

## Pupil Premium Impact Statement 2018

KES prides itself on providing an excellent range of academic and enrichment opportunities, supported by a strong, supportive emphasis on personal development to help our students play a full and active role in their local community and beyond.

All students have access to a broad and balanced curriculum regardless of ability, gender, ethnicity and religion. Our vision is Exceptional Progress for Every Student.

The Pupil Premium was introduced by the Government in 2011 to provide additional funding to schools to help them further support the following:

- children whose parents are currently serving in the armed forces or have served in the last 5 years
- children who have been looked after continuously for more than six months
- children who are known to be eligible for free school meals (FSM). Since 2012-13, this has also included students who have been eligible for FSM in the last six years (Ever 6 FSM measure)

Schools can spend the Pupil Premium as they see fit to improve the educational progress, attainment and enrichment of these children and enhance their life chances.

### 2017/18

In 2017/18, KES received £257499 for the academic year in relation to the Pupil Premium.

We had the following numbers of Pupil Premium students:

	PP	LAC
Year 7	65	0
Year 8	70	1
Year 9	47	1
Year 10	56	2
Year 11	47	0
<b>Total</b>	<b>285</b>	<b>4</b>

### Rationale for Spending

The main barriers to learning and achievement for some disadvantaged students at KES are:

- transition to the new, larger environment of secondary school
- gaps that are beginning to develop at the beginning of Year 7
- low attendance and persistent absence
- poor disposition to learning and lack of confidence in larger groups
- lack of participation in extra-curricular events
- lack of academic and career aspirations

## How we have spent the money to overcome barriers to learning

We have used the Premium in the following ways to support the progress of our disadvantaged students:

- Year 6/7 Summer school to ease the transition for vulnerable students
- Invested in literacy and numeracy tutor programme for Key Stage 3 students
- Overstaffed English and Maths in Year 11 to ensure disadvantaged students received the additional support needed
- Used 1:1 Maths tutor with disadvantaged Year 11 students to develop numeracy skills
- English/Maths conferences for Year 11 students
- Provided 1:1 support for Year 10 disadvantaged students in the summer term
- Purchased all revision materials for disadvantaged GCSE students
- Always marking disadvantaged students' work first
- Used a motivational speaker to work with Year 11 students
- Funded revision conferences for Year 11 English and Maths students
- Purchased uniform for disadvantaged students to remove barriers
- Introduced a Breakfast Club for targeted disadvantaged students
- Accessed the Sutton Scholars Programme for high achieving disadvantaged students
- Had teachers as Pupil Premium Champions in each of Years 7-11
- Had Enrichment Coordinators for each House to increase participation of disadvantaged students
- Funded trips for disadvantaged students
- Attendance team focus on disadvantaged students around 90%

## Pupil Premium Achievement

Year 11 (unvalidated)

Measure	2017 disadvantaged	2017 non-disadvantaged	2017 Gap	2018 disadvantaged	2018 non-disadvantaged	2018 Gap
Attainment 8	25.7	40.65	14.95	29.38	44.38	12.72
English/Maths 5+	4%	28.22%	24.22%	15.22%	35.05%	19.83%
English/Maths 4+	20%	52.15%	32.15%	34.78%	61.78%	27%
EBacc 5+	0%	12.88%	12.88	6.52%	12.1%	5.58%
EBacc 4+	0%	14.11%	14.11%	6.52%	15.92%	9.4%
Entering EBacc	18%	34.97%	16.97%	21.74%	28.66%	6.92%
Attainment 8 English	6.2	8.82	2.62	6.9	9.85	2.95
Attainment 8 Maths	5	8.04	3.04	5.5	8.54	3.04
Attainment 8 EBacc	6	10.35	4.35	8.2	12.71	4.51
A8 Open Academic	5.2			8.79	13.29	3.61
A8 Open Vocational	3.4					

P8: Disadvantaged: 2017 -1.1, 2018 -1.02

### Key Stage 3 English and Maths

Year 7				
		% better than expected progress	% expected progress	% at least expected progress
English	Non-disadvantaged students	44	43	77
	Disadvantaged students	32	34	66
Maths	Non-disadvantaged students	27	52	79
	Disadvantaged students	18	48	64
Year 8				
		% better than expected progress	% expected progress	% at least expected progress
English	Non-disadvantaged students	44	31	75
	Disadvantaged students	43	33	76
Maths	Non-disadvantaged students	37	41	78
	Disadvantaged students	35	38	73

Gaps in core subjects are smaller in Year 8 with the percentage of disadvantaged students making progress in English Language 1% higher than non-disadvantaged.

