

Kilgarth School - Pupil Premium Strategy Review

This review statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils. This is the fourth review of a five-year plan designed to close the gap towards national expectations for our complex pupils.

School Overview 2024-25

| Detail | Data |
|---|--|
| School name | Kilgarth School |
| Number of pupils in school | 60 [8 CLA] |
| Proportion (%) of pupil premium eligible pupils | 87% [73% PP] - [13% CLA] |
| Academic year/years that our current pupil premium strategy plan covers (five year plan) | 2021-2026 |
| Date this statement was published | 12/2021 |
| Fourth Review | 03/2026 |
| Statement / Review authorised by | Jane Westlake Headteacher |
| Pupil premium lead | Daniel Griffiths Deputy Headteacher |
| Governor / Trustee lead | Sandra Boggan Vice Chair of Governors |

Funding overview 2024-25

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation for 2024-25 | £67,450 |
| Recovery premium funding allocation for 2024-25 | £13,800 |
| Pupil premium funding carried forward from 2023-24 (enter £0 if not applicable) | £ 0 |
| Total budget for 2024-25 | £ 81,250 |

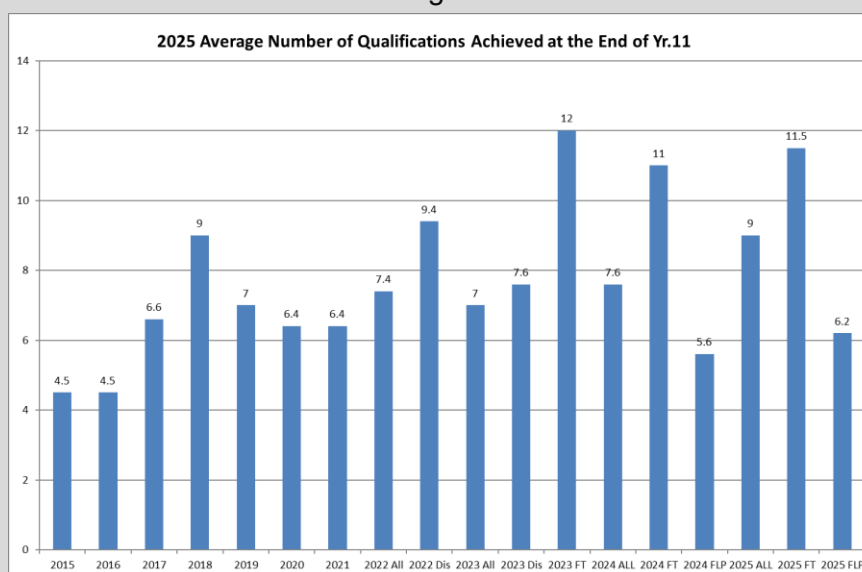
Intended outcomes [2021-2026]

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 |
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| 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. |

Year 1/2/3/4 - Impact

- Teaching across the school has been judged to be highly effective across the curriculum and leads to outstanding outcomes for highly complex pupils. This was quality assured as outstanding by Ofsted Nov 2024 with no AFI.
- Quality Assurance and awarding body moderation reports reflect the high-quality teaching and feedback provided to pupils to support their learning and progress.
- Progress across the curriculum is good and outstanding in many subject areas relative to pupils starting points.
- The number of outcomes per pupil has increased to 9 [↑1.4] for all pupils.
- Recovery premium funding has been used effectively to account for differential missed learning due to C-19 lockdowns. This has also enabled class sizes to be reduced and support in the classroom to be enhanced. As such, class sizes do not exceed 6 pupils each with a lead teacher and at least one teaching assistant.



- Outcomes at the end of KS4 have been maintained despite historic detrimental effect of school closures. NPP pupils on average attained one more outcome than PP pupils, for this measure as 87% of these pupils were considered to be disadvantaged.
- For those pupils [2] who transitioned to Kilgarth at the end of KS2 and engaged with a full curriculum model the average number of outcomes was 11.
- 100% [↑3%] of parents and carers identified that in their view teaching was outstanding. *
- 95% [↑6%] of parents and carers felt that their child was making progress at school. *
- 100% [↑3%] parents and carers felt that the school meets the needs of their child. *
- 91.7% of pupils stated that teachers help them do their best all or most of the time. ^

* Progress Review Day survey May 2025

^ Pupil Survey February 2026

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| <p>Pupil wellbeing measures to show that pupils enjoy school and feel that they are a valued member of our school community.</p> | <p>Sustained levels of well-being achieved by pupils demonstrated by:</p> <ul style="list-style-type: none"> • Wellbeing surveys [pupil/parent] • Pupil voice • Teacher observations • A high proportion of pupils earn extended social activities through good engagement and effort in lessons |
|--|--|

