

# Kesteven and Sleaford High School Pupil premium strategy statement

1. Summary information					
<b>School</b>	Kesteven and Sleaford High School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£35,530	<b>Date of most recent PP Review</b>	Dec 2020
<b>Total number of pupils</b>	752	<b>Number of pupils eligible for PP (includes Ever 6)</b>	38	<b>Date for next internal review of this strategy</b>	Dec 2021

2. Attainment (of 2020 Year 11 cohort)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2019 – latest data)
% achieving 5A* - C incl. EM at level 4	100%	64.7%
% achieving 5A* - C incl. EM at level 5	50%	50%
Progress 8 score average	N/A (CAGs)	0.13
Attainment 8 score average	N/A (CAGs)	49.96
English Baccalaureate Average Point Score	N/A (CAGs)	3.83
% entering the English Baccalaureate	80%	43%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Low aspiration / perception of selves as less able within a selective setting
<b>B.</b>	Lower self confidence and less academic and pastoral resilience (at KS4&5 sometimes leading to less ambitious future study choices)
<b>C.</b>	Personal organisation/study skills less secure
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Less experience of travel/higher education experience within family setting/ extra curricular participation
<b>E.</b>	Access to selective school education requires purchase of expensive travel pass for families living outside the town

4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Able students from Sleaford and surrounding areas participate in 11+ process regardless of background and are not put off by expenses (e.g. cost of L.A. bus pass)  Disadvantaged students make (and perceive they are making) good progress	Registration for 11+ by PP students PAN of 124 in Year 7 2021 including PP students Pupil Voice surveys of Disadvantaged students show positive attitudes to school and learning
<b>B.</b>	Disadvantaged students feel well supported in their learning both in lessons and outside	Parents and students feel empowered to make ambitious decisions about post 16 or post 18 study routes. Predicted grades and outcomes show progress in line with 'others'.
<b>C.</b>	Intervention team support students to close the gap in achievement and support them with demands of homework, non-examined assessment and examination preparation	PP and 'Other students' progress gap closed and P8 score is positive in 2021
<b>D.</b>	Destinations show disadvantaged students applying for Higher Education courses	Destination data for PP students is in line with 'others'

5. Planned expenditure					
Academic year		2020-21			
The three headings below enable schools to demonstrate how they 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?	Staff lead	When will you review implementation?
PP students sit 11+, undertake familiarisation tasks, and apply for place at KSHS	Disadvantaged students are high in oversubscription criteria in admissions policy  Investment in FROG online familiarisation materials to ensure familiarisation without costs of tutoring for PP students and their families	Admissions data, information from county admissions team, anecdotal from prospective parents on open days all suggest disadvantaged students' parents may be put off seeking a place at KSHS due to the high cost travel costs for studying at KSHS or	Offer of in school 11+ familiarisation sessions (in primary – Sleaford or at KSHS - out of county)  <b>Resources:</b> <ul style="list-style-type: none"> <li>FROG subscription</li> <li>Senior staff time to develop Frog online content</li> </ul>	Executive Head and Head of School	Annually, based on review of admissions data and as part of our admission policy review

<p>PP students' progress exceeds that nationally of 'other' students AND, over 3-year trend, is largely in line with the progress of 'other' KSHS students</p>	<p>FROG online content aims to engage and inform parents of disadvantaged students</p> <p>Improve the effectiveness of intervention and academic mentoring by means of revised 'Back on Track' and 'Summer Support' programmes in KS4.</p> <p>Facilitate outstanding teaching and learning through staff coaching programme and Teaching and Learning Communities sessions on best practice teaching</p>	<p>erroneously believe the cost of coming to KSHS may be more expensive than being educated elsewhere</p> <p>PP parents may find the challenge of familiarisation daunting</p> <p>Use of the recommended actions from NPQH project research conducted in school</p> <p>Research into effective CPD suggests that staff working together over a period of time to examine effective classroom strategies is the most effective for staff development.</p> <p>Good balance of experienced and younger enthusiastic teaching staff makes this a realistic proposition</p>	<ul style="list-style-type: none"> <li>• Staff costs for 1 X 2hour Saturday session in June</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Staff coaching programmes and costed provision of cover for peer observation</li> <li>• Support staff time in administering and monitoring 'Back on Track' and 'Summer Support' Programmes</li> <li>• Academic Mentor hours</li> </ul>	<p>Associate Assistant Head (CPD)</p> <p>Assistant Head Pupil Progress leads on 'Back on Track' and 'Summer Support' Programmes</p>	<p>In May 2021, as part of staff survey into CPD impact</p> <p>As part of termly line link meetings and review of progress towards targets in Department Development Plans and whole school development plans as well as at interim teaching staff Appraisals reviews in March</p>
<b>Total budgeted cost</b>					<b>£10,213</b>

