

# Kilgarth School - Pupil premium strategy statement

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	Kilgarth School
Number of pupils in school	49
Proportion (%) of pupil premium eligible pupils	73%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	12/2021
Date on which it will be reviewed	12/2022
Statement authorised by	Jane Westlake Headteacher
Pupil premium lead	Daniel Griffiths Deputy Headteacher
Governor / Trustee lead	Jenny Sanderson Curriculum Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,860
Recovery premium funding allocation this academic year	£17,096
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<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	£ 65,956

# 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 close the gap towards ARE in terms of literacy and numeracy. We aim to engage and motivate pupils to learn by employing positive behaviour management techniques, building relationships with pupils and providing them with support and challenge to grow and develop. Thereby overcoming the many barriers and complex additional needs that they face to become contributing members of society and live happy and prosperous lives. For this very reason comparing our disadvantaged pupils to their peers does not give a true measure of the effectiveness of the provision at our school. Each pupil must be considered as an individual when measuring the relative successes and gains that they have made in their social and academic progress at school.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their academic potential and go on to post 16 further education or employment. Pupils at our school face a variety of challenges due to their complex and often comorbid additional needs. This alongside high levels of social deprivation results in the vast majority of our cohort being considered as vulnerable pupils. As a school we have a high proportion of CLA pupils and work in partnership with social care and other agencies to support our pupils and their families. The activity we have outlined in this statement intends to support the progress of all pupils in our school regardless of need or disadvantage.

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. Throughout the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Despite the additional challenges that our young people face with regard to study outside of school hours. Our strategy is integral to wider school plans for education recovery, notably in its targeted support through the supplementary studies 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, as opposed to assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils engage in education and make social, emotional and academic progress. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupil 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
1	<p>All pupils at our school are in receipt of an Education, Health and Care Plan with SEMH [Social, Emotional &amp; Mental Health] as their primary need. This is due to a number of medical or social issues that have, and continue to, present as barriers to learning and progress throughout our pupils lives. The vast majority would fall into the complex range as their difficulties would be considered to be comorbid, these can include:</p> <ul style="list-style-type: none"> <li>• Attention deficit hyperactivity disorder</li> <li>• Autism or social communication difficulties</li> <li>• Oppositional defiant disorder</li> <li>• Conduct disorders</li> <li>• Obsessive compulsive disorder</li> <li>• Specific Learning Difficulties [Dyslexia / Dyscalculia / Dyspraxia]</li> <li>• Moderate Learning Difficulties</li> <li>• Anxiety &amp; Sleep disorders</li> <li>• Attachment disorders</li> <li>• Tourette's syndrome</li> </ul> <p>Greater than 65% of the cohort would be considered to have a disability under the Equality Act 2010. All pupils qualify for additional help and support with examinations [Access Arrangements].</p>
2	<p>Due to a range of complex and disparate additional needs all pupils are working below ARE with regard to basic skills [literacy and numeracy]. The vast majority of our pupils have experienced disruption to their primary phase of education and have not met their educational milestones, or made progress in line with the average pupil.</p> <ul style="list-style-type: none"> <li>• 88% of the current cohort have not reached ARE in numeracy and maths at the end of KS2</li> <li>• Analysis of summer 2021 data shows that 17.2% of disadvantaged pupils were making expected or better progress compared to 14.2% for their peers in Mathematics. This was the first data capture post C-19 lockdown.</li> <li>• 78% of the current cohort have not reached ARE in reading at the end of KS2</li> <li>• Analysis of summer 2021 data shows that 0% of disadvantaged pupils were making expected or better progress compared to 6.9% for their peers in English. This was the first data capture post C-19 lockdown.</li> <li>• This places approximately 90% of our pupils in the low attaining category in terms of expected national progress.</li> </ul> <p>Diagnostic assessment in Autumn 2021 has indicated that for pupils with full time provision:</p> <ul style="list-style-type: none"> <li>• Lowest Reading Age [RA] is below 6. Highest RA is above 18:11.</li> <li>• Lowest Spelling Age [SA] is 6. Highest SA is above 18:11.</li> <li>• Lowest Comprehension Age [CA] is 7:04. Highest CA is above 18:11.</li> <li>• 21% of pupils are working at or above their chronological RA.</li> <li>• 26% of pupils are working at or above their chronological age SA.</li> </ul>

