

# King's Leadership Academy Hawthornes Pupil Premium strategy statement 2020-2021

1. Summary information					
School	King's Leadership Academy Hawthornes				
Academic Year	2020/21	Total PP budget	£260,690	Date of most recent PP Review	August 2020
Total number of students	392	Number of students eligible for PP	262 (67%)	Date for next internal review of this strategy	Jan 2021

2.	Year 11 2019		Year 11 2018	
	Students eligible for PP (KLAH )	Students not eligible for PP (KLAH )	Students eligible for PP (KLAH 24)	Students not eligible for PP (KLAH 18 )
Progress 8 score average	-1.2	-0.92	-1.05	-0.77
Attainment 8 score average	30.61	35.38	29.8	32.6

### 3. Barriers to future attainment (for students eligible for PP)

#### In-school barriers

a	Literacy and numeracy skills entering Year 7 are lower for students eligible for PP than for other students, which prevents them from making good progress in Year 7 and beyond. Numeracy has been affected by significant covid-related issues 2019-2020'
b	High attaining students who are eligible for PP are making less progress than other high attaining students. A group of higher attaining boys are particularly at risk from non-attendance and disaffection issues.
c	Social, emotional and mental wellbeing issues are higher amongst PP students leading to higher levels of poor behaviour and exclusion.
d	Curriculum and behavioural issues arising surrounding migratory students who join the school as a result of In Year Transfers and through the IYFAP (In Year Fair Access Panel).

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

e	Attendance rates for students eligible for PP are below the target for all children of 95%. This reduces their school hours and causes them to fall behind on average.
f	Reduced ability to participate in extra-curricular and leadership programmes, such as residential trips, which necessitate additional costs.
g	Breakdown of family relationships and ensuing issues. Limited access to digital devices and internet access for effective home learning in some families

4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
a	Higher levels of progress in literacy and numeracy for Year 7 and 8 students eligible for PP.  Measured: reading and numeracy assessment data.	PP students below their chronological reading and numeracy age achieve their chronological age by the end of KS3 and make accelerated progress throughout years 7&8. This will be evidenced using maths/english standardised tests and English

		and Maths assessments after each Learning Cycle and attendance at Reading Recovery online sessions. Also via use of the two online virtual libraries.
<b>b</b>	Improved rates of progress across all year groups for high attaining students eligible for PP.  Measured: Learning cycle data points. AIM meeting.	Students eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' students identified as high attaining, across the school, so that they are on or above track to achieve their high targets at the end of KS4. Where they are not, appropriate interventions are put into place and the impact of these regularly monitored via the AIM structure.
<b>c</b>	Wellbeing of students addressed to reduce behavioural incidents and fixed term exclusions.  Measured: Reduced number of incidents reported/recorded on school system.	Those students identified accessing appropriate/targeted in-school and external agency interventions to meet their needs; therefore reducing the number of incidents and lead to improved social skills. Provide a curriculum intervention Achievement Centre (Room 38) at KS4 for identified students. Successful curriculum provision in Nurture provided for students with SEMH issues in Years 7 & 8 Provision of curriculum support via Rm 12..
<b>d</b>	To ensure successful transition and on-going support for vulnerable and migratory students.  Measured: Number of successful IYFAP admissions and growing roll.	These students will achieve high levels of attendance, good attitude to learning and successful outcomes academically. They will maintain their place in mainstream education. The retention rate of these students will remain high (KLAH admits more students on the IYFAP than any other school in the LA)
<b>e</b>	Increased attendance rates for students eligible for PP. Reduce the gap for PP and NPP.  Measured: Attendance data.	Attendance is closely monitored/tracked on a daily basis with effective measures/interventions in place to improve attendance and reduce the gap. All PP students are targeted; however, specific PP students are identified and targeted with a lead person tracking/monitoring and mentoring each day. Examples of interventions/measures: home visits (including SLT, LM and APL), letters, telephone calls, text messages, multi-agency meetings (increased EHP), parental meetings, student mentoring, targeted interventions with external agencies, rewards and catch up work sessions/interviews. Reduce the number of persistent absentees (PA) among students eligible for PP. Reduce the gap for unauthorised absence.
<b>f</b>	All those eligible for PP attend character/leadership residential and excursion programmes.  Measured: Registers of attendees.	All students eligible for PP attend residential trips/excursions offered. Parents/guardians are consulted and financial support is made available in order to ensure students eligible for PP are able to access the same opportunities for building character and leadership skills as non PP.
<b>g</b>	Further level of support for identified families.  Use of external agencies including support of Early Help Plans	Students attending school and receiving appropriate multi-agency support as required.

## 5. Planned expenditure

Academic year

2020/21

The three headings below enable schools to demonstrate how they are using the Student Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

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?
All teachers fully aware and equipped to identify PP students.	Lesson and seating plans require teachers to highlight and list all PP students.  Bromcom highlighting of PP groups.  Staff training	In order for quality first teaching to be effective in targeting and accelerating the academic and social progress of PP students, it is paramount that staff are able to identify and target students in their lessons.	Evaluation of lesson plans and coaching sessions to ensure that teachers are aware and responding to the needs of PP students.	SLT	Jan 2021
Improved Year 7 and 8 literacy progress	CPD focus:  Development of virtual libraries  Online pedagogy for zoom lessons  Creation of Ed Tech team of expert teacher trainers from in-house staff  1-1 Reading Recovery sessions provided for Nurture groups in Foundations	PP students have lower literacy attainment when compared with non PP on entry. There are gaps in vocabulary and reading skills.  The need to deliver high quality teaching to all PP students particularly virtually as a CPD priority.	Regular learning walks.  Scrutiny of data following each learning cycle.  Review and sharing of good practice at CPD sessions.  Work scrutiny.	CPD coordinat or SLT	Jan 2021

Improved Year 7 and 8 numeracy progress	CPD on Hegarty Maths.  Numeracy NInjas / Times table Rockstar Maths	PP students have lower numeracy attainment when compared with non PP on entry.  Basic numeracy skills are a barrier to student progress in Mathematics in the school.  By improving basic skills then students can reduce cognitive load in lessons to work with more complex topics and therefore increase their progress and enjoyment in maths.	Weekly lesson 0 sessions based upon areas of weakness identified and on-going tracking via Numeracy scores.  Maths teachers to run Numeracy Ninja's within curriculum time to develop routine practice to basic skills.	Head of Maths	March 2021

**Total budgeted cost**

GL Assessment £1000 CPD £2000  
Times table rockstars £1200

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved Year 7 and 8 Literacy progress	Further development of a nurture curriculum in Yr 8 for students with low literacy levels on entry to focus on closing the gap in reading ages.  Careful adaptation of the humanities curriculum from a literacy perspective in conjunction with HoFs in Geog and History	Students who enter the school with low literacy need to accelerate their progress in Y7 and 8 so that they can meet the demands of the Y9-11 curriculum.  Using trained teachers to deliver the English and Humanities curriculum with a specific focus on literacy will enable targeted support to close gaps early.	Nurture Coordinator and SENCO to continue to plan curriculum and develop resources to be used. Regular monitoring of standardised reading scores. Learning cycle data.	Senco	Jan 2021
Improved Year 7 and 8 Literacy progress	Refining of silent reading sessions for weakest students. Lesson 0 x 2 sessions per week. 80 minutes. PP students targeted for additional literacy support.	To target students who struggle to access silent reading . Some PP students need targeted literacy support in order to close and address the attainment gap. The sessions are delivered by quality first teachers.	Students receive guided reading sessions to improve reading skills. Ensure that resources are supplied by the Head of English.  Data tracking to show impact.	Lit Coord	On-going

