

# Pupil Premium / Catch up Premium Report 2018/19

## How much pupil premium funding is received for this academic year.

Pupil premium for 2018/19 is £195,415. We will receive an additional funding for:

- Service pupils
- Adopted from care
- LAC

Last year we received £82,000 for the above categories, the money for 2018/19 will be received in increments throughout the year so totals will not be available until the end of this academic year. However, we do expect a similar amount of funding to be available.

## Number of Pupil Premium Students

Year Group	Number of Pupil Premium Students
7	39
8	65
9	57
10	62
11	88
12	38
13	25

## How much catch up premium funding is received for this academic year.

The catch up grant for 2017/18 was £17,602. We have not received the funds for 2018/19 but expect similar funding to be available.

This funding is already being spent on intervention sessions in English and Maths with two subject specialist intervention teachers providing one on one and small group work to help students develop their basic literacy and numeracy skills. Students are identified by their KS2 scores and are able to access these sessions weekly until a satisfactory level of progress is made.

## **Pupil premium Intention of Spending 2018/19**

The school has budgeted £284,615 to fund the Pupil premium, Service, Adopted from care and LAC pupils. An outline of how we intend to spend the funds is outlined below.

Teaching Staff	£226,615
Educational Support Staff	£30,000
Admin Staffing	£18,000
Educational Supplies and Services and Discreet Fund for helping vulnerable individuals	£10,000

### **Teaching Staff £226,615**

Curriculum modifications In Year 9, students are placed in an academic route way (Red, Purple, Green, Blue) which allows access to courses best suited to their needs. Extensive discussion at SLT in liaison with subject leaders takes place and department willingness to modify course offerings for particular cohorts follows. Several modifications are made to the curriculum across a period of time to ensure best fit. Students can, in discussion with subject leaders and Deputy Headteachers, put in a request if access to a particular course is limited by routeway.

Additional teaching staff in key areas of the school are recruited to reduce class size and ensure our targeted students can access better support in the classroom. This enables the teachers to have more contact time with the students and more interventions to take place throughout the school year. An extra teacher in core subjects All core subjects (English, Maths and Science) have an extra member of teaching staff. The extra member of staff allows a number of opportunities to take place including: smaller class sizes in linear groups; extra one-to-one support sessions; after school support through clubs and revision. Leaders in core subjects reflect very positively on the opportunities afforded through the scheme.

Nurture groups to benefit Year 7 students Before entry to Year 7, Kingdown School staff liaise with primary schools to identify individuals for whom a transition to a large secondary school may provide too big a change. A small nurture group is established in Year 7 and the student group receives a modified timetable and an environment in between that of a primary and secondary school. The group supports all learners in Year 7 by introducing a further class to the cohort and, therefore, smaller numbers in all Year 7 classes. Students in the group have close access to specialist teachers, learning mentors and behaviour support where needed.

Intervention across the cohort, SPIGs All class teachers have individualised class lists that identify the school's Special Interest Groups (SPIGs). These include: Free School Meals, Black and Minority Ethnic, Looked after Children, SEN Statement, SEN School Action Plus, SEN School Action, Service Family, Boys at Level 4 or below KS2. After data collections and external examinations, subject leaders report on the performance of all SPIGs to reflect on practice and decide on strategies for the year ahead.

### **Educational Support Staff £30,000**

Support in creation of paper based resources Teaching and support staff at Kingdown School benefit from an excellent reprographics department that allows teachers to focus on preparation of differentiated materials rather than photocopying. Teachers can send work through digitally and receive it within an hour. Many services are offered including the creation of faculty developed revision materials for examinations.

### **Revision booklets**

Revision booklets created annually across all subjects are often given without charge to students. On rare occasions where several large booklets are produced, a contribution may be sought from students. Heads of Subject and teachers are fully aware of students for whom this may be problematic.

### **Admin Staffing £18,000**

Support in SIMS Kingdown School is a heavily data driven school and teachers are given every support from a well-developed and highly skilled support team. Knowledge of data tracking is distributed and discussed amongst the team.

