The King Edmund School

A Business & Enterprise and Applied Learning Academy

2019-2020

Pupil Premium Report

G Bermon- Assistant Headteacher

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1. Introduction

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.

2. PP Strategy Intent 2019/20

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.

3. Disadvantaged Groups Profile 2019/20

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	83	31%	46	17%	3
8	265	93	35%	60	23%	2
9	269	66	25%	35	13%	1
10	260	67	26%	31	12%	2
11	255	59	23%	30	12%	3
Years 7-11	1319	368	29%	202	15%	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 28.8%, which is significantly higher than the national average for secondary schools which currently stands at 23%. 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 next academic year.

4. Key Performance Indicators - Years 7-11

4.1. Attainment – PP vs Non-PP

Year Group	Maths				English				Average All Subjects			
	9 - 4% PP	9-4% Non PP	9 - 5% PP	9-5% Non PP	9 - 4% PP	9-4% Non PP	9 - 5% PP	9-5% Non PP	9 - 4% PP	9-4% Non PP	9 - 5% PP	9-5% Non PP
7	80	82	46	56	61	73	31	41	62	66	34	39
8	63	77	41	58	80	87	45	61	64	76	36	50
9	55	80	21	45	44	75	19	45	52	73	27	45
10	65	83	34	52	60	71	36	44	58	70	34	45
11	39	75	26	52	48	75	27	50	43	74	27	48
Average	**61**	**79**	**34**	**53**	**59**	**76**	**32**	**48**	**56**	**72**	**32**	**45**

The average PP gap for 9-4% across all subjects is largely the same at approximately 16%, however the 9-5% average gap is less constant with 'all subjects' being 13% vs Maths being 19%. There are however differences in gaps with different year groups, with the gap generally widening as the years increase from 7 to 11 (this is in line with national trends). The overall gaps between PP and non PP is skewed due to only have 2/3rds of the year for strategies to be used and show impact. The data above shows the picture in Spring 1 when many of our strategies are focussed in the spring/summer term which do not shown impact unlit later in the year.   We have worked closely with PP students over lockdown to provide additional support for these students, including one to one calls and visits as well as ICT equipment and training. This process is continuing as additional equipment is provided from the DFE during the Autumn term. This will enable us to ensure home learning is not a barrier to learning for our PP students.

2.2 Progress - PP vs Non-PP

Year Group	Maths				English				Average All Subjects			
	EP % PP	EP % Non PP	MEP % PP	MEP % Non PP	EP % PP	EP % Non PP	MEP % PP	MEP % Non PP	EP % PP	EP % Non PP	MEP % PP	MEP % Non PP
7	70	78	22	35	45	58	18	28	50	57	20	26
8	43	46	15	15	43	57	11	20	36	38	10	11
9	41	40	5	7	37	47	10	15	47	52	17	21
10	58	64	12	18	47	53	11	17	45	46	13	15
11	38	51	10	21	39	43	15	17	39	50	17	23
Average	50	56	13	19	42	52	13	19	43	49	15	19

The progress gap are far less significant than attainment as they account for the PP students lower KS2 start points and hence is a fairer comparison to make, therefore gaps are not as prominent which demonstrates the excellent work we are carrying out at KES for PP students. The gap of Expected Progress (EP) in Maths and 'All subjects' is only 6% which shows that out PP students are actually performing very well against their peers, English at 10% is in line with expectations and the national picture. More that Expected Progress (MEP) data shows of a gap or 4-6% which is also very low and significantly better than national comparisons. A clear trend can be seen where the gap widens as the years increase, which is expected and in line with national school performance, however we are aware of this trend and are working with Year strategies this year to bridge this gap. Ensuring that all year groups have suitable structure and support for PP students will only support this gap closing. However with further we do expect there to be further home learning required this year which does make this task more difficult. With PP being a smaller cohort size which is more sensitive to improvements to individual performance, coupled with not having the full year to see all of our strategies fully completed, I am confident that we would have seen this gap further reduced under normal circumstances.

n.b. we will also have additional 'catch-up' funding that will be provided this year by the DFE to further support disadvantaged students who have fallen further behind their peers during lockdown.