Year 1/2/3/4 - Impact

- >85% of pupils earn socials regularly through engagement with positive behaviour modification systems.
- The average effort to learn score is 3.45 [3 = good effort / 4 = outstanding effort] for all subject areas.
- 33.3% [↑10.2%] of pupils enjoy school all the time. ^
- 33.3% [↓29.6%] of pupils enjoy school most of the time. ^
- 33.3% [↑25.6%] of pupils enjoy school some of the time. ^
- Teachers carefully differentiate work of a complex cohort of pupils to ensure engagement and participation in learning. This was quality assured as outstanding by Ofsted Nov 2024 with no AFI.
- 75% [↓9.6%] of pupils agreed or strongly agreed that their voice is heard by teachers during lesson time with 8.3% [↑0.6%] disagreeing and 16.7% neither disagreeing nor agreeing.
- 91.7% [↑14.7%] of pupils agreed or strongly agreed that there is an adult that they can talk to if something is worrying them, with 8.3% [↓14.8%] neither agreeing nor disagreeing.
- Natural and logical systems are employed to hold pupils to account for lost learning time thereby sustaining progress over time.
- Pupils views are gathered through regular school council meetings and are discussed and actioned by leaders if feasible as a standing agenda item.
- All PP+ pupils have been provided with a personal laptop via their personal education plan funding.
- > 70% of pupils regularly make half-termly reward trips linked to their attendance and effort to learn scores.

^ pupil survey spring 2026

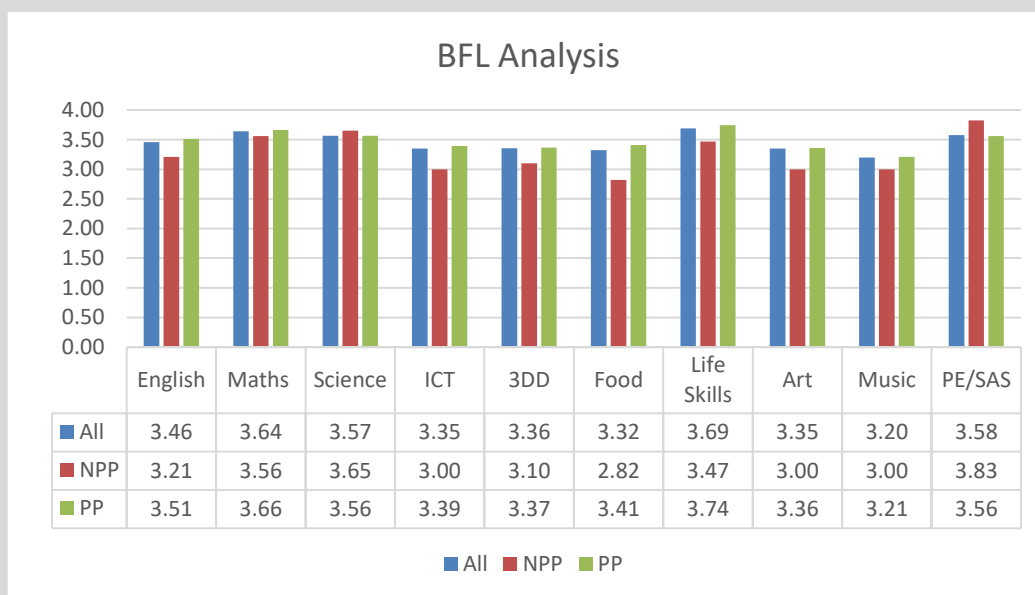
Pupils will improve their metacognitive and self-regulatory skills that allow pupils to overcome barriers to engagement and progress.

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.

