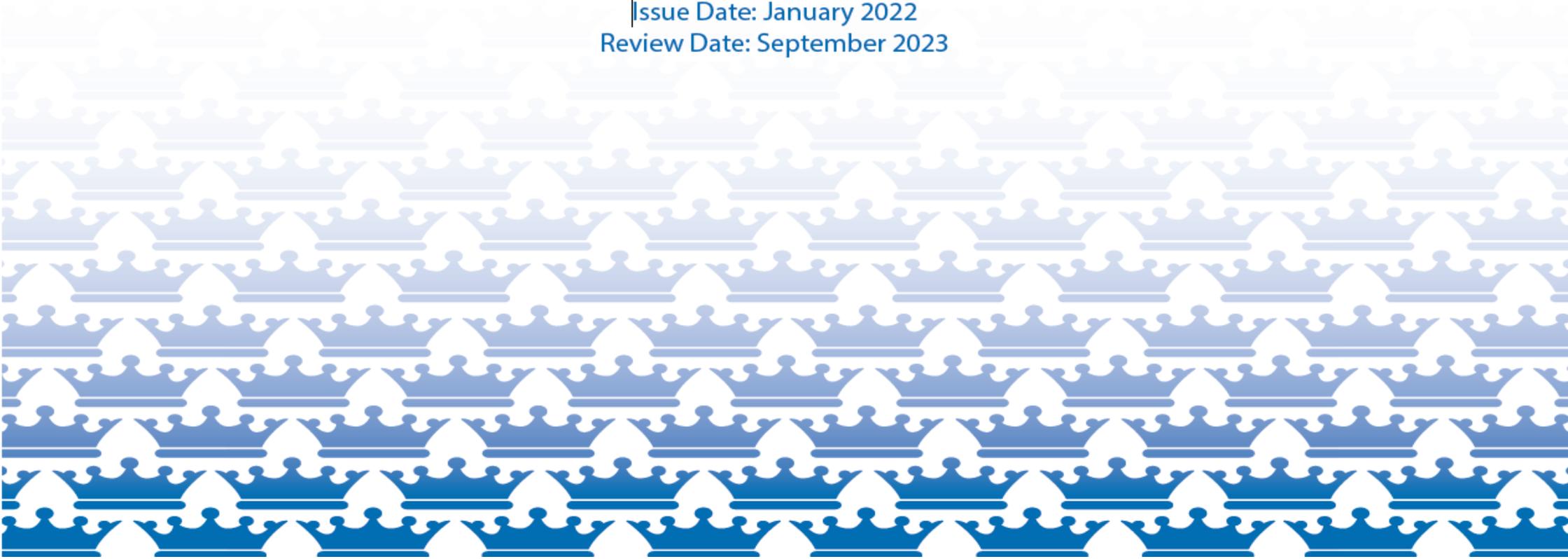




Kingsway Park
HIGH SCHOOL

Pupil Premium
Yr 7 Literacy & Numeracy Catch-Up Premium
Covid 19 Catch-Up Premium

Issue Date: January 2022
Review Date: September 2023



Kingsway Park High School - Pupil Premium School Action Plan 2021-23

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.

1. Summary Information – School’s Pupil Premium Profile

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Academic year	2021-22		Total PP budget	£ 564 740		Date of most recent PP review	December 2021		
On role	1319 (28 th Jan 2022)		Eligible PP students	(44.6%)		Date of next internal PP review			
Year 7	110 (42.8%)	Year 8	117 (42.1%)	Year 9	113 (43.0%)	Year 10	96 (36.2%)	Year 11	109 (42.6%)
Plan authorised by	JLA		Pupil premium team	CKO, LCL, AJO, JLA			Governor lead		

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£559,420
Recovery premium funding allocation this academic year	£49,397
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£608,817

