

# KNBS Pupil Premium Implementation Plan 2021-22:

## 1 Improving 'PP' Students' Progress

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p><u>Attainment:</u></p> <ul style="list-style-type: none"> <li>In 2018/19 the P8 score for disadvantaged students was -0.61. This is against the in-school P8 value of 0.11. This is the last available data.</li> <li>In the same year high achieving PP students made least progress of all with a P8 of -0.76</li> <li>In the same year 31% of students achieved 5+ in English and Maths. This was against a whole-school value of 50%</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>Have low numeracy skills. On average pp students arrive to school 4 points below their non-pp peers at KS2.</li> <li>Have weak literacy skills. On average pp students arrive to school 4 points below their non-pp peers at KS2.</li> <li>Have a lack of adequate study and revision materials at home</li> <li>Have poor access to IT equipment at home which impedes revision and quality of homework.</li> </ul> <p><u>Teachers:</u></p> <ul style="list-style-type: none"> <li>May have low awareness of the needs and abilities of many of the pp students they teach</li> <li>May lack understanding of the strategies they can employ to improve the progress of PP students</li> </ul>	<p><u>Expectations</u></p> <ul style="list-style-type: none"> <li>KNBS will not tolerate a culture of low expectation. STRIVE ranges will be adapted to include an 'uplift' from KS2 data to reflect and challenge previous underachievement.</li> <li>All monitoring processes will have the PP students at their heart. Progress, participation and engagement of PP students will be a primary concern in all data analyses.</li> </ul> <p><u>Minimum Offer</u></p> <ul style="list-style-type: none"> <li>The school will provide a minimum offer to PP students on three levels; individual staff, departmental and whole-school.</li> </ul> <p><u>Academic Interventions</u></p> <ul style="list-style-type: none"> <li>Where progress is below expectation, the school will provide a range of interventions in an effort to remedy this</li> <li>PP students will take priority in any intervention strategy. For example, in the implementation of 'Covid catch-up' strategies, the assumption is that PP students have a greater need than non-PP students following the periods of remote learning.</li> </ul>	<p><u>Transition Minimum Offer</u></p> <ul style="list-style-type: none"> <li>Home visits prior to starting</li> <li>In-school sessions for parents in Y6 – meeting staff</li> <li>Creation of student profiles</li> <li>Encourage summer school participation</li> <li>Identify and address financial needs – eg travel</li> </ul> <p><u>Staff Minimum Offer</u></p> <ul style="list-style-type: none"> <li>Identify books of PP students with green sticker</li> <li>Tailored seating plans</li> <li>Targeted questioning and AfL</li> </ul> <p><u>Staffing</u></p> <ul style="list-style-type: none"> <li>Funding for numeracy HLTA for individual and small group interventions.</li> <li>Funding for TLR of PP lead</li> <li>Part funding for two in-school academic mentors and one academic tutor with particular focus on PP students</li> <li>Part funding for TA for in-class and intervention for PP students with SEND</li> </ul> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>Funding for GCSE Pod online study and revision package</li> <li>Funding for purchase of revision materials for all KS4 PP students in Core subjects</li> <li>Funding for provision of ICT equipment for home use to include wifi and tablets where required.</li> <li>Funding (from Covid catch-up) for MyTutor on-line tuition in English and Maths for PP students</li> <li>Subsidies for resources, for example D&amp;T and food tech</li> <li>Subsidies for music lessons</li> </ul>	<p><u>Implementation Outcomes (how well?)</u></p> <p><u>Short term</u></p> <ul style="list-style-type: none"> <li>QA activities demonstrate a clear focus on PP students through seating plans and AfL activities</li> <li>Staff are able to articulate strategies for identified individuals</li> <li>Staff are able to broadly outline the school's strategy for improving outcomes for PP students</li> </ul> <p><u>Medium term</u></p> <ul style="list-style-type: none"> <li>Departments include the strategies for improving outcomes for PP students in their development plans.</li> <li>Intervention records show a high focus on PP students</li> <li>ICT audit has identified students with a need for wifi / computing resources at home</li> <li>High level of uptake of GCSE Pod by PP students</li> </ul> <p><u>Long term</u></p> <ul style="list-style-type: none"> <li>Embedded culture of prioritising PP students is evident in all policies and planning</li> <li>All PP students have received some form of academic intervention and this is evidenced in record keeping</li> </ul>	<p><u>Final Outcomes (and so?)</u></p> <ul style="list-style-type: none"> <li>The gap in P8 between PP and non-PP students shows a year on year decrease</li> <li>Threshold measures in all subjects reflect a year on year improvement for PP students</li> <li>QA activities show a high degree of consistency throughout staff in all departments in delivering high quality teaching to PP students</li> <li>Take-up of EBacc subjects in KS4 is consistently high for PP students</li> </ul>

