



Pupil Premium Planned Expenditure 2020-21

The Pupil Premium Grant (PPG) is the additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years.

PPG also provides funding for children who have been looked after continuously for more than six months and the children of service personnel (Children In Care). The PPG is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The Education Policy Institute states that disadvantaged pupils are on average 18 months behind their peers by the age of 16, being nearly twice as likely to leave education without good grades in English and Maths.

This report includes an analysis of PP performance, details of how funding was spent during the past academic and its relative impact on PP students, and our plans for spending this forthcoming year. Our Separate Pupil Premium Policy includes details as to our intentions and ways in which the spending of Pupil Premium funding is monitored and is held by the School Business Manager.

1. PP Strategy Intent 2020/21

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identified the barrier to be addressed and the interventions required, whether as individuals, in small groups, large groups or the whole school and allocated a budget accordingly.

PP Student Barriers

Internal Barriers	
A	Teaching quality and consistency; how to best meet individual PP learning needs. This is not just from an academic standpoint but also the ability to motivate and inspire disillusioned students – whole school ethos of achievement for all.
B	High proportion of PP (29%) - whilst this does generate additional PP funding, it does not overcome the negative impact across many lessons that PP students may have. Attitudes to learning, behaviour and attendance are key areas that are most significantly affected.
C	Pastoral capacity to support PP students proactively rather than reactively. Due to the volume of PP students, it is difficult to meet all of their needs all of the time, hence incidents can occur prior to resources allocated for support.
External Barriers	
D	Low attainment on entry – the national trend of students with lower attainment on entry is that they make less progress (our PP percentage is sig+ national). This is particularly an issue due to poor literacy of PP students and its relative impact across most subjects.
E	Low aspirations/ambitions from students which often stems from the influence of their parents/careers poor experience of education. Attendance, value placed on education and PP motivation is significantly lower than non PP peers. Parental Engagement is often poor and we do not get support required for students to progress outside of the classroom.
F	PP students can lack a stable home life / resources / space to work effectively outside of school. Boundaries and structure of life outside of school is often unstable, coupled with KES early start, many students do not have the energy and resilience to learn.

2. Disadvantaged Groups Profile 2020/21

Year Group	Total Students	Students eligible for PP funding (number)	Students eligible for PP funding (%)	Students eligible for FSM (number)	Students eligible for FSM (%)	Children In Care (CIC) number
7	270	98	36%	65	24%	1
8	270	83	31%	46	17%	3
9	268	93	35%	60	23%	2
10	269	66	25%	35	13%	1
11	256	67	26%	31	12%	2
Years 7-11	1333	407	31%	237	18%	9

The table above breaks down the number and percentage of our pupils who are eligible for Pupil Premium (PP) funding, Free School meals (FSM) and Children in care (CIC)

The percentage of our pupils eligible for pupil premium is currently 31%, which is significantly higher than the national average for secondary schools which currently stands at 25%. With the current economic climate and pressures of Covid 19 the national proportion of PP/FSM students is growing both nationally and at KES. We expect these number to rise in the future

3. Planned Expenditure 2020-21

Objective	Activities	Success Criteria
TEACHING FOCUS Nb Investment of time / resources for ‘Quality of Teaching’ is embedded into different budgets, hence not all are within PPG		
1/ Staff development & training	a. Development of Quality First Teaching strategies with PP focus embedded. b. Training session for EEF use – key focus area and set expectations of what we expect to see in lessons c. Ongoing use of thinking school framework - PP students are clearly identified by staff who are knowledgeable of their needs d. Strategies for differentiation / support for PP are evident	<ul style="list-style-type: none"> ● PP attainment improvement given start points ● Staff planning / delivery clear evidence of PP focus and EEF toolkit use ● New staff given appropriate training and development with KES PP principles. ● Evidence of EEF toolkit use in teacher planners via Learning walks and DD – data viewed via SISRA observe
2/ Link/work with Teacher training institutions	a. Develop new staff – trainees and NQT to adopt KES principles as part of their normal teacher toolkit b. Evidence to be seen in learning walks and DD’s	<ul style="list-style-type: none"> ● Lesson planning and trainees folders showing evidence of use ● Evidence on SISRA Observe of a-b being applied.
3/ Pupil Passports, Teacher agreements & Access arrangements	a. Updated PP Pupils Passports across all year groups at start of each year b. Updated PP teacher agreements across all year groups at start of each term – liaise with LSA’s c. Access arrangements reviewed and updated throughout the year to identify further PP support required. Staff made aware to ensure ‘usual working practice’.	<ul style="list-style-type: none"> ● Evidence of PP/SEN passports in teacher planners ● Access arrangements doc reviewed and updated throughout the year. Clear evidence of PP focus / screening ● Increased number of PP students being awarded suitable access arrangements
4/ Pixa Meetings & feedback into system	a. Attendance to Pixa main meetings with key PP information shared to staff accordingly b. Strategies cascaded to all teaching staff via Teaching and Learning programme – build into core teaching delivery c. Use of ‘The Edge’ and further available strategies	<ul style="list-style-type: none"> ● All Pixa meetings attending by Senior/Middle Leader ● Evidence of PP focus via T&L strategy – updated documentation and training ● Sira observe evidence

