# Pupil premium strategy statement

## School overview

| Metric | Data |
| --- | --- |
| School name | Kemnal Technology College |
| Pupils in school | 517 |
| Proportion of disadvantaged pupils | 46% |
| Pupil premium allocation this academic year | 236 |
| Academic year or years covered by statement | 2019/2020 |
| Publish date | 06/01/2020 |
| Review date | 06/03/2020 |
| Statement authorised by | Emma Wride |
| Pupil premium lead | Michelle Hicking |
| Governor lead | David Linsell |

## Disadvantaged pupil performance overview for last academic year

| | |
| --- | --- |
| Progress 8 | -1.4 |
| Ebacc entry | None |
| Attainment 8 | 3.12 |
| Percentage of Grade 5+ in English and maths | 37% |

## Strategy aims for disadvantaged pupils

| Aim | Prediction |
| --- | --- |
| Progress 8 | -1.21 |
| Attainment 8 | 3.17 |
| Percentage of Grade 5+ in English and maths | 19% |
| Ebacc entry | None |

## Teaching priorities for current academic year

| Measure | Activity |
|---|---|
| Stretch and Challenge | Lessons engaging with appropriate challenge and differentiation<br>Higher level reading activities |
| Literacy | Whole school literacy strategy<br>Integrated reading activities<br>Integrated teaching of tier 2/3 vocabulary |
| Barriers to learning these priorities address | Attendance<br>Previous under achievement<br>Lack of focus on reading/literacy skills |

## Targeted academic support for current academic year

| Measure | Activity |
|---|---|
| Targeted intervention | Subject specific interventions<br>My Tutor sessions |
| Revision | Personalised revision resources for all students<br>Purchased revision guides for PP students |
| Barriers to learning these priorities address | Attendance<br>Financial implications<br>Knowledge gaps |
| Projected spending | Click or tap here to enter text. |

## Wider strategies for current academic year

| Measure | Activity |
|---|---|
| Behaviour | FBB<br>Bike Mobility |
| Positive Engagement | No permanent exclusions.<br>Reduced fixed term exclusions.<br>Persistent behaviour concerns managed through personalised programmes.<br>Effective reward systems in place.<br>Whole school approaches ensuring improvement in behaviour standards and expectations. |
| Barriers to learning these priorities address | Social skills – creating a positive environment for learning<br>Personalised incentives<br>Financial hardship |

## Monitoring and implementation

| Area | Challenge | Mitigating action |
|---|---|---|
| Teaching | Improve standard of teaching and learning | Whole school reviews<br>Book QA<br>Coaching<br>Kemnal Minds CPD |
| Targeted support | Improve Progress 8 and Attainment 8 for current year 11 cohort | Personalised intervention<br>Personalised GCSE revision resources<br>One-to-one tutoring sessions |
| Wider strategies | Improve behaviour and engagement | Mentoring<br>Counselling<br>SEN intervention |

## Review: last year's aims and outcomes

| Aim | Outcome |
|---|---|
| Positive Engagement for Learning | Improvement in positive behaviour points<br>Reduced numbers of students receiving exclusions<br>Consistent whole school approach to behaviour and sanctions |
| Targeted support to raise rates of progress in literacy and numeracy | Improvement in literacy and numeracy levels<br>Increase in small group reading interventions<br>Increase in SEN intervention |
| Targeted interventions to improve performance of high ability students | Introduction of HA resources<br>Introduction of HA interventions |