

Diminishing the gap for disadvantaged students



Kemnal
Technology
College



Pupil Premium at Kemnal Technology College

Introduction

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Funding for 2016/17. In the 2016/17 financial year, Kemnal Technology College will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years as at the January 2016 school census:

£935 for secondary-aged pupils Pupil premium funding of £1,900 is also available for each looked-after pupil who:

- has been looked after for 1 day or more
- was adopted from care on or after 30 December 2005, or left care under:
- a special guardianship order
- a residence order. The school and the LAC virtual Head work together to agree
- how this funding should be used to best support the child.

Key Terms

Diminishing the Gap: diminishing the attainment gap between groups and individuals to ensure all pupils attain well and make the expected levels of progress.

Intervention: the strategies and methods used to diminish the gap between identified target group and individuals to ensure all pupils attain well and make the expected levels of progress.

Purpose

This policy and action plan sets out Kemnal Technology College's approach to Diminishing the Gap and pupil intervention. It also outlines how the school plans to utilise the Pupil Premium (PP) funding effectively to raise standards of attainment and achievement for all pupils. At

Kemnal Technology College we recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with a quality and relevant education. This will ensure that all pupils are equipped with the knowledge and skills they will need to succeed in life beyond School.

At Kemnal Technology College Diminishing the Gap should be an integral part of every lesson and all areas of the school. Within the classroom there should be a clear focus on diminishing the achievement gap between groups and individuals through well planned and differentiated lessons that challenge and stretch all pupils. All staff are entitled to a programme of continuing professional development (CPD) that allows them to continually expand and experiment with a full range of teaching strategies and techniques.

Quality First Teaching

During the academic Year 2017 – 2018 the aim is to ensure:

All lessons should adhere to the expectation to put Pupil Premium students first for:

- Seating plan with PP highlighted
- On the spot marking in lessons
- Checking Literacy/ vocabulary corrections- PP first
- Feedback with DIRT tasks priority to PP students first
- Use 1: 1 verbal feedback with PP first as priority
- Targeting PP in whole class questioning
- PP first rule when marking books

Objectives:

- To ensure that KS4 disadvantaged students achieve in all subject areas at least in line with other students, and above the national averages of their peers.
- To ensure that KS4 disadvantaged students make expected progress in all subject areas at least in line with other students, and above the national averages of their peers.
- To ensure that KS3 disadvantaged students make expected progress in all subject areas, in line with other students and above the national averages of their peers.
- To ensure that disadvantaged students have sufficient additional pastoral support to allow them to achieve their potential.
- To ensure that disadvantaged students have sufficient personalised additional pastoral support to allow them to achieve their potential.

Please see 2016-2017 review of expenditure for overview of previous academic year which identifies focus areas for current academic year.

Below is the Pupil Premium strategy statement for the academic year 2017-2018.

| 1. Summary information | | | | | |
|-------------------------------|---------------------------|---|----------|---|----------------------|
| School | Kemnal Technology College | | | | |
| Academic Year | 2017-2018 | Total PP budget | £187,764 | Date of most recent PP Review | May 2017 |
| Total number of pupils | 697 | Number of pupils eligible for PP | 207 | Date for next internal review of this strategy | Dec 2017 Feb 2018 |

| 2. Current attainment | | |
|-----------------------------------|--------------------------------------|---|
| | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| Progress 8 in English | -0.91 | -0.60 |
| Progress 8 Mathematics | -0.35 | -0.35 |
| Progress 8 score average | -0.57 | -0.39 |
| Attainment 8 score average | 3.87 | 4.60 |

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

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| A. | Developing positive engagement in learning |
| B. | Providing targeted support to raise progress in literacy |
| C. | Providing targeted support to raise performance of higher ability students |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| D. | Raise attendance rates |
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| 4. Desired outcomes (desired outcomes and how they will be measured) | | Success criteria |
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| A | Positive Engagement in Learning | |
| A1 | Positive engagement in learning and college life | No permanent exclusions. Reduced fixed term exclusions. High Level Behaviour concerns managed through personalised programmes. Effective reward systems in place. Whole school approaches ensuring improvement in behaviour standards. Lessons engaging with appropriate challenge. A range of opportunities for achievement inside and outside of classroom. |
| A2 | Raise aspirations of disadvantaged students and provide them with clear pathways post Whole School IAG approach in place for yr 11 | KS3 and KS4 Identification of NEETs and all students access external impartial advice. PP students provided with annual meeting to discuss career paths/ progress(target at Options and parental engagement meetings) Mentors in place for students at KS3. Termly meetings. Effective whole school IAG approach. Working to ensure no disadvantaged students end up as NEET. |
| A3 | Ensure that disadvantaged students have the emotional resilience to succeed in their learning | School Counsellor/ mentors in place and available for regular referrals. Regular referrals to external agencies monitored through KS3/ 4 team. Positive behaviour for learning, disadvantaged students to taking responsibility for their actions. Restorative Approach embedded into whole school strategy. Whole school focus on mental health and safe habits. KS3 team providing behaviour support package for PP students. Weekly meetings for KS3/4 teams to discuss PP students of concern. Opportunities for resilience building provided through whole school teaching strategies and off timetable events. |

