

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kingswinford Academy
Number of pupils in school	906
Proportion (%) of pupil premium eligible pupils	25.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	31/12/2021
Date on which it will be reviewed	01/09/2022
Statement authorised by	Tom Macdonald Headteacher
Pupil premium lead	Sharon Fletcher Deputy Headteacher
Governor / Trustee lead	S Mehboob

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£221 560
Recovery premium funding allocation this academic year	£33 640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£255 200

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to improve the attainment and progress of students eligible for the pupil premium, relative to those students that are not eligible (both in-school and nationally). We have used research compiled by the 'Education Endowment Foundation' and DfE guidance documentation to best steer our approach and budget allocation (the best results come from promoting metacognition, improving feedback and utilising pastoral interventions).

Our Key priorities are to

- To remove obstacles to progress which can include, but are not confined to: Attendance and persistent absence; mental health & emotional well-being; subject specific barriers, particularly within core subjects; behaviour and exclusions from school and engagement in enrichment or leadership programmes.
- To increase the percentage of Disadvantaged students making at least expected progress in Basics (English and Maths).
- To increase the percentage of year 11 Disadvantaged students gaining 9 – 5 and 9 – 4 in Maths and English and to reduce the gap between the performance of Non- Disadvantaged and Disadvantaged students for this measure (internally), and between Kingswinford Disadvantaged and Non-Disadvantaged (National).
- To have a positive Progress 8 score and an improved Attainment 8 score for year 11 Disadvantaged students showing a reducing gap between
- To improve the uptake of the English Baccalaureate combination of subjects for GCSE amongst disadvantaged students

Challenges

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

Challenge number	Detail of challenge
1	<p>Improve Attendance of our disadvantaged students.</p> <p>School attendance was slightly above national average prior to COVID (94.84 - 2017/18; 94.69 - 2018/19) with PP student attendance significantly below that of their peers (92.24%, 3.17% below in 2018/19). This gap grew during 2019-20 (4.08% below). Closing this gap is a significant priority in recovering lost learning following COVID-19 education loss.</p>
2	<p>Improve the Progress of our disadvantaged students to reduce the Progress gap.</p> <p>The progress 8 score of disadvantaged students has fluctuated between 2017 to 2019 (-0.41, -0.72, -0.42). Awarded performance in 2020 and 2021 was expected to be significantly stronger with positive P8 expected for both year groups with reduced gaps to non-disadvantaged students. However this remains a significant priority across the school.</p>
3	<p>Improve the overall Attainment of our disadvantaged students.</p> <p>The Attainment 8 scores of our disadvantaged students remain lower than their peers and fluctuated between 2017 and 2019 (4.07, 3.58, 4.15). Whilst this performance significantly improved in 2020 and 2021, these are unvalidated results and the gap to non-disadvantaged students remains.</p>
4	<p>Improve the Basics performance of our disadvantaged students.</p> <p>The percentage of disadvantaged students achieving at least a grade 4 in English and Maths in 2018 (46%) and 2019 (58%) was significantly lower than non-disadvantaged (74% and 76%); for grade 5 this was also lower in 2018 (30%) and 2019 (31%) compared to non-disadvantaged (46% and 57%). This is a key area of priority to improve the future life chances for disadvantaged students.</p>
5	<p>Accelerate the learning of our disadvantaged learners. In order to help us diagnose the impact of the Covid pandemic on students' learning and to support the identification of students who would need additional accelerators or boosters, beyond the curriculum, in order to mitigate any adverse impact, we asked teachers in all subjects to assign an 'acceleration grade' to students in years 7 - 9 last academic year at end of cycle 2 (April 2021) and the end of cycle 3 (July 2021). It was found that disadvantaged learners across Windsor Academy Trust were more negatively affected than their peers through this period, with 13.8% needing additional boosters compared to 8.8% of the whole student population.</p>
6	<p>Improve the uptake of English Baccalaureate GCSE subject options for GCSE.</p>

	The proportion of PP students entered for EBAC suite is significantly lower than national expectations and average and has declined in recent years (14% 2020; 8% 2021).
7	Improve the cultural capital of Pupil Premium students by improving their engagement in enrichment and student leadership programmes.

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
Improve Attendance	<ul style="list-style-type: none"> ● Reduce the gap in attendance between disadvantaged students and non-disadvantaged students ● To reduce the proportion of persistent absentees amongst the disadvantaged cohort ● Remove or overcome the barriers and obstacles that limit attendance amongst disadvantaged students including (amongst others) <ul style="list-style-type: none"> ○ emotional wellbeing ○ exclusions ○ Special Educational Need ○ Safeguarding challenge ○ Subject specific barriers
Improve Progress	<ul style="list-style-type: none"> ● To have a positive Progress 8 score or equivalent measure for the Year 11 disadvantaged cohort that is in line with or better than the equivalent measure for National non-disadvantaged students ● To reduce the gap between progress measures for disadvantaged and non-disadvantaged students in all other year groups
Improve Attainment	<ul style="list-style-type: none"> ● To reduce the gap between disadvantaged and non-disadvantaged students attainment 8 scores ● To reduce the gap between Y11 disadvantaged and national non-disadvantaged A8 scores ● To reduce the gap between Y11 disadvantaged and non-disadvantaged Basics scores.
Accelerate Learning	<ul style="list-style-type: none"> ● To reduce the proportion of disadvantaged students identified as needing additional intervention to accelerate learning (grade 3) by an equal or greater proportion than their non-disadvantaged peers.
Improve EBacc uptake	<ul style="list-style-type: none"> ● To increase the proportion of disadvantaged students selecting the EBacc suite of qualifications at GCSE

