

The Kingston Academy - Pupil Premium Strategy 2019-20

RESILIENCE

INTEGRITY

GENEROSITY

FULFILMENT

CREATIVITY

Cohort information 2019-20		Pupil Premium cohort contextual information		
Total number of pupils in school	898	Girls	75	42.4%
Number of pupils eligible for Pupil Premium	177	Boys	102	57.6%
Proportion of school cohort	19.7%	SEND support / EHCP	24 / 5	13.5% / 2.8%
Estimated Pupil Premium budget	£165,495	EAL	48	27%

Long term planning - 3-year strategic priorities for supporting disadvantaged pupils

- 1) Disadvantaged pupils make outstanding progress in internal assessments in Key Stage 3 and public examinations in Key Stages 4 and 5
 - *Having a keen focus on the progress of disadvantaged pupils, deploying timely and appropriate interventions where necessary, will allow them greater opportunities as they move on to the next stages of their learning/future careers*
 - *Ensuring strong progress at Key Stage 3 will reduce gaps in progress at Key Stages 4 and 5 between disadvantaged pupils and their non-disadvantaged peers*
 - *As the school enters its first period of public examinations, staff will ensure that disadvantaged pupils remain at the forefront of their thinking and planning to ensure that the pupils are prepared for their examinations, both in terms of content and skills*
- 2) Welfare, attendance and behaviour support for disadvantaged pupils is personalised and effective
 - *Progress has been made in recent years to improve the attendance of disadvantaged pupils, however their attendance is not as strong as their non-disadvantaged peers; greater attendance in school impacts on progress and so this must remain a priority*
 - *Where barriers to learning exist through behaviour or other welfare concerns, these pupils will be supported to ensure that their learning gets back on track and their outcomes and future opportunities are not negatively affected*
- 3) All disadvantaged learners are active participants in the enrichment opportunities available to them
 - *The school has a wealth of opportunities available to pupils to increase their cultural capital; currently uptake of disadvantaged pupils is not as strong as their non-disadvantaged peers and so this must be a priority, particularly where there is a cost attached (e.g. trips). Disadvantaged pupils are prioritised for CEIAG support.*
- 4) Strong relationships are developed with parents/carers of all disadvantaged learners; parents/carers are able to support their children's learning
 - *By involving parents/carers in their children's learning, pupils stand to make greater progress as they will have more support around them.*
 - *Building relationships with those parents/carers for whom engagement with school is challenging, will support improve opportunities to support pupils*

The long term goals are underpinned by the work in the areas of *leadership and management, quality of education, personal development, behaviour and attitude and outcomes*, as outlined below.