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| A4 | Ensure that SLA (students looked after) students receive personalised support in order to sustain good rates of academic progress and have appropriate pastoral support | Key worker in place and all SLA students tracked and monitored |
| A5 | Ensure that the most vulnerable Y7 disadvantaged students have a successful transition to secondary school | Transition programme in place for disadvantaged students. Extra visits and summer school run by experienced teachers. Summer school provided for all with funded places for PP students. |
| B | Targeted support to raise progress in literacy | |
| B1 | Disadvantaged EAL students are identified and assessed to enable rapid progress learning English as an additional language and access a mainstream curriculum | Whole School and targeted approach (through EAL intervention tutor) in place to ensure disadvantaged EAL students are identified, tracked and receive personalised support |
| B2 | Disadvantaged students successfully improve their reading ages | AR programme for yr 7/8 with mechanisms in place to monitor impact and track progress of PP students |
| B3 | Disadvantaged students close the gap in literacy | Disadvantaged student progress rates ensure narrowing of the gap between pp and non pp across subjects at KS3/4 |
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| C | Targeted interventions to improve performance of high ability students | Extra activities and learning opportunities for higher ability students to improve engagement, communication and academic progress. HA mentoring programme, 'Be the best you can be' programme Years 7 /8. Educational visits. KS4 HA group work sessions weekly. |
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| D | Raise attendance rates. Narrow the gap between advantaged and disadvantaged students | Attendance target 96% for disadvantaged students achieved. Individual targets set for targeted students, parental engagement sought where required. SLT engagement with process. |

| 5. Planned expenditure | | | | | | 6. | | |
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| Academic year | 2017-2018 | | | | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | | |
| A Positive engagement for learning | | | | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff Lead | When will you review implementation? | Evaluation/Imp act | | |
| A1 Developing positive engagement in learning | <p>Whole school approaches ensuring improvement in behaviour standards. Lessons planned to ensure appropriate challenge and improve student's motivation and engagement.</p> <p>A range of opportunities for achievement inside and outside of classroom. Opportunities for PP students to achieve through whole school awards/ schemes.</p> | <p>'Compared to less engaged peers, engaged students demonstrate more effort, experience more positive emotions and pay more attention in the classroom (Fredricks, Blumenfeld, & Paris, 2004).</p> <p>PP Review May 2017 Main recommendations</p> <p>Set up a pupil premium focus group, enhance parental engagement for PP students</p> <p>Provide mentors for targeted KS4 PP students, Make PP</p> | <ul style="list-style-type: none"> Track exclusions each term High Level Behaviour concerns managed through personalised programmes. Reviewed each term with KS coordinators. Whole school approaches ensuring improvement in behaviour standards. 'Be the best you can be'. Lessons engaging with appropriate challenge. (AMBITIOUS MINDS) Review through learning walks and 'walk the college' | JM DHT RP HT EW DHT | <p>Dec 2017 Feb 2018 April 2018</p> <p>A1/ A3/ A4 accumulative costs/ staffing</p> <table border="1"> <tr> <td>Cost</td> <td>£73,147</td> </tr> </table> | Cost | £73,147 | <p>Learning walks show PP first approach was not consistent and further work needed to be completed.</p> <p>Collaboration with Bromley Education Partnership, increase number of clubs e.g. PE/PA. PP pupils becoming prefects.</p> <p>Pupil voice shows</p> |
| Cost | £73,147 | | | | | | | |