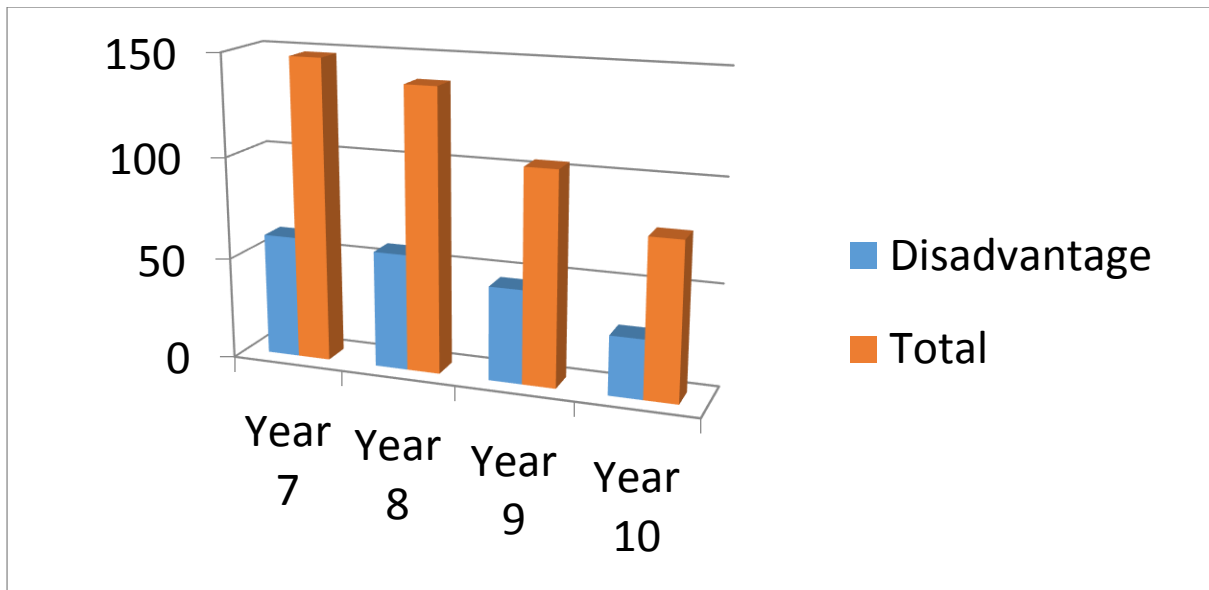
### Attendance

Attendance Cohort	2016/17 %	2017/18 %
Disadvantaged students	90.62	89.23
Non-Disadvantaged students	94.74	94.93
Persistent Absence Disadvantaged students	36	27.92

The gap on overall attendance has widened slightly while the work of the attendance team has helped to improve the persistent absence of disadvantaged students. Fixed term exclusions were too high amongst disadvantaged students, having an impact on overall attendance of this group.

### Extra-curricular Participation

16% increase in disadvantaged students participating in extra-curricular events. Participation is highest amongst disadvantaged students in Year 7.



### What worked well

1. Maintaining an extra teaching group in core subjects in Year 11 had an impact on disadvantaged attainment. Attainment and progress both improved
2. Motivational speaker provided an inspirational day for Year 11 that was very well reviewed by students and staff
3. PiXL conferences for English and Maths focused students on exam technique
4. The Power Learning Zone as a base for disadvantaged students provided effective personal and academic support
5. 1:1 Maths tuition had an impact on disadvantaged attainment
6. Enrichment Coordinators encouraged extra-curricular participation, particularly in sporting activities
7. Summer School helped the transition to KES for a number of vulnerable students

### What do we need to change?

1. Attendance strategy: Persistent absence for disadvantaged students is reducing significantly over time but overall disadvantaged attendance fell. Our Attendance Team (Vice-Principal, Attendance Officer, Progress Leaders, Administration Assistants) and Progress Mentors identify poor attenders and those at risk of poor attendance weekly and intervene with individual students and parents
2. Progress for Year 11 students in all subjects but particularly in EBacc and Open slots. We have a forensic weekly focus by HoDs working in groups on disadvantaged progress in Year 11 as well as weekly senior team meetings that have a similar weekly focus on vulnerable groups in Year 11
3. Improve engagement of Key Stage 3 students across the curriculum through continued focus on excellent teaching. We will ensure disadvantaged students have access to the best teachers and the best learning environments
4. Maintain the high expectations culture for all students so that disadvantaged attainment continues to rise. This is through assemblies and our Character and Culture programme
5. Broaden extra-curricular choices further
6. Reduce the number of fixed term exclusions for disadvantaged students by changes to our Behaviour Policy and more effective use of the Power Learning Zone

7. Target intervention for disadvantaged students in Key Stage 3 more effectively in the classroom and through option choices