	<ul style="list-style-type: none"> <li>• 11% of pupils are working at or above their chronological age CA.</li> </ul> <p>Diagnostic assessment in Autumn 2021 has indicated that for pupils with flexible learning provision:</p> <ul style="list-style-type: none"> <li>• Highest Reading Age [RA] 15:00. Lowest RA 8:08.</li> <li>• Highest Spelling Age [SA] 18:11. Lowest SA 9:05.</li> <li>• Highest Comprehension Age [CA] 18:11. Lowest CA 9:05.</li> <li>• 0% of pupils working at or above their chronological age RA.</li> <li>• 27% of pupils working at or above their chronological age SA.</li> <li>• 11% of pupils working at or above their chronological age CA.</li> </ul> <p>These levels of lost learning are a significant barrier to our pupils accessing the curriculum without additional help and support from the teacher or teaching assistant.</p>
3	<p>Progress across the curriculum was significantly affected by differential lost learning due to C-19. Despite high levels of support from school through remote learning, pupils working from home did not have the resilience or parental support to sustain the levels of progress that result from high quality first teaching and support at school.</p>
4	<p>Our attendance data 3-year trend is:</p> <ul style="list-style-type: none"> <li>• 2018/19 – 69.8% [PP 68.9% NPP 70.9%]</li> <li>• 2019/20 – 69.6% [PP 68.3% NPP 70.7%]</li> <li>• 2020/21 – 74.1% [PP 74.6% NPP 76.7%]</li> </ul> <p>Limited benchmarking data is available to compare our attendance to like schools. However, data published by the DfE in 2019 suggests our attendance is significantly below the national average for special and other like SEMH schools. There is a coloration to the national average for pupil referral units which have a similar cohort to our setting.</p>
5	<p>Pupils often join our school mid-phase for various reasons e.g. late determination of need, placement breakdown or moving into the care of the Local Authority. These pupils are often de-schooled and require an intensive programme of re-engagement with school and learning. Some of these pupils require a flexible approach to learning that can include placement at College or other alternative providers alongside tuition at school, library or family home.</p>
6	<p>Our pupils and their families often require high levels of pastoral support to develop a growth mind set and overcome adverse childhood experiences. This provides parents and carers with the skills and understanding of how to support their child at home. Support is also given to parents and carers at medical appointments and engagement with social care and other agencies. This also includes providing transport for pupils to and from school to foster engagement in learning.</p>
7	<p>Pupils transitioning to post 16 provision need continued experienced pastoral support to maintain their place at local providers.</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
Pupils will experience high quality teaching across the curriculum that meets their needs and ensures that they make progress.	Teacher observation, work scrutiny and pupil voice will allow pupils to maintain gains in knowledge, skills and understanding across the curriculum.
Pupil wellbeing measures to show that pupils enjoy school and feel that they are a valued member of our school community.	Sustained levels of well-being achieved by pupils demonstrated by: <ul style="list-style-type: none"> <li>• Wellbeing surveys [pupil/parent]</li> <li>• Pupil voice</li> <li>• Teacher observations</li> <li>• A high proportion of pupils earn extended social activities through good engagement and effort in lessons</li> </ul>
Pupils will improve their metacognitive and self-regulatory skills that allows pupils to overcome barriers to engagement and progress.	Sustained levels of engagement through good behaviour for learning as pupils will become more-able to self-manage and engage without entering a period of crisis. Pupils will gain a greater understanding of their own needs and how to manage their learning through a programme of SEAL [Social, Emotional Aspects of Learning] across KS3.
Pupils will close the gap towards ARE in literacy and numeracy.	By the end of the current plan the majority of pupils regardless of deprivation will have made progress towards ARE in these areas. These will be supported by targeted interventions, measured through assessment in class and by yearly diagnostic tests.
Pupils will engage with school in line with their provision and close the gap towards average school attendance of 95%.	By the end of the current plan all pupils regardless of deprivation will have made gains in their yearly attendance rates. The overall school attendance trend will improve year on year closing the gap towards the national average.
Pupils will transition to post 16 education or training having achieved a suite of qualifications that gives them access to their aspirational area of study / work.	All pupils regardless of need will be given the opportunity to take GCSE English and Mathematics at the end of KS4. To build self-esteem and self-efficacy Kilgarth will continue to develop its progression routes for pupils across the curriculum to prepare them for transition post 16.

