

The Kidsgrove Secondary School

Student Premium Strategy Statement 2022-2025



This statement details our school's use of student premium (and recovery premium for the 2022 to 2023 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	The Kidsgrove Secondary School
Number of students in school	294
Proportion (%) of student premium eligible students	35%
Academic year/years that our current student premium strategy plan covers (3-year plans are recommended)	3 Years
Date this statement was published	September 2022
Date on which it will be reviewed	September 2025
Statement authorised by	S. Frost
Student premium lead	A. Till
Governor / Trustee lead	B. Duffy

Funding overview

Detail	Amount
Student premium funding allocation this academic year	£78,209
Recovery premium funding allocation this academic year	£23,736
Student premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£101,945

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Student premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face and make good progress 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. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for students whose education has been worst affected, including non-disadvantaged students. This support is also explicitly focused through the reading strategy that aims to remove the barriers associated with low literacy for all learners but particularly disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective, we will:

- Fully evaluate strategies & approaches and use these findings to inform actions within an 'agile' Student Premium focused plan.
- Senior leaders drive the urgency to ensure that data is used with rapidity to support the progress of learners.
- Ensure disadvantaged students are challenged in the work that they're set, which includes homework-based learning.
- Support disadvantaged students so that they feel confident to ask for help when they find work challenging.
- Leaders audit the participation of PP students with extra-curricular activities & trips and encourage good attendance to these.
- All PP learners are provided with careers support and 1:1 meeting as a priority.
- Ensure disadvantaged students are supported pastorally to achieve their best.

Academy Strategic objectives 2022/23

Strategic objectives	<p>1)To improve the quality of teaching & learning and assessment, to ensure that the implementation of the curriculum is consistently well delivered.</p> <p>1a) To ensure that student understanding is systematically checked with misconceptions identified accurately through the 5-step teaching and learning model.</p> <p>1b) All teachers provide clear feedback and adapt their teaching as necessary.</p>
	<p>2) To prioritise reading as a key skill across the curriculum to remove barriers to learning and maximise the impact of the curriculum.</p>
	<p>3)To further implement and develop the digital strategy through iPads to support active learning and increased student engagement in all subject areas.</p>
	<p>4)To further develop high standards of student behaviour and attendance, through a set of 'Core Values' that support the culture of high expectation, underpinned by recognition of success and achievement.</p>

Challenges

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

Challenge number	Detail of challenge
1	Some PP students, particularly those in lower sets, do not always feel confident in asking for help and would appreciate more time to complete homework and to prepare for assessments.
2	There are some PP learners with SEND who are not yet making expected progress.
3	Some PP learners have historically been less prepared for their next steps and need a clear career plan in place to support them with this.
4	The attendance and participation of PP learners at extra-curricular and enrichment activities has been low compared to non-PP learners. Ensure barriers to attendance are known and shared with all staff so that these can be removed.
5	Assessment data, observations, and discussion with KS3 students indicates that disadvantaged students generally have lower levels of reading comprehension and reading confidence than that of their peers. This impacts their progress in all subjects.
6	Our behavior and exclusion data indicates that exclusions among disadvantaged students have been higher than for non-disadvantaged students.
7	Our attendance data over the last 3 years indicates that attendance among disadvantaged students has been lower than for non-disadvantaged students. Disadvantaged students also have higher levels of 'Persistent absence' during the same period. This absenteeism is negatively impacting disadvantaged students' progress.

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.

Outcome Number	Intended outcome	Success criteria
1	PP students are confident in asking for help in lessons and in general for the support that they need to improve their progress.	<ul style="list-style-type: none"> • Student Voice is positive and there is an improvement seen in PP students accessing support. • Completion of homework is improved among the PP cohort and detention numbers are reduced. • The PP v non-PP progress gap is narrowed and eventually closed.
2	Improved attainment among disadvantaged students, especially for those with SEND.	<ul style="list-style-type: none"> • KS4 outcomes demonstrate that disadvantaged students achieve a P8 score in line with their non-disadvantaged peers within the school and nationally.
3	PP students are provided with careers advice and guidance that results with a clear understanding of the next steps post KS4.	<ul style="list-style-type: none"> • Destination data continues to be positive and PP students are engaged in appropriate post 16 pathways.
4	Remove the barriers that prevent students from extra-curricular participation, so that attendance to enrichment opportunities is improved.	<ul style="list-style-type: none"> • Disadvantaged students access enrichment activities which develops their personal development and access to the curriculum through a homework referral system/club.
5	Improved reading comprehension among disadvantaged students across all years.	<ul style="list-style-type: none"> • All students, including all PP students, have a reading age at least in line with their chronological age. • Analysis shows that interventions have been appropriately targeted towards PP students leading rapidly improving reading.
6	To achieve and sustain improved behaviour data for all students, particularly our disadvantaged students.	<ul style="list-style-type: none"> • A reduction in student detention numbers especially for non-completion of homework. • Suspensions continue to be low and well managed, with proportionately low numbers of PP students.