2.3 Non Academic KPI's – All students _PP vs Non-PP_ (data used Sept – Mar)

Year Group	PP Behaviour Point Ave	Non PP Behaviour Point Ave	PP House Point Ave	Non PP House Point Ave	PP Attendance %	Non PP Attendance %
7	4.5	1.7	60.2	64.9	93.8 %	96.9 %
8	6.7	3.2	51.2	63.2	94.9 %	95.5 %
9	6.7	2.7	56.4	60.2	88.9 %	96.0 %
10	4.2	2.5	45.0	46.9	92.3 %	95.1 %
11	5.2	2.4	32.0	39.1	89.1 %	94.4 %
Total 7-11	5.5	2.5	48.9	54.9	91.8 %	95.6 %

This data only covers until March 2020 due to lockdown.

The behaviour gap is proportionally higher than achievements (house points). Considering the socio economic profile of PP students this is not surprising and is in line with KES historic trends. The attendance pattern is only showing a gap of 3.8%, which is in line with national comparisons but remains a concern and an area that we are working to close with our attendance officer. Working closely with our home school partnership and fostering strong relationships is a vital aspects of improving PP attendance, which during lockdown we have worked very hard in improving. In the long term these relationships will only allow us to further improve our home school partnership and hence attendance.

It is very pleasing to see that house point data is showing many of our PP students are achieving very well against their peers. A gap of 6 points is very low for 2/3rds of the year and shows we have many PP students working very hard to achieve positive rewards. Out of our overall winners for the different years groups we had 3 winners who were PP students, all of which amassed over 250 house points each.

2.4 Non Academic KPI's – B4L students *PP vs Non-PP* (data used Sept – Mar)

Year Group	B4L PP Behaviour Point Ave	B4L Non PP Behaviour Point Ave	B4L PP House Point Ave	B4L Non PP House Point Ave	B4L PP Attendance	B4L Non PP Attendance
7	25.3	N/a	47.3	N/a	82.2	N/a
8	36.5	27.0	58.0	58.0	95.7	95.5
9	21.4	26.0	75.0	57.0	89.3	94.9
10	14.0	23.5	26.0	47.5	90.7	86.4
11	15.8	12.0	27.3	22.7	90.6	91.9
Total 7-11	22.6	22.3	46.7	46.3	89.7	92.2

This data only covers until March 2020 due to lockdown.

This data shows the performance of PP vs non PP students who were being mentored by our B4L team. It shows that the gaps are very close across all three parameters. Whilst the behaviour points are above school averages, this would be expected due to the profile of the students our B4Ls look after – one of the key reasons they work with them is due to poor behaviour/engagement. The pleasing part is the gap is negligible.

House points are very strong considering this cohort of students – they are not dissimilar to whole school points from the previous table and clearly shows that our B4L have been excellent at promoting positive behaviours from these difficult to reach students.   Whilst the lockdown period is not covered in the data above, it is certainly worth noting the huge amount of work that the B4L team put into our students to engage them during this difficult time.   The attendance gap of 3.5% is marginally lower than whole school which is a hugely positive outcome considering the profile of students our B4Ls look after.

5. Year 11 KPI Trend Analysis – PP vs Non PP (attendance data used Sept – Mar)

KPI	2017 Exams			2018 Exams			2019 Exams			2020 CAG		
	PP	Non PP	Variance	PP	Non PP	Variance	PP	Non PP	Variance	PP	Non PP	Variance
Cohort Size	60	207	n/a	68	196	n/a	57	196	n/a	59	196	n/a
Ave KS2 Point	4.57	4.76	-0.19	4.49	4.69	-0.20	4.52	4.78	-0.26	4.56	4.82	-0.26
9-5% Eng & Ma	25%	39%	-14%	22%	32%	-10%	14%	25%	-11%	19%	41%	-22%
9-4% Eng & Ma	48%	62%	-14%	34%	54%	-20%	33%	52%	-19%	37%	68%	-31%
A8 Total	39.88	44.59	-4.71	32.79	41.87	-9.08	28.94	38.59	-9.65	34.97	45.13	-10.16
P8 Total	-0.32	-0.25	-0.08	-0.82	-0.33	-0.49	-1.09	-0.69	-0.40	-0.93	-0.44	-0.49
Maths P8	-0.14	-0.15	+0.01	-0.50	-0.22	-0.28	-0.92	-0.50	-0.42	-0.81	-0.24	-0.57
English P8	-0.54	-0.38	-0.16	-0.74	-0.28	-0.45	-1.23	-0.67	-0.56	-0.93	-0.59	-0.34
Ebacc P8	-0.57	-0.24	-0.33	-0.93	-0.39	-0.54	-1.07	-0.73	-0.34	-0.91	-0.30	-0.61
Open P8	-0.04	-0.22	+0.18	-0.99	-0.38	-0.61	-1.28	-0.86	-0.42	-1.07	-0.67	-0.40
% with +P8	43%	41%	+2%	27%	42%	-15%	18%	28%	-10%	21%	35%	-14%
Attendance %							92%	95%	-3%	91%	95%	-5%
PA %	28%	10%	+18%	35%	12%	+23%	30%	10%	+20%	29%	16%	+13%

