

PUPIL PREMIUM 2019/20

The Pupil Premium Grant for 2019/20 is allocated to Local Authorities and schools with pupils on roll in January 2019 that are known to have been eligible for free school meals (FSM) at any time during the last six years. Each of these pupils attracts additional funding. Schools have the freedom to spend the Premium, which is additional to the underlying school budget, in a way they think will best support the raising of attainment for the most vulnerable pupils.

PRINCIPLES

- We ensure that high quality teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is in place for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding is allocated on a needs analysis which identifies priority groups or individuals. Limited funding and resources mean that not all children receiving Pupil Premium funding will be in receipt of interventions at all times. Some pupils receive short term, high impact interventions; others receive support in wider contexts e.g. ensuring equality of opportunity to develop a sense of 'belonging'.
- All our work through the pupil premium will be aimed at accelerating progress, especially in Reading, Writing and Maths.

PROVISION INCLUDES:

- A newly resourced intervention room including an interactive whiteboard, 6 laptops, Catch-up Literacy, Catch-up Numeracy, Numicon, Lexonic and Fresh Start intervention materials for English and additional resources for Maths, award winning novels and other literacy based resources
- Intervention teaching in English and Maths with an experienced teacher or trained HLTA using Numicon, Lexonic, Fresh Start, Catch-up Literacy, Catch-up Numeracy and Read,Write Inc intervention materials
- Financial support for revision or subject guidelines and technology materials
- Financial assistance to purchase school uniform
- Financial support for one day educational visits and after school clubs
- A supervised social club at lunchtime to support children who have specific social and emotional needs
- A breakfast club every morning

BARRIERS TO LEARNING at KMS

- Slow acquisition of literacy due to poor verbal interactions in the home
- Disaffection caused through lack of self-esteem
- Inequality in access to provision (academic, school equipment, uniform, extra-curricular activities)
- Poor parenting, family breakdown
- Sense of isolation, not 'belonging'
- Deficits in cultural literacy and experiences

OBJECTIVES IN SPENDING THE PUPIL PREMIUM GRANT 2019-20

- Provide high quality first teaching in all classrooms at all time
- To enable pupils to access all areas of the curriculum
- Improve the self-confidence and esteem of disadvantaged pupils
- Narrow the attainment gap between those students with deprived backgrounds and all other pupils by the end of Year 8
- Increase the rate of progress of disadvantaged pupils in English
- Increase the rate of progress of disadvantaged pupils in Maths
- Ensure that there is equality of opportunity for all pupils

Our use of Pupil Premium Funding to support disadvantaged pupils is guided by the findings of the Education Endowment Foundation ([see here for further details](#)). We are careful to pick the strands which we feel will have the most impact in our context. Whilst some approaches are standard each year, different cohorts have different needs and as such, the support offered will also vary from year to year.

MONITORING AND EVALUATION

The effectiveness of the above initiatives will be measured via pupil voice, analysis of progress data, analysis of behaviour and attendance data and analysis of involvement in extra-curricular activity.

Pupil Premium Expenditure 2019/20

Focus	Description	Cost
HLTA provision	Group work for all Disadvantaged pupils to raise standards to at least expected levels of progress in literacy and numeracy.	59,784
Books	A variety of books and subject guidelines provided for Pupil Premium pupils in all year groups to support their studies in lessons and for homework	500
ICT Program	WordShark Numeracy and Literacy program annual subscription	1,200
DT/FTT	Financial assistance for Pupil Premium pupils in all year groups for ingredients for Food Technology and materials for Design and Technology	800
Raising aspirations	Author Visit to encourage a love of reading and literacy	1000
	Entry into STEM competition at Huddersfield University to encourage pupils to aspire to a University course in the future	500
Educational Psychologist	Additional support for Post Looked after Children	3000
Open Door	Lunchtime club offering social and emotional support	2000
After school clubs	All pupils encouraged to participate in the many opportunities presented in school in order to raise self-esteem. List available in school.	2000
School visits	Financial support for pupils to participate in all single day trips/visits	5,000
Pastoral	Bus Passes	40
	Uniform Vouchers	2200
	Uniform hardship fund	500
	Resources for SALT group	1000
	Breakfast club provision	200
	Nurture Group	1000
	Counselling services for children with mental health issues	2400
Total cost of provision		83,124

IMPACT OF PUPIL PREMIUM STRATEGY 2019-20

Note- Due to the disruption caused by Covid 19, it has been more difficult to evidence impact of the pupil premium funding this year. Many of the planned interventions incurred a full cost however it may not have been possible to deliver them in their entirety. As such not all the impact measures have been achieved. In some cases, the original funding plans were altered slightly to match the developing needs of pupils e.g. provision of home learning work packs and equipment.

