

King's Leadership Academy Warrington Pupil Premium Strategy Statement

1. Summary information					
School	King's Leadership Academy Warrington				
Academic Year	2019/20	Total PP budget	£86955	Date of most recent PP Review:	Sep 2019
Total number of pupils	714	Number of pupils eligible for PP	93	Date for next internal review of this strategy	Sep 2020

2. Current attainment: 2019 exam results						
Group	August 2019			August 2018		
	No	Progress	National Percentile	No	Progress	National Percentile
ALL Pupils	107	0.72		97	0.69	5th
PP Pupils	12	0.14		11	0.67	3rd
PP English	12	0.00		11	0.82	4th
PP Maths	12	0.63		11	1.05	1st

DASHBOARD	National Average 2019 (%)	Warrington Average 2019 (%)	2019 Kings (%)	2019 King's Pupil Premium (%)
English & Maths threshold (>GP5)	43.3	46.6	72	58
English & Maths threshold (>GP4)	64.2	67.2	90	100

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (*issues to be addressed in school*)

a	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7 and beyond.
b	Limited and reduced access to educational resources at home such as IT technology and subject resources/materials, thus reducing opportunities for learning.
c	Social, emotional and mental well-being needs are higher for pupils eligible for PP than for other students

External barriers (*issues which also require action outside school*)

d	Attendance rates for pupils eligible for PP are nationally lower than their peers which reduces their time spent in school
e	Reduced ability to participate in extra-curricular and leadership programmes, such as residential trips, which necessitate additional costs.
f	Pupils less likely, or don't have access to resources, which help them study effectively at KS4 outside school hours

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
a	High levels of progress in literacy and numeracy for Year 7&8 pupils eligible for PP. Implementation of 'Success for All' approach with an emphasis on raising reading attainment. Measured: reading assessment data.	Those eligible for PP who are below their chronological reading and numeracy age achieve their chronological age by the end of KS3 and make accelerated reading progress throughout years 7 & 8. This will be evidenced using accelerated reader assessments, NGRT reading assessments, Cloze reading assessments and various ks3 checklists.
b	Students are issued with additional resources needed to achieve targets in all subjects. Measured: audit/checklist of students with additional resources.	Those eligible for PP who struggle to obtain/purchase resources such as GCSE revision materials (guides and texts) will be provided with these resources for free in order for them to have the same opportunity for success.
c	Those eligible have targeted intervention/s to address and develop social, emotional and mental well-being needs (such as: self-esteem, body language, conversational/friendship skills, social awareness assertiveness and communication) as well as a higher level of mentoring in order to progress into socially skilled and competent adults. 75% of students accessing such interventions are PP. Measured: SALT/Talk About/Well-being assessments (including students' self-assessments).	Those eligible, highlighted as having additional needs in these areas, show improved social skills assessments (both self-assessment and teacher led assessment, using Talk About resources) as a result of the intervention and additional monitoring.

d	<p>Reduce attendance data gap between those eligible for PP and non-PP. PP students show improved attendance over the year.</p> <p>Measured: attendance data.</p>	<p>Attendance is closely monitored and tracked, with gap of 1.56% between PP and non PP highlighted. Effective & targeted measures put in place to reduce the gap. Also, the gap for non-authorized attendance is monitored, tracked and reduced through effective measures/interventions (home visits, letters home, telephone calls, multi-agency meetings & targeted interventions for specific students in addition to Summer School and holiday catch-up provision whereby students make up lost time).</p>
e	<p>All those eligible for PP attend character/leadership residential and excursion programmes.</p> <p>Measured: registers of attendees.</p>	<p>All students eligible for PP attend residential trips/excursions offered: parents are consulted and financial support is made available in order to ensure students eligible for PP are able to access the same opportunities for building character & leadership skills as non PP.</p>
f	<p>Pupils have access to high-quality guidance outside of school including tuition where applicable</p> <p>Measured: attendance register/tuition register & Y11 outcome data</p>	<p>All students eligible for PP and are off target are given tuition 1-1 outside school hours to increase access to learning outside school hours</p>

Planned expenditure			
Academic year	2019/20		
The three headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.			
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?

<p>All teachers fully aware and equipped to identify PP students.</p>	<p>Lesson plans and seating maps require teachers to highlight and list all PP students.</p> <p>SIMS highlighting of PP groups.</p> <p>Staff training</p>	<p>CPD has been allocated to staff about PP and closing gaps with a high focus on academic rigour and no 'glass-ceiling' teaching.</p> <p>Evidence suggests the for CPD to be most effective, QA and follow-up feedback is essential</p>	<p>Evaluation of lesson plans, highlighting and listing students eligible for PP.</p> <p>Coaching sessions to ensure teachers are aware and responding to need (actions can be evaluated during these sessions). Review of progress over time using longitudinal lesson review.</p>
<p>All PP pupils meet or exceed targets as a result of quality teaching</p>	<p>Literacy and numeracy Success for All training</p> <p>AIM reviews and actions</p>	<p>Research shows that key skills in the foundation years of KS3 are vital in order to succeed in all subjects (EEF & 'The Wasted Years- DfE')</p> <p>PP to be included as a priority in all AIM interventions</p>	<p>Success for All objectives to be quality assured and checked each learning cycle</p> <p>Pupils and parents will also be able to monitor this with the new foundation FBacc pupil passports</p>

