

# Student premium strategy statement

This statement details our school's use of student premium and recovery premium for the 2021 to 2022 academic year funding to help improve the attainment of our disadvantaged students.

It outlines our student premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of student premium had within our school.

## School overview

Detail	Data
School name	Kingsbury School
Number of students in school	736
Proportion (%) of student premium eligible students	20%
Academic year/years that our current student premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr Martin Clarke Headteacher
Student premium lead	Ms Sarah Mason Associate Assistant Headteacher: Pupil Premium
Governor / Trustee lead	Ruth Scarsbrook

## Funding overview

Detail	Amount
Student premium funding allocation this academic year	£122, 240
Recovery premium funding allocation this academic year	£19,140
Student Led Grant Funding	£18,645
Student premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£160,025

# Part A: Student premium strategy plan

## Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our student premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers, with the help of parents and specialist support staff.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our intention, within faculties, is to work together and provide extra opportunities, resources, time and meaningful intervention to help disadvantaged students make equal to or better progress than non-disadvantaged students, narrowing the gap that currently stands between the two groups. Leading to a rich, rewarding and successful life, following their passions and strengths into further education and higher skilled employment or university

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- Establish personalised barriers and strategies that are student focused.
- Ensure disadvantaged students are challenged in the work that they're set
- Act early to intervene at the point need is identified, including RAMS meetings
- Adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve, Faculty disadvantaged leads will be at the forefront within faculties.
- Continue to improve liaison and communication with parents to work together in collaboration.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance: The attendance of disadvantaged students is well below non-disadvantaged students. 53% of disadvantaged have persistent absence. The low rate of attendance is having a negative impact on learning and progress, particularly in KS4. In 2021-2022, term one 21% of Year 11 and 8% of Year 10 disadvantaged students had an attendance of more than 90%. 25% in Year 11 and 42% in Year 10 had over 80% and 46% in Year 11 and 42% in Year 10 of under 80%.
2	Teaching and Learning- Lessons need to be more consistent in their approach to embedding common practices, taking into account, groupings, retrieval, home learning, behaviour, the catch up curriculum and accelerate curriculum.
3	Mathematics- Comprehension of basic maths is lower than expected. In 2020-2021 there was a 30.1% gap between non disadvantaged and disadvantaged students. 10.7% achieved a strong pass.
4	English/ reading- Reading is a challenge for some of our low prior attaining students. In 2020-2021 there was a gap of 27.1% between disadvantaged and non-disadvantaged students.
5	Aspirations and enrichment- The student PCP's have found that a large proportion of disadvantaged students do not have aspiration either in school or for later life and this is affecting their life choices and commitment in lessons as well as their option choices.
6	Wellbeing and emotional support- Some students have developed anxieties, school phobias and poor learning and behavior habits based on extended time at home after Covid, Intervention needs to be in place to re-establish the school attitudes to learning aims.

## 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
Attendance to improve so that it is more in line with the non-disadvantaged students, with less persistent absences.	<ul style="list-style-type: none"><li>• By 2024-2025 the gap between non disadvantaged and disadvantaged to be no higher than 10% or 70% of disadvantaged to have attendance of 90% or above.</li><li>• Regular attendance focussed sessions in form time discussing attendance.</li></ul>

