

Pupil premium strategy statement – Kings Norton Boys school 2022-23 (Year 1 of 3)

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	792
Proportion (%) of pupil premium eligible pupils	33.66%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	December 2022
Date on which it will be reviewed	September 23/24/25
Statement authorised by	D. Clayton Head Teacher
Pupil premium lead	M. Cameron Assistant Head teacher
Governor / Trustee lead	Andrew Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£263,296.25
Recovery premium funding allocation this academic year	£66,792.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£27,075.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£357,163.25

Part A: Pupil premium strategy plan

Statement of intent

The desire to break the cycle of demography determining destiny, is the driving force at the heart of our strategy. Which focuses on our understanding of the importance of exposure to quality education, quality support and quality communities, allowing the attainment, progress and life opportunities of our disadvantaged students to be in line with their non disadvantaged peers.

Humani Semper Contendimus” - ‘we humans are always striving’

KNBS Motto

We consider the challenges faced by many families during these challenging financial times and the vulnerability which it will bring to many students, especially those who have social workers, and young carers. This strategy intends to support their needs regardless of whether they are disadvantaged or not.

It is often said, it takes a village to raise a child, and therefore our PP strategy aims to pull together our entire school community so that we can ensure the best, most impactful experience is had by all. Our approach will be responsive to common challenges and individual needs which will be evidence-based on the close and regular analysis of the systems which we have in school, interventions put into place and the impact that the interventions are having on those involved, ensuring all disadvantaged students in our community excel. To ensure the plan’s effectiveness, we will:

- *Intervene early where a need has need identified*
- *Ensure the quality of education offered is consistently challenging and engaging, allowing for the development of the whole child*
- *Adopt a whole school community approach to supporting and advocating for disadvantaged students, in relation to raising outcomes, social mobility and improving exposure to cultural capital and positive experiences.*

Challenges

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

Challenge number	Detail of challenge
1	<i>In school barriers - low literacy and numeracy skills on entry to KNBS and the impact this has on the attainment gap in KS4</i>

	<p>Our assessment, observations and discussion with pupils has indicated that our disadvantaged students have lower levels of numeracy, reading and comprehension compared to their non disadvantaged peers impacting progress across their subjects.</p> <p>We currently deliver both literacy and numeracy interventions for our KS3 students, the breakdown on these interventions are as follows. In Year 7 we currently have 41 students on the literacy intervention 93% are disadvantaged 40 students on numeracy intervention all of which are disadvantages. In year 8, 30 students are completing the Literacy intervention 93% are disadvantaged, 35 students on the numeracy intervention 89% are disadvantaged, and in year 9 there are 31 students carrying out the literacy intervention 97% are disadvantaged and all 26 year 9 students on the numeracy intervention are also disadvantaged students.</p> <p>Disadvantaged students achieving 4+ GCSEs in English and Maths 64.1% compared to 91.6% non-disadvantaged 5+ 48.7 disadvantaged 68% none disadvantaged. Although the gap has been significantly closed, we strive to have all of our students performing at the same level regardless of their background.</p>
2	<p><i>In school barrier - attendance</i></p> <p>The last attendance figures for academic year 2021-22 shows that attendance has improved between disadvantaged and non-disadvantaged students 90.1 for disadvantages compared to 94.4 for non-disadvantaged students at KNBS, which is slightly lower than national average which is 92.3%.</p> <p>The persistent absence rate of disadvantaged students is below national average (24.7%) at 16.3, and 16% for non-disadvantaged students. We can clearly see there is further investment to be made to improve the attendance of disadvantaged students across the school.</p>
3	<p><i>In school – performance</i></p> <p>Our data shows that the progress gap has significantly reduced, placing the performance of our disadvantaged students in lines with that of national average, with average best grade in maths being 4.7 for disadvantage students compared to 5.8 none disadvantage and average best grade English 5.1 for disadvantage students compared to 6.2 none disadvantage which is significantly higher than nationally reported data. Our value-added data for academic year 2021-22 was 0.1 for disadvantages and 0.4 for non-disadvantaged students for last academic year However, for us at KNBS we are not aiming to be in line with, we are aiming to be the best, striving to achieve performance across all our students in lines with their peer from non-disadvantaged backgrounds and non-disadvantaged students nationally.</p>
4	<p><i>External barrier's - access to resources.</i></p> <p>From carrying out several student and parent voice surveys having limited resources displays itself in many ways, from physical resources to gain access to the curriculum outside of normal lessons, such as internet, computers and</p>

	other electronic devices, but also in the form of a quiet space to be able to work and concentrate, and also human resources for support.
5	<p><i>External barrier - cultural capital opportunities in widening the aspirations of individual students</i></p> <p>It has been reported by the National Energy Action (NEA Nov 2022) that 6.7 million households across the UK are in fuel poverty amid the cost-of-living crisis. This current financial climate is going to make it more challenging and, in some cases, impossible for some of our disadvantaged children to have those important exposure to additional enriching activities which helps students to widen their horizons.</p>
6	<p><i>External barrier - low aspiration impacting on progression in both education and career</i></p> <p>The educational experience of our parents and carers may have been negative or limited in a variety of ways, which may impact on the intrinsic motivation and ambition to succeed academically in school; pupils often set their aspiration in lines with those who they are exposed to on a regular basis, which in itself can create limitation. As a result of this KNBS invests heavily in raising aspirations through a Careers and PD program which our boys are exposed to from year 7.</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
<p><i>Refine the quality of education at KNBS. Ensuring all subject areas consistently offer an ambitious curriculum which is accessible, relevant, and enriching for all.</i></p>	<ol style="list-style-type: none"> 1. All teachers successfully complete Year 1 of the EFA programme as Appraisal target 2 2. Evidence further development of cross curricular links in order to maximise students' use of prior knowledge and skills 3. All departments will offer a range of cultural capital opportunities for students, prioritising PP students' involvement. Where enrichment activities are linked to these, PP students' involvement will be prioritised 4. All departments will evidence the foregrounding to students of careers opportunities linked to their subject areas, and meet full compliance with the new statutory guidance for careers

	<ol style="list-style-type: none"> 5. Continue to improve the % of PP students who are involved in student leadership roles to ensure that this is greater than the proportion of % of PP students overall 6. Increase the number of PP students who complete the Duke of Edinburgh Award, year on year. <ol style="list-style-type: none"> a. Obtain support for additional equipment such as walking boots, waterproof jackets, which can be borrowed by students directly from school.
<p><i>Improve attainment amongst disadvantaged students across the curriculum at the end of KS4</i></p>	<ol style="list-style-type: none"> 1. Long term aim of positive progress for all disadvantage students across all subjects. 2. Year on year increase in EBACC average point score for disadvantaged students
<p><i>Improved numeracy, literacy, and comprehension skills amongst disadvantaged students across KS3</i></p>	<ol style="list-style-type: none"> 1. Improve reading ages of all disadvantaged students from Autumn to Summer test points to demonstrate improvements in reading 2. Improve the reading ages of disadvantaged students who are receiving interventions, ideally to be in line with Age Related Expectation (ARE) 3. Improve numeracy ages of disadvantaged students who are receiving interventions, ideally to be in line with Age Related Expectation (ARE) 4. Year 9 disadvantaged students on the DLP Reading Intervention all show improvement in the progress measures 5. All disadvantaged students will show evidence of reading a range of books across the year
<p>Increase links across the wider school community focusing initially on parents/carers especially families of disadvantages students, ensuring more effective home school links</p>	<ol style="list-style-type: none"> 1. Arrange key meetings with all families, analysing attendance data to ensure disadvantage students attend, following up with those who do not attend. 2. Increased attendance to parents evening and other school events 3. Regular pastoral team contact with parents of LAC, young carers and students with social worker.

	<p>4. Raising the disadvantage uptake of MCAS to improve the quality of feedback on their child's progress and achievement.</p>
<p>To achieve and sustain improved attendance for all, but especially our disadvantaged students</p>	<p>1. The overall attendance for disadvantaged students to be in-line with pre covid attendance rate:</p> <ol style="list-style-type: none"> a. Unauthorised below 1.1% b. Persistent absence (PA) below 22.4% c. Attendance gap between disadvantaged and non-disadvantaged to be no greater than 4%
<p>Access to resources</p>	<ol style="list-style-type: none"> 1. All students in KS4 have access to GCSE Pod 2. All disadvantage students will be provided subject specific revision materials in line with GCSE content 3. Homework club will be open in the library twice a week before school and after school to provide access to computers support staff and materials to ensure homework/revision is in quite environment, <ul style="list-style-type: none"> • attendance list will be monitored and disadvantage students with restricted access/support out of school, will be encouraged to attend.

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: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continued funding towards staffing costs for school support worker, SLT lead for Pupil Premium and TLR's for key roles focused on raising attainment of students.</i></p>	<p>More successful schools identify the strengths of each member of staff and find the best ways to use them. They are quick to spot potential and 'grow their own staff'. They devolve as much responsibility as possible to frontline staff and deploy their best teachers to work with pupils who need the most support, such as those in the lower sets.</p> <p>Supporting the attainment of disadvantaged student's Department of Education</p>	<p>1,2,3</p>
<p><i>Internal TLR has been made available for an Oracy Co Ordinator and program manager for the DLP reading project, to further develop literacy across the school.</i></p>	<p>Improving literacy in all subject areas to improve pupil outcome through access to the curriculum</p> <p>EEF Improving literacy in secondary school</p> <p>Reading comprehension, vocabulary and other literacy skills heavily linked with attainment in maths and English</p> <p>Word-Gap.pdf (oup.com.cn)</p> <p>Acquiring disciplinary literacy is key for student as they learn new and more complex concepts.</p> <p>Improving literacy in secondary schools</p>	<p>1,3</p>

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

Budgeted cost: £ 155,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>City Year program has been introduced where, near peer mentors are working with disadvantages students across all year groups. Activities include mentoring and 1:1 and small group in class support.</i></p>	<p>Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year</p> <p>Successful approaches may also have other benefits, such as supporting the social and personal development of pupils and boosting their self-confidence and motivation for learning</p> <p>Peer Tutoring EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,6</p>
<p><i>Continued access to resources physical and electronic such as Lexia and GCSE Pod</i></p>	<p>There are large differences in the home learning environment, with highly educated parents more likely to have educational books and resources (Sutton Trust, 2020). These different resources across households whose parents have a low and high level of education can explain around 15% of the achievement gap of young children (Macmillan and Tominey, 2019).</p>	<p>1,3,4</p>
<p><i>Engaging in the National Tutoring Program to provide school led tuition for pupils. Focus and priority have been given to students from disadvantaged backgrounds, work will be carried out on a 1:1 basis or small groups.</i></p>	<p>Tuition which is targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both 1:1</p> <p>One to one tuition EEF (Educationendowmentfoundation.org.uk)</p> <p>And small groups:</p> <p>Small group tuition Toolkit strand Education Endowment Foundation EEF</p> <p>KNBS school analysis which shows that tutored disadvantaged students made average progress of +0.61 of a grade progress from their last projected grade compared to +0.33 non-tutored and +0.23 against their STRIVE grade compared to +0.09 non-tutored.</p>	<p>3</p>

	KNBS exams data analysis academic year 2021-22	
<i>Continue the development of the Outdoor Education program, with a focus on increasing numbers of disadvantaged students participating in DofE</i>	<p>Students involved in an outdoor learning project for 2 hours per week over 12 weeks gained an average increase of 6 months for Mental Arithmetic and 2 months for General Maths. They also showed a 20% increase in their attitudes to learning.</p> <p>Learning through landscapes</p>	5,6
<i>Careers program which supports progress to the next educational stage and future careers. Aims to raise aspirations of the students.</i>	<p>Careers guidance can raise students' aspiration, but this needs to be more than information sharing to support less advantages students</p> <p>Researchers found that teenagers who have a good understanding of what they need to do to achieve their career ambitions and who combined part-time work with full-time study do a lot better economically later in life than their peers. However, they found that teenagers from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need.</p> <p>Impact of career education on poorer pupils EEF</p>	3,5,6

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

Budgeted cost: £ 53,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embedding principles of good practice set out in the DFE's Improving school attendance advice, including removing barriers such as uniform, and transport</i>	<p>This guidance informs the incorporation of a variety of approached to reduce persistent absence level from schools who are successfully addressing this problem.</p> <p>DFE improving attendance</p>	2,3
<i>Building the school community through the development of strong</i>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to</p>	1,2,3,6

<p><i>home school links, and primary feeder school's project</i></p>	<p>consider how to engage with all parents to avoid widening attainment gaps.</p> <p><i>Parental engagement education endowment foundation</i></p> <p>Due to concerns on how to improve students' academic achievement, the role of parents and family-school partnership are considered among the most successful educational strategies. Findings indicate that parents play a significant role in the learning process especially in secondary schools, their direct and indirect influence on academic achievement</p> <p><i>Influence of parental involvement and student academic performance Lambert publishing</i></p>	
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Total budgeted cost: £ 358,000.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The DFE has strongly discouraged comparison of school's 2022 performance data with results from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

We have analysed the performance of our schools disadvantaged pupils during the 2021-22 academic year, using the KS4 performance data.

For 2022, the progress 8 score for our disadvantage pupils was -0.07 and the Attainment 8 score was 39.3, see the **DFE guidance** for more information about KS4 performance measures. Our analysis shows the positive impact that the school led tuition progress has had on student outcomes as a targeted intervention, with the gap in Progress 8 between disadvantaged and non-disadvantaged students shows a year-on-year decrease, with threshold measures in all subjects reflect a year-on-year improvement for disadvantage students.

Fixed term exclusions for disadvantaged students continue to fall and are broadly in line with those of non- disadvantaged students. Attendance of disadvantaged students continues to improve and is broadly in line with that of non-disadvantaged students

A strong and detailed CEIAG programme is in place which provides good advice and guidance to disadvantaged students. Disadvantaged students at KNBS can confidently assess a range of options at 16+ and beyond. They have clear understanding of the choices open to them and how to access these choices. Resulting in students being more prepared for the next stage of their life.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
1:1 Tuition	Pearson, MyTutor

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

Pupil Premium Impact Statement 2021-2

Introduction

All of our students have experienced significantly disruption to their education due to COVID 19 lockdowns of 2019-2020 and 2020 -2021 . KNBS has worked thoughtfully to support students in those periods and work with them on return to re-engage them in their learning.

Our three-year strategy can be found here:

https://www.knbs.co.uk/_site/data/files/stat-info/EC1999C1ECFD5B327FA10216BFDF7BAB.pdf

Process used to close the gap

Our SLT team quickly identified ab number of things that would benefit and support the outcomes for our 2022 leavers:

- School let tuition after hours
- Revision guides
- GCSE Pod subscription
- Additional Lessons after school
- Revision clubs
- My Tutor sessions

We have attached a review of the KNBS led School Tuition programme and impact, and the PP plan based on the EEF planning tool.

Appendix A: Pupil Premium Strategy 2021-2 – based on EEF planning and implementation methodologies

Appendix B – School Led tuition Impact Report

Disadvantaged Pupil Outcomes for 2022

2021-22 was an excellent year for our Year 11 leavers. A full return to school at the beginning of the academic year stimulated a real determination to succeed. The following year was characterised by hard work and dedication, and our powerful partnership between students, staff and parents led to some really pleasing outcomes for our boys.

- Financially disadvantaged students also performed well, with 64.1% and 48.7% achieving 4+ and 5+ in both English and Maths respectively.
- English and maths performance was very strong in particular for disadvantaged students – early signs are that in both subject disadvantages progress was positive for both subjects
- Delighted with the potential P8 figure, and relative performance. We are continuing to narrow the gap in a year where the gap will most likely increase nationally
- Latest P8 -0.07 ☺
- Positive Progress for PP students in English and maths

N.B.

The results include 3 PP students with significantly poor performance (all > -4.0)

- 1. Permanently excluded student who was then allowed to be EHE*
- 2. Student who refused to complete exams – we managed to get him into all exams however he did very little in each exam*
- 3. Student who was in AP to help him complete secondary education*

Additional considerations

- *The data does not include 16 remarks that have been successful*
- *The data does not include MFL marks that were held back (6 student grades unawarded at time of results analysis)*
- *The data does not include some BTEC iMedia and sport results*

PDF

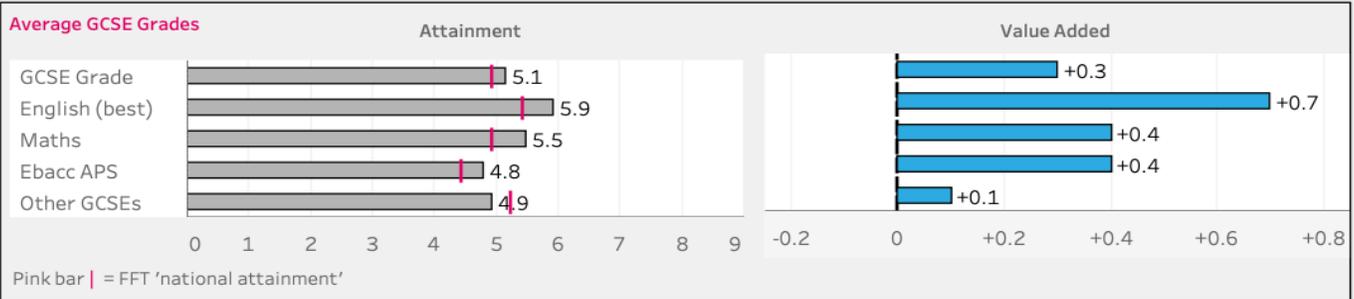
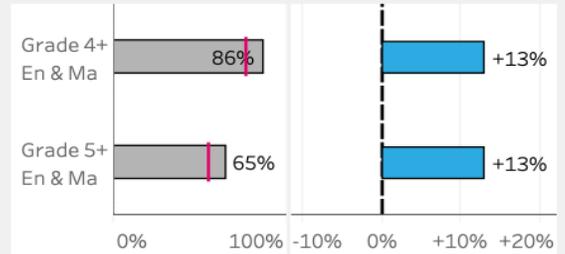
Avg. GCSE Grade		Attendance	
School	Nat.	Cohort	Nat. Y11
5.1	4.9	92%	87.9%

King's Norton Boys' School (3305415)

GCSE Pupils	117
With KS2	109

Attendance (COVID X): X = Absent r1.0

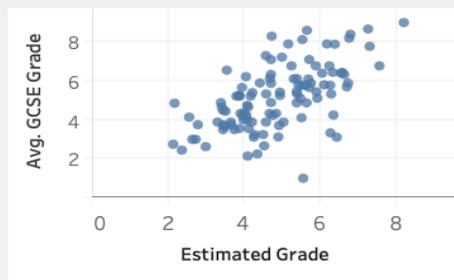
	School Attainment	FFT Nat. 2022	FFT Nat. 2021	School Value Added
GCSE Grade	5.1	4.9	5.1	+0.3
English (best)	5.9	5.4	5.5	+0.7
Maths	5.5	4.9	5.1	+0.4
Ebacc APS	4.8	4.4	4.6	+0.4
Other GCSEs	4.9	5.2	5.4	+0.1
Grade 4+ En & Ma	86%	71%	75%	+13%
Grade 5+ En & Ma	65%	52%	54%	+13%



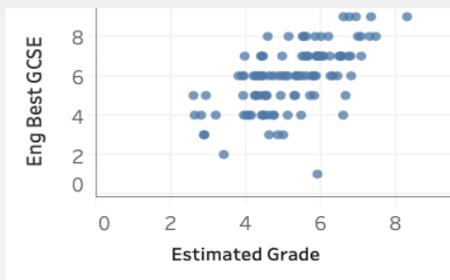
Pupil groups

	Pupils	Average GCSE Grade	Average GCSE Value Added	English (best) Grade	English Value Added	Maths Grade	Maths VA	Attendance
All Pupils	117	5.1	+0.3	5.9	+0.7	5.5	+0.4	92%
Male	117	5.1	+0.3	5.9	+0.7	5.5	+0.4	92%
Higher	28	6.2	-0.2	7.1	+0.4	6.7	-0.1	94%
Middle	60	5.1	+0.4	5.8	+0.7	5.4	+0.4	92%
Lower	21	4.0	+0.8	4.7	+1.1	4.3	+1.2	87%
FSM6	35	4.2	+0.1	5.1	+0.7	4.7	+0.4	90%
Not FSM6	82	5.5	+0.4	6.2	+0.7	5.8	+0.4	92%
Support	24	4.1	-0.1	5.0	+0.3	4.8	+0.4	90%
Not SEND	28	5.1	+0.5	5.8	+0.9	5.5	+0.6	91%
Autumn	39	5.1	+0.3	5.8	+0.6	5.4	+0.4	91%
Spring	36	5.1	+0.2	6.0	+0.6	5.4	+0.3	92%
Summer	42	5.2	+0.4	5.9	+0.8	5.6	+0.6	91%

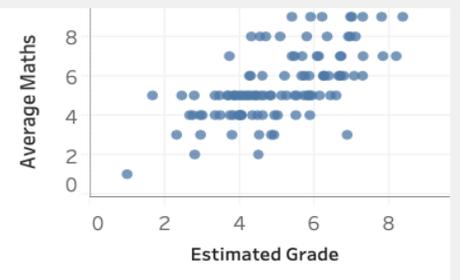
Average Grade: Estimated Grade
Female (orange) | Male (blue)



English (best): Estimated Grade
Female (orange) | Male (blue)



Maths: Estimated Grade
Female (orange) | Male (blue)



Show on X axis: Estimated Grade

Barriers to Learning and Strategies to address them:

We have identified the following barriers hindering progress that we can address in school and raise achievement for all pupils:

1. Lack of Mastery Learning (we are addressing this via T&L through a knowledge rich curriculum and the use of School led tuition to enhance where needed)
2. Weak Literacy skills (we have used reading tests to identify those in need, additional TA support to address needs and follow up tests to monitor impact).
3. Lack of Aspirations (we have used mentoring and extracurricular opportunities to raise aspirations and make the important student staff links to enable this)
4. Financial Hardship (where possible supporting pupils with resources, food, uniform and travel costs).
5. Independent Learning skills (which we are addressing through our use of Academic Mentors, study skills support in PD, and visiting speakers and GCSE pod)

Pupil Premium Funding 2021 – 2022.

As A Local Authority funded school our PP funding for 2021- 2022 is split across two financial years:

April 2021-2 we received 197,670. 7/12 of this was for the 2021-2 academic year = 115,307

April 2022-3 we received 232,460. 5/12 of this was for the 2021-2 academic year = 96, 858

Total = 212,165

Spending	£
Top up to recovery premium additional costs (see below)	16,564
Hardship costs (breakfast food, uniform etc)	7,000
Canteen supplements	7,500
Counselling	3,000
Outdoor ed staffing (proportion of costs)	40,000
Pastoral Support staffing (proportion of costs)	55,000
External Mentoring	5,000
RAG GROUP (study skills, resources, study skills seminar)	3,000
Holiday revision sessions	15,000
Trip support	5,000
SLT PP Champion (proportion of costs)	20,000
Alternative provision	14,658
Additional TA time and resources (e.g., lexia and NGRT)	15,000
TOTAL	213,732

Pupil Premium Recovery funding.

For 2021-2 we received:

29/04/2022 - £7975

30/05/2022 - £8,773

30/09/2022 - £16,698

Total = 33,446

Spending	£
Top up for School led tutoring	14,500
On costs for academic Mentors	11,000
Pay top up for academic mentors	9,000
My tutor/Pearson	8,000
Assistant Head of Year posts	3 x 2.5k = 7,500
TOTAL	50,000

Appendix A

Pupil Premium Strategy 2021-2

KNBS Pupil Premium Implementation Plan 2021-22:

1 Improving 'PP' Students' Progress

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p><u>Attainment:</u></p> <ul style="list-style-type: none"> In 2018/19 the P8 score for disadvantaged students was 0.61. This is against the in-school P8 value of 0.11. This is the last available data. In the same year high achieving PP students made least progress of all with a P8 of -0.76 In the same year 31% of students achieved 5+ in English and Maths. This was against a whole-school value of 50% <p><u>Students:</u></p> <ul style="list-style-type: none"> Have low numeracy skills. On average pp students arrive to school 4 points below their non-pp peers at KS2. Have weak literacy skills. On average pp students arrive to school 4 points below their non-pp peers at KS2. Have a lack of adequate study and revision materials at home Have poor access to IT equipment at home which impedes revision and quality of homework. <p><u>Teachers:</u></p> <ul style="list-style-type: none"> May have low awareness of the needs and abilities of many of the pp students they teach May lack understanding of the strategies they can employ to improve the progress of PP students 	<p><u>Expectations</u></p> <ul style="list-style-type: none"> KNBS will not tolerate a culture of low expectation. STRIVE ranges will be adapted to include an 'uplift' from KS2 data to reflect and challenge previous underachievement. All monitoring processes will have the PP students at their heart. Progress, participation and engagement of PP students will be a primary concern in all data analyses. <p><u>Minimum Offer</u></p> <ul style="list-style-type: none"> The school will provide a minimum offer to PP students on three levels; individual staff, departmental and whole-school. <p><u>Academic Interventions</u></p> <ul style="list-style-type: none"> Where progress is below expectation, the school will provide a range of interventions in an effort to remedy this PP students will take priority in any intervention strategy. For example, in the implementation of 'Covid catch-up' strategies, the assumption is that PP students have a greater need than non-PP students following the periods of remote learning. 	<p><u>Transition Minimum Offer</u></p> <ul style="list-style-type: none"> Home visits prior to starting In-school sessions for parents in Y6 – meeting staff Creation of student profiles Encourage summer school participation Identify and address financial needs – eg travel <p><u>Staff Minimum Offer</u></p> <ul style="list-style-type: none"> Identify books of PP students with green sticker Tailored seating plans Targeted questioning and AfL <p><u>Staffing</u></p> <ul style="list-style-type: none"> Funding for numeracy HL TA for individual and small group interventions. Funding for TLR of PP lead Part funding for two in-school academic mentors and one academic tutor with particular focus on PP students Part funding for TA for in-class and intervention for PP students with SEND <p><u>Resources</u></p> <ul style="list-style-type: none"> Funding for GCSE Pod online study and revision package Funding for purchase of revision materials for all KS4 PP students in Core subjects Funding for provision of ICT equipment for home use to include wifi and tablets where required. Funding (from Covid catch-up) for MyTutor on-line tuition in English and Maths for PP students Subsidies for resources, for example D&T and food tech Subsidies for music lessons 	<p><u>Short term</u></p> <ul style="list-style-type: none"> QA activities demonstrate a clear focus on PP students through seating plans and AfL activities Staff are able to articulate strategies for identified individuals Staff are able to broadly outline the school's strategy for improving outcomes for PP students <p><u>Medium term</u></p> <ul style="list-style-type: none"> Departments include the strategies for improving outcomes for PP students in their development plans. Intervention records show a high focus on PP students ICT audit has identified students with a need for wifi / computing resources at home High level of uptake of GCSE Pod by PP students <p><u>Long term</u></p> <ul style="list-style-type: none"> Embedded culture of prioritising PP students is evident in all policies and planning All PP students have received some form of academic intervention and this is evidenced in record keeping 	<ul style="list-style-type: none"> The gap in P8 between PP and non-PP students shows a year on year decrease Threshold measures in all subjects reflect a year on year improvement for PP students QA activities show a high degree of consistency throughout staff in all departments in delivering high quality teaching to PP students Take-up of EBacc subjects in KS4 is consistently high for PP students

KNBS Pupil Premium Implementation Plan 2021-22:

2 Improving 'PP' Students' Attendance, Well-Being and Attitudes to Learning

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p><u>Attendance:</u></p> <ul style="list-style-type: none"> Absence of PP students in 2019-20 was 7.8%, compared with 3.8% for non-PP and 5.2% for all students Persistent absence for PP students was 22.4% for PP students in 2019-20, compared with 8.2% for non-PP and 7.7% for all students <p><u>Fixed Term Exclusions:</u></p> <ul style="list-style-type: none"> There was a 10.2% rate of FTE for PP students in 2019-20 compared with 4.9% for all students <p><u>Permanent Exclusions:</u></p> <ul style="list-style-type: none"> There was a PX rate of 0.73% for PP students in 2019-20 compared with 0.15% for all students <p><u>MyConcern referrals:</u></p> <ul style="list-style-type: none"> In 2019 251 out of 457 concerns were regarding PP students (61.5%) In 2020 334 out of 541 concerns were regarding PP students (61.7%) So far in 2021 388 out of 706 concerns were regarding PP students (54.9%) <p><u>Vulnerable Students</u></p> <ul style="list-style-type: none"> On our current vulnerability spreadsheet, 30 out of the 49 named students are PP students 	<p><u>Emotional and Mental Well-Being</u></p> <ul style="list-style-type: none"> KNBS will endeavour to support the needs of identified students with in-school resources to minimise barriers to learning KNBS will work with external agencies to develop whole-school strategies and to strengthen staff expertise in emotional well-being and mental health <p><u>Self-Discipline for Learning (SDfL)</u></p> <ul style="list-style-type: none"> KNBS will invest in its pastoral provision to reduce the curriculum time lost as a result of poor SDfL amongst a proportion of PP students KNBS will continue to provide support for staff in extending expertise to minimise disruption due to instances of poor SDfL in lessons <p><u>Attendance</u></p> <ul style="list-style-type: none"> KNBS will continue to challenge low attendance amongst a proportion of PP students via a range of strategies 	<p><u>Emotional and Mental Well-Being</u></p> <ul style="list-style-type: none"> KNBS will appoint a designated mental health lead to coordinate the strategy within school Part funding of student welfare staff to support students' emotional needs, to include Student Support Manager, (DEM), SWISS placements, Inclusion Manager (GR) Funding for All-Saints counselling service to support social and emotional well-being <p><u>Self-Discipline for Learning (SDfL)</u></p> <ul style="list-style-type: none"> Part funding of Behaviour for Learning lead and assistant (SG, JF) Funding for alternative provision where required <p><u>Student Engagement Within School</u></p> <ul style="list-style-type: none"> Part funding for in-house rewards for attendance on a half termly basis Funding for breakfast for vulnerable students who may not have access to breakfast at home Subsidy of Educational visits to provide PP students access to wider cultural / social experiences Funding of School uniform and other sundries to avoid obvious inequalities and prevent disengagement <p><u>Attendance</u></p> <ul style="list-style-type: none"> Funding of bus passes for some PP students Funding for a TA to drive selected PP students to school, including fuel and food Part funding of School attendance officer to follow-up non-attendance 	<p><u>Short term</u></p> <ul style="list-style-type: none"> Mental health strategy in place Early identification of students requiring emotional support Early identification of students requiring financial support Early identification of students requiring SDfL intervention Early identification of students requiring attendance intervention Further embedding of the 'Tell someone' culture <p><u>Medium term</u></p> <ul style="list-style-type: none"> Strategies employed to challenge SDfL needs in identified students Strategies employed to challenge low attendance of identified students Strategies employed to support students identified as requiring intervention around well-being <p><u>Long term</u></p> <ul style="list-style-type: none"> A culture of identification and support of students with emotional and mental well-being needs Confident and effective teaching staff are able to challenge instances of poor SDfL in a timely and effective manner such that interruptions to lessons remain rare and continue to decline 	<ul style="list-style-type: none"> FTEs for PP students continue to fall and are broadly in line with those of non-PP students Attendance of PP students continues to improve and is broadly in line with that of non-PP students MyConcern continues to be adopted by all staff, and concerns are dealt with swiftly and effectively as they arise QA activities show a high level of engagement amongst PP students A culture of support exists within school such that students with difficulties are able to seek help and articulate those difficulties

KNBS Pupil Premium Implementation Plan 2021-22:

3 Improving 'PP' Students' Engagement and Aspirations

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p><u>Participation:</u></p> <ul style="list-style-type: none"> Insufficient records were previously available to track participation of PP students in extra-curricular clubs, outdoor pursuits, educational visits and sporting events. <p><u>CEIAG:</u></p> <ul style="list-style-type: none"> Professional employees from poorer backgrounds are paid almost £7,000 a year less on average than their peers from more privileged families, according to research for the Social Mobility Commission. The study found that even those from working class families who have exactly the same role, education and experience as their colleagues from more advantaged backgrounds are still paid on average 7% less, equating to just under £2,250 a year. <p><u>Progression Pathways:</u></p> <ul style="list-style-type: none"> Disadvantaged young people are twice as likely to not be in employment, education or training (NEET) compared to their better off peers, a new study has found. The report, <i>Establishing the Employment Gap</i>, from the venture philanthropy charity Impetus, found that 26 per cent of disadvantaged young people were NEET, compared to just 13 per cent of other young people. 	<p><u>Participation:</u></p> <ul style="list-style-type: none"> KNBS will ensure that robust recording systems are in place to monitor the participation of PP students in a range of extra-curricular activities Where it appears that uptake of PP students is low, KNBS will seek to redress this via encouragement, communication with home and subsidies as required <p><u>CEIAG:</u></p> <ul style="list-style-type: none"> PP students will be prioritised for careers interviews in years 10 and 11 PP students will be prioritised in Educational visits to workplaces and in attendance at school-based exposure to employers and employees PP students will be given support as required when organising work-experience placements PP students will be prioritised and encouraged to participate in the Y9 Aim Higher programme Detailed and accurate records will be maintained for participation in all CEIAG activities, and interventions will be put in place as required <p><u>Progression Pathways:</u></p> <ul style="list-style-type: none"> PP students will be supported in their applications to 16+ providers Robust records of destinations data will be held 	<p><u>Participation:</u></p> <ul style="list-style-type: none"> Part funding of Outdoor Pursuits co-ordinator to engage PP students through a range of activities; to include purchase of equipment and hire of facilities. Close record keeping and monitoring of the participation of PP students in extra-curricular, enrichment and outdoor pursuits activities and intervention as required Part funding of TLR for student leadership co-ordinator. <p><u>CEIAG:</u></p> <ul style="list-style-type: none"> Part funding of the TLR for CEIAG Part funding for the Unifrog careers guidance platform Part funding for the Compass-CEIAG monitoring tool Part funding of PT careers advisor to advise PP students and raise aspirations <p><u>Progression Pathways:</u></p> <ul style="list-style-type: none"> Close monitoring of applications for colleges, sixth forms and apprenticeships by RAG group to ensure accuracy and suitability of application PP students to be offered university link activities from Y9 (Aim Higher) to build aspiration for tertiary education and higher paying careers Targeted groups of PP students encouraged into pre-apprenticeship programme with ADI engineering as part of KS4 options. 	<p><u>Short term</u></p> <ul style="list-style-type: none"> Suitable record keeping procedures set up to monitor participation, CEIAG and progression CEIAG programme in PD and form time is detailed, robust and fit for purpose <p><u>Medium term</u></p> <ul style="list-style-type: none"> Records show high participation levels from PP students and interventions are in place to remedy the situation if this is not the case PP students are able to articulate their well-informed ambitions an aspirations for 16+, 18+ and 21+ at an early age <p><u>Long term</u></p> <ul style="list-style-type: none"> A strong and detailed CEIAG programme is in place which provides good advice and guidance to PP students PP students are able to confidently assess a range of options at 16+ and beyond. They have clear understanding of the choices open to them and how to access these choices. 	<ul style="list-style-type: none"> Zero NEET amongst PP students Percentage of PP students participating in all aspects of school life is broadly equal to non-PP students PP students are well represented in School student leadership roles

