

Ken Stimpson Academy Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

The following strategy statement outlines how Pupil Premium funding is allocated to strategies. The strategies cover the Education Endowment Fund's (EEF) balanced approach for Pupil Premium provisions and initiatives; 1) high quality teaching, 2) targeted academic support and 3) wider strategies.

School overview

Detail	Data
School name	Ken Stimpson Academy
Number of pupils in school	1104
Proportion (%) of pupil premium eligible pupils	32.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement will be reviewed and considered for ratification by Governors on:	November 2023
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	Mr T Hussain (Assistant Headteacher)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£357,098
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£357,098

Part A: Our pupil premium strategy plan

Statement of intent

Our intention is to provide a high quality education to all of our students. This will prepare them for the next stage of their education, and for university and the world of work. We aim for all students, irrespective of their background or the challenges they face, to make good progress and achieve highly across the curriculum.

Ken Stimpson Academy is an inclusive 11-19 secondary school and we intend to provide an inspirational teaching and learning environment for all of our students. With a higher-than-average number of Pupil Premium students we aim to take a whole school approach where teaching and learning is the number one priority for all. High quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and will at the same time benefit our non disadvantaged students.

Furthermore we will look to adopt a targeted and strategic approach to provide opportunities to address academic, pastoral and cultural gaps for our disadvantaged students. We will also look to consider the challenges faced by some of our most vulnerable students, such as those who have a social worker or family support worker, are young carers, are experiencing mental health challenges and those experiencing other adverse childhood difficulties.

Through rigorous tracking, careful planning and targeted support and intervention, we aim to provide all students the access and opportunities to enjoy academic success.

School context breakdown of PP by year group. This is accurate as of November 2023.

Year	Cohort Total	PP/FSM Total	LAC	E4 Service	% PP/FSM
7	199	71	4	0	35.7
8	160	62	3	0	38.8
9	210	72	0	0	34.3
10	202	58	4	0	28.7
11	210	74	3	0	35.2
12	81	15	0	0	18.5
13	30	4	0	0	13.3
14	12	5	0	0	41.7
Totals	1104	361	14	0	32.7

Challenges

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

Challenge number	Detail of challenge
1	Pupil premium students achieve a lower level of attainment than non-pupil premium.
2	Negative impact on progress caused by behavioural issues (including social, emotional, and mental health) and disruption to learning
3	A considerable proportion of our pupil premium students have reading ages lower than their chronological age. Reading, for some of our pupils, is not common place and is a barrier to accessing the curriculum.
4	Low aspirations compared to non-PP pupils, for example, insufficient uptake of EBacc subjects. Many of our pupil premium students lack resilience, aspiration and other personal qualities that promote a positive attitude towards, and engagement with education.
5	Attendance and punctuality rates for some pupil premium students are lower than non-pupil premium students. Too many pupil premium students with persistent absence.
6	Many of our pupil premium students do not have access to cultural experiences or activities or visits. These students also have insufficient participation to academic and extra-curricular activities outside of the school day such as our Unit 6 revision sessions.
7	Issues with staff awareness of PP learners and strategies for success

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.