### **Other Staff**

Mini-bus driver The school subsidises a minibus driver for educational trips that use the minibus, therefore keeping the cost of school trips lower.

### **Mentoring team**

The school arranges for adult mentors to visit the school to support students for whom there may be particular social or learning issues. Although no direct cost of the mentors, a support member of staff oversees and liaises with the mentors and mentees to ensure smooth running of the scheme.

### **Other Occupational Costs**

Other costs Costs included: parent / tutor meetings; books; online resources; subscriptions.

### **Educational Supplies and Services £10,000**

School textbooks School textbooks are purchased by subjects across the school and given to students on a loan basis. When subject areas decide to change courses to accommodate the need of the cohort, there are additional unforeseen costs. Subject leaders have the opportunity to bid for money from the Finance department for development opportunities only. Students are also supported with equipment, resources, uniform, help to attend school trips etc. as and when they need it.

### **Other Supplies and Services**

Careers Support Students continue to have access to an excellent resource bank within the school and a careers advisor. Staff and students can request a meeting for a particular student. The school also has excellent links to the local Further Education College and invite representatives to Post 16 options evenings where appropriate.

Support in exceptional situations On several occasions in the past year, a student has visited their Tutor or Head of House to make them aware of a particular need. For example, a need for new school blazer as theirs has been ripped and the family are unable to purchase the blazer. The school discusses individual needs on a case-by-case scenario.

Supporting a particular need Teachers, Heads of Subject and Heads of House, are particularly aware of individuals on Free School Meals; they are also aware of the limitations that they may have in accessing resources of a particular nature. Cases have included the purchase of a listening device for revision materials. Purchases are on a case-by-case basis.

### **ICT Costs (Non Capital)**

Infrastructure to support out of hours learning Students continue to have access to an internet based learning resource (VLE – Virtual Learning Environment) where classroom resources, exam preparation and feedback to work is accessible. Students for whom access to IT is limited, the library remains open until 4pm each day and several IT rooms until 5.00pm.

### **Staff Development**

Out of school INSET Although over 90% of teacher and support staff training is delivered in house, invariably there'll be a need for externally hosted training. Where economically appropriate, staff can attend and disseminate on return. All staff have to evaluate the benefit of the attended course.

Whole staff development Staff continue to receive excellent training opportunities from within the school. The one key focus of the training remains however, to support individual student needs. Staff share best practices and strategies that meet a particular need and several specialist subject reps attend meetings on SEN and G+T.

Catch up premium Intention of Spending

### **Waves of Support**

Wave 1: Quality teaching in the classroom

All of our teachers are trained in how to differentiate lessons to enable all students to make progress. We actively aim to personalise the learning for each student and ensure we know what makes them learn best. The school uses a great deal of the resources available to concentrate on quality teaching and learning. Form tutors have regular contact with students to ensure they are supported (both academically and pastorally) and their engagement in school is a priority.

Wave 2: Effective intervention at teacher level

For any of our vulnerable students struggling in lessons, teachers are well versed in adapting the work in class and at home to meet the needs of each individual case. Vulnerable students, who may not be able to afford things like calculators, writing equipment, key revision materials etc. are discreetly provided with these. Students are encouraged to have a quiet word with their teacher/tutor and ask for help. We regularly provide this sort of support and believe it can make all the difference to a student's readiness to learn. Teachers also offer 121 catch-up time for students who may fall behind because of issues outside of the school.

#### Wave 3: Effective intervention at department and Head of House level

For any student struggling with keeping up-to-date with school work due to vulnerability and hardship at home, the school has lots of support available. We offer students the chance to stay in school for our Session 6 (3pm – 4pm) to complete homework, as this is usually the first thing to suffer if things are tough at home. We also offer students the opportunity to attend session 6, simply to get further teaching and guidance on areas where they feel they might need more help.

