

Kingsway Park High School - Pupil Premium School Action Plan 2018/2019.

Kingsway Park High School have a high proportion of Pupil Premium students. As a consequence most of the provisions contained within this plan are offered to all students but we ensure that Pupil Premium students are targeted to ensure they receive the maximum support available according to their individual needs. At present there are 593 students eligible for Pupil Premium funding which equates to 49.67% of the students currently on role. The level of Pupil Premium funding is currently £935 per student.

1. Summary Information – School’s Pupil Premium Profile										
Academic year		2018/2019		Total PP budget		£570 350		Date of most recent PP review		February 2019
On role		1194 (29 th Jan 2019)		Eligible PP students		593		Date of next internal PP review		
Year 7	106 (40%)	Year 8	131 (56%)	Year 9	108 (46%)	Year 10	117 (49%)	Year 11	131 (60%)	

2. Attainment & Progress												
Attainment	2017 (Total 170 PP 92 NPP 78)				2018 (Total 206 PP 109 NPP 97)				2019 (Total 217 PP 131 NPP 86)			
	PP	NPP	GAP	Nat Other	PP	NPP	GAP	Nat Other	PP	NPP	GAP	Nat Other
Average KS2 start point (actual)	4.31	4.28	-0.03		4.53	4.63	+0.10					
Average 'Attainment 8' points	31.47	34.29	+2.82	49.00	35.26	43.58	+8.32	50.00				
Average 'Attainment 8' Grade	3.15	3.43	+0.28	4.9	3.53	4.36	+0.83	5.0				
Progress	2017											
	PP	NPP	GAP		PP	NPP	GAP		PP	NPP	GAP	
Progress 8 score average overall	-0.68	-0.60	+0.08		-0.50	+0.04	+0.54					
Progress 8 Score English	-0.66	-0.41	+0.25		-0.45	+0.15	+0.60					
Progress 8 Score Maths	-0.35	-0.13	+0.22		-0.59	+0.03	+0.62					
Progress 8 Score Ebacc	-0.38	-0.13	+0.25		-0.41	+0.01	+0.42					
Progress 8 Score Open	-1.05	-0.82	+0.23		-0.55	-0.01	+0.54					

3. Barriers to outcomes (including students eligible for PP)	
In-school barriers (issues to be addressed in school, such as literacy skills, attitude to learning, punctuality).	
A.	Literacy and numeracy skills for students entering Year 7 from primary schools are low. Reading ages are poor and do not always catch-up.
B.	High attaining students do not make enough progress.
C.	Some students do not have access to the correct resources for course completion in upper school.
D.	Behaviour of some year 9 and 11 students (Low Attitude to Learning Scores).
E.	Attendance and punctuality for some students.
F.	Significant numbers of International New Arrival (INA) students.
Out of school barriers (issues which also require action, such as home circumstances)	
H.	Home environment, for some students, is not conducive to them being able to revise or complete extended learning tasks.
I.	Aspirations, especially university ambition.