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## 2 Improving 'PP' Students' Attendance, Well-Being and Attitudes to Learning

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p><u>Attendance:</u></p> <ul style="list-style-type: none"> <li>Absence of PP students in 2019-20 was 7.8%, compared with 3.8% for non-PP and 5.2% for all students</li> <li>Persistent absence for PP students was 22.4% for PP students in 2019-20, compared with 8.2% for non-PP and 7.7% for all students</li> </ul> <p><u>Fixed Term Exclusions:</u></p> <ul style="list-style-type: none"> <li>There was a 10.2% rate of FTE for PP students in 2019-20 compared with 4.9% for all students</li> </ul> <p><u>Permanent Exclusions:</u></p> <ul style="list-style-type: none"> <li>There was a PX rate of 0.73% for PP students in 2019-20 compared with 0.15% for all students</li> </ul> <p><u>MyConcern referrals:</u></p> <ul style="list-style-type: none"> <li>In 2019 251 out of 457 concerns were regarding PP students (61.5%)</li> <li>In 2020 334 out of 541 concerns were regarding PP students (61.7%)</li> <li>So far in 2021 388 out of 706 concerns were regarding PP students (54.9%)</li> </ul> <p><u>Vulnerable Students</u></p> <ul style="list-style-type: none"> <li>On our current vulnerability spreadsheet, 30 out of the 49 named students are PP students</li> </ul>	<p><u>Emotional and Mental Well-Being</u></p> <ul style="list-style-type: none"> <li>KNBS will endeavour to support the needs of identified students with in-school resources to minimise barriers to learning</li> <li>KNBS will work with external agencies to develop whole-school strategies and to strengthen staff expertise in emotional well-being and mental health</li> </ul> <p><u>Self-Discipline for Learning (SDfL)</u></p> <ul style="list-style-type: none"> <li>KNBS will invest in its pastoral provision to reduce the curriculum time lost as a result of poor SDfL amongst a proportion of PP students</li> <li>KNBS will continue to provide support for staff in extending expertise to minimise disruption due to instances of poor SDfL in lessons</li> </ul> <p><u>Attendance</u></p> <ul style="list-style-type: none"> <li>KNBS will continue to challenge low attendance amongst a proportion of PP students via a range of strategies</li> </ul>	<p><u>Emotional and Mental Well-Being</u></p> <ul style="list-style-type: none"> <li>KNBS will appoint a designated mental health lead to coordinate the strategy within school</li> <li>Part funding of student welfare staff to support students' emotional needs, to include Student Support Manager, (DEM), SWISS placements, Inclusion Manager (GR)</li> <li>Funding for All-Saints counselling service to support social and emotional well-being</li> </ul> <p><u>Self-Discipline for Learning (SDfL)</u></p> <ul style="list-style-type: none"> <li>Part funding of Behaviour for Learning lead and assistant (SG, JF)</li> <li>Funding for alternative provision where required</li> </ul> <p><u>Student Engagement Within School</u></p> <ul style="list-style-type: none"> <li>Part funding for in-house rewards for attendance on a half termly basis</li> <li>Funding for breakfast for vulnerable students who may not have access to breakfast at home</li> <li>Subsidy of Educational visits to provide PP students access to wider cultural / social experiences</li> <li>Funding of School uniform and other sundries to avoid obvious inequalities and prevent disengagement</li> </ul> <p><u>Attendance</u></p> <ul style="list-style-type: none"> <li>Funding of bus passes for some PP students</li> <li>Funding for a TA to drive selected PP students to school, including fuel and food</li> <li>Part funding of School attendance officer to follow-up non-attendance</li> </ul>	<p><u>Implementation Outcomes (how well?)</u></p> <p><u>Short term</u></p> <ul style="list-style-type: none"> <li>Mental health strategy in place</li> <li>Early identification of students requiring emotional support</li> <li>Early identification of students requiring financial support</li> <li>Early identification of students requiring SDfL intervention</li> <li>Early identification of students requiring attendance intervention</li> <li>Further embedding of the 'Tell someone' culture</li> </ul> <p><u>Medium term</u></p> <ul style="list-style-type: none"> <li>Strategies employed to challenge SDfL needs in identified students</li> <li>Strategies employed to challenge low attendance of identified students</li> <li>Strategies employed to support students identified as requiring intervention around well-being</li> </ul> <p><u>Long term</u></p> <ul style="list-style-type: none"> <li>A culture of identification and support of students with emotional and mental well-being needs</li> <li>Confident and effective teaching staff are able to challenge instances of poor SDfL in a timely and effective manner such that interruptions to lessons remain rare and continue to decline</li> </ul>	<p><u>Final Outcomes (and so?)</u></p> <ul style="list-style-type: none"> <li>FTEs for PP students continue to fall and are broadly in line with those of non-PP students</li> <li>Attendance of PP students continues to improve and is broadly in line with that of non-PP students</li> <li>MyConcern continues to be adopted by all staff, and concerns are dealt with swiftly and effectively as they arise</li> <li>QA activities show a high level of engagement amongst PP students</li> <li>A culture of support exists within school such that students with difficulties are able to seek help and articulate those difficulties</li> </ul>

