

Pupil Premium strategy statement 2021/22

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 | Kents Hill Park School |
| Number of pupils in school | 748 |
| Proportion (%) of pupil premium eligible pupils | 23.93% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 – 2023/24 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | James Pilgrim |
| Pupil premium lead | Adam Baxter |
| Governor / Trustee lead | Gary Taylor |

Funding overview

| Detail | Amount |
|---|--|
| Pupil premium funding allocation this academic year | £145710 (Based on PP numbers from 2020/21) |
| Recovery premium funding allocation this academic year | £20880 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £10293 |
| 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 | £176883 |



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. We are aware that within our target group there are a diverse range of needs – both existing and emerging. We will thoroughly analyse which pupils are under-achieving and endeavour to work out why. The activity we have outlined in this statement is also intended to support pupils' 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 pupils require the most support. Quality First Teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' 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 School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Pupil behaviour for learning in lessons and around school is exemplary.
- Pupils make outstanding progress.
- Attendance is excellent.
- Pupils will be well equipped to achieve great results in all subjects with a key focus devoted to both English and Maths.
- Pupil engagement in the extended curriculum activities is high.
- Pupils will have high aspirations about their futures and achieve fantastic destinations.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>The attainment of disadvantaged pupils is generally lower than that of their peers</p> <p>Data shows that a higher percentage of disadvantaged pupils are below age-related expectations compared to non-disadvantaged pupils.</p> |
| 2 | <p>Assessments and observations with pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts pupils progress in all subjects.</p> |
| 3 | <p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.</p> <p>Lockdown has increased the frequency of referrals to safeguarding for high level referrals, concerns around mental health and feelings of isolation.</p> |
| 4 | <p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, and shown by the amount of referrals to P1 and/or Pastoral Team and reports for disadvantaged pupils.</p> <p>In the academic year 2020/21 a lower percentage of pupils referred to isolation were disadvantaged pupils compared to their peers, however the average number of session per pupil was higher for disadvantaged pupils compared to their non-disadvantaged peers.</p> |
| 5 | <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been on average 2% lower than for non-disadvantaged pupils.</p> |
| 6 | <p>School behaviour in generally is excellent however the school average for non-disadvantaged pupils is higher than than of their disadvantaged peers.</p> |



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 |
|--|--|
| Improved attainment among disadvantaged pupils across the curriculum at the end of KS2 and KS4, with a focus on EBacc subjects | 2023/24 KS2 and KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none">• KS2 disadvantaged pupils achieve reading, writing and maths attainment above national average.• An average Attainment 8 score which is above national average.• A Progress 8 score which is above national average.• An EBacc average point score in line with non-disadvantaged pupils.• An Ebacc entry percentage in line with non-disadvantaged pupils. |
| Improved reading comprehension among disadvantaged pupils across KS2 and KS3. | Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. |
| To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. | Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none">• Qualitative data from pupil school council, pupil and parent surveys and teacher observations.• Continued high numbers participating in enrichment activities and trips, particularly among disadvantaged pupils.• Raise aspirations around careers and future pathways identified in CEIAG pupil surveys. |



Kents Hill Park School

| | |
|--|--|
| <p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p> | <p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects. Isolation and Report Data indicate these are in line within the proportion of disadvantaged pupils in school.</p> |
| <p>To achieve and sustain improved attendance figures for all pupils, particularly our disadvantaged pupils.</p> | <p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none">• The overall absence rate for all pupil to decrease and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.• The overall persistently absent rate for all pupil to decrease and the gap between disadvantaged pupils and their non-disadvantaged peers being reduced. |
| <p>Pupil behaviour for learning in lessons and around school is exemplary.</p> | <p>Behaviour statistics improve in terms of FTE, average positive %, gap reduced between non-disadvantaged pupils and those that are disadvantaged.</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: £67215.54 (38%)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Class Sizes - Contribution towards the funding of extra staffing in Y7 to provide intensive small group support for those who did not reach expected standards at the end of Key Stage Two plus LSA support in these classes.</p> <p>Additional staffing provided in English, Maths and Science in Key Stage Four to reduce class sizes and create intensive intervention groups.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Reducing Class Sizes - EEF Teaching Assistant Interventions, Toolkit strand, EEF</p> | 1, 2, 3, 4 |
| <p>Pupil Engagement - Contribution towards targeted group teaching in KS2.</p> <p>One to one tuition for CLA pupils using external agencies.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1, 2, 3 |
| <p>Purchase of standardised diagnostic reading</p> | <p>We want standardised tests to diagnose the issues around reading and comprehension. Completing these tests annually will measure the impact of our</p> | 1, 2 |