J.	Lack of parental engagement and support.
----	------------------------------------------

4. Outcomes		
	Desired outcomes	Success criteria
A.	Increase attainment and progress outcomes, across all subjects, for students in years 10 and 11.	Continued improvement in 'Attainment 8' from 3.3(2017) and 3.9(2018) to target of 4.2(2019). In line with this PP students from 3.1(2017) and 3.5(2018) to 3.9(2019). Continued improvement in 'Progress 8' from -0.56(2017) and -0.25(2018) to target of 0.00(2019). In line with this PP students from -0.72(2017) and -0.53(2018) to -0.30(2019).
B.	Improved rates of progress and engagement across KS3 for high attaining students (HATs).	PP students take up of strategies outlined in the 'Planned Expenditure' are representative of the cohort for each year. PP students 'Attitude to Learning' scores are at least 3 or better across all subjects. Data drops show PP students are on track or above in majority of subjects.
C.	High levels of progress in numeracy and literacy for identified Year 7 and 8 students through the use of early intervention strategies.	Students identified for early literacy intervention strategies make more progress in Word Reading, Reading Comprehension and Spelling than those following a normal curriculum. Students will be tested at the beginning and end of each year using 'LUCID Exact' literacy screener. Students identified for extra numeracy lessons attain > 50% on termly assessments.
D.	Improved behaviour (reduced exclusion rates), punctuality and sustained high attendance figures across the school.	New behaviour policy is planned, introduced and embedded, including introduction of Class Charts for sanctions and rewards. Reduction of 20% in PP fixed term exclusion rates (mirror whole cohort). Reduction in REFLECT attendance of 20% for PP (mirror whole school). Significantly improve behaviour of PP white boys (NNs and Class Charts). Attendance rates > 95% for PP across whole school.
E.	Provide high quality centres that offer targeted support to various groups of identified students, including INA (ALPHA), SEND (SHINE) and those with social or emotional needs (KASEL).	Attendance rates > 95% for all students who attend these centres. Attendance and 'Attitude to Learning' scores for students working with behaviour mentor show an improved profile.
F.	Increase the aspirations of students.	ALL year 11 students have a realistic, appropriate offer for post-16 provision before leaving Kingsway. NEET combined figures for years 12 and 13 remain below the Rochdale average ('Positive Steps' monthly report).

5. Planned Expenditure

Section 1 – Progress & attainment

Desired outcome	Action or intervention	Evidence and/or Rationale	QA – Ensuring it is implemented well	Cost (£)	Review (PP specific)
A	Study support (EBA)	Provide a fully resourced, quiet area that supports self-study during lunchtimes and after school until 4.30 pm.	<ul style="list-style-type: none"> • Email all staff to inform about changes of use in Aspiration Centre (AC) (EBA). • Ensure computers available to support self-study etc... (EBA & ECH). • Keep a record of regular attenders as well as intervention strategies delivered and track PP uptake (EBA). • Deliver sessions on types of revision materials available and how to best use them (EBA & ECH). • Liaise with Personal Tutors to encourage identified PP students to use AC. 	£10,000	Meeting held 31.10.2018 with AJO/EBA.
A	Revision & exam preparation (EBA & LOZ)	<p>Provide opportunities for students to work and revise together at key times in the run up to GCSEs.</p> <p>Provide other forms of additional support for students.</p>	<ul style="list-style-type: none"> • Identify groups of PP students who are not accessing AC and deliver 'Revision Techniques' workshops (EBA). • Liaise with CLs to organise revision schools during holidays. Make sure accurate registers are taken, phone calls made and correct students attend (EBA & LOZ). • As above for Saturday sessions. • Organise a drop down timetable that is fully explained to students (EBA). • Deliver sessions such as '5 Ways to Well Being' and 'Organise Your Revision' to identified students (EBA). • Organise refreshments so students have a good start to the day prior to exams (EBA). • Keep record of interventions and make sure that identified PP students are given support (EBA). 	£5,000	Meeting held 31.10.2018 with AJO/EBA.
	English Tutor	Provide intensive individual and small group tuition in English.	<ul style="list-style-type: none"> • Identify students from 'Match Up' meetings who have potential of attaining 	£30,000	Meeting held 9.11.2018 with AJO/JTO.

<p>A</p> <p>A</p>	<p>(LGA, JTO, English Dept)</p>		<p>grade 4+ and 5+. Deliver extra tuition outside of normal curriculum time (JTO, LGA).</p> <ul style="list-style-type: none"> • Liaise regularly with English teachers to identify which skills need extra focus on a personalised level (LGA & staff). • Plan, deliver, assess, close the gap and once agreed record as complete on English Skills Tracker which identifies PP and NPP students (LGA). • Support students in all set 2 classes for English Language, focusing on PP students (LGA). • Following Grade Review 1 identify students for removal from non-examinable subjects. Deliver intervention in exam technique, approach and resilience to small focus groups (JTO & LGA). • Track PP students and make sure they are equipped for their courses in English through use of VIVOS (LGA). • Support identified students during period 7 (LGA). 		
<p>A</p>	<p>Mathematics Tutor (JHA, CWE, Maths Dept)</p>	<p>Provide intensive individual and small group tuition in Mathematics.</p>	<ul style="list-style-type: none"> • Identify students from 'Match Up' meetings who have the potential of attaining grade 4+ and 5+. Deliver extra tuition outside of normal curriculum time (CWE & JHA). • Liaise regularly with Maths teachers to identify topics that need extra focus on a personalised level (JHA & staff). • Plan and deliver sessions that close the gap. Assess improvement and keep a tracker which records topics covered and success, student by student. Identify on the tracker PP and NPP students (JHA). • Support students in all set 2 classes for Maths, focusing on PP students (JHA). • Following Grade Review 1 identify students for removal from non- 	<p>£30,000</p>	<p>Meeting held 20.11.2018 with AJO/CWE.</p> <ul style="list-style-type: none"> •