It is very difficult to compare 'like for like' this year as our results stem from CAG's and not the exam results. We went through an incredibly robust and thorough process to get our CAGs as accurate as possible. We cannot vouch for other schools and their processes, so to use progress data which is based on national comparisons is a very difficult thing to do with respect to accuracy. Nonetheless our own data was based on a positive viewpoint that gave many students the benefit of the doubt, this in itself would have likely seen a slight grade inflation where we did not see some poor exam performance that would have undoubtedly occurred.

It is also key to point out that our Year 11s did not have a full year due to lockdown. Our CAGs were based on evidence from throughout the year and it is often the case that PP students make greater improvements as we approach exams due to higher levels of interventions in the run up to exams coupled with the slower start they make in the Autumn term. Nonetheless even with these factors taken into consideration we are still able to carry out a rudimental analysis of our own gaps, which can give some basic trends and patterns to be used for generic commentary.

Firstly it is worth noting that the cohort gap of PP vs non PP KS2 data shows that is was 0.26, which is exactly the same as the previous year, albeit the 2020 cohort was slightly stronger.

The gaps for both 9-5% and 9-4%, 'English & Maths' KPI grew from last year. However we saw both of these KPIs increase by 16% for non PP student which is a significant improvement. PP student performance only increased 4/5%, which has generated an increased gap of 10+% due to improvement in attainment performance alone. This is further highlighted by the A8 total gap widening, however our PP student have performed better this year than they have done since 2017.

Progress data (as mentioned) must be used with caution due to how grades were calculated this year. Although not all progress gaps have improved, English P8 gap has significantly dropped whilst the Open P8 gap has also reduced slightly. The actual performance of PP Progress scores have improved across all KPIs. All PP progress measures as well the % of pupils showing +P8 when compared to last year have all improved.

6. Evaluation of impact of PPG

Nb - Measuring impact of strategies this year has been particularly difficult due to lockdown effecting half of the years delivery and its subsequent impact on data used for tracking and monitoring purpose. Therefore quantitative analysis of impact is very limited hence comments are qualitative in nature and refer to a range evidence available from throughout the year.

Objectives	Details of Activities	Impact of Activities
TEACHING FOCUS	Improving the quality of teaching with Pupil Premium students specifically catered for	
1/ Ensure Quality First Teaching strategies are used to improve classroom practice and support PP students	Quality First Teaching systems & tracking with Pupil Premium focus embedded. Identification of key PP students and ensure staff have been given appropriate support documents for key students EEF toolkit training provided for all staff to improve teaching standards for PP students	Year 11 end year attainment data showed sig improvement illustrated in earlier part of this document. Evidence of teacher palling for PP delivery during learning walks and learning reviews with favourable results. Evidence document on SISRA observe software.
2/ Introduction and development of 'Thinking schools' approach to education delivery	CPD training for focussed techniques to target the learning needs of PP students. Strategies for differentiation / support for PP delivered in line with Thinking Schools approach PP students are clearly identified and staff are knowledgeable of their needs and how best to deliver the curriculum	Evidence of Thinking Schools Framework formed part of learning walks and learning reviews with favourable results. Where practice embedded, significant impact on PP student's progression within lessons viewed. Evidence document on SISRA observe software. Consistency of delivery by staff improved up to lockdown and we would have projected this to continue.
3/ Implementation and further use of Pupil Passports, Teacher agreements & Access arrangements	Teacher access to PP Pupils Passports across all year groups to better understand the needs of our students PP teacher agreements across all year groups updated throughout the year to reflect the changing needs of students Access arrangements reviewed and updated throughout the year to identify further PP support required, specifically with respect to examination support.	Evidence of PP Pupils Passports and PP teacher agreements document on SISRA observe software. Over 95% of lessons observed showed documents in use and part of teacher handbooks. Seating plans show teachers identifying students well and using appropriate seating arrangement to support students learning Access arrangements held up to lockdown for Years 10-13. X9 PP students identified and had arrangements set up in Autumn/Spring.

