

Ken Stimpson Community School Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Community School
Number of pupils in school	1093
Proportion (%) of pupil premium eligible pupils	29.64%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2024
Date this statement will be reviewed and considered for ratification by Governors on:	14 March 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Chair of Governors (Mr T French) and Mr Andy Ratnett
Pupil premium lead	Mr Tanweer Hussain
Governor / Trustee lead	Mr Andy Ratnett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£359,063
Recovery premium funding allocation this academic year	£52,949 but actual spend is £74,999
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£412,012

Part A: Our pupil premium strategy plan

Statement of intent

As an inclusive 11-19 secondary school, our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning for all pupils. The ultimate goal of the school is that no child is left behind socially, or academically because of disadvantage. The school strives to remove the barriers of low expectations, raise lifelong aspirations and focus on removing obstacles to learning and achieving excellence. The Pupil Premium strategy aims to address the main difficulties pupils face and through rigorous tracking, careful planning and targeted support and intervention, provide all pupils the access and opportunities to enjoy academic success.

Year	PP/FSM Total	Male	Female	LAC	E4 Service
7	63	29	34	2	0
8	68	36	32	0	0
9	54	20	34	2	0
10	75	41	34	1	0
11	45	26	19	3	0
12	5	0	5	0	0
13	13	4	9	0	0
14	1	1	0	0	0
Totals	324	157	167	8	0

Challenges

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

Challenge number	Detail of challenge
1	Insufficient progress of attainment in KS4 compared to non-PP pupils. Gap mainly at 9-7, 9-5 and 9-4 grades
2	Negative impact on progress caused by behavioural issues (including social, emotional, and mental health) and disruption to learning
3	Lack of fluency in literacy and numeracy
4	Low aspirations compared to non-PP pupils, for example, insufficient uptake of EBacc subjects.
5	Attendance and punctuality issues
6	Insufficient participation in activities outside of the school day, both academic and extra-curricular
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
<p>1. Improve attainment and close gap between PP and non-PP learners in all year groups</p>	<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; and is in line with PP national averages - At KS3, improve attainment gap so it is more in line with non-PP attainment. - Rigorous testing and tracking regime in place for 100% of departments to review after each monitoring point at the end of the year
<p>2. Improve behaviour for learning and social, emotional and mental health for key PP pupils by providing meaningful support</p>	<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 - All students in ASPIRE unit take part in nurture group intervention - 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
<p>3. Improve literacy and numeracy levels so that pupils are able to access the whole curriculum</p>	<ul style="list-style-type: none"> - Gap closed in standardised reading score ages to non-PP pupils - Standardised reading score ages in line, or above national average - 90% of KS3 read at, or above, chronological reading age - PP achieve, or exceed grade 4 at GCSE in English and Maths in line with non-PP national average - Evidence of an increase in knowledge of key literacy and numeracy skills shown through low stakes in class assessments, formal assessments, and public exams <p>Pupil voice shows increase in confidence in literacy and numeracy</p>

<p>4. Improve motivation and aspiration levels amongst PP and encourage engagement with academic pathways (e.g. EBacc qualification subjects)</p>	<ul style="list-style-type: none"> - Increased PP engagement and motivation evident in classroom observation during learning walks - Increasing take up of academic subjects qualifying for the EBacc – for example, increased uptake of MFL at KS4 - Ensure PP parents are aware that they have access to financial support to assist with purchasing some equipment and resources
<p>5. Improve attendance and punctuality levels</p>	<ul style="list-style-type: none"> - Attendance and punctuality tracked for PP - Attendance and punctuality levels in line with average for non-PP pupils - Improved parental engagement evident in contact logs / home visits - Raise awareness of PP breakfast clubs to encourage attendance and punctuality - PP lead to meet with Attendance Officer once a term to monitor PP attendance and punctuality and track interventions
<p>6. Cultivate opportunities (covid restrictions permitting) for enhancing cultural capital through enrichment experiences. Improve access for PP pupils to attend academic activities in out of school hours</p>	<ul style="list-style-type: none"> - 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 PP in their classes - 100% of faculty improvement plans contain a strategy for PP intervention - Staff are aware of the difficulties that may impact PP pupils through staff training day session

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: **£235,300**

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 students (SSP and DDI recording)	1-7
Staff training and wider inset – quality first teaching is key to pupils making progress (coaching programme)	£250	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	£14,000	Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020)	1 and 3
Reading programme Coordinator	£5,000	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, 2 and 3
EAL Coordinator	£5,000	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)	£70,000	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 @£30 per hour rate, min 15 hours per subject (x9 subjects x 2 min staff per subject)	£75,050	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	1, 3 and 6
Alternative Provision Manager + Deputy	£32,000	A bespoke curriculum package needs to be established for some learners to engage them back into learning and to give aspirations for future success.	1, 2, and 5
Additional Learning Mentors x2	£34,000	<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

2. Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£107,550**

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Whole school reading programme (Years 7-10, Post16)	£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
Maths booster sessions (Years 7-9)	£8,000	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	1 and 3
NTP provision ^(all years) (all years)	£5,000	Digital technology can add up to +4 months progress (EEF, 2020)	1 and 6
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 (5 at 3 to days a week) @ £80*5*39	£46,800	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
My Maths and Hegarty Maths subscriptions	£2,000	The analysis tool to support the evidence base of measures put in place to close the gap between PP students and their peers.	1
Lexia Gold	£4,000	Routine mastery of reading, spelling and grammar	1 and 3
Revision days for KS4 during half terms and in lead up to exams	£1250	Mastery learning +5 months Small group tuition +5 months	1 and 6
Academic resources such as revision guides for pupils to catch up	£3000	Metacognition and self-regulation +7 months Mastery learning +5 months Homework +5 months	1
Century Learning for English and	£3000	Metacognition and self-regulation +7 months	1

Science Homework		Mastery learning +5 months Homework +5 months	
Dr Frost Maths for Maths Homework	Free	Metacognition and self-regulation +7 months Mastery learning +5 months Homework +5 months	1
Attendance Officer (@ 31% of salary)	£7,000	The Department for Education (DfE) published research in 2016 which found that: <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
Pupil Premium Coordinator and Leadership Link (@ 31% of salary)	£14,000	To review and assess the impact of PP strategies so that the investment of funding is carefully targeted to ensure maximum impact.	1-7

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

Budgeted cost: **£71,705**

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Social club for nurture students	£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
Dove and Hawk Workshops	Free	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)	£1500	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
Jon Egging Trust Blue Skies Inspire Programme	Free	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	4 and 5
Y10/11 Work skills Mock Interviews	Free	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	4
Insight Programme	Free	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	1, 4 and 6
After school homework club	£4,000	EEF Toolkit – Homework +5 months	1, 3, 4 and 6

Inclusion of trips including Activity day provision	£5,000	To enhance concentration and for students to be able study more effectively. 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
Banning mobile phones during the school, day	£0	To promote increased social interaction between young people during social times following the effects of COVID	2
Uniform and equipment provision	£5,000	To ensure there are no explicit perceived inhibiting barriers	5 and 7
Study guides provision	£3,000	To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.	1 and 6
ALPS (@ 31% of salary)	£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
SISRA analysis (@ 31% of salary)	£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
Daily breakfast provision	£5,000	Dfe partially funded free breakfast until 2023. An entitlement for all students. The school pays for 30% of costs 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)	£7,000	The current statistics around mental health show that 1 in 4 people in the UK will	1, 2 and 5

		<p>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</p> <p>Social and emotional learning +4 months</p> <p>Parental engagement +4 months</p> <p>Behaviour interventions +4 months</p>	
Additional Safeguarding members of staff (x3) (@ 31% of salary)	£18,405	Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. Attendance Manager and year leads arrange appointments at all parent events. EEF Toolkit Parental Engagement suggests +3 months progress.	1, 2 and 5
Crew Trident Family support provision (all years)	£7,500	Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. Attendance Manager and year leads arrange appointments at all parent events. EEF Toolkit Parental Engagement	1, 2 and 5
Crops Mentoring service (Years 7-8)	£8,000	Ofsted expect to see learners' attitudes to their education or training are positive. They are committed to their learning,	1, 2 and 4

		know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. 2021	
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Total budgeted cost: £

Break down: Target 1 = £235,300

Target 2 = £107,550

Target 3 = £71,705

TOTAL = £414,555

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 2021 to 2022 academic year.

Attainment 8 Summary Year 11 2022 Exams

Measure	Pupil Premium	Total
Average Attainment 8 Grade	All	4.25
	Non PP (DC: Other - Not Disadvantaged)	4.53
	PP (DC: Disadvantaged)	3.53
	GAP	1

Reading age data analysis

	Above		At		Below		3 years+ below	
	Aut 2021	Sum 2022	Aut 2021	Sum 2022	Aut 2021	Sum 2022	Aut 2021	Sum 2022
Year 7	54%	75%	17%	11%	29%	14%	11%	5%
Year 8	49%	74%	12%	10%	39%	16%	18%	11%
Year 9	53%	61%	9%	10%	38%	29%	11%	7%

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 PP and non-students..
2. Raise reading levels at KS3 to be more in line with non-PP.
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 PP pupils compared to non-PP as there is currently 5% difference in attendance.
5. Improve overall behaviour incidents for PP compared to non-PP and offer SEMH support as there is a clear gap between PP and non-PP behaviour incidents.

Impact of PP spending:

Unit 6 intervention programme for year 11 – 96% of PP students attended last year (2021/22)

Whole school reading programme –

Maths booster sessions –

Academy 21 –

Alternative Provision –

Crew Trident –

Lexia Gold –

Crops Mentoring service –

Revision Guides – all PP students in year 10 and 11 provided with free revision guides for English, Maths, Science

Social club for nurture students –

Dove and Hawk workshops –

Alto Egos Production Company –

Jon Egging Trust Blue Skies Inspire Programme –

Y10 Work skills Mock Interviews –

Cambridge Higher Education Group –

After school homework club –

Inclusion of trips including Activity Day provision –

Uniform and equipment provision –

My Maths and Hegarty Maths subscriptions –

Daily breakfast provision –

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
Bedrock reading app	
Lexia Gold	Lexia
CATS PIE (English) PIM (Maths), and PIS (Science) base line tests @ £3520	GL Assessment
Boxall Tests	
TYP provision	Take Your Place Provision
Numeracy Ninja Timetable booster applications	
Hegarty Maths and My Maths	Hegarty Maths and MyMaths
Academy 21	Academy 21
Lucid Tests @ £1000	

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