	<ul style="list-style-type: none"> <li>• Letters home informing parents of the attendance figures and the affect non-attendance is having academically.</li> <li>• Proportion of the attendance officer paid using the PP budget.</li> <li>• Reduced time- tables and reintegration timetables.</li> <li>• Staffing of the pastoral hub to encourage non-attenders into school.</li> <li>• School to provide awards and certificates to students with good, over 93% and improved attendance.</li> </ul>
Teaching and learning to be more consistent to allow for better monitoring and progress of students.	<ul style="list-style-type: none"> <li>• The majority 70+% to be on or above in the majority of their subjects by 2024-2025.</li> <li>• Teacher profiles to demonstrate progress of teaching staff using the coaching cycle.</li> <li>• Faculty disadvantaged leads to have a robust faculty analysis system within their departments to tackle under-performance on an ongoing basis using the faculty disadvantaged budget and paid 1.1 intervention effectively to narrow any gaps.</li> <li>• Use the budget to reduce the class sizes of the lower sets allowing for smaller group based lessons and personalised teaching methods.</li> <li>• Embed the school foci of retrieval practice using knowledge organisers, home-learning via firefly, 5 minute flashbacks, TIFs and oracy of key learning habits within lessons and SOW.</li> </ul>
<p>Basic comprehension in maths.</p> <p>Including the use of GCSE pod and Pixl Maths.</p>	<ul style="list-style-type: none"> <li>• The gap between non disadvantaged and disadvantaged to reduce by 20% by 2024-2025.</li> <li>• Teachers to use the Professor Wizard calculators to improve student's basic maths skills.</li> <li>• HOFs to use data collected in year 7 and 8 to inform sets and SOW, including accelerate curriculums.</li> </ul> <p>Paid 1:1 intervention for staff of disadvantaged students to narrow the gaps. <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <ul style="list-style-type: none"> <li>• Smaller set sizes to allow for personalised provision, using PCP's.</li> <li>• <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></li> <li>• Extra staffing to allow for 1;1 within school time to improve basic maths skills for selected students. For example changing in staff roles.</li> <li>• Learning walks, lesson observations and work scrutinies will demonstrate challenge in lessons leading to more students achieving a strong pass or higher.</li> </ul>
Improved reading comprehension among	<ul style="list-style-type: none"> <li>• Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.</li> </ul>

<p>disadvantaged students across KS3.</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p>	<ul style="list-style-type: none"> <li>• Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</li> <li>• Re structured role of the librarian to allow time for 1;1 and small group reading sessions to improve basic reading for selected students.</li> <li>• More library lessons within lesson time to encourage students to read more books.</li> </ul>
<p>All disadvantaged students to be able to verbalise their aspiration and future plans based on careers and enrichment opportunities within school.</p>	<ul style="list-style-type: none"> <li>• By 2024-2025 it will be common place for all disadvantaged students in year 9 to have an aspirations interview before options so that they are supported when making their option choices.</li> <li>• Planned enrichment opportunities both internal and external to be available with a strong uptake of disadvantaged students. Including careers days and evenings.</li> <li>• Careers interviews to take place in year 10 and 11 to ensure that students are supported when choosing their future pathways, reducing the chance of NEET.</li> </ul>
<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged students.</li> <li>• PCP's on all students.</li> <li>• RAM's for selected students to achieve whole school intervention.</li> <li>• Focus days to be focused on wellbeing.</li> <li>• Record of achievement folders to be introduced and embedded by 2021-2022 to showcase success and progress to help to raise self-esteem.</li> <li>• The pastoral hub and the house to be used as a safe space for students to encourage progress and attendance.</li> </ul>

## Activity in this academic year

This details how we intend to spend our student premium (and recovery premium funding) **this academic year** to address the challenges listed above.

**Teaching (for example, CPD, recruitment and retention) and Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: **£104,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of staff involved in the support of all students including disadvantaged.	<p>£42,000 towards extra teaching staff to allow for smaller groups in KS3 and 4.</p> <p>£4680 towards the employment of a part time careers adviser</p> <p>£1000 for a TLR 3 for enrichment</p> <p>£1000 for a TLR 3 for Duke of Edinburgh</p> <p>£5500 towards the educational psychologist (35 x ½ day sessions)</p> <p>£8000 towards ELT staffing, including a designated disadvantaged lead, SEND co-ordinator and 2 x T&amp;L specialists.</p> <p>£1500 for the STS, Specialist Teacher Service. 3 hrs per fortnight.</p>	1,2, 3, 4, 5 & 6
Teaching and Learning support packages to improve teaching and learning and student outcomes both within and outside of school.	<p>£6000 (£1000 per faculty) to reduce and promote cultural capital and to support the learning and engagement within the lessons.</p> <p>£2500 for revision guides and work-books provided for year 10 and 11 students.</p> <p>£4000 alternative provision, flexi learning for students who are unable to attend school for varying reasons.</p> <p>£5000 for external curriculum development and teachers CPD.</p> <p>£1600 towards go4schools and fire-fly.</p>	2,3,4

	<p>£1461.92 for the parent portal aspect of firefly.</p> <p>£1500 paid intervention (10 x £25 per each faculty) to target specific students underachievement.</p> <p>£2600 GCSE POD</p>	
Aspirations and enrichment	<p>£1000 towards internal and external rewards</p> <p>£2242.50 for record of achievement folders to promote self-esteem and encourage positive behaviours.</p> <p>£3050 external companies and well-being crews including study sensei</p> <p>£4000 for subject specific awards and scholarships.</p> <p>£580 for forensics day</p>	2,5,6
Contingency fund for acute issues.	<p>£5,885</p> <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified and to support faculties and staff with any curriculum development and CPD needed throughout the academic year.</p>	All