			<p>examinable subjects. Use QA to identify topics covered in intervention (CWE & JHA).</p> <ul style="list-style-type: none"> • Ensure PP students are equipped for their course in maths through use of VIVOS (Equipment, Revision Guides etc...) (JHA). • Support identified PP students during period 7. Ensure good attendance (JHA). • Identify cohorts of students for period 7 that are not needed by other subjects. Organise extra P7 sessions (JHA). 		
A C	Additional Core Teacher – English, Mathematics & Science (ICA)	<p>Create extra bands in identified year groups to allow for smaller class sizes and to add flexibility when setting students.</p> <p>Add Literacy and Numeracy lessons to Years 7 and 8 curriculum on a diminishing scale.</p>	<ul style="list-style-type: none"> • Extra bands timetabled for 18/19 (ICA). • Re-band students taking into account abilities and behaviours – monitor following data drops or in light of behaviours. • Select students who require catch-up in Literacy and Numeracy using scaled scores and teacher assessments from primary and place in appropriate band (ICA/NGR). Year 7 B and D band; Year 8 B band only. Three sets in each band. The top set follow normal curriculum. This allows set changes in light of regression/progression; also flexibility to account for differences in Lit/Num. • Review setting following assessments and data drops (DLs/NGR/JWI/ 	£100,000	Meeting held 20.11.2018 with AJO/ICA.
B C	Developing Leaders (KSC, DKE, AKE & AJO)	Track the academic progress and attitude to learning in core and EBacc subjects of students in lower school (Years 7-9) and put interventions into place where needed.	<ul style="list-style-type: none"> • Attach a Developing Leader to an appropriate year group: Year 7 (KSC), Year 8 (DKE) and Year 9 (AKE). • Analyse academic data following data collections, create a report diagnosing issues. • Research, implement and monitor the impact of interventions • Attend meetings with pastoral team to share analysis and strategies. 	£10,000	

A - C	Resources & Materials (KDO, DBA)	Set aside a sum of money for any materials or resources that may aid students in the completion of their courses.	<ul style="list-style-type: none"> • Ensure PP students have access to necessary reading books, revision guides, workbooks and equipment vital for course completion. • Provide home/school tuition for students unable to access normal curriculum. 	£15,000	•
B	Mastery Classes (AJO)	Provide sessions that stretch and challenge more able year 7 and 8 students in English & mathematics with a view to improving grade 7-9 outcomes at KS4.	<ul style="list-style-type: none"> • Use KS2 and CAT4 data to identify high ability year 7 and 8 students in English & mathematics (AJO) and disseminate to SHO and ISH. • Provide extra sessions from start of spring term. 	£3,000	•
B	ALA Diploma (ZAS, DWH, RRA, OWO)	Provide a school-run programme to raise the achievement and aspirations of year 8 (silver award) and year 9 (gold award) students. Course focuses upon students with higher prior attainment and promotes independence in readiness for further studies post 16.	<ul style="list-style-type: none"> • Deliver 'ALA Launch Assembly', review and select students, from their applications, ensuring PP/NPP make up is representative and host a launch event (ZAS, DWH). • ALA Diploma Team to meet fortnightly to review progress of portfolios and implement actions according to their specific roles. • Track progress of students who have graduated to ensure they continue to make progress in years 10 and 11. • Host a graduation ceremony at the end of the programme (gold award only). 	£4,000	<p>Meeting held 18.12.2018 with AJO/ZAS.</p> <ul style="list-style-type: none"> • Only years 8 and 9 this year.
A - C	SISRA (on-line data tracking system)	Provide a robust central data system that allows in-depth analysis and tracking of individual students, key groups of students, subjects and whole school attainment.	<ul style="list-style-type: none"> • Report headline figures as well as patterns of underachievement to various stakeholders as and when required: Full Governing Body, SLT, Curriculum Leaders etc...PP students form part of this analysis (CKO). • Staff use SISRA to identify underachieving individual/ cohorts of students, including PP and complete 'Progress Analysis Grids' and plan appropriate interventions for ALL year groups in ALL subjects (CKO,AJO). • Curriculum leaders & SLT identify students for interventions with (LGA, JHA, EBA, ECH) 	£1,500	Meeting held 10.12.2018 with AJO/CKO.