Appendix B

School Led Tuition Impact Report



School – Based Tuition
2021 – 22
Impact Review

Context and Rationale

The School-Based Tuition programme at KNBS took place in the Spring term of 2022, with a small number of remaining sessions continuing after the Easter break into the Summer Term. The programme involved 58 students, predominantly in groups of 3. Some students were tutored in more than one subject. It involved 30 teachers and in total there were over 1073 student-hours of tuition.

Students were selected on the following criteria:

- Pupil premium students were given significant priority
- Students whose predicted grades were some way below their STRIVE lower grade
- Students who it was felt had scope for improvement

Analysis Methodology

Analyses compared final outcomes with two prior indicators:

1. The final projected GCSE (or equivalent) grade submitted by staff (Easter 2022)
2. The STRIVE lower grade

Comparisons in each case were then made on a +/- basis against each of the above two prior indicators for each student qualification. Final figures were then given as the mean average values of these comparisons.

This allows a proxy 'value added' figure to be calculated for each student qualification, for each subject and for PP and non-PP cohorts. Value added for 'instances of tuition' can thus be compared alongside student qualifications which were not subject to intervention via school based tuition.

Analysis

	Mean average difference between final outcome and last projected grade	Mean average difference between final outcome and STRIVE lower grade
All student subjects tutored (87)	+0.68	+0.03
Non-tutored ALL subjects (887)	+0.31	+0.25
All student MATHS tutored (19)	+0.53	+0.05
Non-tutored MATHS (97)	+0.54	+0.34
All student ENGLISH tutored (12)	+1.67	+0.83
Non-Tutored ENGLISH (104)	+0.46/+0.79	+0.55/+0.80
All Student HUMANITIES tutored (14)	+0.57	+0.43
Non-Tutored HUMANITIES (152)	+0.39	+0.22
All PP subjects tutored (57)	+0.61	+0.23
All PP non-tutored ALL subjects (36)	+0.33	+0.09
Non-PP ALL subjects tutored (30)	+0.86	-0.37
Non-PP non-tutored ALL subjects (665)	+0.31	+0.30
Tutored SEND subjects (22)	+0.25	-0.39
Non-Tutored SEND (175)	+0.23	-0.23

Evaluation

Outcomes for students involved in school-based tuition compare favourably with those receiving no such intervention. Moreover, there is sufficient evidence to conclude that school-based tuition provided an overwhelming benefit to students in receipt of it.

The comparison with projected grades provides the most overwhelming evidence, with value added for those involved in the programme significantly higher than non-participants in all but one comparison – and this one exception shows parity.

The comparison with STRIVE lower grades is less emphatic. In these comparisons, non-participants achieved higher value added in some instances. This is not unexpected – participants in the programme were chosen largely because their progress against STRIVE was weak, and those not chosen to participate were already being tracked as working on or closer to their STRIVE grades. It is notable, therefore, that the value added in STRIVE for intervention in English and Humanities and for all PP students is particularly striking.

The *following appendices* are available on request

Appendix 1	Instances of Tuition – All Students
Appendix 2	Instances of Tuition - Maths
Appendix 3	Instances of Tuition - English
Appendix 4	Instances of Tuition - Humanities
Appendix 5	Non – Tutored Vs Projected Grades
Appendix 6	Non – Tutored Vs STRIVE Lower
Appendix 7	Non – Tutored PP Vs Projected Grades
Appendix 8	Non – Tutored PP Vs STRIVE Lower
Appendix 9	Non – Tutored Non-PP Vs Projected Grades
Appendix 10	Non -Tutored Non-PP Vs STRIVE Lower
Appendix 11	Instances of Tuition - PP
Appendix 12	Instances of Tuition – Non-PP