4/ Alternative pathway for KS3 curriculum delivery and well-being support	Bespoke curriculum for PLC targeted at PP students who struggle to access the curriculum. Intervention work and small group conditions to support curriculum delivery and well-being to PP students.	Alternative pathway curriculum being delivered well to PP students. Attendance improved since starting in PLC. Due to lack of hard data not able to provide further information regarding impact on attainment. Intervention work continues with this cohort of students (see commentary under point 1)
TARGETTED ACADEMIC SUPPORT		
5/ English & Maths interventions for PP students (one2one & small groups)	PP students identified after each data drop for intervention purposes; with regards to underperforming against MEGs and week trajectory of students. One2One and group interventions then implemented across 10-12 week programmes. Student improvement tracked where available and feedback from students taken to better understand how this strategy supported them accordingly.	Prior to lockdown and up to the data submitted by staff during spring 1 half term; PP intervention students showed average improvement of 0.8 subgrades in Maths and 1.2 subgrades in English. Feedback forms showed that students found intervention most valuable due to be in quitter, focussed environment with less distraction. Many struggle to focus in large group settings.
6/ Provision of academic resources and supplies for PP students	PP students provided with various resources dependent on year group and individual circumstances, including; i) Maths calculators & resources ii) Text books and revisions guides iii) Catering supplies iv) Technology supplies v) Laptops & digital infrastructure (currently year 11 only) vi) Subscriptions to digital education software vii) Scholl uniform and PE kits	This shows an approximate total spend of £6,500 of the PPG. We have distributed resources and supplies to over 300 PP students during the past academic year Nb Laptops/digital infrastructure has been provide directly by the Department For Education. We will be receiving further support this year with the continuous dependency on remote learning and curriculum catch up
7/ Let me Play Literacy catch up for PP students to help improve literacy levels	i) Small cohort of students selected for the 'Let Me Play' days. Hosted by external company and weighted to PP underachievers ii) 2 cohorts of x15 students iii) Sessions being held Feb / Mar 2020	Due to lockdown this course was not fully completed. We completed as much of the outstanding remainder of the course internally however this was not 100% possible. Impact not possible to determine
8/ Provision of private Music Tuition for PP students	PP students who qualified for private music tuition were identified via music Dept and offered additional tuition to support progress. We worked with students from years 7-11 on a range of instruments.	16 PP students received private music tuition this academic year. 4x Year 11s, 3x Year 10s, 3x Year 9s, 4x Year 8s, 2 x Year 7s. The provision of Music lessons accounted for aprox £1,800 of PPG

9/ Provision of homework Club to ensure PP students have facilities and resources to complete home learning tasks	The Homework support provided is in Learning Support every day. PP students were been informed / offered this service at the start of each term. Heads of Year and pastoral team work with staff to identify students who are not completing work and then ensure students using homework club if needed B4L mentors work with small groups of PP students who have been identified by HoY. This allows more suitable support for difficult to reach students	Up to lockdown, the analysis of homework sanctions for PP students showed a reduction on previous years. Behaviour point analysis in section 2.4 (page 7) illustrates the positive impact B4Ls were having on years 10/11, who's their primary homework PP focus was on these year groups. (homework behaviour points make up over 50% of this data) Attendance to homework club was 80%+PP students
10/ Support to allow PP students to attend trips – Academic and wider	We ensured that trips were offered to PP students with funding contribution, both academic and cultural. There were many more trips organised for the lockdown period which unfortunately did not take place.	Trips attended/contributed towards for PP students; Ypres; Mersea Field Trip; Woman in Black trip; Apollo Theatre (Nativity); Pizza Express Meal; Ski Trip; Stratford Trip; Walton field trip; Prince of Egypt; New Science Live Trip The trips listed above used approximately £3,000 of PPG. Further funds were allocated for trips later in the year that were unfortunately cancelled.

