

Diminishing the gap for disadvantaged students

2018-2019



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 2018/19

In the 2018/19 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 2018 school census, the Pupil Premium Grant (PPG) for secondary-aged pupils is £935.

Pupil premium funding of £2,300 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 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 2018 – 2019 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 Crib Sheets priority to PP students first
- Use 1: 1 verbal feedback with PP first as priority
- Targeting PP in whole class questioning

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.

Below is the Pupil Premium strategy statement for the academic year 2018-2019.

1. Summary information					
School	Kemnal Technology College				
Based on January 2018 census		Total PP budget	£192,610	Date of most recent PP Review	Oct 2018
Total number of pupils	510	Number of pupils eligible for PP	206	Date for next internal review of this strategy	Dec 2018 Feb 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 in English	-1.03	0.11
Progress 8 Mathematics	-0.47	0.12
Progress 8 score average	-0.74	0.13
Attainment 8 score average	3.54	4.99

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
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 <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Raise attendance rates

4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A	Positive Engagement in Learning	
A1	Positive engagement in learning and college life	No permanent exclusions. Reduced fixed term exclusions. Persistent behaviour concerns managed through personalised programmes. Effective reward systems in place. Whole school approaches ensuring improvement in behaviour standards and expectations. 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. Year 10 PP students will be coached by university students from Kings College 'Future Frontiers.' Effective whole school IAG approach for each year group. 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 taking responsibility for their actions. Restorative Approach embedded into whole school strategy. Whole school focus on mental health and safe habits. KS3/4 teams providing behaviour support packages 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.

A4	Ensure that CLA (Looked After Children) students receive personalised support in order to sustain good rates of academic progress and have appropriate pastoral support	Key worker in place and all LAC students tracked and monitored. Personalised Education Plans are in place for all LAC students and these will be reviewed 3 times a year.
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. Our Pastoral lead for Year 7 is also on the new Safeguarding Team.
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	Students will attend small group reading groups with a teacher to improve reading ages. Promoting the use of the library by advertising new books that have been purchased.
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.
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. Year 7 and 8 educational visits to universities. KS4 HA Programmes delivered throughout the year.
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. Rewards for students who have achieved outstanding attendance.

5. Planned expenditure

Academic year

2018-2019

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?
<p>A1 Developing positive engagement in learning</p>	<p>Whole school approaches ensuring improvement in behaviour standards and expectations. 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>Mentoring of targeted students to provide personalised approach. Encouragement to</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). PP Review June 2018 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 students key focus in marking policy/lesson observations/quality first teaching</p> <p>Track carefully through departmental data via SIMs</p>	<ul style="list-style-type: none"> Track exclusions each term Persistent behaviour concerns managed through personalised programmes and impacts reviewed each term with Pastoral Leads. Whole school approaches ensuring improvement in behaviour standards by using an effective reward system. Lessons are engaging with appropriate challenge. Reviewed termly by SLT and Middle Leaders. (AMBITIOUS MINDS) Review through learning walks and 'Walk the College' A range of opportunities for achievement inside and outside of classroom- Club List increased and every 	<p>RP-HT EW-DHT MG-AHT</p>	<p>Dec 2018 Feb 2019 April 2019</p>

	<p>develop long term goals.</p> <p>Focus group meetings for disadvantaged students with SLT.</p>	<p>and 4Matrix</p> <p>Monitor that all PP students have a profile in terms of awards / extra-curricular activities</p>	<p>PP student to attend something.</p> <ul style="list-style-type: none"> • Track engagement of disadvantaged students through whole school awards and other events • Class Charts system for KS4 students to track additional homework alongside their Knowledge Organisers. 		<table border="1"> <tr> <td data-bbox="1872 459 1995 496">Cost</td> <td data-bbox="1995 459 2161 496">£23,000</td> </tr> </table>	Cost	£23,000
Cost	£23,000						