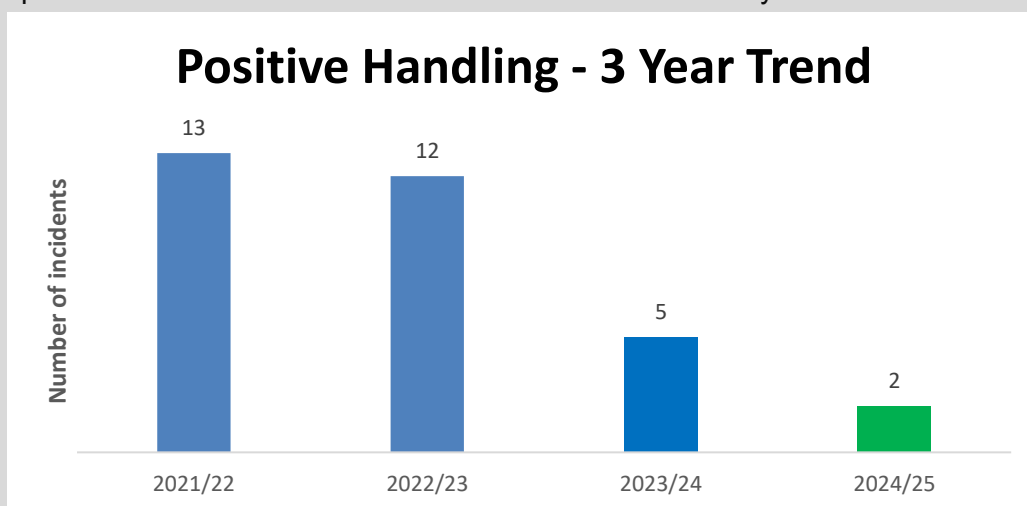
Pupils will gain a greater understanding of their own needs and how to manage their learning through a programme of SEAL [Social, Emotional Aspects of Learning] across KS3.

Year 1/2/3/4 - Impact

- All KS3 pupils have accessed a programme designed to promote social and emotional skills that underpin effective learning and positive behaviour choices. This has resulted in positive effort to learn trends across the curriculum.



- Restrictive physical intervention has greatly reduced since the development and implementation of our Positive Behaviour Modification Policy.



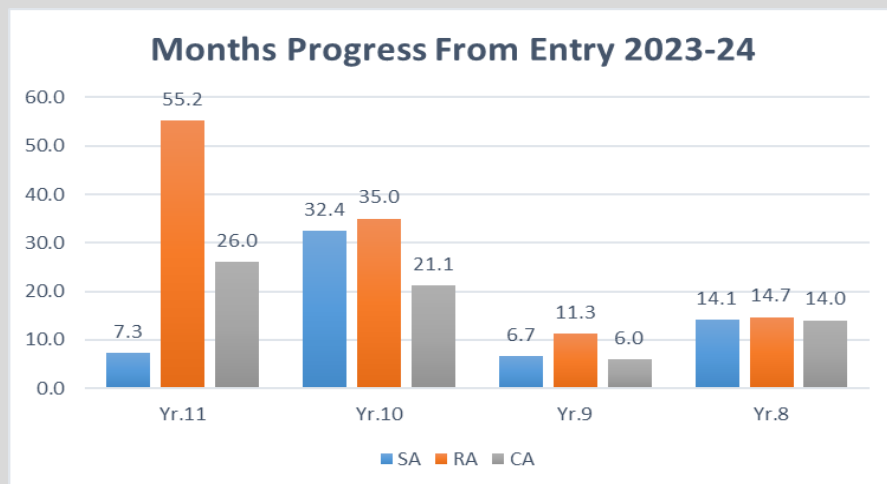
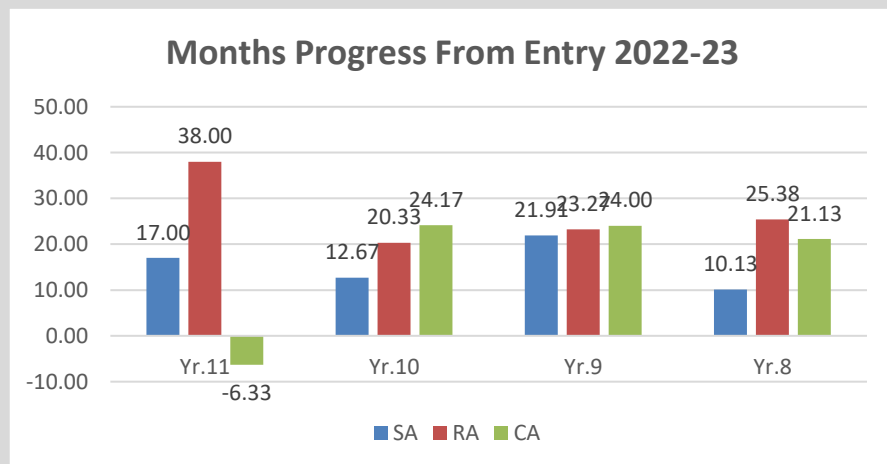
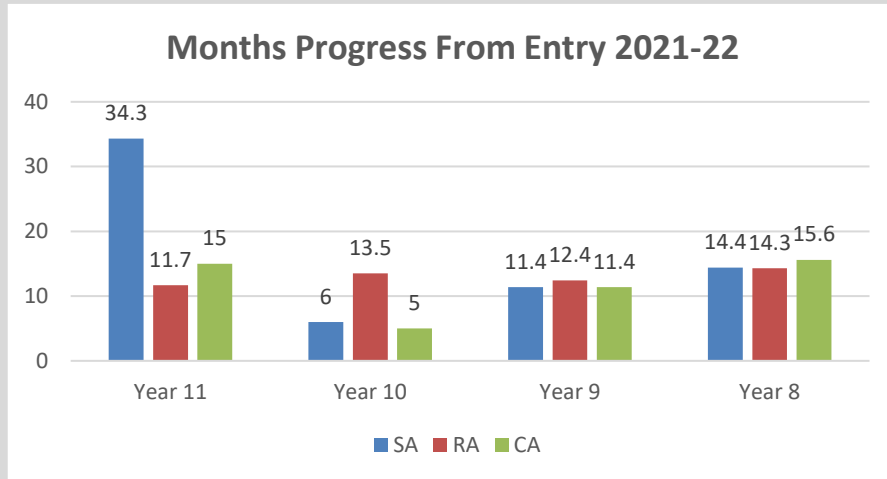
- One member of support staff has achieved Level 3 and one has achieved a level 2 mentoring qualification to offer more bespoke pupil support.
- All staff completed the Place2Be - Mental Health Champions Foundation Course, so they are better able to support the mental health needs of young people and colleagues at school.