WIDER STRATEGIES

11/ Behaviour for Learning Mentors to facilitate PP students to access a wide range of support structures – both academic as well as pastoral focus	Key PP Students are identified via the Pastoral system and given B4L support within 2 weeks. This support is offered to year groups 7-11 B4Ls then monitor performance of students they work with to ensure that students engagement is stabilising / improving with intervention work. Following a half termly cycle B4Ls will then work with Pastoral senior leaders to work out further steps required. We have a separate member of staff who works with year 12/13 who provides one2one support more suitable for this age group (not taken from PPG).	The analysis shown in section 2.3 (page 7) breaks down the difference between PP behaviour with and without B4L support. The difference between these students is negligible and this is an incredibly positive set of data. The reason being our B4L staff work with our most challenging students who are significantly influenced by their socio economic factors. Therefore PP students to be in line with their non PP counterparts is a huge achievement. The house point averages are also only marginally lower than whole school also shows how well students are motivated by working with our B4Ls. B4L support remotely during lockdown was vital for our PP students. While not easily quantifiable their support was invaluable for these students

12/ The development of careers guidance and input for PP students at both KS3 & KS4. Improve aspirations and motivation of PP students	All PP Year 11 students were interviewed in the Autumn term to identify their aspirations and necessary support required to reach them. PSHE course for Y10 students had clear work skills focus up to lockdown – the rest of this PSHE curriculum was delivered remotely. Year 8 PP students have a career event in the spring term which is run in conjunction with Rochford Council – aspirations focus and linkage of education / career opportunities PP Rising Futures program run specifically for KS3 PP students – run by an external company who focus purely on raising aspiration of PP students and provide them with a focus on medium / long term ambitions	Careers guidance was provided for those Y11 PP students who required them (as well as 6th form interviews) – approx. 30% of PP students. PP students made up 27% of prefects last year compared to 23% PP students in year cohort. This shows a higher than average proportion of PP students are also prefects and willing to take on responsibility in the school Year 10 PSHE course delivered in full – both in school and remotely KS4 Trip /visit to Essex University (SMP) was unfortunately cancelled due to lockdown. Year 8 PP careers event held in February which was attended by 88 PP students. Feedback was overwhelmingly positive with students thoroughly enjoying the event. Rising Futures programme unfortunately did not complete due to lockdown. Impact report not available.
13/ KS4 'Learning Performance' evenings	These workshops were set up to support parents of Year 10 and 11 PP students. They gave parents useful tools and practices to further support their child with their studies and motivations both in and outside of school. We had two session in January and further sessions which were scheduled in for later in the year had to be cancelled	Attendance was proportionally low compared to the number of PP students in these year groups. Sessions were very warmly received by those in attendance, but judgement of impact very difficult to ascertain due to lockdown being soon after so little time and feedback to form judgements. We will be continuing with this support for parents however may be carried out remotely in future.
14/ PP entrance and support for STEM events and competitions	Various events held in the Autumn & Spring terms – Mission To Mars (2/3 events held), Royal Institute For Science event, Wow days. There was a PP focus when setting up student groups Planned KS2 primary liaison events were cancelled due to lockdown	High PP proportion of attendance to STEM activities and competition entrants (average 65%) Difficult to review impact as year not fully completed due to lockdown. Most competitions did not complete as final entrances are generally in Spring/summer terms KS2 stem events were cancelled

7. Behaviour for Learning Mentor (B4L) Success Stories

Student A
Year 11
Attendance 94.9%
FTE: 10 days   Behaviour Points -34 +39

Attainment when they started the intervention:

- 60 Achievement Points
- 39 Behaviour Points
- 15 Detentions
- 2 day exclusion (persistent disruptive behaviour)

Number of sessions received: 1:1 B4L Mentor session once every 2 weeks, 3 x per week session with B4L mentor during tutor time, LSA support in lessons.

Attainment when he finished the intervention;-

Student A was at risk of Permanent exclusion in year 11 due to poor choices of behaviour during lessons and ongoing medical concerns and his diagnosis of ADHD.

Student A was referred to the B4L hub in September 2018 by his HOY. Meetings with mum - supportive. Job in the canteen at tutor to help with ADHD. B4L strategies agreed with JA and sent out to staff. JA engaged in 1:1's but erratic behaviour and sporadic with report and engagement. Passed onto BWO from CAP.

Student A engaged well with the program and his parents remained supportive of the school. It was decided that Student A should remain on B4L for the rest of the academic year.

Since Student A was allocated a B4L Mentor, mum and dad have felt fully supported and kept informed of all incidents. This has enabled the school to deal with any issues arising in a timely manner, which is crucial for Student As understanding. This enabled us to build a better relationship with Student A and aided his LSA to be able to support successfully in class without any distractions.

Student A successfully finished KES at the end of year 11, achieving good results.

Student A has returned to sixth form at KES to continue his education.

Student B

Year: 11

Category: SEN - (K) Social, Emotional and Mental Health (bereavement of parent: speech and language.)

Attendance: 92.5%

FTE: 0

Behaviour Points: +24 -5

Attainment when he started the intervention:

Student B struggles socially and can find it difficult to maintain a friendship group, he is often seen with younger students.

Gets in trouble because of comments he has made to students and staff.

Parent engagement is poor with no support and doesn't turn up to meetings.

Difficulties completing the classwork and therefore, distracts himself by speaking to others.

Number of sessions received:

One-to-one each week with B4L mentor.

B4L group sessions each week to work on self-esteem and build confidence.

Report to HOY and B4L mentor to see how each lesson is going.

RAG rated timetable to show how he is finding the lesson/ where his LSA support is.

Learnt the use of the 5 point scale to describe feelings.

D3 at break times.

Counselling arranged in school and a full course of sessions completed.

Time out card given.

Attainment when he finished the intervention:

Still in full-time education at KES.

Uniform standards have improved.

Student B enjoys rugby, which his PE teachers have tuned into and responds well to praise.

Parent occasionally responds to emails only.

LSA support in over 10 lessons on his timetable. Access to a reader pen in lessons to help his understanding of the work.

Counselling extremely helpful to Student B and helped to overcome emotional difficulties

Behaviour points in year 10 were -90 and year 11 were -40. A big reduction in detentions.

Attendance in year 10 was 85.1% and attendance in year 11 was 92.5%.

Student B attended his in school careers meeting, applied for some rugby colleges and after the summer holidays, came back to KES for sixth form.

Student C
Year 10
Attendance Yr 10 98.9%
FTE: 1 day

Behaviour Points Yr 10 +118, -54   Yr 11 +27, -2 |

Attainment when they started the intervention:

- 118 Achievement points
- 54 Behaviour points
- 1 day FTE
- Anger issues in school, resulting in punching inanimate objects in school and often causing damage to school property.

Number of sessions received: 1:1 sessions every week with B4L mentor. Referred to and completed Anger Group with KCO. Withdrawn from tutor group for a set period of time to allow the tutor group a reprieve from Student B's poor behaviour.

Attainment at the end of the academic year.

With the support 1:1 and the anger group that Student C attended we were able to gradually reduce and eventually stop Student B's angry outbursts and punching out at objects. Student C has been able to return to all lessons, having been withdrawn from some whilst he was working 1:1 with his mentor. Mum and Dad are fully supportive of the school and the interventions put in place. Student C has had a few incidents on the school contract bus last academic year and I am sure that he has now learnt his lesson and is behaving appropriately.

Student C has started year 11 off in a very positive manner and gets on very well with his tutor. Student C is currently on 29 Achievement points and 2 behaviour point. This is a huge improvement on his year 10 figures.

With continued support from B4L Mentors I feel that Student C will have a successful year and achieve great GCSE results.

Student D

Year: 10

Category: SEN - (K) Traits of ASD, Socal Emotional Mental Health, Dyscalculic.

Attendance: 95.0%

FTE: 2 days

Behaviour Points: +24 -15

Attainment when she started the intervention:

We have concerns with Student D with regards to county lines.

Her attendance/ punctuality is poor and she is tired a lot of the time. Parent is supportive, however this doesn't have much effect on Student D's punctuality.

Student D can also struggle socially and this sometimes has a negative impact on her relationships with other pupils in the school.

Number of sessions received:

Weekly 1-1's with B4L mentor

B4L group work – Anger group, positive relationships.

Weekly meeting with Dave Hart from YPDAT.

A graded report for all lessons, to show to B4L mentor.

Prompts with uniform.

Access to E4 and B4L mentors to come and talk if she feels angry/ to discuss emotions.

Attainment when she finished the intervention:

Student D is still in full-time education at KES and attends all lessons, as well as tutor. Her uniform standards have improved and her make-up has been reduced. Student D is more organised in school and makes an effort to write things down to ensure that she completes tasks. Her attitude and relationships with staff have improved immensely, along with her emotional wellbeing. She is managing her anger more effectively by talking to her mentor about issues she may be having.

Student D has weekly support from Young Person's Drug & Alcohol Team (YPDAT.) Student D's feedback is that talking to Dave (YPDAT) has helped her feel more positive about things. Concerns of CSE have also been managed and Student D is no longer deemed to be at risk. Student D struggles with her identify and who she is as a person, this is something that she is beginning to accept and understand and will be something that she works on throughout her life.

Attendance in year 9 was 93% and attendance in year 10 was 94.6%. Punctuality has improved with less 'lates' towards the end of terms. Student D had 67 behaviour points in year 9 and 49 points in year 10. Which shows a reduction in detentions too.

Student D attended her in school careers meeting and after the summer holidays, went to alternative further education to complete a Beauty course.

Student E

Year: 9

SEN: N

Attendance: 98.3%

FTE: N/A

Behaviour Points: 12

Attainment when she started the intervention:

AP's: 252

BP's: 12

FTE in 2018 for Theft.

Student E had received multiple detentions – lack of homework/low level disruption.

Student E lacked social skills and was involved in many social conflicts with friends and peers.

Number of sessions received:

Attended Girls Group – 6 sessions.

Attended 'Positive Relationships' group with B4L.

Attended 'Anger' group with KCO.

1:1 sessions on a weekly basis.

Attainment when she finished the intervention:

Student E has 41 Positive Points and only 1 Behaviour Point so far this year.

Student E is not involved in as many conflicts but if she is she is able to manage it in a mature way. Student E is now able to come to B4L when she needs support.

Student E's attitude to learning has improved and detentions have decreased. Behaviour in class is more acceptable and Student E can at times be considered a role model.

Student E is still under B4L support but only for a light touch.

Student F

Year: 8

SEN: N/A

Attendance: 91.9%

FTE: 0

Behaviour Points: 1

Attainment when she started the intervention:

Student F started at KES at the end of March 2019. Student F had been out of education for a long period of time and had also spent some time in hospital regarding mental health and an eating disorder.

Student F was also under CIN when arriving to KES. Student F has support from Kelly Maze from NELFT (counselling once a week).

Student F had a bespoke timetable and was supported by CAP (B4L mentor) and MFA (ASD mentor).

Student F regularly had extreme anxiety attacks and episodes of self-harm. Student F was unable to attend lessons due to anxiety and worked mainly in E4 and D45. Student F occasionally refused to complete work set whilst in D45 or E4.

Student F attended a few lessons with support from B4L Mentor.

Student F spent every break time with either B4L mentor or ASD mentor.

Safeguarding concerns high. Regular self-harm/Suicide attempts – including ligature and overdoses.

Number of sessions received:

Student F received support every day for most lessons, either in lessons or based in E4 or D45.

Attainment when the finished the intervention:

By the end of the summer, Student F was independently going to most of her lessons and using her time out card if needed.

