

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	The Kidsgrove Secondary School
Number of pupils in school	268
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	S. Frost
Pupil premium lead	J. Birchall
Governor / Trustee lead	L. Nixon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,400
Recovery premium funding allocation this academic year	£12,035
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	£1,694,642

Part A: Pupil premium strategy plan

Statement of intent

To ensure accelerated progress for Pupil Premium students.
To secure academic and enrichment success for PP students so that achievement is at least in line with their Non-Pupil Premium peers in school.
The PP students will be challenged in line with National Non-PP students, early identification of barriers to learning will be assessed, tackled and sustained through an embedded and a coordinated approach to removing barriers. This will create an expectation of opportunity, making The Kingsgrove Secondary School a beacon of equality.

Challenges

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

Challenge number	Detail of challenge
1	Impact of Covid-19 is greater upon PP students
2	Weak literacy and numeracy skills are a barrier to achievement in all subjects for PP students
3	Some students have low aspirations, lack of self-belief, independence, and resilience
4	Some students have a challenging home learning environment
5	Some lower levels of attendance than non-disadvantaged students

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
Demonstration of increased positive engagement in lessons and as a result, a more consistent desire to learn and progress in all learning experiences.	PP students have an increase in achievement points with ATL1 and ATL2 scores increasing across all subjects.

	<p>PP student attendance is improved and the gap to non-PP attendance is closed.</p> <p>More PP students access the rewards that are offered.</p>
Accelerate and increase progress of Pupil Premium students.	<p>English and mathematics assessments show improvement. Percentage of students on or above track is increased. Reduction of PP v non-PP performance gap.</p> <p>PP students make improvements across the board and are supported effectively in lessons through differentiation and personalised targets for improvement.</p>
Pupil Premium students show increased aspirations and a 'can do' attitude leading to improved outcomes and access to appropriately aspirational post 16 destinations.	<p>Student data indicates increasingly positive attitudes to learning and improved outcomes across the curriculum.</p> <p>A greater proportion of PP students attend more aspirational post 16 destinations.</p>
Pupil Premium absence and persistent absence significantly reduced. Parents are actively engaged in their child's education and attendance.	<p>Overall attendance shows an increase in PP attendance bringing PP Attendance closer in line with whole school target and Non-PP figure.</p> <p>Greater parental engagement is evidenced by Parents Evening attendance, Attendance clinics and community events.</p>

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: £25,461

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>The Music curriculum provision and support for peripatetic music teaching.</i>	Students are engaged in cultural capital experiences through music and develop a passion for learning to play an instrument. This provides a 'Growth Mindset' attitude to learning as students are exposed to alternative learning experiences.	3
<i>The implementation of the Digital Strategy and Digital Skills for Life.</i>	Students provided with 1:1 iPad devices to support engagement in learning and student completion of homework. The barriers are broken down as all students are allowed easy access to resources and learning support through the implementation of digital devices.	2,3,4,5
<i>Enhancement of the teaching provision where staff are absent (due to Covid) to deploy part time colleagues to cover lessons.</i>	Students and Teacher relationships are at the corner stone of progress and achievement in schools. Where staff are absent and external cover is required, this can lead to factors that limit progress in lessons. Therefore, the use of part time staff to come in on non-teaching days to cover lessons is an effective strategy to support PP students. When students are aware that external cover staff are being deployed this can negatively affect attendance to school.	1,5

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

Budgeted cost: £26,483

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Careers Programme</i>	Aspirations are raised as students become aware of the positive impact of achieving good grades. Students have impartial and informative guidance about their next steps regarding life after KSS.	3
<i>Emotional Coaching</i>	Targeted students are supported through 1 to 1 coaching. This helps students develop techniques to enhance emotional maturity and how to deal with challenging situations. This support has impact in breaking down barriers for all students but in particular PP students.	1,3,4,5
<i>Staff Cover</i>	Utilising funding to source cover teachers so that Kidsgrove teaching staff can be deployed to support students who have missed large proportions of learning. This is delivered through impactful intervention and small group work with colleagues that students have meaningful relationships with.	2,5
<i>Progress Events</i>	Creating a culture of achievement and reward through extra-special progress events. This includes commissioning external educational support for revision techniques and learning styles and careers advice.	3,4,5

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

Budgeted cost: £36,491

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Transport – School Bus</i>	Students are provided with access to the school bus. 75% of students that catch the bus to and from school are PP students. The cost of transport is heavily subsidised to ensure that PP students who live more than three miles away from the school can attend school.	1,5
<i>Reward Trips</i>	Transport and admission tickets for rewards events are heavily subsidised for PP students to ensure that there is equality for all in accessing rewards.	3,5
<i>Uniform Bank</i>	A uniform bank is provided to support students who lack the full uniform. The majority of students that access this resource are PP students who may not be able to replace damaged or lost items of uniform.	4,5

Total budgeted cost: £ 88,435

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.

The PP v Non-PP attainment gap was closed. This was especially the case in the foundation subjects. PP activity was successful in securing better outcomes for learners in Geography and PE.

The attendance gap was reduced on the previous year. Attendance clinics and absence interventions were commissioned to support the attendance of PP students.

Student engagements (Behaviour for Learning) demonstrated better scores for PP students compared to previous academic years. This is especially the case in the 'B' band classes which have historically been the most challenging groups at the school.

Small group intervention through the Student Support Centre has had a terrific impact upon the literacy levels of PP students. This has seen students accelerate their reading ability and allow better access to the curriculum.

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
Emotional Coaching	VIP Education