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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<p>PP students' progress exceeds that nationally of 'other' students AND is in line with the progress of 'other' KSHS students</p>	<p>Employ learning mentors and pastoral support who offer 1:1 and small group work throughout the year</p> <p>Catch Up Strategy targets underperforming students including PP students (See separate document detailing budgeted spend)</p> <p>Sustain assessment tracking systems that enable us monitor progress</p> <p><b>Resources required</b></p> <ul style="list-style-type: none"> <li>• 1.5 FTE x Academic mentors</li> <li>• 1x Pastoral support</li> <li>• Go 4 Schools software</li> <li>• CAT parental reports for Yr 7</li> <li>• 1:1 Catch up Tutors in Maths English and Science</li> </ul>	<p>Past evidence (measurable GCSE outcomes) suggests this supports those whose progress dips below that expected and targeted.</p> <p>Swift identification of whether PP students are making relevant progress in line with their peers.</p> <p>Part of the wider school Catch Up Strategy Post Covid school closures</p>	<p>Monitor the inclusion of PP students in study skills sessions, 'the House' weekly academic support, organisational assistance, communication and meetings with parents, monitoring of 'Back on Track' and 'Summer Support' plans written by staff, study leave supervision in school.</p> <p>Regular tracking reviews of PP students</p> <p>Lesson visits during deep dives and dept led QA processes systematically check on PP students</p> <p>Implementation of whole school intervention system</p>	<p>Assistant Head (Pupil Progress) and intervention team</p>	<p>At each tracking point in Sept 2021 on receipt of GCSE and A Level outcomes.</p> <p>Via PP student voice surveys and interviews of PP students during lesson visits</p>
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<b>Total budgeted cost</b>					<b>£17,765</b>
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**iii. Other approaches**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Disadvantaged students take part in a rich programme of extra-curricular and co-curricular activities including residential visits when they become available again</p>	<p>Funding for after school (3.40-5pm) homework club in library 5x week for all students.</p> <p>Contributions towards music tuition</p> <p>Contribution to subsistence costs during residential visits or the cost of non-residential curriculum trips</p> <p>Rich offer of extra-curricular clubs. Freshers fayre 2021 to promote to all students including PP</p>	<p>Participation which promotes subject knowledge and interest and broadens interests and life experiences is proven to lead to more aspirational life choices in the future.</p>	<p>Monitor uptake.</p> <p>Communicate opportunities to all parents (including £100 financial support fund per year per PP student to claim)</p> <p>Allocated budget for wider educational experiences including E.g. peripatetic music lessons, travel contributions</p> <p>Pastoral and Academic mentoring support is available to students through the academic mentoring team</p> <p>Outside careers advisor offers at least 1 1:1 careers interview to all Year 11, 12 and 13 Disadvantaged students. These students prioritised in schedule</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Educational Visits budget</li> <li>• FTE1.5 academic mentors and pastoral team staff</li> <li>• Careers 1:1 interview for Yr 10 and 11 students</li> <li>• Pupil Premium support fund for parents to claim directly from</li> </ul>	<p>Head of School</p> <p>Finance Director</p> <p>Finance Director</p> <p>Assistant Head</p> <p>Careers Manager</p>	<p>September 2020</p> <p>September 2020</p> <p>At point of trip take up deadline</p> <p>September 2020-January 2021</p>
<p>Disadvantaged students make aspirational plans for post 16 and post 18 study/apprenticeships or training positions</p>	<p>Targeted disadvantaged students have priority access to 1:1 impartial careers advice</p> <p>Pastoral support including academic mentoring available to Disadvantaged students who are not meeting minimum</p>	<p>Disadvantaged students are more likely to be first generation undergraduates. By their very nature as able students in a selective school, level 3 and then university education is a realistic aim.</p>			