Intended outcome	Success criteria
1. Improve attainment and close gap between PP and non-PP learners in all year groups	<ul style="list-style-type: none"> - Improve PP performance at 9-7, 9-5 and 9-4 grades, closing the gap between PP and non-PP outcomes at GCSE. - At KS3, improve attainment gap so it is more in line with non-PP attainment. - Big read, write and know implemented for most departments. Following these assessments, tracking in place to help review performance.
2. Improve behaviour for learning and social, emotional and mental health for key PP pupils by providing meaningful support	<ul style="list-style-type: none"> - Reduce number of behaviour incidents logged for PP, bring in line with average for non-PP pupils. - All pupils in KS3 take part in SEMH survey via EDUKIT. All pupils identified as SEMH to have a completed BOXALL profile. Boxall profile interventions show impact through engagement in learning - Students report positive influence of wellbeing activities (DOVE/HAWK and engagement with services). - Increase levels of positive behaviour reporting, for example, through giving positives on ClassCharts/positive contacts home.
3. Improve literacy levels so that pupils are able to access the whole curriculum	<ul style="list-style-type: none"> - Reading ages for all students will increase to be in line with, or very close to chronological age. - Smaller disparity between the scores of pupil premium students and non-pupil premium. - Pupil premium students achieve, or exceed grade 4 at GCSE English in line with non-pupil premium.
4. Improve motivation and aspiration levels amongst Pupil Premium and encourage engagement with academic pathways (e.g. EBacc qualification subjects)	<ul style="list-style-type: none"> - Increased PP engagement and motivation evident in classroom observation during learning walks and development drop ins. - Increasing take up of academic subjects qualifying for the EBacc – for example, increased uptake of MFL at KS4. - Roll call used to identify students with lack of equipment and uniform issues. Pupil premium students catered for so no student goes without.

<p>5. Improve attendance and punctuality levels</p>	<ul style="list-style-type: none"> - Sustained high attendance demonstrated by a reduction in persistent absence of all pupils. - Gap between pupil premium and non-pupil premium attendance reduced. - Raise awareness of PP breakfast clubs to encourage attendance and punctuality.
<p>6. Cultivate opportunities for enhancing cultural capital through enrichment experiences. Improve access for pupil premium students to attend academic activities in and out of school hours</p>	<ul style="list-style-type: none"> - A significant increase in participation of enrichment activities particularly for pupil premium students. - Increase the exposure of pupil premium students to aspirational experiences such as residentials, trips and visits that enrich their educational journey. - Increased PP engagement in after school academic sessions, for example, Year 11 Unit 6 revision. - 100% of PP pupils attend a meeting with the careers officer in Year 11. - NEET figures for PP in line or lower than national average. - Ensure activity leads are aware of the needs and barriers of PP pupils to promote take up for extra-curricular activities.
<p>7. Increase opportunities for staff CPD focused on best practice for PP as informed by EEF</p>	<ul style="list-style-type: none"> - 100% identification by teachers of who is pupil premium in their classes via Classcharts (also available on SIMS). - 100% of faculty improvement plans contain a strategy for pupil premium intervention. - Staff are aware of the difficulties that may impact pupil premium students through staff training day/twilight sessions.

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: **£211,548**

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 staff (SSP and DDI recording)	1-7
Staff training and wider inset – quality first teaching is key to pupils making progress (coaching programme)	£2,500	EEF teaching and learning toolkit indicates <ul style="list-style-type: none"> - metacognition and self-regulation +7 months - feedback +6 months - mastery +5 months - collaborative learning approaches +5 months - social and emotional learning +4 months 	1-7
Maths HLTA	£15,000	Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020)	1 and 3
EAL Coordinator (MPN)	£13,197	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 3
Enhanced Nurture staffing x2 members of staff (1.6 x full time) (RHD+SAT)	£106,601	Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020)	1, 2 and 3
Unit 6 intervention programme for Year 11 students @£25 per hour rate, min 15 hours per	£74,250	Evidence indicates that one to one tuition can be effective, delivering approximately five additional	1, 3 and 6

subject (x9 subjects x 2 min staff per subject)		months' progress on average. (EEF 2020)	
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2. Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£97,470**

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Whole school reading programme (Years 7-10)	£10,500	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	1, 2 and 3
Academy 21 ^(all years)	£3,000	Digital technology can add up to +4 months progress (EEF, 2020)	1 and 2
Alternative provision (including but not exclusively ACE, Olive academies) at £80 per day per student	£20,000	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.	1, 2 and 5
Sparx Maths subscription	£2,000	Metacognition and self-regulation +7 months Mastery learning +5 months Homework +5 months	1
Lexia Gold	£800	Routine mastery of reading, spelling and grammar	1 and 3
Revision days for KS4 during half terms and in lead up to exams	£1,250	Mastery learning +5 months Small group tuition +5 months	1 and 6
Academic resources such as revision guides, and Laptops for pupils to catch up	£10,000	Metacognition and self-regulation +7 months Mastery learning +5 months Homework +5 months	1
Century Learning for English and Science Homework	£2,000	Metacognition and self-regulation +7 months Mastery learning +5 months Homework +5 months	1
Alternative Provision Manager (AMN)	£38,606	A bespoke curriculum package needs to be established for some learners to	1, 2, and 5