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: £ 148 088

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting all teaching staff to be highly effective We will fund professional development and instructional coaching materials that focuses on each individual teachers focus area for development	Instructional coaching “In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD.” Steve Farndon (2019) Ambition Institute - Instructional Coaching	2,3,4,5,6
GL and CAT4 assessments completed for Year 7 to help assess student attainment due to lack of primary SATs data. GL and CAT4 scores to inform appropriate scaled score targets and setting	Diagnostic assessment is particularly important for current Year 7 students due to the lack of standardised KS2 tests to inform secondary schools of a students’ strengths and weaknesses. Standardised assessments are valuable in providing secondary schools with the information needed to identify appropriate support strategies for all students EEF Using the Pupil Premium 21/22	2,3,4
Additional teaching staff in English and maths to allow for small group teaching and support	EEF Small Group Tuition	2,3,4
Reading Fostering a love of literacy and developing reading skills amongst Key Stage three students. Providing targeted and individual reading interventions	EEF Improving Literacy in Secondary Schools EEF Accelerated Reader	2,3,4

using additional staffing and Accelerated Reader software and the embedding of reading lessons in Key Stage 3.		
Metacognition and self regulation amongst students. Developing these skills amongst students through our engagement in ASPIRE and Visible Learning programmes. This involves engagement in an external training and school improvement programme over 3 years.	Visible Learning EEF: Metacognition and self-regulation	2,3,4,6
Powering up students learning with digital technology. All students will have access to an iPad device to help support and enhance their learning opportunities. The school will subsidise any payments to ensure all students have access to iPad technology.	DfE report on potential of technology iPad in Education (Apple)	2,3,4,6

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

Budgeted cost: £ 76 728

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Mentors Employment of Academic Mentors to provide personalised support for students - Mathematics	Small Group Tuition EEF	2,3,4,5

- English		
Use of the School-Led Tutoring Grant to provide small-group tuition in English and maths. This grant will be used to fund external partners and in-house staff to maximise the number of students receiving tuition	Small Group Tuition EEF	2,3,4,5
Extended day sessions for Year 11 students to maximise time in school and mitigate against extended periods of remote learning.	EEF extending the school day	2,3,4,5
Use of Elevate Education to develop student's knowledge and understanding of revision strategies	EEF Metacognition and Self-regulation Elevate Student Revision	2,3,4,5
Targeted Key Stage 3 Saturday School Literacy and Numeracy Intervention	Small Group Tuition EEF	2,3,4,5

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

Budgeted cost: £ 73 503

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Pastoral Support Leaders to provide mental Health and Wellbeing support for targeted students Use of wellbeing and e-safety online packages to support positive mental health and wellbeing	Coronavirus - student mental health Promoting Mental Health and Wellbeing in schools	1,2,5
Attendance Officer	Improving School Attendance	1,5

<p>Dedicated time from Attendance officer to undertake home visits and conduct and coordinate attendance interventions. Additional funds to support student transport and remove barriers to attendance</p> <p>Use of Attendance modules on Class Charts to help track, support and improve attendance</p>		
<p>Enrichment opportunities</p> <p>Additional staff time and financial support for engagement in enrichment activities , trips and programmes</p>	<p>Sutton Trust</p>	<p>5,6,7</p>

Total budgeted cost: £ 298 319

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 2020 to 2021 academic year.

Externally validated data was not available for the academic years 2019/2020. However, teacher and centre assessed grades were recorded and rigorously moderated across Windsor Academy Trust. This data has been compared using SISRA to 2019 national performance for the purposes of internal evaluation and is given below

Metric	DA 2019	NDA 2019	DA 2020*	NDA 2020*	DA 2021	NDA 2021
Progress 8	-0.42	0.17	[0.40]*	[0.55]*	[0.26]*	[0.62]*
Ebacc entry	42.3%	54.4%	14.3%	20.4%	8%	13%
Attainment 8	41.49	50.83	46.16	52.65	45.3	53.7
Grade 4+ English & Maths	57.7	75.5	64.3	74.3	65.8	77.1
Grade 5+ English & Maths	30.8	57.1	46.4	50.7	42.1	51.4

* Progress data in these years is estimated using 2019 coefficients

- Progress and attainment gaps remain in line with 2020 performance (albeit lower)
- However overall performance, projected for 2021, is lower than 2020 performance
- It must be noted that this data is based on 2019 grade boundaries and proportions and does not include grade inflation *which was significantly increased in 2020*.
- Performance, when compared to last externally assessed data, remains very strong

Disadvantaged intervention strategies are considered within existing strategy reports in other areas of this report. This page is for summary performance comparison only.

Our internal assessments of student performance compared to equivalent assessments in previous years (pre-covid) indicate, in all year groups, that performance of PP students is significantly improving in comparison to previous years and gaps are closing in both progress and attainment. However, gaps remain and they are significant and further intervention is warranted. Internal Scaled scores generated for KS3 students similarly show improvements in performance for PP students in terms of progress. However, teacher assessments of the impact of COVID indicate a more significant impact on PP students and has led to an expected

growth of the performance gap. Particular focus and intervention to accelerate learning for the PP cohort is required.

To mitigate the impact of COVID and lockdowns on PP students, additional devices were sourced and provided to students in need - prioritising PP students. During lockdowns online learning was available for all students and a significant proportion of lessons were delivered as live lessons. In addition, wellbeing checks, prioritising vulnerable students (including PP students) were undertaken with home visits and safe and well checks as required.

Prior to lockdowns, attendance at extra curricular and enrichment activities was growing across the school but significantly lower amongst PP students, especially in relation to student leadership. Specific action to improve the uptake of these activities will need to be undertaken.

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
Classcharts: attendance, wellbeing and behaviour monitoring.	ClassCharts
Elevate Metacognition and Revision Strategies	Elevate Learning