

# Cirencester Kingshill School Pupil Premium Strategy Statement. December 2022.

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	Cirencester Kingshill School
Number of pupils in school	904
Proportion (%) of pupil premium eligible pupils	20.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Christine Oates, Headteacher
Pupil premium lead	Stephen Pritchard, Deputy Headteacher
Governor / Trustee lead	Claire Cleaver

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,810
Recovery premium funding allocation this academic year	£25,272
Catchup Grant rolled forward from 2020/21	£12,964
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£27,555
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£236,601

# 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, particularly in EBacc subjects.

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. The activity we have outlined in this statement is also intended to support their 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. This 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 catch-up and emotional support 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're 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

## Challenges

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

Challenge number	Detail of challenge
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1	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>Assessments on entry to year 7 in the last 5 years indicate that on average 39.2% of our disadvantaged pupils arrive below age-related expectations compared to 20.6% of their peers. Using GCSE grades for the last 3 years it can be seen that, on average, 33.15% of disadvantaged pupils achieved below a Grade 4 compared to 21.1% of their peers within school.</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 5 years, on average 34.1% of our disadvantaged pupils arrive below age-related expectations in English compared to 18.6% of their peers. This gap remains steady during pupils' time at our school, as GCSE results over the last 3 years shows that, on average, 28.8% of disadvantaged achieved below a Grade 4 compared to 15.4% of their peers within school.</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and, in particular, the emotional 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.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.32 – 2.74% lower than for non-disadvantaged pupils.</p> <p>30.5% – 38.8% of disadvantaged pupils have been 'persistently absent' compared to 14.7% - 28% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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 KS4.	<p>By the end of our current plan in 2024/25, further reduce the achievement gap between PP pupils at Kingshill and the national achievement of non-PP pupils (ie for the gap to improve to less than the 2018 figure of 0.19).</p> <p>Improve P8 score for High Prior Attaining PP pupils to be at least that for All PP pupils nationally (ie above -0.45 based on 2018 figures).</p> <p>A8 score for PP pupils to be at least 40.00 (2019 = 38.99).</p> <p>Improve EBacc entry for PP pupils to above 25% (2019 = 20%)</p>
Improved reading comprehension among disadvantaged pupils across 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.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Raise PP attendance to 95% (94.2% for 2018-19)</li> <li>• The percentage of all pupils who are persistently absent being below 19% and the figure among disadvantaged pupils being no more than 12% lower than their peers.</li> </ul>

## 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: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://www.gov.uk/guidance/teaching-mathematics-at-key-stage-3">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/publications/ks2-ks3-maths-guidance-2017">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p>	1, 3, 4
<p>Further develop the school-wide CPD strategy on teaching and learning. This enables teachers in self-identified research hubs to support each other in developing pedagogy so that teaching in classrooms across the school improves. Employ an additional part-time cover supervisor to allow teachers to observe one another and receive feedback and support on their teaching development.</p>	<p>Classroom teaching is seen to be the single biggest lever to improve outcomes for PP pupils (EEF).</p> <p>School direction is to move from 'calm and purposeful' to more regularly make the pupils think hard and learn more.</p>	1, 2, 3

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

Budgeted cost: **£69,089**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide structured small group literacy and numeracy lessons for identified KS3 pupils to support development in phonics and reading comprehension	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: <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Target Year 11 key pupils in after-school sessions. Key Stage 3 pupils to be targeted for literacy and numeracy (via nominations from SENCo and Heads of English and Mathematics) and receive remote tuition from NTP accredited tutors. Homework club to be made available to all pupils x3 sessions per week	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3
Learning mentor employed to provide 1:1 and small group academic support for identified pupils who are falling behind their peers (according to internal data). Mentor also supports pupils to access the resources and materials necessary to access the curriculum.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3