Since returning to school this academic year (September 2020), Student F has accomplished the following:

- Attending all lessons independently.
- Using time out card and 5 minute early pass appropriately.
- Spending break time in D3 and making new friends.
- Able to cope with lessons and lesson change over.
- Student F completes all work set in the lessons and has been placed in high sets for her core subjects.
- Attends tutor and assembly.
- Student F appears a lot happier in school and relaxed in the school environment.
- Student F attends reduced 1:1 sessions with B4L (5 sessions over the 2 week timetable).
- Safeguarding case filed.

Student G

Year: 7

Attendance: 71.9%

FTE: 0

Behaviour Points: +104 -6

Attainment when they started the intervention:

Student G was referred in January 2020 to the Bfl for the following reasons:

- Refusal to attend school
- Anxiety
- Holds a grudge with teachers & peers – struggles to maintain the mind-set of a 'fresh start'
- Does not complete homework
- 37 unauthorised absences

Number of sessions received:

Full support to be reduced over a period of time

Attainment when he finished the intervention:

Student G has made fantastic progress with the support of the Behaviour for Learning Mentors

Tutor time spent in E4 to discuss / plan /outline the day ahead

Student G was withdrawn from Spanish / Art / Tech / IT / Maths with the review to introduce these lessons over time

During the sessions Student G worked through social skills, support with understanding and managing her anger, self-esteem and understanding her emotions

Student G attended BfL Positive Relationships group successfully with a mature attitude towards the topic

Weekly attendance report provided by KCO showing improvement and slowing down the rate of unauthorised absences

House point issued for every day attended as working towards Queue Buster

Referred to Education Psychologist March 2020

Student G was re-introduced to Tech lessons

Maths lessons completed 1:1 with BfL Mentor

Support network expanding with Senco / ASD Mentor to ensure needs are met

Lesson Attendance and School Attendance improved

Positive relationship established with parent

8. Pupil Premium students attending sports teams

nb Athletics & Cricket not available this year due to lockdown.
Data relates to September 2019– March 2020 only

Sports Team	Year Group	Eligible for PP funding (%)
Swimming	Years 7,8,9,10 and 11	18
Hockey	Year 7	25
Netball	Year 7	28
Football	Year 7	32
Rugby	Year 7	22
Basketball	Year 7	18
Cross Country	Year 7	30
Football	Year 8	32
Basketball	Year 8	28
Rugby	Year 8	20
Netball	Year 8	28
Hockey	Year 8	26
Cross Country	Years 8 and 9	30
Football	Year 9	18
Basketball	Year 9	14
Hockey	Year 9	22
Netball	Year 9	20
Football	Year 10	30
Hockey	Senior	24
Netball	Senior	26
Football (Girls)	Mixed	30
Cross Country	Years 10 and 11	28

9. 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	• 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	• 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'.	• 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/ Pixl Meetings & feedback into system	a. Attendance to Plxl 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	• All PiXl meetings attending by Senior/Middle Leader • Evidence of PP focus via T&L strategy – updated documentation and training • Sisra observe evidence
5/ Development of ICT infrastructure and delivery	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	• 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

6/ Inclusion Manager Contribution	a. PP behaviour & engagement improved. b. Less time out of lessons and loss of teaching contact time c. Reduction of safeguarding / mental health issues	• Reduction in PP Behaviour points • Increase PP House points • Improved PP attendance • Reduction of PP 'My Concern' referrals
7/ Attendance Officer Contribution	a. Attendance improvement for PP students b. PA figures improvement for PP students c. Alternative Education attendance for PP students	• Close PP gap for attendance – currently 4% (96% vs 92%). Target reduction to 2% • Reduction of PP PA by 2%
TOTAL £98,500		
TARGETTED ACADEMIC SUPPORT		
8/ Interventions (one2one or small groups)	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. Nb catch up curriculum focus will also add additional support for PP students in English and Maths	• 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
9/ Academic resources / supplies	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	• Ensure purchases of key equipment from PP budget • Analysis of spend and liaise with PP students to ensure resources made available
10/ Private Music Tuition	PP students identified via music Dept and offered additional tuition to support progress	• Music grade improvement (1 or more) for those who have received music tuition
11/ Homework Club	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	• 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	a. Via individual request b. HoY's aware of process for PP request/funding. c. Available throughout the year	• 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	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	• 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	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	• 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	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	• 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	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**	• 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**	• 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	• 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	