		Total budgeted cost	<p>£2000 - training materials cost</p> <p>£1000 towards FBacc resources</p> <p>£7000 – walkthrough provision</p> <p>£5000 – 1-1 mentoring for AIM students in upper school</p> <p><u>Total = £15000</u></p>
ii. Targeted support			iii.
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	
No gaps between PP and Non-PP reading age by the end of year 8	Literacy Intervention and accelerated reader with library access and competitions	Some PP students need targeted literacy support in order to close and address the attainment gap. This is a programme which has been independently evaluated and shown to be effective in other schools, amongst in-house practitioners (SENCo).	Reading tests - NGRT x3 Star reading tests each LC Success for All outcomes Data tracking to show impact of the programme. Regular contact with parents/carers: home/school reading logs, open evenings, parents' meetings & telephone calls
PP students are fully equipped to sit GCSEs and A Levels	<input type="checkbox"/> Supply recommended resources from all subject areas to those pupils who are struggling to finance them	Students eligible for PP have a barrier of finance in the area of tutoring and revision guides. Previous year has shown that this has demonstrable impact	QA the use of the resources and ensure that they are being used in knowledge quizzes and regularly accessed. Also using pupil voice in lesson observations

PP students who are off target to receive 1-1 tuition	<input type="checkbox"/> Use 1-1 tuition to help students access learning outside school hours	EEF and Sutton Trust research 2019 showing tuition is most effective form of interventions	<p>QA the sessions with tutors</p> <p>Regular contact with tutors and teaching staff</p> <p>Parental & student feedback</p>
Total budgeted cost		<p>Accelerated reader partial contribution - £10000</p> <p>Intervention spend:</p> <p>£5000 Library resources</p> <p>£20000 2 x Teaching Scholar contribution</p> <p>£3500 GCSE resources</p> <p>£7000 – Tuition costs</p> <p><u>£36500 - Total</u></p>	
iii. Other approaches			iv.
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	
D. No gap in attendance between PP an Non-PP	Established phase system which specifically targets PP students when they are absent. Tutors target PP students first when they are absent. First day visits to home using YLs (Year Leaders) when attendance drops below school target of 97% Weekly tracker identifies	<p>PP students often require a greater level of family support, first day visits allow HLs to intervene immediately before absence rates escalate.</p> <p>Form tutors focusing on PP ensure that notes are collected for absence and reasons followed</p>	Briefings of Year teams with HoA (Heads of Achievement) and YLs collaborating each week to improve attendance. Weekly attendance meetings with the attendance team and YLs to ensure home visits are successful and that YLs actively manage their portfolio of PP students. Training for YLs in difficult conversation. Notes tracked and all UA absence chased

	disadvantaged groups and rewards good attendance using Monarch system to generate motivation.	up, this increased accountability with home and also reduced UA.	up using the new 5 phase model and updated boundaries
		Total	5xYL contribution to salary - £30000 Cost to fund first day absence visits £3500 YL training £1000 Rewards for PP good attendance £500 Catch up intervention sessions after pupil absence such as Saturday schools - £4000 <u>Total - £39000</u>
		Full total	£89500

5. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Where the success criteria met? Including impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether we will continue with this approach)	Cost

<p>All teachers fully aware and equipped to identify PP students.</p> <p>All PP pupils meet or exceed targets as a result of quality teaching</p>	<p>Lesson plans and seating maps require teachers to highlight and list all PP students. SIMS highlighting of PP groups. Staff training Literacy and numeracy Success for All training</p>	<p>Targets met – all staff now have teaching folder with PP students identified</p> <p>GCSE results show strong impact</p>	<p>Continue with the same approach this year especially with new staff training to ensure consistent approach</p>	<p>£2000 - training materials cost £500 towards FBacc resources £7000 – walkthrough provision</p>
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Where the success criteria met? Including impact on pupils not eligible for PP, if appropriate..	Lessons learned (and whether we will continue with this approach)	Cost
<p>No gaps between PP and Non-PP reading age by the end of year 8 PP students are fully equipped to sit GCSEs and A Levels</p>	<p>Lexia reading programme</p> <p>Spelling and reading intervention sessions</p>	<p>Partially met – 60% of pupils reached chronological age</p> <p>23% have closed the gap to within 1-3 months behind</p> <p>17% will continue on the intensive intervention</p>	<p>Increase focus on year 8 (last year's yr7) to increase reading age at a quicker rate.</p> <p>Increase in library supplies and motivational rewards</p> <p>Need more focus on numeracy this year</p>	<p>Accelerated reader partial contribution - £10000 Intervention spend: £5000 Library resources - £3000 Teaching Scholar - £14000 GCSE resources - £3000</p>

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Where the success criteria met? Including impact on pupils not eligible for PP, if appropriate..	Lessons learned (and whether we will continue with this approach)	Cost

<p>No gap in attendance between PP an Non-PP</p>	<p>Established phase system which specifically targets PP students when they are absent. Tutors target PP students first when they are absent. First day visits to home using YLs (Year Leaders) when attendance drops below school target of 97% Weekly tracker identifies disadvantaged groups and rewards good attendance using Monarch system to generate motivation.</p>	<p>Success criteria met</p>	<p>Continue with this approach as it is proven to be successful</p>	<p>5xYL contribution to salary - £30000 Cost to fund first day absence visits £3500 YL training £1000 Rewards for PP good attendance £500</p>
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