2. Attainment and Progress

2. Attainment and Progress												
Attainment	2019 (Total 217 PP 133 NPP 86)				2020 (Total 238 PP 113 NPP 125)				2021 (Total 236 PP 103 NPP 133)			
	PP	NPP	GAP	Nat Other	PP	NPP	GAP	Nat Other	PP	NPP	GAP	Nat Other
Average KS2 start point (actual)	4.42	4.79	-0.37		4.57	4.74	-0.17		99	101	-2	
Average 'Attainment 8' Grade	3.39	4.69	-1.30	5.0	4.12	4.83	-0.71	5.4	3.78	4.82	-1.04	5.5
% Attaining Grade 4+ English	51.1	77.1	-26.0		72.6	83.2	-10.6		69.9	82	-12.1	
% Attaining Grade 5+ English	30.5	67.5	-37.0		51.3	59.2	-7.9		35.9	61.7	-25.8	
% Attaining Grade 7+ English	9.2	27.7	-18.5		15.9	26.4	-10.5		11.7	21.1	-9.4	
% Attaining Grade 4+ Maths	42.0	67.5	-25.5		51.3	59.2	-7.9		43.7	63.2	-19.5	
% Attaining Grade 5+ Maths	21.4	51.8	-30.4		28.3	44.8	-16.5		25.2	39.1	-13.9	
% Attaining Grade 7+ Maths	6.1	12.0	-5.9		9.7	16.8	-7.1		1.9	14.3	-12.4	
% Attaining Grade 4+ Eng/Maths	33.6	61.4	-27.8		46	56.8	-10.8		41.7	59.4	-17.7	
% Attaining Grade 5+ Eng/Maths	13.0	47.0	-34.0		24.80	40.8	-16		18.4	33.8	-15.4	
% Attaining Grade 7+ Eng/Maths	3.8	7.2	-3.4		8	10.4	-2.4		1	6.8	-5.8	
Progress												
Progress	2019			2020								
	PP	NPP	diff	PP	NPP	diff	PP	NPP	diff			
Progress 8 score average overall	-0.55	0.03	-0.58	-0.18	0.27	-0.45	-0.53	0.05	-0.58			
Progress 8 Score English	-0.62	0.25	-0.87	-0.01	0.42	-0.43	-0.37	0.1	-0.47			
Progress 8 Score Maths	-0.50	-0.23	-0.27	-0.58	-0.19	-0.39	-0.93	-0.35	-0.58			
Progress 8 Score Ebacc	-0.50	-0.01	-0.49	-0.09	0.46	-0.55	-0.59	0.32	-0.91			
Progress 8 Score Open	-0.70	0.06	-0.76	-0.24	0.3	-0.54	-0.51	0.01	-0.52			

3. Barriers to outcomes (including students eligible for PP)

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.	Reading 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.	Poor behaviour of some students impacts on their learning.
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. Desired outcomes

4. Outcomes		
	Desired outcomes	Success criteria
A.	Improve attainment 8 (A8)	Improve overall A8 grade beyond 3.9. Improve PP A8 grade beyond 3.4 so that it is at least in line with national average (2017 – 2019 static at 3.6)
B.	Improve progress 8 (P8)	Improve PP P8 score so that it is at least -0.4 or above, or the gap narrows.
C.	High levels of progress in reading ages for KS3 students through the use of curriculum and intervention strategies.	Students identified for reading catch up and intervention will show reading age progress within the year.
D.	Improved behaviour (reduced exclusion rates) and accurate, high attendance figures across the school.	New behaviour policy is embedded, including use of Class Charts for positive and negative behaviours. Reduction PP fixed term exclusions. Reduction in REFLECT attendance Attendance rates above average for PP
E.	Provide high quality centres that offer targeted support to various groups of identified students, including INA (ALPHA), SEND (Kingsway Avenue) and those with social or emotional needs (Nurture).	Case studies for a small selection of students who receive support from these centres show attendance rates > 95% or an improving profile, falling exclusion rates and good attitude to learning or an improving profile. Progress shows evidence of improvement.
F.	Increase the aspirations of students.	ALL year 11 students have realistic, appropriate offers 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: 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.

1. [Teaching, Curriculum, CPD, Progress & attainment](#)
2. [Targeted support](#)
3. [Wider benefits: Other approaches \(Opportunities, experiences\)](#)

Section 1 – Teaching, Curriculum, CPD, Progress & attainment

5. Planned Expenditure				
Section 1 – Teaching, Curriculum, CPD, Progress & attainment				
Desired outcome	Action/intervention & rationale	Evidence that Supports these approaches:	Implementation & monitoring	Cost (£)
A B	CPD strand for raising quality of teaching and student management, leadership of data and progress tracking and initial support for assessment system re-launch	"Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention". (Effective use of the pupil premium, EEF report 2019)	GCA, LCL, CKO	£10,000
A B	Revision & exam preparation (CKO) Provide opportunities for students to work and revise together at key times in the run up to GCSEs.		<ul style="list-style-type: none"> • Key students identified from data and invited to revision schools and Saturday morning sessions (CLs). • Timetable produced, explained and distributed - utilise students time in school during exam season. • Catering for additional offers 	£5,000
A B	Library	Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	<ul style="list-style-type: none"> • Design and source space, furniture, IT and books. • Promoting reading for pleasure • Providing additional facilities for study. • New books purchased across all genres and reading ages. 	£15,000
A B	PP champion roles x 2 (AJO) Track the academic progress and attitude to learning of key PP students in Y7-10	Mentoring : EEF toolkit 2 months Metacognition and Self-Regulation : EEF toolkit 7 months	<ul style="list-style-type: none"> • Analysis of academic and attitude to learning data completed following data collections. Intervention cohorts identified and distributed • Impact of interventions monitored between data drops and report produced to review impact of interventions. 	£10,000

			<ul style="list-style-type: none"> Regular meetings attended with pastoral team to share analysis and strategies. 	
A B	MUF mentoring (LCL) Track the academic progress and attitude to learning of PP students and intervene where necessary.	Mentoring : EEF toolkit 2 months Metacognition and Self-Regulation : EEF toolkit 7 month	<ul style="list-style-type: none"> PP underachieving identified from data drops. Regular meetings take place between CKO, MUF mentor, students and their parents/carers. Information shared, strategies discussed, targets set and regular review meetings take place where comments from teachers are discussed. Academic performance tracked through subsequent data drops and grade review results. 	£10,000
A B	Resources & Materials (MDO & JLA) Set aside a sum of money for any materials or resources that aid students in the completion of their courses.		<ul style="list-style-type: none"> Finance record kept of any additional spending at request of Curriculum Leaders for additional resources such as reading books, revision guides, workbooks or equipment vital for course completion for PP students. Home/school tuition provided for students unable to access normal curriculum. 	£15,000
A B	SISRA (on-line data tracking system) (CKO, VLA) 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.	Progress tracking systems enable school leaders to identify students and cohorts and implement actions.	<ul style="list-style-type: none"> Headline figures reported 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). SISRA used following data drops for all year groups, to identify underachieving individual/cohorts of students, including PP. Information distributed to class teachers and 'Progress Analysis Grids' completed for ALL year groups in ALL subjects. Curriculum leaders & SLT identify students for interventions. 	£1,500
A B C	Reading Recovery (ICA and JTO) Plan, implement and embed strategies that improve student's reading across all year groups and raise the profile of literacy within the school. See 'Literacy Strategy'	Phonics : EEF toolkit 5months Reading comprehension strategies : EEF toolkit 6 months	<ul style="list-style-type: none"> Ensure senior leadership focuses upon the development of strategies to improve reading. Current strategies researched, action plan created and shared with ALL staff as well as whole school training on importance of reading age and its impact on access. Model implemented by ICA and JTO through TT, CL meetings on various aspects of the plan. KS3 annual reading test (NGRT) funded and introduced and to track the progress of students' reading ages. Targets and interventions delivered for students who are below their chronological reading age. Purchase of resources (part funded by Ed Recov)– McGraw Hill decoding, training for VLO plus TLR. 	£40,000

Section 2 – Targeted support

5. Planned Expenditure				
Section 2 – Targeted support				
Desired outcome	Action/intervention & rationale	Evidence that Supports these approaches:	Monitoring & implementation	Cost (£)
E A B D	<p>Nurture Provision (EBA, KJE, CAY) Support students where social, emotional and mental health issues are proving to be a barrier to learning.</p> <p>Clinical Psychologist (LC) Provide the school with a highly experienced professional who can work with students and staff alike who have immediate, high mental health concerns.</p> <p>Family Link Worker (SPE) Offer practical support to vulnerable parents/carers with a view to improving student's punctuality, attendance, engagement with school and academic progress.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress. Several studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school and have a positive impact on wider outcomes such as behaviour and persistence.</p> <p>'Some children's ability to benefit from education and fulfil their lifetime potential is hampered by their poor mental health and wellbeing. The most disadvantaged children are those most at risk. Poor mental health and wellbeing is linked to poor educational attainment, yet the wider children's workforce, and school staff in particular, are not adequately skilled in supporting emotional resilience'. (Children and Young People's Mental Health Coalition: Pupil Premium Policy Briefing 2)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send Behaviour interventions EEF toolkit +4 Parental engagement: EEF +4 months</p>	<ul style="list-style-type: none"> 'Safeguarding Express Briefings' are delivered via whole school training or regular emails to ensure ALL staff are fully informed of current risks. Nurture staff trained Identified families (approximately 20) assessed for level of need and appropriate level of response applied. Weekly referral/allocation meetings. Regular meeting with parents/carers and students to identify barriers/review progress. At EHA level every 6 weeks. Families access relevant benefits, uniform and foodbanks. Designated person keeps overview of LAC students and PP up to date. 	<p>£60,000</p> <p>£12,000</p> <p>£35,000</p>
	<p>Alpha Centre (MME) Provide a facility/centre where INA students can be assessed regarding their English language starting points and subsequent acquisition of English.</p> <p>Bi-Lingual Teaching Assistant (PTR) Support INA students particularly those from to Czech Republic & Slovakia</p>	<p>Small group tuition: EEF toolkit 4 months Individualised instruction: EEF toolkit 4 months Phonics: EEF toolkit 5months Reading comprehension strategies: EEF toolkit 6 months Parental engagement: EEF 4 months</p>	<ul style="list-style-type: none"> Baseline assessments completed in English Language to identify correct proficiency code for INA students. Personalised timetables created that include a blend of ALPHA and mainstream lessons (supported where necessary). Intervention lessons delivered that develop speaking & listening and ensure rapid integration into mainstream. Academic progress and well-being meetings happen regularly during tutor time. 	<p>£50,000</p> <p>£16,000</p>

			<ul style="list-style-type: none"> • Parental engagement sessions held to improve English speaking and writing levels for the whole family. • Assess English acquisition termly. • Regular communication with parents (phone calls, home visits, letters, meetings), to discuss concerns and inform/explain school matters. • Liaise with primary feeder schools. 	
E A B C D	Kingsway Avenue Increase attainment of students who access KA.	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Teaching Assistant Interventions: EEF toolkit +4 months	<ul style="list-style-type: none"> • Staffing at 1 teacher, 2 x TA for specialist groups, plus additional curriculum and resource costs, funded at proportion as students also SEND KS3 • Staffing at 3 x full time equiv MoS for KS4. 	£100,000
	Supplementary curriculum support from within Inclusion: Increase engagement of disaffected students, lower exclusion rates for SEND learners and increase emotional well-being of students Improve literacy rates of students with low phonics, spelling and reading comprehension so that they progress towards age related expectations.	'Identifying each individual's barriers to learning is the key to success with the pupil premium'. (Effective pupil premium reviews, Teaching Schools Council) The EEF 'From an analysis of 38 pupil premium strategies, 4 of the top 5 commonly identified barriers to learning were family life, low attendance, social and emotional barriers to engagement and individual pupil needs'. (Shayne Elsworth, Bede Academy, Regional PP award winner) 'Hard data often eclipses soft data. At certain stages, you will need bespoke solutions for individual students. (Daniel Sobel, CEO Inclusion Expert) Metacognition and Self-Regulation : EEF toolkit +7 months Programmes including: Zones of Regulation Small group tuition : EEF toolkit +4 months Reducing class size : EEF toolkit +2 months "The evidence suggests that significant effects of reducing class size are not seen until the number of pupils has decreased substantial (to fewer than 20 or even 15 pupils)." One to one tuition : EEF toolkit + 5 months Individualised instruction : EEF toolkit +4 months Phonics : EEF toolkit + 5months Reading comprehension strategies : EEF toolkit +6 months NFER Report & Case studies: NEET Prevention: Keeping Students Engaged at Key Stage 4	<ul style="list-style-type: none"> • Targeted exam support for Year 11 students with dyslexic type difficulties delivered by specialist. • Individualised provisions for EHCP students planned, embedded and reviewed in consultation with students and parents/carers. Monitor attendance and progress of students with significant health care issues. • Nurture approach adopted with current school refusers and those identified at risk to improve attendance and engagement (JCA). • Students with low phonics and spelling supported (see reading section earlier) but then investigated for additional needs if not catching up • Behaviour plans put in place and targeted support given to identified students Class charts points tracked, reviewed weekly and team meeting fortnightly to assess progress. • Information/strategies communicated to staff. • Lunchtime club provided for students with social difficulties to prevent anxiety prior to period 5. 	£15,000

Section 3 – Wider benefits: Other approaches (Opportunities, experiences)

5. Planned Expenditure				
Section 3 – Wider benefits: Other approaches (Opportunities, experiences)				
Desired outcome	Action/intervention & rationale	Evidence that Supports these approaches:	Monitoring & implementation	Cost (£)
A B F	Vision Provide a comprehensive range of activities for cohesive catch up – reading, togetherness/sense of belonging, collective	Reading comprehension strategies : EEF toolkit +6 months	<ul style="list-style-type: none"> Senior leader oversight, resources (books) 	£5000
F	CEIAG (ICA, DKY, LOZ & PCL) Provide students with information and advice regarding further education and potential career paths.	EEF CEIAG report NFER Research Summary: Improving Employability Skills, Enriching our Economy	<ul style="list-style-type: none"> CEIAG age appropriate preparation activities for post-16 delivered to ALL students (see Careers Plan). To include 8 weeks college application program delivered by SLT through Vision. 1:1 interviews held with KS4 students, priority given to LAC/SEN. All Year 11 students have secured realistic college or apprenticeship places. SIMS tracker and 'Positive Steps' database of provisions kept current for all years. Intervene accordingly. Re-introduce work experience for year 10 (LOZ). 	£20,000
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.	NFER Report & Case studies: NEET Prevention: Keeping Students Engaged at Key Stage 4 Small group tuition : EEF toolkit 4 months Individualised instruction : EEF toolkit 4 months	<ul style="list-style-type: none"> Pastoral Tracker and Class Charts used to identify/track disengaged students. Alternative provisions assigned and bespoke timetables created on a need basis. Regularly communicated to staff. 	£10,000
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"> Systems in place to monitor uniform, spare stock available all the time. Ensure PP students have correct uniform at all times (YMs). 	£8,000
D	Attendance Worker (JEA) Gate keeper to track attendance of ALL students.	DfE: Improving school attendance: support for schools and local authorities	<ul style="list-style-type: none"> Assemblies and rewards used to promote importance of high attendance through assemblies. 	£16,600

			<ul style="list-style-type: none"> • Daily contact made with home of every absent student not accounted for. Home visits made for those who cannot be contacted from 1st day. • Persistent absentees issued with fines. 	
D F	Music Tuition (SBK) Provide opportunities for students to learn a musical instrument, to make music with others and to learn to sing.	Arts Participation : EEF toolkit + 3 months	<ul style="list-style-type: none"> • Instrument lessons for guitar, violin, drums, piano & keyboard as well as voice coaching provided. • Funding for Y7 instrument 	£15,500
D	Trips, Transport and wider opportunities (MDO)	EEF: Experiences and enrichments	<ul style="list-style-type: none"> • Staffing of enrichment role (EPH), plus funds for supported access to wider opportunities 	£20,000
D	Breakfast Club Ensure ALL students have access to a correct start to the day by making sure they have had breakfast and are in school on time.	EEF Breakfast Club + 2 months	<ul style="list-style-type: none"> • Toast, cereal and drinks available every day from 7.30 am. 	£3,000
D	MUF hub officer wider role	Working to support students with Attendance • Behaviour • Reading and literacy • Numeracy • General lesson engagement • Mental Wellbeing. Enrichment & extracurricular activities. Community liaison and Street Reds sessions.	Staff and access costs.	£10,000

There is planned expenditure of £500,00, leaving around £100,000 for review and use after mid-year review. This is drawn from both PP and Educational Recovery funding.