Desired outcome	Allocation of Funding	Action	Rationale	Measuring Impact	Impact
To improve rates of progress in numeracy and literacy	4 HLTAs work across maths and English departments to support the delivery of quality first teaching and provide small group support when needed. £47,398	Implement group work for all disadvantaged pupils	To raise standards to at least expected levels of progress in literacy and numeracy	Lesson observations and work scrutiny evidence high quality teaching for all. Progress of pupils monitored half termly. Monitor against non-disadvantaged pupils	Difficult to measure due to full school closure from March 2020. GL assessment tests to be undertaken in autumn 2020 to identify gaps and deploy HLTAs accordingly
To enable pupils to access all areas of the curriculum	Books / resources £500	A variety of books and subject guidelines provided for Pupil Premium pupils in all year groups	To ensure no pupil is denied access to support with their studies in lessons and for homework	Monitor provision of and access to resources.	Pupils provided with revision guides and study support resources for key subjects. All FSM pupils were also supplied with work packs and stationary during school closure period. Feedback from teachers indicates that pupils engaged well with the study guides and work packs. An overspend in this area due to school closure.
To improve the self-confidence and esteem of disadvantaged pupils	Open Door: £2000	Implement a lunchtime club offering social and emotional support	To ensure all pupils have access to a range of fun activities, to meet new friends and benefit from positive role models outside the classroom	Monitor pupils' attendance, behaviour for learning and progress	Good attendance at open door club. Pupils engaged well with the activities on offer. Pupil voice feedback was very positive about the intervention. Behaviour incidents at lunchtime decreased.

	After school clubs: £2000	All pupils encouraged to participate in the many opportunities presented in school	To ensure all pupils have access to a range of fun activities, to meet new friends and benefit from positive role models outside the classroom	Pupils take part in a wide range of extra-curricular activities	Good levels of engagement at the start of the year. A wide variety of activities on offer, which was recognised in OFSTED inspection. School closure halted this work. Some funds directed to home learning resources.
	Educational Psychologist: £3000	Provide additional support for Post Looked after Children	To ensure continuity of provision and support for post-LAC pupils in line with LAC support	Monitor pupils' attendance, behaviour for learning and progress	Positive feedback from professionals and families. Pupils receiving ongoing support in this area.
	Pastoral – Nurture Group: £1000 Counselling: £2400	Provide additional support for pupils with SEMH including school nurse provision and mental health first aid support	To ensure all pupils have access to timely interventions and support when experiencing social, emotional or mental health issues, enabling them greater access to the curriculum and opportunity to succeed	Monitor pupils' attendance, behaviour for learning and progress	Positive results for those pupils who accessed the provision. Pupil voice activities suggest pupils feel supported in this area. Provision cut short due to school closure but school nurse support provided remotely.
To narrow the attainment gap between those students with deprived backgrounds and all other pupils by the end of Year 8	STEM competition: £500	Ensure proportionate representation of disadvantaged pupils within entry into STEM competition at Huddersfield University	To encourage pupils to aspire to a University course in the future and therefore motivate them to work hard and achieve in school	Pupil evaluations / pupils demonstrate an increased interest in going to university	STEM competition entry completed. Pupil engagement with project high. Hard to measure impact in terms of attainment due to school closure.
Increase the rate of progress of disadvantaged pupils in English	ICT software – Word Shark: £780	Additional support in place for pupils with weak literacy skills	Pupils who can read and write successfully will have greater access to the entire curriculum and make better progress	Literacy scores demonstrate improved progress compared to the previous cohort.	Intervention in place. Assessments demonstrate pupils making increased rates of progress.
	Author Visit: £1000	To encourage a love of reading and literacy amongst all pupils, regardless of background	To encourage high aspirations, resilience and a determination to succeed in disadvantaged pupils	Pupil evaluations / monitor pupils' attendance, behaviour for learning and progress	

Desired outcome	Allocation of Funding	Action	Rationale	Measuring Impact	Impact RAG
Increase the rate of progress of disadvantaged pupils in Maths	ICT software - Number Shark: £560	Additional support in place for pupils with weak numeracy skills	More numerate pupils will have greater access to the entire curriculum and make better progress	Numeracy levels to increase.	Intervention in place. Assessments demonstrate pupils making increased rates of progress.
Ensure that there is equality of opportunity for all pupils	DT/ Food Technology support: £800	Financial assistance for Pupil Premium pupils in all year groups for ingredients for Food Technology and materials for Design and Technology	To ensure no pupil is denied access to practical activities / learning in Technology	Monitor pupils' participation, behaviour for learning and progress in Technology	Barriers to participation in curriculum removed. Pupil voice very positive towards DT department. Food technology lessons ensure pupils have a good awareness of healthy lifestyles. Behaviour and engagement in lessons is good.
	Day trips/visits: £5,000	Financial support for pupils to participate in all single day trips/visits	To ensure no child is prevented from accessing a day trip/visit due to financial circumstances	Monitor take-up rates / participation in trips on offer	Good representation of DA pupils on school trips. Benefits of involvement in extracurricular and enrichment activities clear to see when pupils return to school. School closure had a big impact on this strand.
	Pastoral support - Bus Passes: £40 Uniform vouchers: £2,200 Uniform hardship fund: £500 Resources for Bungalow: £1000 Breakfast Club: £200	Financial support for basic access to school and wellbeing	To ensure no student is prevented from accessing the school or its basic welfare resources due to financial circumstances	Monitor attendance. Monitor access to support offered. Monitor pupils' behaviour for learning. No instances of pupils being unable to access school due to a lack of ability to buy uniform / pay for transport	Strong relationships with DA families. DA attendance remains above national average for DA pupils. Work still to be done to close gap with non-DA.