<p>5/ Development of ICT infrastructure and delivery</p>	<p>a. Setting up all students with MS Teams and office 365 b. Ensuring all Teams reflect timetabled lessons c. Set up live remote lesson for any student self-isolating d. Ensuring PP students have access to technology – work with DFE to ensure equipment available</p>	<ul style="list-style-type: none"> • MS Teams live and tested for all PP students • Distribute all available PP laptops provided by DFE • Feedback and further request for additional equipment required
<p>6/ Inclusion Manager Contribution</p>	<p>a. PP behaviour & engagement improved. b. Less time out of lessons and loss of teaching contact time c. Reduction of safeguarding / mental health issues</p>	<ul style="list-style-type: none"> • Reduction in PP Behaviour points • Increase PP House points • Improved PP attendance • Reduction of PP ‘My Concern’ referrals
<p>7/ Attendance Officer Contribution</p>	<p>a. Attendance improvement for PP students b. PA figures improvement for PP students c. Alternative Education attendance for PP students</p>	<ul style="list-style-type: none"> • Close PP gap for attendance – currently 4% (96% vs 92%). Target reduction to 2% • Reduction of PP PA by 2%
<p>TOTAL £98,500</p>		
<p>TARGETTED ACADEMIC SUPPORT</p>		
<p>8/ Interventions (one2one or small groups)</p>	<p>a. PP identified to receive additional support with their Maths/English, provided in 10/12 weeks cycles b. PP cohort reviewed after each cycle – impact reviewed and next cycle selected.</p> <p>Nb catch up curriculum focus will also add additional support for PP students in English and Maths</p>	<ul style="list-style-type: none"> • All PP intervention students show an improvement of 1-3 subgrades in English / Maths • KS3 PP intervention students reach expected progress in English and Maths by end of the year • Student feedback forms show further ‘softer’ improvements
<p>9/ Academic resources / supplies</p>	<p>a. Maths calculators and resources b. Text Book provision for core subjects c. Text books for other subject on request d. Resources through the year e.g. catering/ technology supplies etc</p>	<ul style="list-style-type: none"> • Ensure purchases of key equipment from PP budget • Analysis of spend and liaise with PP students to ensure resources made available
<p>10/ Private Music Tuition</p>	<p>PP students identified via music Dept and offered additional tuition to support progress</p>	<ul style="list-style-type: none"> • Music grade improvement (1 or more) for those who have received music tuition

11/ Homework Club	<p>a. Homework support provided in Learning Support every day b. Ensure all PP students have been informed / offered this service c. Regular review of capacity with a view to extend if required</p>	<ul style="list-style-type: none"> • Reduction in Homework sanctions for PP students • Increased attendance of PP students to H/w catch-up • Once H/W tracking in place for all year groups additional success criteria to be added
12/ Uniform / kit / equipment supplies	<p>a. Via individual request b. HoY's aware of process for PP request/funding. c. Available throughout the year</p>	<ul style="list-style-type: none"> • Ensure purchases of key equipment from PP budget • Analysis of spend and liaise with PP students to ensure resources made available
13/ Support for trips – Academic / wider	<p>a. Ensure trips are offered to PP students with funding contribution b. Each trip contribution to be agreed with Business Manager c. Cultural trips for PP organised and implemented</p>	<ul style="list-style-type: none"> • PP student attendance for trips • Expenses charged to PP budget for trips • Trip to Nativity Musical followed by trip to Pizza Express
TOTAL £41,500		
WIDER STRATEGIES		
14/ Behaviour for Learning Mentors	<p>a. Key PP Students identified via Pastoral system and given B4L support within 2 weeks. b. Attendance & exclusion data analysed on rolling weekly program by B4Ls – suitable strategies implemented as concerns arise c. Sanction & rewards data analysed each ½ term</p>	<ul style="list-style-type: none"> • Reduction in PP Behaviour points • Increase PP House points • Improved PP attendance • Reduction in Mental health referrals • Decrease internal inclusion and FTE
15/ Develop careers guidance and input for PP students at both KS3 & KS4	<p>a. PP students have a clear plan as to what opportunities are available for when they leave school. b. Clear linkage to benefits of education for creating well rounded individuals with suitable competencies for the outside world. c. Encourage PP students to apply for prefect positions and other positions of responsibility d. Rochford Council funded event for only Y8 PP students – aspirations focus and linkage of education and career opportunities</p>	<ul style="list-style-type: none"> • Improvement in the percentage of PP students gaining “Employability for Life”. Targets; Gold 20%, Silver 40% Bronze 70% • Trip /visit to Essex University (SMP) • High comparative proportion of PP prefects • High comparative proportion of PP Subject Ambassadors
16/ Rising Futures Programme for KS3 students contribution	<p>a. Ensure students are fully informed of all sessions and appropriate stakeholders are also informed b. Raise profile via; SLT drop ins, newsletter entries, assembly announcements TBC – currently not confirmed due to Covid-19 restrictions</p>	<ul style="list-style-type: none"> • PP students attendance • Improvement demonstrated via separate impact report from external company • Student/parental feedback

17/ KS4 'Learning Performance' evenings	a. In school workshop for PP students (Jan 2020) b. Evening workshop for Parents (Jan 2020) Format TBC – likely to be remote session via MS Teams	<ul style="list-style-type: none"> • Register of student/parental attendance • Cross reference to progress data to illustrate impact of those parents in attendance
18/ KS3/4 STEM events and competitions	a. Various events happening through the year – Mission To Mars (3 events), Royal Institute For Science event, Wow days. PP focus when setting up student groups b. Some events also include KS2 students from Primary	<ul style="list-style-type: none"> • High PP proportion of attendance to STEM activities and competition entrants • External impact reports and subsequent performance of students
TOTAL £137,500		
TOTAL PP Planned Expenditure £277,500		
PP Contingency £18,765		