

Pupil premium strategy statement

School overview

Metric	Data
School name	Cirencester Kingshill School
Pupils in school	878
Proportion of disadvantaged pupils	14.6%
Pupil premium allocation this academic year	£146,319
Academic year or years covered by statement	2019/20 – 2021/22
Publish date	November 2019
Review date	November 2020
Statement authorised by	Christine Oates
Pupil premium lead	Stephen Pritchard
Governor lead	Claire Cleaver

Disadvantaged pupil performance overview for last academic year (2019)

Progress 8	-0.22 (-0.45 for National Disadvantaged)
Ebacc entry	20% (21% for whole school)
Attainment 8	38.99 (47.90 for whole school)
Percentage of Grade 5+ in English and maths	25% (39% for whole school)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	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 current 0.19). Improve P8 score for High Prior Attaining PP pupils to be at least that for All PP pupils nationally (ie above - 0.45)	November 2020

Attainment 8	A8 score for PP pupils to be at least 40.00 (currently 38.99)	November 2021
Percentage of Grade 5+ in English and maths	Improve outcomes for PP pupils to at least 30% (currently 25%)	November 2021
Ebacc entry	Improve EBacc entry for PP pupils to above 25% (currently 20%)	September 2021
Attendance	Raise PP attendance to 95% (94.2% for 2018-19)	September 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1: Engage PP pupils more fully in their learning journey at school and beyond	Provision of careers/aspirational support through careers advisor and PP Learning Advisor. Use of Accelerated Reader to promote literacy and language development.
Priority 2: Ensure PP pupils access and engage in their learning	Provision of behavioural & emotional support through SSR and counselling. Ensure pupils are well resourced in order to access the curriculum (ie in terms of textbooks, kit/clothing, ingredients for cooking etc).
Priority 3: Support the pedagogical development of early career teachers	CPD programme to include support for the development of early career teachers in order to ensure consistently high quality learning experiences for pupils.
Barriers to learning these priorities address	Lower levels of PP pupils engaging with school can provide barriers to learning in classrooms Accurate identification of issues/resources that could create a barrier to learning for PP pupils. Reading development. Ensuring support is in place for PP pupils' emotional welfare and behaviour. High quality teaching and learning required in all lessons
Projected spending	£61,953

Targeted academic support for current academic year

Measure	Activity
Priority 1: Ensure that PP pupils who enter school at below age-related expectations in maths and English are able to catch-up with their peers	Provision of KS3 literacy and numeracy support.
Priority 2: Ensure that PP pupils have access to facilities and support to enable them to complete high quality homework	Homework club. Implement an on-line homework package for all pupils.
Priority 3: Provide a broad curriculum, particularly for those PP pupils who are at risk of becoming NEET	Curriculum adaptation for pupils at risk of under/low performance (eg ASDAN course, study skills, Employability Programme).

Barriers to learning these priorities address	<ul style="list-style-type: none"> • Ensuring targeted students attend the relevant sessions of support • Improved literacy and numeracy so that these pupils can access the curriculum • Provide the ICT and learning support required through homework club to ensure all PP pupils are able to complete homework to a high standard. • Ensuring that PP pupils of all abilities have access to a relevant and engaging curriculum that prepares them well for the next stage in their learning journey.
Projected spending	£33,236

Wider strategies for current academic year

Measure	Activity
Priority 1: Support high levels of school attendance	<p>Ensure all staff consistently apply the whole-school strategy for raising attendance. Attendance Officer to particularly prioritise & support PP pupils.</p> <p>Use of group work/projects (eg gardening club) to engage and build relationships with PP pupils at risk of low attendance.</p> <p>Programme of small group and 1:1 meetings between attendance officer and PP pupils with attendance below 90%.</p>
Priority 2: Support high levels of pupil engagement in their futures and hence current school performance	<p>Provision of Raising Aspirations visits and bursaries for wider participation opportunities.</p> <p>Free access to Easter revision programme for Y11 pupils.</p> <p>Provision of uniform, equipment and access to enrichment trips and activities through the Bursary programme.</p>
Barriers to learning these priorities address:	<ul style="list-style-type: none"> • Attendance at school is v highly correlated to successful academic performance. • Ensuring high levels of engagement in schools and their own futures is shown to improve academic performance.
Projected spending	£51,130

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to staff professional development	CPD plan to detail allocated INSET day / time. Funding available for

		additional cover. Promotion of MGM group in after-school sessions.
Targeted support	Ensuring enough time for organisation of alternative / additional curriculum inputs	Careers Lead to be funded to organise in conjunction with Learning Mentors
Wider strategies	Raising attendance profile for PP pupils and families	Discrete use of time of Attendance Officer to target pupils at risk of poor attendance

Review: last year's aims and outcomes

Aim	Outcome
Improve academic outcomes – close the achievement gap between PP and non-PP pupils	<ul style="list-style-type: none"> School self-evaluation indicates that teachers are aware of who the PP pupils are in the classroom and monitor their progress closely. Progress of PP pupils is good within lessons. 2019 GCSE results: P8 for Kingshill PP pupils in 2019 was -0.22 (National P8 for PP was -0.45). P8 Gap to National non-PP pupils closed to 0.25. At Key Stage 3 there has been an improvement in reading and spelling levels – between September 2018 and July 2019 average reading age has improved by 8.6 months and spelling age by 7.9 months for pupils targeted for literacy catchup
Improve engagement of PP students with their curriculum and lessons	<ul style="list-style-type: none"> The role of mentoring support for PP pupils is effective. Analysis of PP students' responses re impact of learning mentor support: More confident in learning – 96% agree/strongly agree; More confident and happy in school – 95% agree/strongly agree Attendance: PP attendance remains a priority with small gains made over the last three years. Attendance for the whole academic year expressed as whole cohort v PP: 2016/17 93.8% v 90.4%; 2017/18 94.6% v 91%; 2018/19 94.9% v 91%.
Ensure PP pupils and their families engage with wider opportunities offered by school	<ul style="list-style-type: none"> Participation in extra-curricular clubs: 61.5% PP pupils attended at least one

	<p>after-school club/society during 2018-19 academic year</p> <ul style="list-style-type: none">• Engagement in school trips: 81.9% of PP pupils engaged in at least one school trip during 2018-19 academic year• Increased targeted bursary grants to support curriculum areas through, for example, purchase of key texts/revision guides etc. 2018-19 expenditure on bursary grants was £4,162 (92% of allocated budget). Curriculum discretionary grants expenditure £1,668 (48% of allocated budget)
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