## 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 - Budgeted cost: £ 32,978

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of additional standardised diagnostic assessments e.g. Lexplore</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>It will first be rolled out in maths, science and SEAL followed by other subjects.</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p><a href="#">Social and emotional learning   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3
<p>Reducing class sizes across the curriculum will provided a low</p>	<p>Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ</p>	1, 2, 3, 4

<p>stress high demand learning environment for pupils to learn.</p> <p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p>	<p>and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.</p> <p><a href="#">Education evidence  Teaching and Learning   Reducing class size   Education Endowment Foundation   EEF</a></p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p><a href="#">Feedback  Teaching and Learning   Reducing class size   Education Endowment Foundation   EEF</a></p>	
<p>Enhancement of our Mathematics 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 Mathematics 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="#">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>To teach Mathematics 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: <a href="#">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p>	1, 3, 4
<p>Improving literacy across the curriculum so that all teachers and support assistants are teacher of literacy.</p> <p>It will be rolled out first in Mathematics to help raise attainment for all pupils, followed by subjects identified as priorities.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	2
<p>Provide increased levels of in class support for pupils learning by increasing the levels of</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where</p>	1, 2, 3, 4

<p>TA support in the classroom.</p> <p>TAs will support learning in the general classroom environment and to deliver targeted out of class interventions. The role can also include administrative support.</p>	<p>teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.</p> <p><a href="#">Teaching Assistants   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
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## Targeted academic support - Budgeted cost: £ 16,489

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for all pupils regardless of disadvantage who need additional help to comprehend texts and address vocabulary gaps.</p> <p>Phonics recovery programme to emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p>	<p>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:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3
<p>Supplementary Studies small group tuition for Yr.11 pupils to support end of key stage outcomes</p> <p>Individual targeted tuition for literacy and numeracy</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2,5



**Wider strategies Budgeted cost: £ 16,489**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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.</p> <p>Attendance/support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	4
<p>Adoption of a talking therapy (CBT) interventions for specific pupils who require support with regulating their behaviour and emotions.</p>	<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>	5,6,7
<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning.</p> <p>Such as the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p><a href="#">Parental engagement   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4,5
<p>Further development of our positive behaviour modification systems. These seek to improve attainment by reducing challenging behaviours in school. These include a variety of general and targeted approaches to engage pupils and remove barriers to learning.</p>	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.</p> <p><a href="#">Behaviour interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	5,6,7

**Total budgeted cost: £ 65,956**

## 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.

Throughout the partial closures we maintained close contact with our pupils / parents and carers alongside providing school places for the most vulnerable pupils in our school community. We continually monitored and assessed their wellbeing and mental health whilst school was partially closed and triaged places for pupils based upon our regular communications. The impact was particularly acute for all of our pupils. During this time, we used pupil premium funding to provide wellbeing support for all pupils, technology for online learning and targeted interventions where required. We are building on that approach in our new plan and have created a new Pastoral Support Officer to support our pupils and families recover post C-19.

Our internal assessment at the end of 2020/21 suggested that the impact of further C-19 differential lost learning has impacted the academic progress of all pupils in our school. Analysis of subject data shows that pupils have not sustained the gains that would normally be apparent in terms of progress had they engaged with full time face to face learning. This is despite our multi-faceted approach to support parents and pupils to learn at home during lock down. At all times throughout the pandemic we have made every effort to maintain our high quality curriculum, and support pupils with technology so that they can access online resources such as those provided by Oak National Academy and on our online learning platform SeeSaw.

Despite our continual drive to improve pupil's literacy including the provision of bespoke online literacy interventions during periods of partial closures, our pupils have not sustained the progress that has been apparent in previous years. When analysing the average months' progress for pupils that have been on roll for the entirety of their secondary provision at Kilgarth [Yr.7-11] the average pupil made 29:2 months' progress in their reading ages. However, it is worth noting that comparing this data with previous cohorts does not give an accurate picture of improvements in this area as the needs of pupils in each cohort is so unique and disparate. This will however continue to be a major part of our pupil premium and a key school improvement objective going forward. In 2021 we received re-accreditation of our Tribal Basic Quality Skills Mark in recognition of our effort in this area.

Levels of attendance have remained relatively static with a small improvement at the end of 2021 as the vast majority of our pupils were keen to return to face to face learning. In 2020-21 the gap between PP / NPP pupils was only 2.1% points. Despite this slight upward trend our pupils continue to experience periods of absence due to their complex additional needs regardless of deprivation. However, we continue to support pupils to engage with school through a variety of progression routes to close the gap towards national average levels of attendance. This will be a major part of our pupil premium strategy and a key school improvement objective going forward.

With regard to safeguarding outcomes we prioritised our Yr. 11 pupils to maintain their face to face engagement with learning in addition to our most vulnerable. This approach ensured that Yr.11 pupils generated evidence for awarding TAG grades and completed coursework for successful accreditation. This approach maintained the number of outcomes for each pupil at an average of 6 including English and Mathematics GCSE at the end of KS4. The additional support / enhanced transition that was provided to these pupils ensured that 92% of them secured a place in further education or training in September 2021.