Kents Hill Park School

| | | |
|--|---|------------|
| <p>and comprehension assessments.</p> <p>Training will be given to staff who are carrying out assessments.</p> | <p>interventions in reading and comprehension.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | |
| <p>Developing metacognitive skills in pupils through explicit teaching in all lessons.</p> <p>Training days for all teaching staff around metacognitive strategies to use with their pupils.</p> | <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> | 1, 2, 3, 4 |
| <p>Staff to develop through whole school training positive relationships with pupils in their classes by using positive behaviour management.</p> | <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> | 3, 4, 6 |

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

Budgeted cost: £53064.90 (30%)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Reading interventions for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p> | <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> | 1, 2, 3, |
| <p>Engaging with the National Tutoring</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective</p> | |



Kents Hill Park School

| | | |
|--|--|------------|
| <p>Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> | <p>method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | |
| <p>Interventions - Contribution towards the cost of KS3 intervention sessions.</p> <p>One-to-one mentoring for individual needs.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1, 2, 3, 4 |
| <p>Resources - Contribution towards the costs of arranging/running programmes with outside agencies e.g. Brook, Compass, CAMHS, Arthur Ellis, Work Experience, Hearing, Speech & language, vision, medical.</p> | <p>Support/intervention targeted at those disadvantages pupils to improve behaviour for learning and academic outcomes.</p> <p>Behaviour Interventions - EEF</p> | 3, 4, 6 |



Kents Hill Park School

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

Budgeted cost: £56602.56 (32%)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training to develop and implement new procedures.</p> <p>A Sustained Absence Link will be appointed to improve attendance.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> | <p>5</p> |
| <p>Increased staffing to monitor and support the attendance, behaviour and emotional wellbeing of disadvantaged pupils according to their needs.</p> <p>Additional staff to provide homework clubs in the Library and also in SEN Department. LSA lunchtime cover for social skills LSA to provide additional before and after school activities inc. booster class and 'meet and greet' and peer reading.</p> <p>One-to-one progression interviews for all year 11 disadvantaged pupils. Work Experience extra support for selected Year 10 disadvantaged pupils.</p> <p>University trips raising expectations for disadvantaged pupils.</p> | <p>Behaviour interventions have an impact through increasing the time that pupils have for learning.</p> <p>Behaviour Interventions - EEF</p> <p>Teaching Assistant Interventions - EEF</p> | <p>3, 4, 5, 6,</p> |



Kents Hill Park School

| | | |
|---|---|---|
| Cost of wrap around care at primary, including additional literacy support. | | |
| <p>Mental Health Strategy to focus on ensuring all pupils feel supported at school This includes training for school staff, collaboration with our local behaviour hub and teacher release time.</p> <p>INSET for pastoral team and for LSA/SEN team and for NQTs on CLA.</p> | <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> | 3 |
| <p>Providing a discount on all trips within the school for disadvantaged pupils.</p> <p>Providing music tuition free of charge for disadvantaged pupils.</p> <p>Providing a Food Technology club, including any ingredients for after school sessions.</p> | <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts participation EEF (educationendowmentfoundation.org.uk)</p> | 3 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | |

Total budgeted cost: £176883

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.

Our internal assessments, observations and tracking during 2020/21 suggested that the academic performance of disadvantaged pupils was lower than non-disadvantaged pupils overall.

Our assessment of the outcomes from 2020/21 points primarily to the Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of our excellent online provision delivered by our staff following the pupils normal timetabled lessons.

Our assessments demonstrated that pupil behaviour, attendance, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We continue to build on that approach moving forward.

Parental engagement for disadvantaged pupils improved due to the introduction of online and recorded events. This enabled parents to access the session at times that suited them.

Further information (optional)

As the school continues to increase in size we are expecting additional funding as the number of pupils increases by 180 each year. This is not reflected in the census data when the initial funds are published based on disadvantage pupil numbers from 2020-21.

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- Utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We have triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.