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| | <p>Mentoring of targeted students to provide personalised approach. Encouragement to develop long term goals.</p> <p>Focus group meetings for disadvantaged students</p> | <p>students key focus in marking policy/lesson observations/quality first teaching</p> <p>Track carefully through departmental data</p> <p>Check that PP students have a profile in terms of awards / extra-curricular activities (DofE-activity week)</p> | <ul style="list-style-type: none"> • A range of opportunities for achievement inside and outside of classroom- Club List increased • Track engagement of disadvantaged students through whole school awards and other events <p>Class charts system</p> | | | <p>increased confidence through mentoring.</p> <p>PP breakfast developed pupil confidence.</p> |
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| <p>A2</p> <p>Raise aspirations of disadvantaged students and provide them with clear pathways post Whole School IAG (Information Advice Guidance) approach in place for Yr 11</p> | <p>Careers Coordinator to provide strategic leadership</p> <p>Mentoring of PP students to provide dialogue regarding aspirations and tracking of progress.</p> <p>Visiting careers advisor to provide advice at KS4/5</p> <p>Whole School approach to IAG across all Key Stages</p> <p>Links with external agencies</p> | <p>Assisting students in identifying personal goals can improve focus.</p> <p>Student response to career input generally positive</p> <p>National picture demonstrates lower % of disadvantaged students attending higher education.' Nicola Dandridge, the chief executive of Universities UK said: "The evidence</p> | <p>Careers Coordinator to provide strategic leadership</p> <p>Careers coordinator to increase provision at KS3</p> <p>Year 9 workshops and Option choice promotion</p> <p>Parental engagement meetings for options</p> <p>Identification of vulnerable register to prevent NEET</p> <p>Identification of higher ability PP targeted for University input</p> | <p>CCH KS5 MG KS4/5 CM DHT JM DHT</p> <p>JM/KB</p> | <p>Dec 2017 April 2018 Sep 2018</p> <table border="1" data-bbox="1462 986 1753 1026"> <tr> <td>Cost</td> <td>£ 11,577</td> </tr> </table> | Cost | £ 11,577 | <p>Interviews ensured pupils on correct pathway-all students seen.</p> |
| Cost | £ 11,577 | | | | | | | |

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| <p>A3</p> <p>Ensure that disadvantaged students have the emotional resilience to succeed in their learning</p> | <p>School Counsellor/ mentors in place and available for regular referrals.</p> <p>Regular referrals to external agencies monitored through KS3/ 4 team.</p> <p>Restorative Approach</p> <p>‘Be the best you can’ be programme</p> <p>Whole school focus on mental health and safe habits.</p> <p>KS3 team providing behaviour support</p> <p>Link students who are struggling to key staff</p> | <p>Counselling requests significantly increased 2016-2017</p> <p>Guardian survey (2017) found that 79% of children as young as 12 and 13 now experience emotional distress after starting secondary school</p> <p>Speaking on behalf of the parliamentary group, Baroness Claire Tyler said they had seen "clear evidence that what are often misleadingly called 'soft skills' actually lead to hard results".</p> <p>Damian Hinds, the chairman of the APPG on Social Mobility said self-belief, drive and</p> | <p>Counsellor in place for one day a week.</p> <p>Support from trainee counsellor to be engaged</p> <p>TA time arranged to better support resilience and mental health</p> <p>Monitor through KS3/4 behaviour meetings</p> <p>Discussion of key students at weekly meetings</p> <p>SLT to review termly whole school approaches</p> <p>‘Toot Toot- make some noise’ Online anti bullying and e-safety awareness platform</p> | <p>KMC-Senco</p> | <p>December 2017</p> <p>March 2018</p> <p>July 2018</p> <table border="1" data-bbox="1462 1281 1731 1321"> <tr> <td>Cost</td> <td>£15,488.67</td> </tr> </table> | Cost | £15,488.67 | <p>Counsellor success therefore may need to increase capacity.</p> <p>Use of another programme as raised aspirations- however financially not viable so will look into alternatives.</p> <p>Increase dialogue and awareness of mental health amongst students- possible coordinator or lead to develop this further.</p> |
| Cost | £15,488.67 | | | | | | | |

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| <p>A3</p> <p>Promote a positive behaviour for learning and encourage disadvantaged students to take responsibility for their actions</p> | <p>Whole school approach</p> <p>Use HOYS to provide clear guidance in assemblies re expectations</p> <p>Provide identified students with access to trained staff in restorative justice</p> <p>New Behaviour policy with new rewards system</p> | <p>Incidents on Bullying Log are decreasing (2016-7)</p> <p>38 disadvantaged students accessed the Restorative Approach</p> <p>Further work required to support relationships between students so as to reduce minor disagreements</p> | <p>Through whole school behaviour management approaches</p> <p>Continued access to the restorative approach when required</p> <p>Encourage pupil premium students to become form reps</p> <p>Core values. Ambitious/ Considerate/resilient learners</p> | <p>DHT behaviour</p> <p>MW Behaviour Improvement Officer</p> | <p>December 2017</p> <p>March 2018</p> <p>July 2018</p> <p>In above costing</p> | <p>Use of reflection allowed for reduction in FTE.</p> |
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| <p>A4</p> <p>Ensure that the most disaffected disadvantaged students have access to a flexible range of support and guidance in order to retain stability</p> | <p>Behaviour improvement officer working closely with targeted students.</p> <p>Ensure that a supportive approach is fostered through setting of appropriate targets</p> <p>Access to external support. E.g Bromley Wellbeing.</p> <p>Access to a range support through the Learning Support department/</p> | <p>Some students will engage better with specific staff, this can be monitored through Head of Year.</p> <p>Multi agency approach is seen as best practice model nationally</p> | <p>Discussed at KS3 meetings to ensure that disaffected students are quickly identified</p> <p>College Counsellor referrals prompt and quickly put in place</p> <p>Ensure that students are met on a regular basis to provide their input and ideas (focus group JM)</p> <p>Review of individual targeted students every half term through Heads of Year</p> | <p>JM DHT RP HT CW LSupport</p> | <p>Dec 2017 Jan 2018 March 2018</p> <p>Costings within A1</p> | <p>Students were positive in their feedback regarding external support.</p> |
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| <p>A5</p> <p>Ensure that SLA (students looked after) receive personalised support to ensure that they make good rates of academic progress and</p> | <p>SLA have access to a key worker who is responsible for monitoring their progress and providing personalised support</p> | <p>SLA students continue to require additional support to track and monitor progress</p> <p>Students currently on role</p> | <p>Personal Education Plans reviewed 3 times per year</p> <p>SLA students receive personalised interventions linked to</p> | <p>KMc Head of Learning Support</p> | <p>Dec 2017 March 2017 July 2017</p> <p>Separate funding stream</p> | <p>Progress of LAC was good.</p> | | |
| <p>A5</p> <p>Ensure that the most vulnerable Y7 disadvantaged students have a successful transition to secondary school</p> | <p>Provide identified students with transition support. Summer school. Extra visits for specific students if required over summer holiday.</p> | <p>Targeted for intervention/ in class support</p> <p>School's transition programme effectively identified disadvantaged students who may be vulnerable on transition.</p> <p>Speedy intervention from the learning</p> | <p>School to visit primary schools in May-July to support</p> <p>Disadvantaged student transition leading to detailed plans targeting individuals likely to struggle. (through learning support)</p> <p>Parent engagement through Year 6/7 meetings, feedback from parents</p> <p>1:1 support meetings</p> | <p>KB– KS3</p> | <p>Sep 2017</p> <p>July 2018</p> <table border="1" data-bbox="1563 1342 1843 1374"> <tr> <td>Cost</td> <td>£2,500</td> </tr> </table> | Cost | £2,500 | <p>Summer school was a success-continue again.</p> |
| Cost | £2,500 | | | | | | | |

| B Targeted support to raise rates of progress in literacy and numeracy | | | | | | | | |
|--|---|---|--|-------------------------|---|------|---------|--|
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation | | | |
| B1 | Disadvantaged EAL students are identified and assessed to enable rapid progress learning English as an additional language and access a mainstream curriculum | Studies conclude that there is a strong relationship between stage of fluency in English and educational attainment, with the performance of bilingual pupils increasing as measured stage of fluency in English increases. Pupils in the early | Whole School and targeted approach (through EAL intervention tutor) in place to ensure disadvantaged EAL students are identified, tracked and receive personalised support Disadvantaged students provided with practical support. Updated phonics training/Rapid Reading to specialist trained staff | KMc Senco AL EAL | Dec 2017 March 2018 May 2018 <table border="1"> <tr> <td>Cost</td> <td>£11,986</td> </tr> </table> | Cost | £11,986 | Use of specialist staff allowed for good progress and integration of EAL students. |
| Cost | £11,986 | | | | | | | |

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| <p>B2</p> <p>Disadvantaged students successfully improve their reading ages</p> | <p>Whole school AR approach. AR programme for Yr 7/8 with mechanisms in place to monitor impact and track progress of PP students</p> <p>Provide 1 to 1 support to disadvantaged students</p> | <p>There is evidence to suggest that reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.’ (National Literacy Trust)</p> | <p>Students with low reading ages identified and barriers to achievement identified through LSD (Learning Support Department)</p> <p>Targeted support to raise attainment through personalised intervention programmes</p> <p>Student progress tracked by LSD</p> <p>Parental engagement with interventions</p> | <p>KMc Senco</p> <p>KBe KS3</p> | <p>January 2018</p> <p>March 2018</p> <p>July 2018</p> <table border="1" data-bbox="1514 667 1742 740"> <tr> <td>Cost</td> <td>£13,118</td> </tr> </table> | Cost | £13,118 | <p>Majority of students made at least 18 months progress.</p> |
| Cost | £13,118 | | | | | | | |
| <p>B3</p> <p>Disadvantaged students make expected progress across the curriculum</p> | <p>Flag individual students underperforming through departmental QA process and outline subject specific interventions</p> <p>Provide homework club for specific</p> | <p>Attainment for disadvantaged students</p> <p>Progress 8 average score 48% compared with 53% for non-disadvantaged students</p> <p>PP performance 2016-2017</p> <p>English -1.09</p> | <p>Disadvantaged students underachieving identified in all subject areas at all levels</p> <p>Targeted interventions working with Focus Groups to complete coursework/study skills/curriculum topics</p> <p>1:1 intervention where need identified</p> | <p>KB KS3</p> | <p>December 2017</p> <p>March 2018</p> <p>July 2018</p> <table border="1" data-bbox="1514 1331 1742 1404"> <tr> <td>Cost</td> <td>£33,174</td> </tr> </table> | Cost | £33,174 | <p>Attendance to homework club was good, however more specific and targeted parental engagement.</p> |
| Cost | £33,174 | | | | | | | |

| C Targeted interventions to improve performance of high ability students | | | | | | | | |
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| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? | | | |
| <p>Whole school procedures in place to ensure that higher ability students are identified and tracked on entry.</p> <p>Higher ability students progressing in line with national averages for Higher non PP</p> | <p>Identification and discussion regarding specific students, raise profile.</p> <p>Close tracking through QA and KS teams</p> <p>Aspirational workshops</p> <p>Parental engagement through evening events</p> <p>Mentoring of HA students through students mentoring and SLT</p> <p>Subject specific interventions after school at KS4</p> | <p>2016-7 attainment 8 sig below national attainment for higher ability PP students</p> | <p>QA process</p> <p>Individual student trajectory monitored closely through Full Matrix</p> <p>Monitoring by lead member of staff KB</p> | <p>KB</p> <p>KS</p> <p>3</p> | <p>Oct 2017</p> <p>Dec 2017</p> <p>Feb 2018</p> <p>March 2018</p> <p>June 2018</p> <table border="1" data-bbox="1361 1155 1610 1227"> <tr> <td>Cost</td> <td>£1,566</td> </tr> </table> | Cost | £1,566 | <p>This needs developing further due to data not being in line with National.</p> <p>Develop a mentoring team specifically for HA students.</p> |
| Cost | £1,566 | | | | | | | |

| D Raise attendance rates. Narrow the gap between advantaged and disadvantaged students | | | | | | | | |
|---|---|--|---|-----------------------------------|--|--------------------------|---------|---|
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? | Evaluation/Impact | | |
| Ensure that all disadvantaged students regularly attend school | Use of EWO through fortnightly meetings Member of staff able to visit students outside of school | 2015-2016 disadvantaged attendance was 93.4% compared to 96.3% for non-disadvantaged A higher proportion of disadvantaged students required a more formal legal route. The school need to take pro-active steps to encourage greater parental engagement. | Encourage greater parental engagement through regular parent meetings/telephone contact/student awareness Ensure member of staff available to visit students in home in order to maintain home/ school links. Supported by EWO. All disadvantaged students with attendance below 95% identified by DHT/EWO/HoY/Form Tutors with personalised action plans Reduce number of disadvantaged students that required a more formal legal route Attendance monitored fortnightly and reviewed half termly. Formal reviews to Governors will be termly | KB AHT MG AHT MMc AHT | Dec 2017 April 2018 <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Cost</td> <td>£25,218</td> </tr> </table> | Cost | £25,218 | Introduction of SEAS which will continue next year. Use of rewards raised attendance profile. |
| Cost | £25,218 | | | | | | | |