The separate tuition funding is assigned to specific 1-3 tuition offers.

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Review of success criteria set for 2020-2021.

Review of Outcomes		
In general these are carried over or adjusted for this year given pandemic limitations on reliable evaluation of impact.		
	Desired outcomes	Success criteria
A.	Increase attainment and progress outcomes, across all subjects, for students in years 10 and 11	Contextually this is difficult to measure given covid, the erratic nature of 2020 outcomes and then 2021 also. A8 over 42 for the second year overall, but these are CAGS; P8 not available as reliable measure. PP gap remains even within this model, but could be a reflection of pandemic impact exacerbating gaps rather than of the success or failure of any strategy planned or in place.
B.	Improved rates of progress and engagement across KS3 for high attaining students (<i>partially met</i>).	Engagement with online learning reflects the potential this was partially met, but data is limited and variable.
C.	High levels of progress in numeracy and literacy for identified Year 7 and 8 students using early intervention strategies	Not met, but not delivered – reading age catch up rolled in much more comprehensive detail to this year and next; numeracy programme launched with re-introduction of tutor time post pandemic.

D.	Improved behaviour (reduced exclusion rates), punctuality and sustained high attendance figures across the school	<p>New behaviour policy introduced and embedded, including introduction of Class Charts for sanctions and rewards, new Duty manager system and structure.</p> <p>Behaviour policy introduced in whole staff training. Class charts now used to record rewards and sanctions including NNs.</p> <p>In data terms it is met but this is contextually challenging due to variation of attendance, lockdowns etc. Early indicators are that this year's provision will generate more reliable evidence on this.</p>
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) (partially met).	<p>There was provision in place and this secured some patchy benefits (case by case), but this was not comprehensive and on the case of SHINE, some anecdotal evidence suggests that it had a negative impact. Indications for ALPHA remain positive and KASEL – though both now form a more comprehensive part of curriculum planning – there will be better evidence available from this year, post pandemic.</p>
F.	Increase the aspirations of students (?).	<p>NEET evidence indicates initially no major change post lockdown on these figures – this might be evidence of impact in itself. Wider strategy in place now, better evidence will be available this year.</p>

Deleted provisions from 2020/2021 plan

Action or intervention	Evidence and/or Rationale	Cost (£)	Review
Study support (EBA)	Provide a fully resourced, quiet area that supports self-study during lunchtimes and after school until 4.30 pm.	£10,000	Study support Scaled back due to EBA change in role and need for Aspiration Centre to be converted into a standard classroom due to increasing roll year on year.
Revision & exam preparation (EBA & LOZ)	Provide opportunities for students to work and revise together at key times in the run up to GCSEs. Provide other forms of additional support for students.	£5,000	Revision & exam preparation Scaled back due to EBA change in role and need for Aspiration Centre to be converted into a standard classroom due to increasing roll year on year. Qualified teaching staff are now offering sessions.
Overstaffing in core	Reduction in class sizes in core	£100,000	Difficult to sustain group size when interventions and data reviews took place and set moves occurred. Benefit unequal (possibly more towards non PP) Resource redeployed within staffing model for the most vulnerable, eg Kingsway Ave.
Mathematics top up	Provide intensive individual and small group tuition in Mathematics.	£30,000	Mathematics Tutor Removed due to the successful introduction of period 7 (now GCSE). Adjusted due to the successful introduction of period 7 (now GCSE). Now part of KS4 Kave, scaled back tuition hours.
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.	£3,000	Mastery Classes Removed due to poor attendance. Redesigned with Ed Recov offer as a Tuition provision at Y7-10, HPA mastery at Y11 – more targeted groups.
SHINE	Support for vulnerable	£30,000	Removed due to lack of impact related to student using, and negative impact on academic outcomes as student came out of lessons rather than staying in them.