		engage them back into learning and to give aspirations for future success.	
Attendance Officer (@ 31% of salary)	£9,314	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <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 • Social and emotional learning +4 months • Parental engagement +4 months • Behaviour interventions +4 months 	1, 2 and 5

3. Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£48,080**

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Inclusion of trips including Activity day provision	£5,000	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.	4 and 6
Uniform and equipment provision	£3,665	To ensure there are no explicit perceived inhibiting barriers	5 and 7
Daily breakfast provision	£5,000	Social and emotional learning +4 months Behaviour interventions +4months	1, 2 and 5
Youth Dream Project (Boxercise)	£2,000	Motivational experiences	1, 2, 4 and 6
Additional Wellbeing member of staff (3 days) (@ 31% of salary)	£4,905	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 young people with a mental disorder said that lockdown had made their life worse Social and emotional learning +4 months	1, 2 and 5

		<p>Parental engagement +4 months</p> <p>Behaviour interventions +4 months</p>	
<p>Additional Learning Mentors x2 (CRN+SBY) (@31% of salary)</p>	£16,710	<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> <p>Social and emotional learning +4 months</p> <p>Parental engagement +4 months</p> <p>Behaviour interventions +4 months</p>	1 and 2
Social club	£3,600	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	1 and 2
Stand against violence assemblies (CCE)	£1,500	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	2 and 4
After school homework club provision	£4,000	EEF Toolkit – Homework +5 months	1, 3, 4 and 6
SISRA analysis	£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 and 7

ALPS	£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 and 7
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Total budgeted cost: £

Break down: Target 1 = £211,548

Target 2 = £97,470

Target 3 = £48,080

TOTAL = £357,098

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 2022 to 2023 academic year.

Summary of Year 11 2023 Exams

Measure	Cohort	PP	Difference
Total students	206	47	159
Average Total Attainment 8	36.4	26.35	-10.05
Average Attainment 8 Grade	3.64	2.64	-1
Average Total Progress 8	-0.35	-0.79	-0.44
Students Achieving 9-7 in English and Maths	1.5	0	-1.5
Students Achieving 9-7 in English	6.8	6.4	-0.4
Students Achieving 9-7 in Maths	5.8	4.3	-1.5
Students Achieving 9-5 in English and Maths	25.2	6.4	-18.8
Students Achieving 9-5 in English	40.8	21.3	-19.5
Students Achieving 9-5 in Maths	32.5	10.6	-21.9
Students Achieving 9-4 in English and Maths	47.6	25.5	-22.1
Students Achieving 9-4 in English	62.1	38.3	-23.8
Students Achieving 9-4 in Maths	53.4	31.9	-21.5
Students Entered For the EBacc	28 (13.6% of the cohort)	4 (8.5% of the cohort)	24 (-5.1%)

Outcome data such as the above informed the challenges 1-7 on page 3. Key areas identified:

1. Raise attainment at KS4 as there is a whole grade difference between pupil premium and non-pupil premium students..
2. Raise reading levels so students can access the more academic content of subjects.
3. Increase the number of pupils who qualify for the EBacc and raise the attainment of those pupils.
4. Improve overall attendance and punctuality for pupil premium students compared to non-pupil premium as there is currently 5% difference in attendance.

5. Improve overall behaviour incidents for pupil premium compared to non-pupil premium and offer SEMH support as there is a clear gap between pupil premium and non-pupil premium behaviour incidents.

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
None	

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