£5,000	To enhance concentration and for students to be able study more effectively. Cultural Capital: disadvantaged students don't develop as they don't watch documentaries, visit museums, read books, talk at the dinner table, have an awareness of the World, or the language to articulate an understanding of it.	2 and 4
Banning mobile phones during the school, day	£0	To promote increased social interaction between young people during social times following the effects of COVID	2
Uniform and equipment provision	£5,000	To ensure there are no explicit perceived inhibiting barriers	3 and 5
Study guides provision	£3,000	To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.	1, 3 and 5
ALPS (@ 31% of salary)	£700	The analysis tool to support the evidence base of measures put in place to close the gap between PP students and their peers.	1
SISRA analysis (@ 31% of salary)	£1,000	The analysis tool to support the evidence base of measures put in place to close the gap between PP students and their peers.	1
My Maths and Hegarty Maths subscriptions	£2,000	The analysis tool to support the evidence base of measures put in place to close the gap between PP students and their peers.	1

Daily breakfast provision	£5,000	Dfe partially funded free breakfast until 2023. An entitlement for all students. The school pays for 30% of costs	4
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Total budgeted cost: £

Break down: Target 1 = £217,000

Target 2 = £106,800

Target 3 = £38,075

TOTAL = £361,875

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 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. We have base lined tested all of the Year 7 students for CATS, English Maths and Science competency using GL Assessment tools. In addition, we are testing Years 7-10 with reading teste to measure the impact of our reading programme.

Students involved in the English and Maths ‘booster’ provision are regularly assessed each half term to measure the impact of the booster sessions.

Please refer to the Ken Stimpson Community School Pupil Premium evaluation document published in January 2021

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Pixl Secondary and Pixl 16	Pixl
Bedrock reading app	
Lexia Gold	Lexia
CATS PIE (English) PIM (Maths), and PIS (Science) base line tests	GL Assessment
Boxall Tests	
TYP provision	Take Your Place Provision
Numeracy Ninga Timetable booster applications	
Hegarty Maths and My Maths	Hegarty Maths and MyMaths
Academy 21	Academy 21

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable