

Pupil premium strategy statement – Katherine Warington School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	928
Proportion (%) of pupil premium eligible pupils	15.5%
Academic year/years that our current pupil premium strategy plan covers	2022/23 – 2024/25
Date this statement was published	01/12/2023
Date on which it will be reviewed	01/12/2024
Statement authorised by	David Martin - Headteacher
Pupil premium lead	Gareth Livesey Jones/Zoe Anderson
Governor / Trustee lead	Donna Witter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,375
Recovery premium funding allocation this academic year	£34,500
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£0
<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	£163,875

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium students at KWS come to us in Year 7 with, on average, lower prior attainment and are not making the same progress as their peers. We aim to ensure that all pupil premium students at KWS are able to succeed academically and pastorally and to leave school with the skills they need to succeed in later life. The aim of this strategy is to take a whole school approach in reducing this attainment gap by giving students access to quality-first teaching, pastoral support, attendance support and high aspirations in terms of careers and behaviour. Each challenge is outlined below and the success criteria of working towards reducing these challenges should all be implemented by the end of the year.

Challenges

Challenge number	Detail of challenge
1	Prior Attainment – Disadvantaged students are starting KWS with lower prior attainment than their peers
2	Behaviour for Learning – Disadvantaged students' behaviour for learning is not in line with their peers
3	Attendance – Disadvantaged students have lower attendance and more issues getting to school on time
4	Pastoral Support – Disadvantaged students need access to high quality pastoral support
5	Aspirations – Disadvantaged students have lower aspirations than their peers and a lack of awareness about life after school

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
<i>Prior Attainment – PP students should make progress in line with peers</i>	<ul style="list-style-type: none"> • PP students to be making the same amount of progress as their peers based on prior attainment levels. • Evidence of an effective intervention plan in place which allows for students to be flagged by HoYs and CLs so that the PP team can begin the intervention process. • PP students to be a focus in every department meeting and PP students to be the first students to be spoken about in department meetings. • PP students to have access to small group teaching as required to allow them to make the same progress as peers.
<i>Behaviour for Learning – PP students should show positive Behaviour for Learning</i>	<ul style="list-style-type: none"> • All PP students to be coming in to lessons <i>Ready to Learn</i> which is in line with school policy. This means they have the correct equipment, a fully charged Chromebook and a positive attitude to the lesson. • Continuation of KWS Uniform Bank and the PP Equipment store which allows students to have the opportunity to come to school equipped and in the correct uniform. Numbers of families/students who are accessing service to be tracked throughout the academic year. • PP students to be given support to complete home learning so that they avoid consequences for incomplete work and that they have the same opportunity as their peers to consolidate knowledge or recall prior knowledge. • Effort scores reported during the whole school reporting cycle should be identical between PP and Non-PP students across all years and subjects. • Throughout the academic year, we will see a decrease in the number of consequences given to PP students for not being ready for learning.
<i>Attendance – PP students to have at least 96% attendance</i>	<ul style="list-style-type: none"> • The pastoral and attendance teams work together to identify those PP students whose attendance has fallen below the school target of 96% and putting in place strategies to support students and families in getting into school. • Devise and formalise a process for monitoring and intervening when PP students' attendance shows a negative trend.

	<ul style="list-style-type: none"> Form tutors are to be aware when there is low attendance by a PP student in their form and be able to support both the attendance team and the student in working out best strategies to get students into school. Evidence of these interactions/actions to be logged on EduKey Lateness to school and lessons is monitored - the number of incidents should see a clear decrease over the course of the year. Termly formal meetings to be scheduled between attendance and HoY/PP teams to continue to track student attendance.
<i>Pastoral Support – PP students to have access to quality pastoral support</i>	<ul style="list-style-type: none"> PP students to be prioritised to see an achievement mentor as soon as they need it. PP student effort data to be analysed on an ongoing basis. Students with poor average effort to receive focused intervention based on needs of student. HoYs, Form Tutors and the PP team to collaborate in pupil progress panels to create and evaluate pastoral intervention programmes for relevant PP students ZAN to continue with weekly PP Spotlight in staff briefing which is promoting PP students and strategies to help them succeed.
<i>High Aspirations – PP students to have high aspirations</i>	<ul style="list-style-type: none"> PP students are to be given priority access to careers talks, sessions and platforms which allow them to be able to make informed decisions about their careers. PP students to be offered additional support in gaining a work experience placement. Barriers to accessing aspirational placements are evaluated and minimised by pastoral/PP team. PP students are to be prioritised for trips relating to university and careers. Students are given their first choice P7 options to allow for them experiencing a broad extra-curriculum which will set them up for the future.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve literacy instruction across the school and map key vocabulary through curriculum maps	<p>Alex Quigley - Closing the Vocabulary Gap and Closing the Reading Gap GL Assessment highlights the importance of reading in the rest of the curriculum</p> <p>Voice 21 worked with the Oracy APPG to develop these findings and advice about the importance of Oracy in schools</p> <p>Tom Sherrington - Bridging the Disadvantage Chasm</p> <p>EEF Guidance - Improving Literacy in Secondary Schools. Most notable is point 7. Our interventions are bespoke to student need and help students with poor phonics ability and students who are struggling with basic literacy skills</p> <p>EEF - Improving Behaviour in Schools</p>	1
Embed Collins style writing into subject areas and evaluate impact on writing of PP students		1
Opportunities to develop skills of oracy both in and outside of the classroom		1
Ensure we teach an inspiring, evidence informed and knowledge based curriculum		1
All PP students to improve literacy practice through Bedrock Literacy		1
Increasing the number of positive recognitions - CPD linked to positive behaviour for learning and using technology to rapidly identify and praise PP students		2
Raising profile of PP students in subject areas through targeted discussions around progress and attainment		1
CPD focused on using a broad range of data to intervene in the classroom for PP students		1,2
Delivery of CPD around KWS curriculum principles to reference positive impact of curriculum approaches on student groups including PP		1

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

Budgeted cost: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement opportunity for all students to access 1-1 provision and teaching through our Achievement Centre where there is a need	<p>EEF Guidance - Making Best use of Teaching Assistants This indicates that TAs should be used to enhance learning - we feel they can do this both in class and in the achievement centre</p> <p>EEF Guidance - Improving Literacy in Secondary Schools. Most notable is point 7. Our interventions are bespoke to student need and help students with poor phonics ability and students who are struggling with basic literacy skills</p> <p>EEF - Improving Behaviour in Schools There is a focus on the teacher's ability to motivate students and influence effort scores with strong classroom teaching</p>	2
Provide intervention to those who need specific access to support with key skills (literacy and numeracy). This includes use of Bedrock, spelling intervention, phonics intervention, basic maths skills intervention and nurture group sessions		1,3,4
Effort scores for students eligible for PP funding improve		2
Targeted academic intervention programmes based on effort/attainment scores implemented and tracked across Edukey. Impact evaluated through pupil progress panel meetings		1
Eligible PP students to access Entry Level and Functional Skills certificates to improve progress and positive attitudes towards learning		1
Library Lessons built into curriculum with read aloud opportunities for PP students		1
Reading volunteers programme - student volunteers from KS4 to work with Y7/Y8 PP students to increase frequency of read aloud opportunities		1

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP students are to be given priority access to careers talks, sessions and platforms which allow them to be able to make informed decisions about their careers	<p>EEF literature review of careers education summary attached here. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf</p> <p>Our pupils need to thrive in a changing world. In order to do this, they will need to be equipped with good social skills and demonstrate positive attitudes to learning. It is in line with our values that we develop good students and good people.</p> <p>Teaching with Poverty in Mind by Eric Jensen - explains the importance of empathy and understanding your students as individuals</p> <p>Closing the Vocabulary Gap - SecEd There is a focus in this article on the fact that extra curricular participation can have an impact on cultural capital and vocabulary acquisition</p> <p>https://www.cypnow.co.uk/news/article/disadvantaged-children-at-greater-risk-of-poor-mental-health-due-to-covid-19</p>	5
Provide opportunities to Y9 students eligible for PP funding to engage with University study and other career options		5
Students eligible for PP funding have access to and use UniFrog to improve understanding of career opportunities		5
KWS Uniform Bank and the PP Equipment store which allows students to have the opportunity to come to school equipped and in the correct uniform. Numbers of families/students who are accessing service to be tracked throughout the academic year.		4
Students have access to a broad curriculum both in Pastoral and PSHE that helps them to understand what positive wellbeing is and all students have an understanding of the 5 ways to wellbeing		4
Raise the profile of PP students through PP spotlight so staff can work to encourage and motivate		1,4
Tutors work with students to promote P7 and clubs on a personal basis to ensure PP students are engaging with		5

opportunities. PP students given first preference of P7 activities		
All students eligible for PP funding have access to counselling or therapy where there is a need.		4
Review of attendance system with trigger warnings and set actions/intervention opportunities for students whose attendance shows a negative downward trend		3
PP 'Getting to know you' pilot – all PP students interviewed to gain insight into likes/dislikes/attitudes towards school. Information to be collated into PP Passports and shared through Classcharts. Teaching staff to use data to attempt to improve relationships with PP students.		4,5

Total budgeted cost: £175,000

Part B: Review of the previous academic year (22-23)

Desired Outcome	Chosen Action / Approach	Impact	Lessons Learned
<i>Prior Attainment – PP students should make progress in line with peers</i>	<ul style="list-style-type: none"> PP students to be a focus in every department meeting and PP students to be the first students to be spoken about in department meetings. PP students to have access to small group teaching as required to allow them to make the same progress as peers. 	<p>Medium</p> <p>Students were not always highlighted in department meetings and were not an agenda point for department briefings.</p> <p>Where small groups were available PP students have been placed in these if appropriate.</p> <p>There are small attainment gaps between PP and Non-PP students which still need to be closed.</p> <p>Y11 PP students were prioritised for first pick in Y11 intervention sessions.</p>	Closing the attainment gap is possible as it has got smaller in some year groups/subjects but PP students still need to be the priority of departments in tracking progress.

<p><i>Behaviour for Learning – PP students should show positive Behaviour for Learning</i></p>	<ul style="list-style-type: none"> • All PP students to be coming in to lessons <i>Ready to Learn</i> which is in line with school policy. This means they have the correct equipment, a fully charged Chromebook and a positive attitude to the lesson. • Effort scores reported during the whole school reporting cycle should be identical between PP and Non-PP students across all years and subjects. • Throughout the academic year, we will see a decrease in the number of consequences given to PP students for not being ready for learning. 	<p>Low</p> <p>The majority of Chromebooks and equipment being loaned out is to PP students so despite the stationery shop and loan uniform room students are still not coming to school 100% ready to learn.</p> <p>Significant gap between PP and Non-PP students in terms of effort. Student effort is low in lessons and PP students make up the majority of students who are not in lessons/truanting.</p> <p>Through ClassCharts it is clear to see that PP students have worse ratio of consequences compared to the school average (81% positive compared to 91% whole school).</p>	<p>ClassCharts is a good tool to track this but some work will need to be done on the dashboard to allow for a clearer analysis of what PP students are getting consequences for in comparison to Non-PP students.</p> <p>Actions:</p> <ul style="list-style-type: none"> -Classcharts to be updated to reflect trends -Form tutors/HOY to be notified of trigger points for students to ensure we intervene in a more timely fashion -Continue work on student voice to explore any potential patterns or common factors
--	--	---	---

<p><i>Attendance – PP students to have at least 96% attendance</i></p>	<ul style="list-style-type: none"> • The pastoral and attendance teams work together to identify those PP students whose attendance has fallen below the school target of 96% and putting in place strategies to support students and families in getting into school. • Form tutors are to be aware when there is low attendance by a PP student in their form and be able to support both the attendance team and the student in working out best strategies to get students into school. • Termly formal meetings to be scheduled between attendance and HoY/PP teams to continue to track student attendance. 	<p>Low</p> <p>Attendance for PP students was 89% for academic year 2022/23.</p> <p>Attendance for Non-PP students was 94.6% for academic year 2022/23</p> <p>Whole school attendance (including PP) was 93.7% for academic year 2022/23.</p>	<p>We have now hired a full-time attendance manager to deal with these low numbers.</p> <p>22 PP students had attendance of less than 80% in academic year 2022/23.</p> <p>34 Non-PP students had attendance of less than 80% in academic year 2022/23.</p> <p>22/114 PP students is 19% of PP students.</p> <p>34/740 Non-PP students is 4.5% of Non-PP students.</p> <p>Bigger focus on getting students into school and lessons is needed. We need a much more impactful process in place to stop these students from missing large chunks of their education.</p> <p>Actions: -Attendance Team to update ZAN/GLJ on PP attendance issues on a HT basis</p>
<p><i>Pastoral Support – PP students to have access to quality pastoral support</i></p>	<ul style="list-style-type: none"> • PP students to be prioritised to see an achievement mentor as soon as they need it. • HoYs, Form Tutors and the PP team to collaborate in pupil progress panels to create and evaluate pastoral 	<p>High</p> <p>PP spotlights have been successful and have led into the development of PP Passports for the 2023/24 academic year.</p> <p>PP students have constant access to achievement mentor support and have had</p>	<p>PP students need lots of support and we are continuing to provide this but more work could be done with more tailored programmes/more achievement mentors.</p> <p>Actions: -PP progress panels rolled out to all year groups</p>

	<p>intervention programmes for relevant PP students.</p> <ul style="list-style-type: none"> • ZAN to continue with weekly PP Spotlight in staff briefing which is promoting PP students and strategies to help them succeed. 	<p>success working with lead achievement mentor Mr McLeod.</p>	<p>-PP spotlight to be focused on small groups and linked to 'Getting to Know You' project and revisited over time to evaluate impact of strategies</p>
<p><i>High Aspirations – PP students to have high aspirations</i></p>	<ul style="list-style-type: none"> • PP students are to be given priority access to careers talks, sessions and platforms which allow them to be able to make informed decisions about their careers. • PP students to be offered additional support in gaining a work experience placement. Barriers to accessing aspirational placements are evaluated and minimised by pastoral/PP team. • PP students are to be prioritised for trips relating to university and careers as well as first choice P7 options. 	<p>High</p> <p>PP students have been given 121 careers talks and are being prioritised for these.</p> <p>There have been multiple activities and programmes to support high aspirations including The Brilliant Club and trips to universities and careers days organised internally.</p> <p>All PP students have had their first choice P7 options allocated for all blocks.</p>	<p>Aspirations are high with students and they are getting a good careers education and options to explore their options post-16 and post-18.</p>