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

Budgeted cost: **£18,140**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform	£2500 towards PE kits and uniform to subsidise the uniform hub.	1,2,6
Subject specific requirements to support students accessing the curriculum.	<p>£800 towards peripatetic music lessons</p> <p>£540 towards food in both KS3 and KS4 due to students being unable to supply ingredients.</p>	6

Breakfasts.	<p>It was found whilst doing the PCPs that 70-75% of disadvantaged students were attending school without having breakfast. It was published that not eating breakfast not only reduces academic performance by students struggling to concentrate but that it also affects attendance due to stomach aches etc.</p> <p>£300 (£100 budgeted per term) to run breakfast clubs both in SEND and for class teachers.</p> <p><a href="https://www.kumon.co.uk/blog/the-importance-of-breakfast-for-children/">https://www.kumon.co.uk/blog/the-importance-of-breakfast-for-children/</a></p>	
Reprographics	<p>£4000 towards reprographics of-</p> <ul style="list-style-type: none"> <li>• Knowledge organisers to support retrieval practice and home learning. <a href="https://www.retrievalpractice.org/why-it-works">https://www.retrievalpractice.org/why-it-works</a></li> <li>• Certificates and awards for the record of achievement folder.</li> <li>• Towards the staff briefing sheet which has a weekly disadvantaged section.</li> <li>• To provide parents with letters and leaflets outlining systems, processes and opportunities available for disadvantaged students.</li> <li>• Enrichment posters.</li> </ul>	1,2,3,4,5,6
Laptops	£5000 for trust approved laptops to help students to access firefly whilst at home.	2,3,4
Contingency fund for acute issues.	<p>£5,000</p> <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs.</p>	All

**Total budgeted cost: £122,240**



## Part B: Review of outcomes in the previous academic year

### Student premium strategy outcomes

This details the impact that our student premium activity had on students in the 2020 to 2021 academic year.

Faculty funding for curriculum developments for each faculty-£6000 (£1000 each) was used effectively by all of the faculties.

STEAM purchased art packs as requested by parents, child development text books because there are no revision guides available and ingredients for food practical's at ks4.

Science purchased scientific calculators because they found that students who hadn't got their own struggled to use them. They now have dedicated lessons on using these effectively.

Maths purchased Mr Professor Calculators to improve students basic maths to support their learning. These were distributed to use over the summer holidays.

Expressive Arts purchased a model theatre set to help students visualise how a theatre production works (cultural capital) and performance blocks.

Humanities purchased 3 x IPADS to support PP students to research and access the internet from school to complete coursework if they are unable to do so at home.

English purchased box sets of books to promote reading and comprehension and French support materials to be used in lessons.

#### **Revision Guides packs-**

£2500- students in year 10 were issued a full pack of revision guides and the associated workbooks. This will now be altered on a need by need basis and will work on a return system via the library.

#### **£3000 towards reprographics-**

The reprographics fund was used for the printing of PCP's, Warboards for both faculties and Year Team Leaders. Contribution towards Revision Materials and Knowledge Organisers to help bridge the knowledge gap and to support independent revision. Letters and leaflets were also sent to all of the Student Premium Student parents and carers.

#### **£5000 towards disadvantaged laptops.**

These laptops were lent out during remote learning to enable students to access Firefly. 16 students were issued laptops throughout remote learning.

#### **Elevate Study Skills sessions:**

**£900 for Student Elevation, £900 for Ace your Exams, £900 for Study Sensei. This was done remotely due to covid restrictions.**

#### **Well-Being Crew:**

**£350 for one day or internal staff delivery**

#### **Extra funding for external curriculum development-**

**£5000**

#### **10 x £25 per faculty for 1:1 intervention**

12 x sessions were carried out across the school on a 1:1 basis to improve exam practice for year 10 and 11 students who have fallen behind due to lack of engagement in remote learning.

#### **£8000 towards new ELT-**

Staffing supporting disadvantaged students in L&T, with free periods to implement changes. 3 New members of ELT were employed by the school to lead Disadvantaged, SEND and Boys.

Alternative provision funding: **£4,000, online subscription for flexi learning**

**20% contribution to Go4Schools: £800 and firefly £800= £1600**

These were both utilised successfully during remote learning. The Student Premium side of firefly was also updated to support parents and carers. Students who attended Keyworker School also had access to firefly within school. Students received good quality audio lessons and personalised feedback. Contact details and home notes were accessed and updated to ensure that regular communication with the key groups took place.

**Subscribed to the Educational Psychologist Support 20.5 days. 50% Contribution towards the £7,500 = £3750**

This was seen to be invaluable and upon reflection and analysis this was deemed insufficient and therefore this has been increased as a consequence.

**Uniform support: £2,500**

Parents felt a particular hardship financially as a consequence of COVID and so therefore a Uniform Hub has been set up and for YTL to access uniform for students in need. This is stocked with new and donated items. PE kits are purchased for students who need a different size. Ties, bags and shoes have also been newly purchased ensuring that students are school ready.

**Contribution to the attendance officer-£2000**

Student Premium students attendance is significantly lower than non-student premium. The attendance officer has a particular focus on disadvantaged ensuring that phone calls, meetings and interventions take place.

**£37,000 for additional teaching staff**

This had enabled classes to be smaller, such as 8B4 with 42% being disadvantaged.

**Contribution to Aspirations Coordinator on a Friday to work specifically with disadvantaged students. £120 x 39 days= £4680**

Priority careers advice, year 11 Student Centred Profiles and aspiration interviews have been provided for Student Premium Students.

**TLR3: 2x £1,000=£2000**

A TLR was given to a enrichment co-ordinator to organise the enrichment opportunities within school and ensure that Student Premium had a variety of options to choose from.

A TLR was given to the Duke of Edinburgh to provide alternative options and experiences to Student Premium Students.

**Contribution to rewards: £1,000**

Rewards were difficult to organise this year due to distancing, attendance, isolation and contamination. The reward shop remained stocked and students were encouraged to purchase from there at breaks and lunches.

**£100 towards breakfasts.**

Due to COVID and social distancing this was unable to take place. In 2021-2022, this has been implemented.

**Leadership:**

Scholarships: £4,000 (£100 each x 40). Due to COVID and students having a prolonged time off this was unable to take place due to changes in classes, catch up and inconsistencies. Parents have requested via the letter sent home some opportunities to promote aspiration and ambition.

## Externally provided programmes

Programme	Provider
Study Skills	Study Sensei
Calm Careers	Nikki Hamilton. Fight or Flight
Wellbeing	Wellbeing Crew
Mentoring and advice	Specialist Teacher Service
Character Habits and Skills Building	The GRIT programme.

## Service student premium funding (optional)

Measure	Details
How did you spend your service student premium allocation last academic year?	
What was the impact of that spending on service student premium eligible students?	

## Further information (optional)

### Additional activity

Our student premium strategy will be supplemented by additional activity that is not being funded by student premium or recovery premium. That will include:

- Embedding retrieval practice in every lesson to develop memory and brain function.
- Ensuring students are assessed via STAR marking every 6 weeks with interim marking throughout as per the school marking policy.
- Utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support students with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.
- Ensure the use of TIFs (take it further) are used in all lessons to promote challenge and aspiration.
- Use form times to deliver information and support on attendance, behaviour, reading, motivation and career aspirations.
- Deliver Personal Development (PD) using allocated time within the curriculum to teach students on a range of topics from social, bullying, mental health and finance.
- To utilise focus days to cover topics that arise such as mental health throughout the year.
- To embed the an accelerate curriculum specifically designed for students who have come to secondary school not secondary ready due to a disrupted 2 years following covid.
- RAM's meetings (Raising Aspirations Meetings) have been scheduled every Wednesday and on a 3 week cycle disadvantaged students are focussed on whole school, interventions are put in place and communicated to all staff involved.
- Comprehensive GL testing has taken place in the autumn term of 2021-2022 for year 7 and 8. This will provide accurate data of students start point, prediction of grades, gaps in knowledge and wellbeing areas of need.

### Planning, implementation, and evaluation

In planning our new student premium strategy, in line with our School Improvement Plan, we have broken the need into 3 strands, Quality of Education- teaching and learning, Behaviour, safeguarding and welfare and Aspirations and Personal development.

Data has been extracted and triangulated taking into account attendance, behaviour and ability to put in place interventions for the most pressing needs which may change on a yearly basis.