7	To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<ul style="list-style-type: none">• To close the disadvantaged attendance gap so that attendance is in line with their non-disadvantaged peers within the school and at least in line with national.• This includes students that are persistently absent.
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Activity in this academic year

All activities will be classified by:

- High Quality Teaching
- Targeted support
- Wider strategies

Menu of approach	Item	Activity	Success criteria	Evidence that supports this approach	Challenge number(s) addressed	Academy strategic objective	Cost
High Quality Teaching	Quality Assurance CPD Activities, implementation, and impact	To ensure that high quality inclusive and adaptive teaching remains the core focus of the school.	All teaching is consistently good or outstanding, and teachers provide adaptive strategies to support student progress.	Education Endowment Foundation toolkit Click here for further evidence	1,2,3,5	1 1a 1b	£58,000

Digital Strategy	Students provided with 1:1 iPad device to support engagement in learning and student completion of homework. CPD for teachers to fully implement the use of iPads.	Barriers are broken down as all students are allowed easy access to resources and learning support through the implementation of digital devices.	Education Endowment Guidance Report Click here for further evidence	2,5	1 1a 1b 3 4	
	To support and build the expertise of staff so that adaptive teaching strategies provide students with different tasks/scaffolding tailored to individual need.	All staff are aware of the challenges faced by PP students and are engaged in delivering strategies to support the progress of all groups of students.	EEF High Impact Strategy Click here for further evidence	1,2,3,5	1 1a 1b	
	To ensure feedback is consistent and effective across the curriculum.	Improve the progress of PP students from their starting points at KS2.	EEF High Impact Strategy Click here for further evidence	1,2,5	1b	
CPD						

Targeted Support	Teaching Assistant interventions	HLTA/TA – Improve the effectiveness of provision so that Teaching Assistants can be effectively deployed to support the learning of SEN and disadvantaged students through a Homework club.	Support from the teaching assistants to enhance disadvantaged students' learning significantly and enable learners to develop independence.	EEF Impact Strategy Click here for further information	1,2,5	1 1a 1b 2 4	£2,000
	Revision Hub	A quiet, purposeful space for Year 11 students to enable PP students to work and prepare independently or in small groups. The revision hub is open every afternoon from 3pm to 5pm and provides subject specific support and CEIAG information for post-16 progression routes.	Disadvantaged students have access to a quiet revision space which will support engagement and progress.		2,3,4	1 1a 1b	£1,000
	Reading	The reading and literacy strategy is effective in supporting the most disadvantaged with access to texts through the reading room provision. Reading levels are monitored and interventions have a positive impact.	The reading levels are raised, and students have a greater confidence in accessing the curriculum. This then support better progress in all subjects.	EEF Impact Strategy Click here for further information	5	2	£2,000

Mathematics	Engage with the National Tutoring Programme to provide school-led tutoring for students in mathematics whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.	Student progress improves due to student intensive individual support in addition to the timetable's lessons.	EEF Impact Strategy Click here for further information	1,2,3	1 1a 1b	£11,500
	Engage with the National Tutoring Programme to provide school-led tutoring for students in English whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.	Student progress improves due to student intensive individual support in addition to the timetable's lessons.	EEF Impact Strategy Click here for further information	1,2,3	1 1a 1b	£11,500
Behaviour						
	Provide a budget to reward positive student behaviour focussed on PP students.	Students are incentivised to actively engage in academy life and demonstrate positive attitudes to learning, consistently.		6,7	4	£2,000

	Provide Emotional Coaching.	Students encountering social, emotional and/ or mental health issues have access to trained professionals to help raise self-esteem and aspiration. This provides mechanisms to help manage their social and emotional health and wellbeing	EEF impact strategy Click here for further information	6,7	4	£8,000
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	Attendance	<p>Reduce the percentage of disadvantaged students that are persistently absent.</p>	<p>Persistent absence reduces.</p> <p>Relationships between the academy, students and hard-to-reach parents are positive.</p> <p>Consequently, all key stakeholders understand the implications of good attendance and are motivated to attend the academy.</p>	<p>Education Endowment Foundation toolkit</p> <p>Click here for further information</p>	7	4	£2,000
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Wider strategies	Curriculum subsidy	<p>Provide financial support for Disadvantaged students participating in educational trips, visits, clubs, and music lessons.</p> <p>All students have access to and are encouraged to attend educational trips, clubs, and music lessons.</p> <p>Students that encounter economic inequality are not disadvantaged and can access the provision made by the school.</p>		4,6,7	1,3,4	£2,000
	Uniform Bank	<p>A uniform bank is provided to support students who lack the full uniform.</p> <p>There are no barriers to students with regards to uniform standards and appearance.</p>		6	4	£1,945
					Total:	

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 2021 to 2022 academic year.

Curriculum achievement

Internal data (all years)

- Internal data collected suggests a significant improvement in progress made by disadvantaged students.
- The gap between PP and non-PP students within the Academy has decreased.

Curriculum support

- All students received the necessary study materials to help them to access learning.
- All students received an iPad to enhance learning which has supported home learning.
- Identified students and families to support throughout the course of the year based on individual needs.
- Study support sessions available as an additional session after school and a revision hub established to support homework and home-based revision.

Behaviour improvement and support programmes

- Exclusion rates are low and were lowered further.
- The gap between disadvantaged and non-disadvantaged students receiving detentions is narrowing.
- The amount of achievement points for disadvantaged students has increased.

Careers advice and guidance

- All year 11 disadvantaged students received and attended at least one careers interview during their final year.
- Risk of NEET indicator (RONI) students received and attended at least one additional careers interview appointment.
- Destination data for outgoing year 11 suggests that 99% of the cohort will continue in Education, Employment, or training.
- The outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were realised.

Attendance

- Percentage attendance gap between disadvantaged and non-disadvantaged students has decreased since 2020/21.

Emotional Coaching

- Identified students attended a boxing programme.
- Identified PP students had regular appointments with an emotional coach.
- All students identified can demonstrate and improvement in the attitude to learning scores (ATL) or their attendance for last academic year.

CPD

- The CPD time focussed on planning, adaptive teaching, feedback/marking and AFL. This continues to be an improvement point moving into next academic year.