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## 3 Improving 'PP' Students' Engagement and Aspirations

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p><u>Participation:</u></p> <ul style="list-style-type: none"> <li>Insufficient records were previously available to track participation of PP students in extra-curricular clubs, outdoor pursuits, educational visits and sporting events.</li> </ul> <p><u>CEIAG:</u></p> <ul style="list-style-type: none"> <li>Professional employees from poorer backgrounds are paid almost £7,000 a year less on average than their peers from more privileged families, according to research for the Social Mobility Commission.</li> <li>The study found that even those from working class families who have exactly the same role, education and experience as their colleagues from more advantaged backgrounds are still paid on average 7% less, equating to just under £2,250 a year.</li> </ul> <p><u>Progression Pathways:</u></p> <ul style="list-style-type: none"> <li>Disadvantaged young people are twice as likely to not be in employment, education or training (NEET) compared to their better off peers, a new study has found. The report, <i>Establishing the Employment Gap</i>, from the venture philanthropy charity Impetus, found that 26 per cent of disadvantaged young people were NEET, compared to just 13 per cent of other young people.</li> </ul>	<p><u>Participation:</u></p> <ul style="list-style-type: none"> <li>KNBS will ensure that robust recording systems are in place to monitor the participation of PP students in a range of extra-curricular activities</li> <li>Where it appears that uptake of PP students is low, KNBS will seek to redress this via encouragement, communication with home and subsidies as required</li> </ul> <p><u>CEIAG:</u></p> <ul style="list-style-type: none"> <li>PP students will be prioritised for careers interviews in years 10 and 11</li> <li>PP students will be prioritised in Educational visits to workplaces and in attendance at school-based exposure to employers and employees</li> <li>PP students will be given support as required when organising work-experience placements</li> <li>PP students will be prioritised and encouraged to participate in the Y9 Aim Higher programme</li> <li>Detailed and accurate records will be maintained for participation in all CEIAG activities, and interventions will be put in place as required</li> </ul> <p><u>Progression Pathways:</u></p> <ul style="list-style-type: none"> <li>PP students will be supported in their applications to 16+ providers</li> <li>Robust records of destinations data will be held</li> </ul>	<p><u>Participation:</u></p> <ul style="list-style-type: none"> <li>Part funding of Outdoor Pursuits co-ordinator to engage PP students through a range of activities; to include purchase of equipment and hire of facilities.</li> <li>Close record keeping and monitoring of the participation of PP students in extra-curricular, enrichment and outdoor pursuits activities and intervention as required.</li> <li>Part funding of TLR for student leadership co-ordinator.</li> </ul> <p><u>CEIAG:</u></p> <ul style="list-style-type: none"> <li>Part funding of the TLR for CEIAG</li> <li>Part funding for the Unifrog careers guidance platform</li> <li>Part funding for the Compass+ CEIAG monitoring tool</li> <li>Part funding of PT careers advisor to advise PP students and raise aspirations</li> </ul> <p><u>Progression Pathways:</u></p> <ul style="list-style-type: none"> <li>Close monitoring of applications for colleges, sixth forms and apprenticeships by RAG group to ensure accuracy and suitability of application</li> <li>PP students to be offered university link activities from Y9 (Aim Higher) to build aspiration for tertiary education and higher paying careers</li> <li>Targeted groups of PP students encouraged into pre-apprenticeship programme with ADI engineering as part of KS4 options.</li> </ul>	<p><u>Short term</u></p> <ul style="list-style-type: none"> <li>Suitable record keeping procedures set up to monitor participation, CEIAG and progression</li> <li>CEIAG programme in PD and form time is detailed, robust and fit for purpose</li> </ul> <p><u>Medium term</u></p> <ul style="list-style-type: none"> <li>Records show high participation levels from PP students and interventions are in place to remedy the situation if this is not the case</li> <li>PP students are able to articulate their well-informed ambitions and aspirations for 16+, 18+ and 21+ at an early age</li> </ul> <p><u>Long term</u></p> <ul style="list-style-type: none"> <li>A strong and detailed CEIAG programme is in place which provides good advice and guidance to PP students</li> <li>PP students are able to confidently assess a range of options at 16+ and beyond. They have clear understanding of the choices open to them and how to access these choices.</li> </ul>	<ul style="list-style-type: none"> <li>Zero NEET amongst PP students</li> <li>Percentage of PP students participating in all aspects of school life is broadly equal to non-PP students</li> <li>PP students are well represented in School student leadership roles</li> </ul>