LEADERSHIP AND MANAGEMENT	QUALITY OF EDUCATION	PERSONAL DEVELOPMENT, BEHAVIOUR AND ATTITUDE	OUTCOMES
<p><i>The progress and welfare of disadvantaged learners are core to the work of the school as identified in the Academy Development and Improvement Plan; the Pupil Premium Leader champions the progress and well-being of all disadvantaged pupils by ensuring that all adults within the school are aware of the individual needs of the pupils that they work with. The Pupil Premium Leader works alongside Heads of Year and Heads of Curriculum to quickly identify any pupils whose progress or well-being may need support and interventions are rapidly put into place. Middle leaders recognise how to support disadvantaged pupils in their own subjects and effectively implement strategies to do this. There are effective partnerships between pupils, their parents and teachers so that all stakeholders have a voice in how the strategy is deployed and adapted. Spending of the pupil premium grant is carefully monitored and the impact of all actions is routinely measured and evaluated.</i></p>	<p><i>Leaders and teachers understand and value the importance of quality first teaching for all pupils and understand that great teaching has a bigger impact on disadvantaged pupils than on their non-disadvantaged peers. Teachers and teaching assistants know who the disadvantaged pupils are within their classes and ensure that they know their individual learning needs. Teachers know how these pupils learn best and as a result they are focused, engaged and enjoy learning. Regular, meaningful feedback is given so that pupils know exactly what they need to do to improve further and how they can do this. Teachers ensure that disadvantaged pupils have access to the resources, including technology, that they need to support their progress in lessons as well as for home learning.</i></p>	<p><i>Disadvantaged pupils feel valued members of the school community because they are known well. The Pupil Premium Leader works alongside the pastoral team, Educational Welfare Officer and Educational Psychologist to ensure that effective support is offered to pupils and their families to reduce any barriers that may have an effect on a pupil's attendance and progress at school. The attendance of disadvantaged pupils is routinely monitored to ensure that this is in line with their non-disadvantaged peers. Persistent absence is reduced compared to the previous year. All disadvantaged pupils are actively encouraged to take part in clubs, trips, competitions to enrich the curriculum. Communication with parents/carers is strong so that the school is able to work in partnership with them to support their child's progress. Pupils receive regular and purposeful CEIAG sessions to develop their aspirations for the future.</i></p>	<p><i>All pupils in receipt of the pupil premium grant meet or exceed their aspirational flight path targets in all subjects. Pupils in KS4 are on track to meet their GCSE target grades. They know how well they can do and strive to improve. Individual disadvantaged pupils who have been identified as not making the expected progress are supported to catch up through targeted interventions within and outside of lessons. Leaders at all levels ensure that assessments are accurate and timely so that any necessary interventions are put into place swiftly.</i></p>
<p><i>Develop an effective partnership between the Pupil Premium Leader and the pastoral and welfare team</i></p> <p><i>Train middle leaders to enable them to develop their teams to support disadvantaged pupils in their curriculum area</i></p> <p><i>Explore opportunities to work collaboratively with pupils, parents/carers and trustees to ensure the strategy meets the needs of disadvantaged pupils</i></p> <p><i>Develop systems for monitoring and increasing the participation of disadvantaged pupils in enrichment and extracurricular activities, including trips</i></p> <p><i>Develop systems to track spending of the PPG budget</i></p> <p><i>Continue to develop regular whole school training and communication about PPG and disadvantaged pupils</i></p> <p><i>Develop links with feeder primary schools to facilitate a smooth transition for disadvantaged pupils in to secondary school</i></p>	<p><i>Support the professional development of teaching staff and teaching assistants to ensure that disadvantaged pupils are benefiting from outstanding learning opportunities, including in the development in expertise of giving meaningful feedback to facilitate rapid progress</i></p> <p><i>Ensure that the individual needs to disadvantaged pupils are being met consistently in lessons to allow them to make rapid progress. Homework tasks are purposeful to promote learning.</i></p> <p><i>Disadvantaged pupils have access to the necessary resources to enable them to be successful in their learning, including access to the Chromebook leasing scheme</i></p> <p><i>Disadvantaged pupils have access to all trips which directly support the curriculum and assistance with trips which compliment the curriculum</i></p> <p><i>Further develop the use of data management to ensure staff have up to date and easily accessible information about individual pupils</i></p> <p><i>Support curriculum areas with resources (including online) which enhance teaching</i></p> <p><i>Create opportunities for sharing, discussing and acting upon research linked to disadvantaged pupils</i></p>	<p><i>Develop an effective partnership between the Pupil Premium Leader, the pastoral team and welfare team and the Educational Welfare Officer</i></p> <p><i>Continue the work done on attendance of disadvantaged pupils to build on the progress made in this area with a view to bringing disadvantaged pupil attendance in line with the national figure for attendance, including figures for persistent absence</i></p> <p><i>Ensure that attendance data is carefully tracked and that disadvantaged pupils are a key focus in weekly attendance meetings.</i></p> <p><i>Develop tracking of pupils' attendance at clubs, school and house representation to ensure that every disadvantaged pupil has regular opportunities for enrichment.</i></p> <p><i>Continue to create links with higher/ further education providers to increase aspirations of disadvantaged pupils as part of the CEIAG plan.</i></p> <p><i>Train form tutors to support pupils where pastoral/wellbeing concerns are identified, through the development of tutor conferencing</i></p>	<p><i>Support Heads of Year in the interpreting and analysis of individual pupil data so that individuals needing support can be identified swiftly and support put in place</i></p> <p><i>Immediately prioritise disadvantaged pupils who did not make the expected progress in 2018-2019 in class and in intervention groups</i></p> <p><i>Continue to develop teachers' understanding and use of both formative and summative assessment to identify disadvantaged pupils in need of support</i></p> <p><i>Develop all teachers' understanding as to how PASS, attitude to learning, A1/A2 and their own data can be used to identify and prioritise pupils</i></p> <p><i>Ensure that there are plans for appropriate KS4 and KS5 pathways that enable all disadvantaged pupils to be successful</i></p>