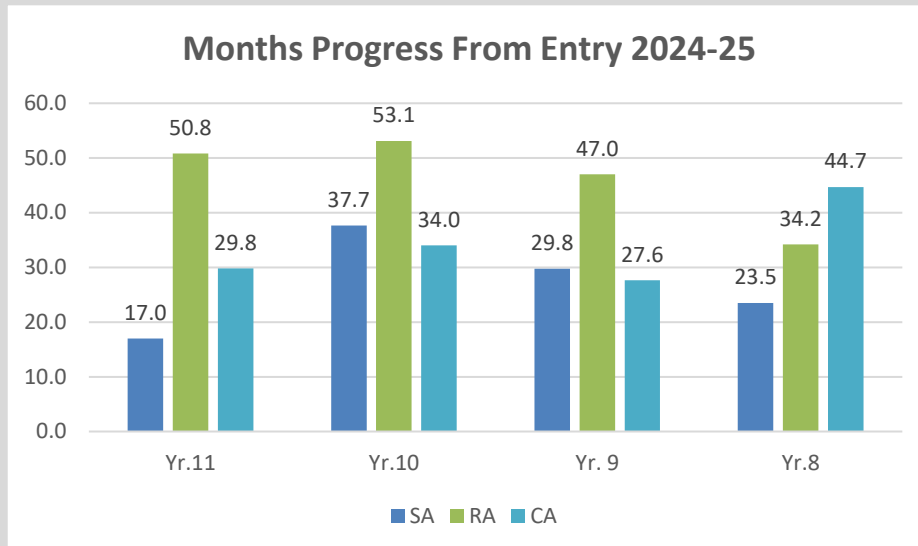
Pupils will close the gap towards ARE in literacy and numeracy.

By the end of the current plan the majority of pupils regardless or 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.

Year 1/2/3/4 - Impact





- Teaching continues to be highly effective in these areas with high levels of support to foster progress. This was quality assured as outstanding by Ofsted Nov 2024 with no AFI.
- English & Mathematics Faculty development has provided additional teaching capacity to endure that all pupils in the main body of the school study English and Mathematics every day. Flexible Learning & Individual Learning pupils continue to receive 1:1 tuition for English and Mathematics as part of an agreed individual bespoke provision. Additional vocational qualifications have been incorporated into these progression routes i.e. Level 2 Home Cooking Skills, Level 2 Sport and Active Fitness and Level 2 Digital Skills for Work.
- After consultation with colleagues in a partner MLD school, a revised literacy strategy has been formulated that aims to rapidly close the gap in this key school improvement area.
- Termly diagnostic testing has been embedded to check literacy progress, so the impact of interventions is more effectively measured over time.
- In 2022 the school achieved re-accreditation for the 10th year running for the Secondary Quality Mark. Recognising our commitment to improving basic skills of our pupils across the curriculum.
- Despite the complex nature of need and levels of deprivation experienced by our pupils 30% [\uparrow 13%] of PP pupils made expected or better progress in GCSE Mathematics summer 2024. With 2 pupils attaining the expected standard of grade 4 at the end of KS4.
- 50% of NPP made expected or better progress in Mathematics, with 1 pupil attaining the expected standard of grade 4 at the end of KS4. This is a gap of 20% [\downarrow 13%] compared to PP pupils summer 2024.
- Despite the complex nature of need and levels of deprivation experienced by our pupils 70% [\uparrow 37%] of PP pupils made expected or better progress in GCSE English Language summer 2024. With 3 pupils attaining the expected standard of grade 4 at the end of KS4.
- 50% of NPP made expected or better progress in English, with pupil attaining the expected standard of grade 4 at the end of KS4. This is a gap of 20% [\uparrow 7%] compared to PP pupils summer 2024.