	expected progress targets.				
<b>Total budgeted cost</b>					<b>£7,552</b>

Scroll down for review of expenditure in 2019-20

6. Review of expenditure		57,573		
Previous Academic Year		2019-2020		
i. Quality of teaching for all and ii Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Actual Cost £35,777
PP students sit 11+, undertake familiarisation tasks, and apply for place at KSHS	<p>Disadvantaged students are high in oversubscription criteria in admissions policy. Disadvantaged students who meet the standard set by the Lincolnshire consortium of Grammar Schools can be confident of gaining a place at the school.</p> <p>Late introduction of FROG – online familiarisation materials in June 2020</p>	<p>An increase in pupil premium students on roll was seen in 2019 with the PP budget increasing from £37,400 to £44,940.</p> <p>Additional introduction of 11+information evenings x 4 held with associated time costs of Executive Head, Head of School and admissions manager</p> <p>High cost but also high gain. KSHS likely to be slightly oversubscribed against PAN of 214 in September 2021. 7 of these students are FSM compared to X in 2020</p>	<p>Settling in and parent surveys show parental appreciation of this information</p> <p>No increase in number of applications overall seen by either school. Awareness raised but limited impact perhaps so far perhaps. Unlikely to run these again in 2021. Instead a different strategy required using FROG subscription and student ambassadors to generate interest in applications from FSM students</p>	<p>NFER papers for pupil premium students</p> <p>Staff costs for 1 x 2hr Saturday session in June</p> <p>Proportion of FROG subscription</p>

<p>As in 2017, -2019 PP students' progress exceeds that nationally of 'other' students AND, as over 3-year trend, is at least in line with the progress of 'other' KSHS students</p>	<p>Ensure the effectiveness of intervention and academic mentoring as well as the leadership of outstanding teaching and learning through staff coaching programme.</p> <p>Subject Leaders ensure pupil premium students' progress is monitored specifically as part of the departmental and whole school pupil progress review systems. SLT and SLs consider barriers in the classroom to PP progress and recommend strategies to department teams via staff coaching programme and CPPD events</p>	<p>Intervention effective leading to some strong Progress scores for all students including PP students (see below). 'Back on Track' now embedded in school processes and making a measurable difference to identified students</p> <p>Pupil progress meetings led by Subject leaders now embedded in school meetings schedule and culture. All students' progress is regularly reviewed at classroom teacher, subject leader and whole school level with a focus on PP each time. A development worth the focus.</p> <p>5 lead coaches now trained and cascading training to other staff. 4 Teaching and Learning communities established and in second year to replace Teaching and Learning group.</p>	<p>Adaptations to the intervention systems were needed in order to secure better home school engagement especially of Pupil Premium students and their parents.</p> <p>We were delighted with the achievements made by 10 PP students in year 11 in 2020. No P8 scores available due to Centre Calculated grades in 2020 but see data below for Key performance indicators</p> <p>Revisions to the staff teaching and learning group was needed to secure better engagement from some departments</p>	<p><del>Staff coaching programmes and costed provision of cover for peer observation</del></p> <p>Training of 5 KSHS lead coaches as part of 2018-19 plans for staff CPD</p>
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## ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Actual Cost £17,888																																				
<p>PP students' progress exceeds that nationally of 'other' students AND (as is case for past 3 years) is in line with the progress of 'other' K SHS students</p>	<p>Employ learning mentors and pastoral support who offer 1:1 and small group work throughout the year</p> <p>Embed assessment tracking systems that enable us monitor progress</p> <p><b>Resources required</b></p> <ul style="list-style-type: none"> <li>• 1.5 FTE x Academic mentors</li> <li>• 1x Pastoral support</li> <li>• Go 4 Schools software</li> <li>• CAT parental reports for Yr 7</li> </ul>	<p>Highly impactful</p> <table border="1"> <thead> <tr> <th></th> <th>All Students (126)</th> <th>FSM 6 (10)</th> </tr> </thead> <tbody> <tr> <td>5 grades 4+</td> <td>99.2%</td> <td>100%</td> </tr> <tr> <td>5 grades 4+ and both EM at grade 4 or above</td> <td>99.2%</td> <td>100%</td> </tr> <tr> <td>Students at grade 4 or above in English only</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Students at grade 5 or above in English only</td> <td>98%</td> <td>80%</td> </tr> <tr> <td>Students at grade 4 or above in Maths only</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Students at grade 5 or above in Maths only</td> <td>90.5%</td> <td>70%</td> </tr> <tr> <td>5 grades 7+</td> <td>47.6%</td> <td>30%</td> </tr> <tr> <td>Entries grade 7+</td> <td>44.9%</td> <td>37.0%</td> </tr> <tr> <td>5 grade 1+</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Grade 4 and above in English and Maths</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Grade 5 and above in English and Maths</td> <td>88.9%</td> <td>50%</td> </tr> </tbody> </table>		All Students (126)	FSM 6 (10)	5 grades 4+	99.2%	100%	5 grades 4+ and both EM at grade 4 or above	99.2%	100%	Students at grade 4 or above in English only	100%	100%	Students at grade 5 or above in English only	98%	80%	Students at grade 4 or above in Maths only	100%	100%	Students at grade 5 or above in Maths only	90.5%	70%	5 grades 7+	47.6%	30%	Entries grade 7+	44.9%	37.0%	5 grade 1+	100%	100%	Grade 4 and above in English and Maths	100%	100%	Grade 5 and above in English and Maths	88.9%	50%	<p>Measurable results for students in terms of attainment and progress from KS2-4 show this is an initiative well worth the PP funding spent on it. This will be continued as the major use of our PP funding.</p> <p>We need to continue to focus on the achievement of our PP students (and 'other' students) at the higher grades 5-7+. It is prudent not to overestimate the lack of statistical significance of previous P8 or achievement figures for the disadvantaged students in each year's cohort however as the number is often less than 8% of the cohort. We were pleased that all of our PP students achieved English and Maths at grade 4 or above</p>	<p>1.5 FTE x Academic mentors</p> <p>1x Pastoral support</p> <p>Go 4 Schools software</p> <p>CAT parental reports for Yr. 7</p>
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### Other approaches –