<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 KS3/4</p>	<p>Mentoring of PP students to provide dialogue regarding aspirations and tracking of progress.</p>	<p>Assisting students in identifying personal goals can improve focus.</p>	<p>Pastoral Lead to provide strategic leadership</p>	<p>CC MG</p>	<p>Dec 2018 April 2019 Sep 2019</p>		
	<p>Coaching Year 10 students with Kings' College University students.</p> <p>Visiting careers advisor to provide advice at KS4</p> <p>Whole School approach to IAG across all Key Stages</p> <p>Links with external agencies and universities</p> <p>Careers day Years 9 and 10. External providers and experts for off timetable day. Assemblies</p>	<p>Student response to career input is positive and they find it effective.</p> <p>National picture demonstrates lower % of disadvantaged students attending higher education.' Nicola Dandridge, the chief executive of Universities UK said: "The evidence provides a stark reminder of the work that still needs to be done to improve social mobility.</p>	<p>To increase career provision at KS3</p> <p>Year 9 workshops and taster lessons delivered through option choice promotion.</p> <p>Parental engagement meetings for Options' Evening</p> <p>Identification of vulnerable register to prevent NEET</p> <p>Identification of higher ability PP targeted for University input</p> <p>Review impact of 'Future Frontiers Programme.'</p>			<p>CC MG</p> <p>EW/MG</p>	
					<table border="1"> <tr> <td>Cost</td> <td>£ 30,825</td> </tr> </table>	Cost	£ 30,825
Cost	£ 30,825						

<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 regards to expectations and College standards.</p> <p>Provide identified students with access to trained staff in restorative justice</p> <p>Embedding the revised behaviour policy alongside the rewards system.</p>	<p>Incidents on Bullying Log are decreasing (2016-7)</p> <p>Decrease in students accessing the Restorative Approach</p> <p>Further work required to support relationships between students so as to reduce minor disagreements and prevent escalation.</p>	<p>Through whole school behaviour management approaches and monitor rewards given to students.</p> <p>Continued access to the restorative approach when required.</p> <p>Encourage Pupil Premium students to become Prefects.</p> <p>Our Values embedded across the College. Ambitious/ Considerate/Resilient and Regular monitoring of behaviour log.</p>	<p>MG</p> <p>MW</p> <p>EW</p> <p>SLT</p>	<p>December 2018</p>		
					<p>March 2019</p>		
					<p>July 2019</p>		
					<table border="1"> <tr> <td>Cost</td> <td>£ 36,500</td> </tr> </table>	Cost	£ 36,500
Cost	£ 36,500						

<p>A3</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 Officer working closely with targeted students through reflective programmes and resetting behaviour. Assistant Behaviour Officer to run small tutor group sessions aimed specifically at KS4 disaffected students.</p> <p>Ensure that a supportive approach is fostered through setting of appropriate targets Access to external support. E.g Bromley Wellbeing.</p> <p>Access to a range support through the AEN Department and external providers.</p>	<p>Some students will engage better with specific staff, this can be monitored through the Pastoral Team.</p> <p>Multi agency approach is seen as best practice model nationally.</p> <p>Students need to reset their behaviour before going back into the classroom.</p>	<p>Reviewed at KS3/4 meetings to ensure that disaffected students are quickly identified. 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 EW).</p> <p>Review of individual targeted students every term through Pastoral Leads.</p> <p>Monitoring students' use of the Progress Centre.</p>	<p>CC AD</p> <p>KB</p>	<p>Dec 2017 Jan 2018 March 2018</p> <table border="1" data-bbox="1877 986 2101 1027"> <tr> <td>Cost</td> <td>£25,000</td> </tr> </table>	Cost	£25,000
Cost	£25,000						

<p>A4</p> <p>Ensure that LAC (students looked after) receive personalised support to ensure that they make good rates of academic progress and have appropriate pastoral support</p>	<p>LAC have access to a key worker who is responsible for monitoring their progress and providing personalised support through a PEP.</p>	<p>LAC students continue to require additional support to track and monitor progress.</p> <p>Engagement of students should be developed through the use of extra-curricular activities.</p>	<p>Personal Education Plans reviewed 3 times per year</p> <p>LAC students receive personalised interventions linked to their specific needs.</p>	<p>EW</p>	<p>Dec 2018 March 2019 July 2019</p> <p>Separate funding stream</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>College's transition programme effectively identified disadvantaged students who may be vulnerable on transition.</p> <p>Speedy intervention from the AEN department for students who are struggling. Parental meetings in first term if necessary.</p>	<p>School leader to visit primary schools in May-July to support students.</p> <p>Disadvantaged student transition leading to detailed plans targeting individuals likely to struggle this is completed through the AEN department.</p> <p>Parent engagement through Year 6/7 meetings, feedback from parents/carers will form future actions.</p> <p>1:1 support meetings with parents/ carers.</p>	<p>BO</p> <p>KB</p>	<p>Sep 2018</p> <p>July 2019</p> <p>Yr 7 catch- up £500</p> <table border="1" data-bbox="1877 1337 2159 1369"> <tr> <td>Cost</td> <td>£3000</td> </tr> </table>	Cost	£3000
Cost	£3000						
<p>Total budgeted cost section A</p>					<p>£118,325</p>		

