

## Kilgarth School - Pupil premium strategy review

This review 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. This is the first review of a three-year plan designed to close the gap towards national expectations for our complex pupils.

### School overview 2022-23

Detail	Data
School name	Kilgarth School
Number of pupils in school	49
Proportion (%) of pupil premium eligible pupils	78%
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
First Review Date	11/2022
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 2022-23

Detail	Amount
Pupil premium funding allocation for 2022-23	£48,870 [32 -6 LAC]
Recovery premium funding allocation for 2022-23	£20,976 [38@£552]
Pupil premium funding carried forward from 2021-22 (enter £0 if not applicable)	£ 0
<b>Total budget for 2022-23</b>	<b>£ 69,846</b>

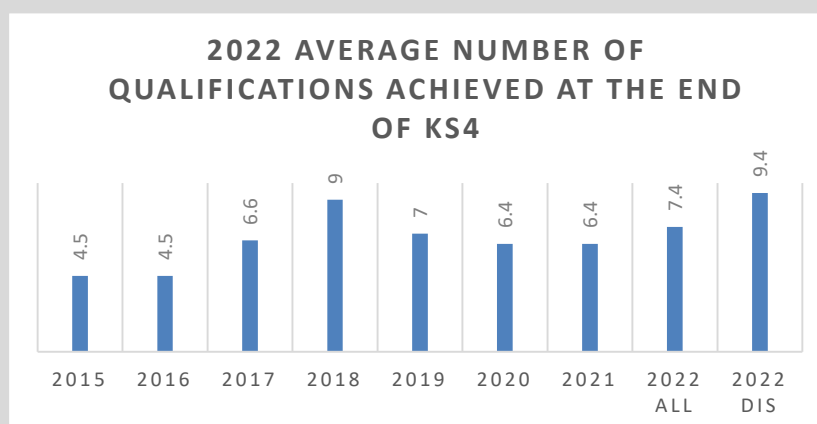
## Intended outcomes [2021-2024]

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.

### Year 1 - Impact

- Teaching across the school has been judged to be highly effective across the curriculum and leads to outstanding outcomes for highly complex pupils.
- 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.
- The number of outcomes per pupil has been sustained at pre-C19 levels and has actually increased despite several hard to reach/engage pupils within the year group.
- 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.



- Outcomes at the end of KS4 have been maintained despite the detrimental effect of school closures. There was no significant difference between PP / NPP pupils for this measure.
- 100% of parents and carers identified that in their view teaching was outstanding.\*
- 94% of parents and carers felt that their child was making progress at school.\*
- 100% parents and carers felt that the school meets the needs of their child.\*
- 74% of pupils stated that teachers help them do their best all or most of the time.^

\* Progress review day survey May 2022

^ Pupil Survey November 2022

<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"> <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>																												
<p><b>Year 1 - Impact</b></p> <ul style="list-style-type: none"> <li>• 90% + of pupils make socials regularly.</li> <li>• The average effort to learn score is over 3 (good) for all subject area.</li> <li>• 13.5% of pupils enjoy school all of the time.^</li> <li>• 31.5% of pupils enjoy school most of the time.^</li> <li>• 32.4% of pupils enjoy school some of the time.^</li> <li>• Teachers carefully differentiate work of a complex cohort of pupils to ensure engagement and participation in learning.</li> <li>• 56.7% of pupils agreed or strongly agreed that their voice is heard by teachers during lesson time with 27% neither agreeing or disagreeing.</li> <li>• 67.5% of pupils agreed or strongly agreed that there is an adult that they can talk to if something is worrying them, with 16.2% neither agreeing or disagreeing.</li> <li>• Natural and logical systems are employed to hold pupils to account for lost learning time thereby sustaining progress over time.</li> </ul>																													
<p>Pupils will improve their metacognitive and self-regulatory skills that allow pupils to overcome barriers to engagement and progress.</p>	<p>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.</p> <p>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.</p>																												
<p><b>Year 1 - Impact</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <div data-bbox="379 1615 1193 2056"> <p style="text-align: center;"><b>AVERAGE EFFORT TO LEARN 2021-22</b></p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Average Effort to Learn Score</th> </tr> </thead> <tbody> <tr><td>ART</td><td>3.2</td></tr> <tr><td>ENGLISH</td><td>3.2</td></tr> <tr><td>FOOD</td><td>3.4</td></tr> <tr><td>HUMANITIES</td><td>3.3</td></tr> <tr><td>ICT</td><td>3.1</td></tr> <tr><td>MATHS</td><td>3.5</td></tr> <tr><td>PE</td><td>3.3</td></tr> <tr><td>3DD</td><td>3.2</td></tr> <tr><td>SCIENCE</td><td>3.3</td></tr> <tr><td>SEAL</td><td>3.1</td></tr> <tr><td>MUSIC</td><td>3.2</td></tr> <tr><td>LIFE SKILLS</td><td>3.4</td></tr> <tr><td>US</td><td>3.6</td></tr> </tbody> </table> </div>		Subject	Average Effort to Learn Score	ART	3.2	ENGLISH	3.2	FOOD	3.4	HUMANITIES	3.3	ICT	3.1	MATHS	3.5	PE	3.3	3DD	3.2	SCIENCE	3.3	SEAL	3.1	MUSIC	3.2	LIFE SKILLS	3.4	US	3.6
Subject	Average Effort to Learn Score																												
ART	3.2																												
ENGLISH	3.2																												
FOOD	3.4																												
HUMANITIES	3.3																												
ICT	3.1																												
MATHS	3.5																												
PE	3.3																												
3DD	3.2																												
SCIENCE	3.3																												
SEAL	3.1																												
MUSIC	3.2																												
LIFE SKILLS	3.4																												
US	3.6																												