C	Reading Zone (MDO)	Provide students access to a wide range of reading material in order to encourage reading for pleasure.	<ul style="list-style-type: none"> • Promote the Reading Zone through assemblies, visiting tutor groups and displaying on screens (MDO). • Track which students are accessing at lunchtimes, including PP students. Include reading ages on tracker and monitor improvement (MDO). • Reward attendance using Vivo. Year 7 reading record used to identify reward (MDO). • Organise book fairs that offer wide range of reading materials, available on Vivo. • Arrange visits to local/city libraries which include tasks for regular attendees (MDO). • Identify students according to reading need for 1 to1 reading, comprehension questioning and review writing. Year 10 trained mentors facilitate. Track reading ages (MDO, NGR, KFO & KSM). 	£2,000	Meeting held 6.11.2018 with AJO/MDO.
---	--------------------	---------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------	--------------------------------------

5. Planned Expenditure

Section 2 – Targeted support

Desired outcome	Action or Intervention	Evidence and/or Rationale	QA – Ensuring it is implemented well	Cost (£)	Review
<p style="text-align: center;">E A D</p>	<p>KASEL Provision (MBA, KJE, CAY)</p>	<p>Support students where social, emotional and mental health issues are proving to be a barrier to learning.</p>	<ul style="list-style-type: none"> • Provide regular 'Safeguarding Express Briefings' to ensure ALL staff are fully informed of risk (MBA). • Create a system for regularly informing staff of KASEL work that does not conflict with confidentiality (MBA). • Train all KASEL staff on 'current needs' either internally or through use of external providers where appropriate (MBA). • Identify level of risk for students and assign appropriate intervention using 'Risk Response Framework'. Record these interventions on Pastoral Tracker (MBA). • Monitor relevant data (My Concern, attendance, ATL (Round Robin), SIMS, VIVO) to review/measure impact of interventions (KASEL TEAM). • Caseload tracker update daily (MBA). 	<p>£100,000</p>	<p>Meeting held 6.11.2018 AJO/MBA.</p>
	<p>Family Link Worker (SPE)</p>	<p>Offer practical support to vulnerable parents/carers with a view to improving student's punctuality, attendance, engagement with school and academic progress.</p>	<ul style="list-style-type: none"> • Caseload of approximately 20 families. Assess level of need and put in appropriate level of response (SPE). • Weekly referral/allocation meetings (SPE, MBA & KASEL) • Regular meeting with parents/carers and students to identify barriers/review progress. At EHA level every 6 weeks (SPE). • Ensure families have access to relevant benefits, uniform and foodbanks. • 'Supervision' for well-being of KASEL staff every 6 weeks (SCA & KASEL). 	<p>£35,000</p>	
<p style="text-align: center;">E A D</p>	<p>Alpha Centre (MME)</p>	<p>Provide a facility/centre where INA students can be assessed with regard to their English</p>	<ul style="list-style-type: none"> • All INA students to do a baseline assessment in English Language to 	<p>£50,000</p>	<p>Meeting held 6.11.2018 AJO/MME.</p>