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

Budgeted cost: **£70,857**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of an additional Wellbeing Officer and behaviour and inclusion staff to provide intervention for specific pupils who require support with regulating their behaviour and emotions.	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p><a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></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:</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	4
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Attendance officers and Learning Mentors will provide the support to identified pupils and families.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><a href="#">GCC 'Closing the Gap' Pupil Premium Conference 21<sup>st</sup> November 2019</a></p>	5
Develop improved pupil aspirations in order to focus them on their learning in school	<p>There is some evidence to suggest that supporting pupil aspiration, particularly through contact with home and mentoring and provision of study skills guidance, can support pupil achievement.</p> <p><a href="http://www.jrf.org.uk/sites/default/files/jrf/migrated/files/education-attainment-interventions-full.pdf">www.jrf.org.uk/sites/default/files/jrf/migrated/files/education-attainment-interventions-full.pdf</a></p>	

**Total budgeted cost: £150,956**

**NB. Free School Meal costs to then also come out of this budget, currently estimated at £40,375**



## 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 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils improved compared to 2020 and 2019 outcomes. Whilst there is no national data for 2020 or 2021, our P8 progress for disadvantaged pupils in 2022 examinations was -0.24 against the national figure for disadvantaged pupils of -0.69 (in 2019 Kingshill disadvantaged pupils' P8 was -0.22 compared to a national figure for disadvantaged pupils of -0.45).

We are particularly pleased with these outcomes as we predicted these outcomes to be at risk from aspects pertaining to Covid-19 impact. Whilst our disadvantaged pupils performed slightly worse on P8 than in 2019, they performed much better than disadvantaged pupils did nationally. This indicates that our actions during the pandemic and in last year helped our disadvantaged pupils perform better than we had anticipated.

Persistent absence amongst PP pupils has grown over the last three years from 30.5% to 38.8%. We feel that the impact of Lockdowns has had an unsettling effect and has put back some of the improvements around persistent absence with PP pupils that we were targeting.

Analysis of our most recent data for use of the SSR room facility for PP pupils indicates that bookings are currently running at around 34% PP bookings. This is lower than we would typically see. Use of our Inclusion facility saw PP bookings contributing 37% of total bookings (up from previous figure of 30%). This is more marked for Y8 and Y11 pupils. This figure serves to illustrate the increase in emotional wellbeing issues that we see in pupils – the increase is attributable to the after-effects of the pandemic and also a reduction in capacity in the Local Authority for supporting young people at the lower-middle thresholds of emotional wellbeing issues.

## Further information (optional)

### **Additional activity**

Our pupil premium strategy is supported by the work of our Learning Mentor. Pupil surveys indicate that this is the single most valuable intervention we provide for disadvantaged pupils.

Support for pupil mental health and wellbeing is of primary importance. We have increased our capacity to support identified pupils by the appointment of an additional mental health and wellbeing practitioner (2021). Referrals to the wellbeing team come via our pastoral middle and senior leaders and often form part of a range of support, including with external agencies.

We ensure pupils understand our 'catch-up' plan by providing information about the support they will receive, 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. All Year 11 pupils receiving after-school provision have contact home from a senior leader to promote the offer and engage parents as well as pupils in the process. Following requests from pupils, a section of the library is now dedicated to hosting texts, guides and syllabi relevant to the GCSE and BTEC courses pupils take during KS4. This is maintained by the learning mentor and careers advisor who provide individual and small-group support for study skills with PP pupils.

We offer 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 are encouraged and supported to participate. This includes financial support through the bursary scheme.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated which activities undertaken in previous years had had impact as well as evaluate which issues had arisen more recent as a result of COVID disruption.

We triangulated evidence from multiple sources of data including assessments, questionnaire responses from parents, and discussion with students and teachers in order to identify the challenges faced by disadvantaged pupils. In particular, newer initiatives include the provision of the KS4 courses resource section in the library and use of our funding to more extensively support provision of materials for practical subjects. This includes food ingredients and laptop loans.

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.