iii Funding for learning opportunities

iv Supporting the funding of events and resources that are aimed at raising broader skills levels and boosting academic outcomes and aspirations

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Actual Cost £3,908
<p>Disadvantaged students take part in a rich programme of extra-curricular and co-curricular activities including residential visits</p> <p>Disadvantaged students make aspirational plans for post 16 and post 18 study/apprenticeships or training positions</p>	<p>Funding for after school homework club 5x week for Key Stage 4 students.</p> <p>Contributions towards music tuition</p> <p>Contribution to subsistence costs during residential visits or the cost of non-residential curriculum trips</p> <p>Targeted disadvantaged students have priority access to 1:1 impartial careers advice</p> <p>Pastoral support including academic mentoring available to Disadvantaged students who are not meeting minimum expected progress targets. Direct parental support for expenses such as bus pass, and/or uniform expenses</p>	<p>This strategy has the most impact on broadening students' horizons and therefore will continue as part of our bid to build levels of confidence and aspiration for the future in these students.</p> <p>Of the 10 students in Year 11 who qualified for PP last year 7 are sitting academic A level programmes in the Sleaford Joint Sixth Form.</p> <p>PP students throughout the school have leadership roles (e.g. as librarians, in the student council, as form reps etc.)</p> <p>Take up for extracurricular trips and visits by PP students is at least in line with take up from other students.</p>	<p>This is the strategy which meets with highest parent approval. They see their child benefiting directly.</p> <p>We are now increasingly proactive at encouraging our PP students to take on positions of responsibility within the school and target their sign up at the Fresher's Fayre, our whole school extra-curricular club launch in September.</p>	<p>A contribution to board and lodging costs (but not travel costs) on extra-curricular residential visits</p> <p>FTE1.5 academic mentors and pastoral team staff (see above)</p> <p>Careers 1:1 interview for Yr 10 and 11 students 15 PP pupils x £cost of careers interview per pupil</p> <p>Art and D&amp;T materials plus subject revision guides for GCSE</p> <p>staff supervision in library after school homework club</p> <p>Peripatetic fees Costs of e.g. Field Trips in Geography, Theatre Visits.</p> <p>£100 per PP student available for uniform /travel</p>