		language starting points and subsequent acquisition of English.	<p>identify correct proficiency code (MME/PTR).</p> <ul style="list-style-type: none"> • Use proficiency code to create personalised timetables that include a blend of ALPHA and mainstream lessons. Use ECH/JHA/LGA where option subjects cannot be taken (MME). • Provide in-class support (ALPHA). • Deliver intervention lessons to develop speaking & listening; ensure rapid integration into mainstream (MME). • Track well-being and academic progress by meeting with students during tutor time on a regular basis (ALPHA staff). • Support curriculum by liaising with subject staff and equipping students with subject specific vocab, understanding of specifications and any equipment needed to access courses. • Deliver parental engagement sessions to improve English speaking and writing levels for the whole family (MME). • Track student progress following whole school data drops and provide a termly report which includes comparison of PP to NPP to AJO (MME/PTR). • Identify students and key strategies to support in various lessons. • Assess English acquisition termly (PTR). • Have regular communication with parents (phone calls, home visits, letters, meetings), to discuss concerns and inform/explain school matters (PTR). • Liaise with primary feeder schools (PTR). 		
	Bi-Lingual Teaching Assistant (MME)	Support INA students particularly those from to Czech Republic & Slovakia		£16,000	
E A C D	SHINE Centre (NGR)	Increase attainment of students who access SHINE.	<ul style="list-style-type: none"> • Identify students who are unable to access GCSE English Lit. Give students access lessons with specialist teacher to improve GCSE English Lang (NGR, LHA). 	£20,000	Meeting held 29.11.2018 (AJO/NGR)

		<p>Improve literacy rates of students with low phonics, spelling and reading comprehension so that they progress towards age related expectations.</p> <p>Increase engagement of disaffected students, lower exclusion rates for SEND learners and increase emotional well-being of students with sensory overload.</p>	<ul style="list-style-type: none"> • Ensure Year 11 students achieve a maths qualification. Specialist HLTA to plan, deliver and assess Entry Level Mathematics (NGR, PHI). • HAT students with poor engagement identified and given targeted NISAI lessons in GCSE English Lang and maths to ensure they grade. Monitor progress reports (NGR). • Flight Path Mentors support identified students in ALL their subjects. • Use CAT4 and base-line assessment to identify students with low phonics and spelling. Give students access to IDL program, assess periodically to measure impact (NGR, PHI). • Use Lucid Exact (LE) to identify students with average vocabulary but low reading scores and ensure they access guided reading. Reassess using LE at end of each book (PHI). • Identify dyslexic learners who still have low literacy following completion of wave 2 interventions. Dyslexia specialist to assess and put interventions in place. Assess, monitor progress and meet students fortnightly (NGR, VLO). • Identified SEND and disaffected students given targeted support via Behaviour Mentor. Track SIMS behaviour points weekly and team meeting fortnightly to assess progress (NGR, CBR). • Communicate information/strategies to staff with a view to minimising sensory overload incidents. Observe strategies and amend accordingly. Provide facilities available for students when they struggle to cope (NGR, Team). 		
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

5. Planned Expenditure

Section 3 – Other approaches (Opportunities, experiences, BfL, attendance & punctuality)