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		
<p>B1</p>	<p>Disadvantaged EAL students are identified and assessed to enable rapid progress learning English as an additional language and access a mainstream curriculum</p>	<p>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 stages of fluency perform at very low levels, while bilingual pupils who are fully fluent in English perform better, on average, than English-only speakers (see Strand and Demie 2005; Demie and Strand 2006). There</p>	<p>Whole School and targeted approach in place to ensure disadvantaged EAL students are identified, tracked and receive personalised support Disadvantaged students provided with practical support.</p> <p>Updated phonics training/Rapid Reading to specialist trained staff.</p> <p>Progress reviewed termly.</p>	<p>KB</p>	<p>Dec 2018</p> <p>March 2019</p> <p>May 2019</p> <table border="1" data-bbox="1912 922 2145 995"> <tr> <td data-bbox="1912 922 2011 995">Cost</td> <td data-bbox="2011 922 2145 995">£1000</td> </tr> </table>	Cost	£1000
Cost	£1000						

<p>B2</p> <p>Disadvantaged students successfully improve their reading ages</p>	<p>Monitoring the impact and track progress of PP students termly through reading assessments.</p> <p>Promoting the use of the library to students by advertising new books.</p> <p>Provide 1 to 1 support to disadvantaged students failing to make expected progress with reading ages.</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 AEN Department (Additional Educational Needs Department)</p> <p>Targeted support to raise attainment through personalised intervention programmes.</p> <p>Student progress tracked by AEN.</p> <p>Parental engagement with interventions.</p> <p>Small group work to focus on areas of need and this is reviewed termly.</p>	<p>KB</p>	<p>January 2018</p> <p>March 2018</p> <p>July 2018</p> <p>Yr 7 catch up £3000</p> <table border="1" data-bbox="1912 699 2145 767"> <tr> <td>Cost</td> <td>£13,000</td> </tr> </table>	Cost	£13,000
Cost	£13,000						
<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 students and support with using their Knowledge Organiser correctly.</p>	<p>Progress 8 average score for disadvantaged.</p> <p>PP performance 2017-2018</p> <p>English -1.03</p> <p>Maths -0.47</p> <p>Score average- -0.74</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 2018</p> <p>March 2019</p> <p>May 2019</p> <p>July 2019</p> <table border="1" data-bbox="1912 1235 2145 1303"> <tr> <td>Cost</td> <td>£15,000</td> </tr> </table>	Cost	£15,000
Cost	£15,000						
<p>Total Budgeted cost section B</p>					<p>£29,000</p>		

C Targeted interventions to improve performance of high ability 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?
<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 SLT and Middle Leaders</p> <p>Subject specific interventions after school at KS4 and during lessons.</p>	<p>2017-8 attainment 8 below national attainment for higher ability PP students</p>	<p>QA process of challenge in lessons.</p> <p>Individual student trajectory monitored closely through 4Matrix.</p> <p>Monitoring by EW when data collections are released. Interventions in the classroom will then be advised.</p> <p>HA students will be a focus during Year 11 Subject Review meetings.</p>	<p>KB</p> <p>KS3</p>	<p>Oct 2018</p> <p>Dec 2018</p> <p>Feb 2019</p> <p>March 2019</p> <p>June 2019</p>
Total budgeted cost					£15,000

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?
<p>Ensure that all disadvantaged students regularly attend school.</p>	<p>Use of EWO through weekly meetings.</p> <p>Member of staff able to visit students outside of school.</p> <p>Heads of Year to meet EWO weekly.</p> <p>Rewards given to students who have outstanding attendance each term.</p>	<p>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.</p>	<p>Encourage greater parental engagement through regular parent meetings/telephone contact/student awareness on the importance of attendance.</p> <p>Ensure members of staff are available to visit in pairs to students' home in order to maintain home/ school links. Supported by EWO.</p> <p>All disadvantaged students with attendance below 95% identified by DHT/EWO/HoY/Form Tutors with personalised action plans</p> <p>Reduce number of disadvantaged students that required a formal legal route.</p> <p>Attendance monitored weekly and reviewed half termly. Formal reviews to Governors will be termly.</p>		<p>Dec 2018</p> <p>April 2019</p>
Total budgeted cost					£26,000