- The number of suspensions have reduced this year by 54, the biggest reduction was amongst PP pupils who accounted for 43 of these sessions.
- Restrictive physical intervention has greatly reduced since the development and implementation of our Positive Behaviour Modification Policy.

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.

### Year 1 - Impact

Average Yearly Progress 2021-2022 (months)				
	Year 8	Year 9	Year 10	Year 11
Spelling Age	14.4	11.4	6.0	34.3
Reading Age	14.3	12.4	13.5	11.7
Comprehension Age	15.6	11.4	5.0	15.0

- Teaching continues to be highly effective in these areas with high levels of support to foster progress
- In 2022 the school achieved re-accreditation for the 10<sup>th</sup> year running for the Secondary Quality Mark. Recognising our commitment to improving basic skills of our pupils across the curriculum.
- Summer 2022 in Mathematics 20% of PP pupils are making expected or better than expected progress compare to 27.3% of NPP pupils. This is a gap of 7.3%.
- Despite the complex nature and levels of deprivation experienced by our pupils 25% made expected or better progress in GCSE Mathematics summer 2022.
- Summer 2022 in English 8% of PP pupils are making expected or better than expected progress compare to 18.2% of NPP pupils. This is a gap of 10.2%.
- Despite the complex nature and levels of deprivation experienced by our pupils 31% made expected or better progress in GCSE English Language summer 2022.

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.

### Year 1 - Impact

Reward systems and interventions by form tutors and our pastoral support worker have fostered an upward trend, closing the gap towards national average attendance.

- 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%]

^ this data includes 1 pupil with < 10% attendance, 1 pupil with < 20% attendance and 3 pupils with < 50% attendance.	
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>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>
<b>Year 1 - Impact</b> <ul style="list-style-type: none"> <li>100% of pupils were entered for GCSE English Language and Mathematics.</li> <li>94% of pupils accessed GCSE English Language and Mathematics.</li> <li>94% of pupils had a specific destination at the end of KS4.</li> </ul>	

## Activity in year 2 [2022-2023]

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: £ 34,923 [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><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</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>	1, 2, 3

<p>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>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>	
<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><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>	1, 2, 3, 4
<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</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

Teaching for Mastery training).		
<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 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><a href="#">Teaching Assistants   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4

### Targeted academic support - **Budgeted cost: £ 17,461 [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'</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>	2, 3

the sound-spelling patterns.	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Supplementary Studies small group tuition for Yr.11 pupils to support end of key stage outcomes  Individual targeted tuition for literacy and numeracy	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:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,5

### **Wider strategies** ***Budgeted cost: £ 17,461 [25%]***

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.  Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	4
Adoption of a talking therapy (CBT) interventions for specific pupils who require support with regulating their behaviour and emotions.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:  <a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a>	5,6,7
Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning.  Such as the involvement of parents in their	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.  <a href="#">Parental engagement   Toolkit Strand   Education Endowment Foundation   EEF</a>	4,5



children's learning activities; and more intensive programmes for families in crisis.		
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>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: £ 69,846**