Desired outcome	Action or Intervention	Evidence and/or Rationale	QA – Ensuring it is implemented well	Cost (£)	Review
F	CEIAG (ICA, LOZ & PCL)	Provide students with information and advice regarding further education and potential career paths.	<ul style="list-style-type: none"> • Produce a 'Careers Plan' that maps out provision and ensures ALL students receive a wide range of CEIAG age appropriate preparation activities for post-16 (LOZ). • Produce and keep an up to date SIMS tracker and 'Positive Steps' database to record provisions and responses for every student, intervene accordingly (LOZ). • Hold 1:1 interviews with year 11 and 10 students, priority given to LAC/SEN (PCL). • Ensure all year 11 students have secured college or apprenticeship places and track onward destinations (LOZ). • Re-introduce 'Record of Achievement' (LOZ). • Re-introduce work experience for year 10 (LOZ). 	£40,000	Meeting held 07.01.19 AJO/LOZ – see 'Careers Plan 2018/19 for full range of activities. 'Positive Steps' (Dec 2018) returned following NEET figures: KPHS Year 12 – 2.7% (6 students) KPHS Year 13 - 3.0% (6 students) KPHS Overall – 2.8% (12 students) LEA - 3.2%
D	External Agencies Provision	Provide alternative off site provision for some KS4 students who are disengaged with the standard curriculum. Use experiences to help improve attendance, punctuality, social skills, resilience and allow improved attainment in a limited number of subjects.	<ul style="list-style-type: none"> • Use Pastoral Tracker and SIMS to identify/track students who are disengaged with curriculum and in need of this type of provision (SCA, PBU, YMs). • Create bespoke timetables including the alternative provision and track progress in limited number of option subjects (SCA, DCO). • Identify students for Duke of Edinburgh and ACE vocational training (SCA, PBU, WGO). 	D of E free till April.	Meeting held 29.11.2018 AJO/SCA.
D	School Uniform (JEA)	Provide PP students with uniform in cases of emergency so that attendance is not affected.	<ul style="list-style-type: none"> • Ensure that there is a stock of spare uniform (JEA). 	£8,000	

			<ul style="list-style-type: none"> • Ensure PP students have correct uniform at all times (YMs). 		
D	Attendance Worker (JEA & SCA)	Gate keeper to track attendance of ALL students. 2018 summer results < 95% affected results	<ul style="list-style-type: none"> • Raise profile of good attendance through assemblies and rewards (SCA, YMs). • Contact daily the homes of every absent student not accounted for (JEA). • Home visit on a daily basis those who cannot be contacted from 1st day (JEA, YMs, PBU). • Hold attendance clinics for persistent offenders in the last week of every half term, set targets, track and review – make parents/carers aware of National guidelines regarding court action (SCA, YMs). • Track persistent absentees and issue fines to those missing 10 sessions in 12 week period (SCA, JEA). 	£16,600	Meeting held 29.11.2018 with AJO/SCA.
D & F	Music Tuition (SBK)	Provide opportunities for students to learn a musical instrument, to make music with others and to learn to sing.	<ul style="list-style-type: none"> • Provide instrument lessons for guitar, violin, drums, piano & keyboard. • Provide voice coaching lessons. • Monitor uptake and attendance (including PP students). 	£10,500	Meeting held 19.11.2018 with AJO/SBU. 22 students, 11 of whom are PP of which 3 are LAC.
D	Reflect (JMO)	Reduce the number of fixed term exclusions through the use of an in-house exclusion unit.	<ul style="list-style-type: none"> • Robust protocols for use created and followed consistently (SCA). • Ensure every attendee has a repair meetings with the relevant member of staff and that this is logged (JMO). • Record number of referrals for each individual student onto pastoral tracker and make available to SLT/YMs (SCA). • Review pastoral tracker and ensure persistent Reflect attendees are offered other forms of interventions (SCA/YMS). 	£30,000	Meeting held 29.11.2018 with AJO/SCA.
D	Breakfast Club	We want to ensure ALL students access a correct start to the day by making sure they have had breakfast and are in school on time.	<ul style="list-style-type: none"> • Make sure toast, cereal and drinks are available every day from 7.30 am. 	£3,000	

D	Assistant Year Managers	Provide additional pastoral support across ALL year groups.	<ul style="list-style-type: none"> • Support year managers in day to day pastoral issues as they arise. • Monitor SIMS behaviour points, NNs, attendance and punctuality data to identify potential issues. • Attend pastoral team meetings, share concerns from data, implement and review interventions. • Keep pastoral tracker up to date. • Designated person to have the overview of LAC students and PP+ (DMcL) 	£40,000	<p>Meeting held 29.11.2018 with AJO/SCA.</p> <ul style="list-style-type: none"> • PP students to be identified on pastoral tracker.
---	-------------------------	-------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------	----------------------------------------------------------------------------------------------------------------------------------------------------