All subject areas offer an after school provision of this type and there is also a Homework Club for students. Our tutors and Heads of Houses are also very good at knowing when students are struggling with out-of-school problems and are quick to support through things like: 121 conversations; contacting teachers to arrange ways to further support students in lessons; and contacting home to offer support.

#### Wave 4: Effective intervention at school level

The school's Pupil Premium Team (made up of members of SLT and our Departmental Pupil Premium Champions) actively look to support our vulnerable students when they are in need of help. We regularly meet with students and put together support plans to assist them in keeping on top of their workload and do well in lessons. We believe that happy and engaged students make better progress. We work hard to ensure that all of our vulnerable students know that we are there for them. We do a lot of discreet work (behind the scenes) to offer support to our students and provide them with the things they need to be happy in school. We also hold regular Raising the Attainment of Pupils (RAP) meetings. These involve members of the Pupil Premium team and the teachers of our vulnerable students. Together, we put together coordinated plans for supporting / challenging our students to help them achieve their potential. We ensure that students are supported and rewarded for working towards these plans. Students are set weekly targets and are rewarded for achieving these.

## **Pupil Premium Spending 2016/17 and its Impact**

The funding for Pupil premium spending in 2017/18 followed a very similar model to that we have planned for this academic year. We have had great success with our Pupil premium students and the Waves of Support that we provide pupils every day. We want to replicate this success with our current students as well as offer them more intervention and support than in previous years.

### **Attainment 8: 2016-17**

Attainment 8 measures the average achievement of pupils in up to eight qualifications including English (double weighted if the combined English qualification, or both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc subjects only) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications from an approved list. In 2017:

Our Attainment 8 score for all pupils was 46.83 the previous year we achieved 48.32. The national average in 2018 was TBC and the previous year 46.02.

Our Attainment 8 score for disadvantaged pupils was 36.77 an increase of 2.2 (34.57) against 2017 results..  
Our Attainment 8 score for Free School Meals pupils was 34.71.

### **Progress 8: 2016-17**

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. In 2017:

Our Progress 8 score for all students was 0.16. The national average was -0.03.  
Our Progress 8 score for disadvantaged students was -0.59.

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### Attainment 8: 2017-18

	Attainment 8 Actual	Attainment 8 Gov't Expected Points	Gap
All students	46.83	45.33	1.50
Disadvantaged Students	36.77	36.34	0.40
Non-disadvantaged Students	48.87	47.17	1.80

Our Attainment 8 score for all pupils was 46.83 the previous year we achieved 48.32. The national average in 2018 was 44.30 and the previous year 46.02.

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Our Attainment 8 score for Free School Meals pupils was 34.71.

### Progress 8: 2017-18

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In 2017-18:

	Progress 8 Actual
All students	0.15
Disadvantaged Students (42)	0.04
Non-disadvantaged Students	0.18
Gap	0.14

Both disadvantaged and non-disadvantaged achieved a positive Progress 8 score. Such strong results for disadvantaged students indicate that the procedures in place to monitor, support and motivate are clearly working and that impact is seen with a positive Progress 8 score (0.04) compared to a national score of -0.02.

## How the impact of the pupil premium will be measured.

Ultimately, the results achieved by the end of Year 11 will indicate:

- The attainment of Pupil Premium students
- The progress of Pupil Premium students
- Achievement of Basics measures at 4+ and 5+

All students are subject to internal assessment and trajectory grades are forecast by teachers. Reporting and tracking procedures take place regularly throughout the year by teachers, departments, Key Stage leaders and the Senior Management Team.

On all reports, focussed attention is given to FSM, Ever FSM, Pupil Premium and Disadvantaged students and questions asked on characteristic, subject and attainment. Intervention is assigned by the teacher, the department and members of the Senior Leadership team to ensure students are given every possible support to achieve their targets and potential.

## Where did Pupil Premium students go after Year 11?

Following results in August 2018, year 11 students:

Apprenticeship	2
Bath College	2
Isle of Wight College	1
Kingdown School	12
Lackham College	5
Salisbury College	1
Sunderland College	1
Trowbridge College	14
UTC - Salisbury	1