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| <p>Pupils will engage with school in line with their provision and close the gap towards average school attendance of 95%.</p> | <p>By the end of the current plan all pupils regardless of deprivation will have made gains in their yearly attendance rates.</p> <p>The overall school attendance trend will improve year on year closing the gap towards the national average.</p> |
| <p>Year 1/2/3/4 - Impact</p> <p>Reward systems and interventions by form tutors and our pastoral support worker have fostered an upward trend, closing the gap towards national average attendance.</p> <ul style="list-style-type: none"> • 2018/19 – 69.8% [PP 68.9% NPP 70.9%] • 2019/20 – 69.6% [PP 68.3% NPP 70.7%] • 2020/21 – 74.1% [PP 74.6% NPP 76.7%] • 2021/22 – 78.7% [PP 77.89% NPP 81.07%] • 2022/23 – 81.14 [PP 78.05% NPP 88.86%] CLA 80.84% • 2022/23 - 24% of pupils achieved 100% attendance for a full school term • 2022/23 - >50% of pupils achieved over 90% attendance for a full school term • 2023/24 – 73% [PP 69% NPP 70%] CLA 74% • 2023/24 - 32% of pupils achieved 100% attendance for at least 1 full school term • 2023/24 - 38% of pupils achieved over 90% attendance for a full school term • 2024/25 – 75.3% [PP 74.2% NPP 67.4%] CLA 80.90% • 2024/25 - 27% of pupils achieved 100% attendance reward for at least 1 full school term • 2024/25 - 75% of pupils achieved 90%+ attendance reward for a full school term | |
| <p>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.</p> | <p>All pupils regardless of need will be given the opportunity to take GCSE English and Mathematics at the end of KS4.</p> <p>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.</p> |
| <p>Year 1/2/3/4 - Impact</p> <ul style="list-style-type: none"> • 100% of pupils were entered for GCSE English Language and Mathematics. • 92% [↓8%] of pupils accessed GCSE English Language and Mathematics. • 67% of pupils made expected progress in GCSE English with 33% of pupils achieving a pass grade 4. • 33% of pupils made expected progress in GCSE Mathematics with 25% of pupils achieving a pass grade 4. • 100% of pupils attained a suite of qualifications that gave them access to post 16 study. • 100% [↑12.5%] of pupils had a specific destination at the end of KS4. • All CLA pupils have been provided with a personal laptop computer as part of their personal education plan [PEP] funding to support their post 16 studies. | |

Activity in Year 4 [2024-2025]

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: £ 40,625 [50%]

| 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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</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>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</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>Social and emotional learning Toolkit Strand Education Endowment Foundation EEF</p> | 1, 2, 3 |
| <p>Reducing class sizes across the curriculum will provide a low 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>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 and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.</p> <p>Education evidence Teaching and Learning Reducing class size Education Endowment Foundation EEF</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>Feedback Teaching and Learning Reducing class size Education Endowment Foundation EEF</p> | 1, 2, 3, 4 |

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| <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: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</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: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</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: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> | 2 |
| <p>Provide increased levels of in class support for pupils learning by increasing the levels of 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>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 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>Teaching Assistants Toolkit Strand Education Endowment Foundation EEF</p> | 1, 2, 3, 4 |

Targeted academic support - Budgeted cost: £ 20,312.50 [25%]

| 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: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</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. Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 2, 3 |
| <p>Additional English and Mathematics teaching time has been implemented. All full-time pupils now receive daily</p> | <p>Additional teaching and 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: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 2,5 |

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| <p>lessons to over teach and foster progress in basic skills.</p> <p>KS4 English and Mathematics lessons have now been extended providing an additional 50 minutes of teaching in each school week.</p> <p>KS4 Intensive study days throughout the year also provide additional teaching time.</p> <p>Individual targeted tuition for literacy and numeracy within lessons is now embedded.</p> | | |
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Wider strategies *Budgeted cost: £ 20,312.50 [25%]*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--------------------------------------|
| <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures. 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>Cognitive Behavioural Therapy - Youth Endowment Fund</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>Parental engagement Toolkit Strand Education Endowment Foundation EEF</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>Behaviour interventions Toolkit Strand Education Endowment Foundation EEF</p> | 5,6,7 |

Total budgeted cost: £ 81,250