Improved Year 7 and 8 Literacy progress	Implementation of Everyone a Reader project using trained volunteers to read with Year 7 and 8 students.	An online reading intervention which allows students with a below average reading age, to read 2-3 times a week with a trained ITTr. Not only is this a literacy intervention strategy but also a means of socialisation for withdrawn students who struggle to interact.	ITT students log, track and implement different strategies after each session via a log sheet. This enables the staff lead to track key areas of improvement along with further intervention needed via the curriculum.  Data tracking to show the impact of the programme.	Nurture Coord and Lit Coord	On-going
Improved Year 7 and 8 Literacy progress for EAL students	EAL PP students accessing additional time on the curriculum for literacy from bespoke EAL teacher's timetable.	To ensure that students are equipped enough to access the mainstream curriculum to make the progress in line with their abilities.	Regular meetings with the lead teacher and Senco. Ensure resources are appropriate to need. Data tracking to show impact.	Senco	Jan 2021
Improved Year 7 and 8 numeracy progress	Lesson 0 x 2 sessions per week. 80 minutes. PP students targeted for additional numeracy support.	Some PP students need targeted numeracy support in order to close and address the attainment gap. The sessions are delivered by quality first teachers.	Ensure that resources are supplied by the Head of Maths.  Data tracking to show impact.	Head of Maths	Jan 2021
Ensure that those students eligible for PP have a broad and balanced understanding of their post-16 options and have an ambitious career plan.	Clear whole school CEIAG strategy designed to achieve the Gatsby Mark  Purchase of the Unifrog CEIAG online platform  Careful integration of the careers element into the whole school plan for PSHE and Aspire programmes	Supporting students in providing access to a range of career opportunities and ensuring ambitious career plans for all.  To diminish the number of PP students who become NEET.	University programme  Unifrog platform Careers fair Aspirational/motivational speakers Study sessions CV/application writing Mock interviews Taking students to open evenings. Intensive support for PP students at risk of NEET Clear communication of Bursary Funding and entry requirements to 6 <sup>th</sup> form. Mentor programme. Applications to scholarship programme.	PGI YHA	Monthly
Wellbeing of students addressed so that poor behaviour incidents reduce.	Identify targeted groups of students and support with wellbeing and behaviour interventions to be able to access Room 38 and Rm 12 programmes.	Students eligible for PP often have a higher need for social and emotional support. Research shows that underdevelopment in this area leads to diminished academic progress and greater	Regular meetings with SENCo, AHT and LM to address barriers and ensure individual student needs are met and addressed promptly.	Assistant Head (Behaviour) and SENCo	On-going

	External alternative provision for vulnerable students.	vulnerability. Targeting improvements in wellbeing and behaviour will allow for a calm and purposeful learning environment for all students to accelerate learning. Specific interventions for those students who require additional support will allow for their needs to be met on an individual basis.	Individual students' progress is tracked throughout targeted interventions to show the impact and highlight any continuing areas of concern.  Tracking of the use of Room 38 and Room 12.		
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**Total budgeted cost** Careers £35000, Learning Mentor £32000, YKids £10000, TA £21000, Library £2000, EAL support £20000 AP £40000 RM 38 support £35000

### iii. Other approaches

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?
Increased attendance rates for students eligible for PP and narrowing of the gap.	Weekly tracking for all PP students – rag rated according to attendance concerns. Dock tutors following a back to school interview and work catch up system. Individual PP students targeted by attendance team to monitor and follow up quickly on absences with home visits. SLT home visits to 'hard to reach' families. Headteacher interviews with targeted families First day response system in place. Learning mentor home visits to vulnerable students. SLT home visits. Identified students using the school transport system.	Attainment for children can't be improved if they are not actually attending school.  NfER briefing for school leaders identifies addressing attendance as a key step. PP students often require a greater level of family support to intervene before absence rates escalate.	Attendance team have clear records about existing First day response absence issues.  Weekly meetings led by Assistant Head to focus upon attendance trends and identify interventions for students with low attendance. Daily targeting of home visits directed by AHT. Letters regarding attendance to parents / guardians. Attendance team members/SLT to visit all PA at home to discuss attendance with parents /guardian and explore barriers. Reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Personalised support led by AHT assigned to each PA student eligible for PP. Training for APL in difficult conversations with families Daily attendance records communication to staff. Weekly attendance meeting with AHT and HT as part of QA agenda.	Assistant Headteacher (Behaviour and Attendance)	On-going

	<p>Bus passes for individual students.</p> <p>Rewarding improved/good attendance.</p> <p>Raised profile of attendance across whole school.</p> <p>Quicker 'early help plans' for families.</p> <p>Breakfast club.</p>				
All those eligible for PP attend character/leadership residential and excursion programmes.	PP students all have financial support in accessing extra-curricular activities e.g Brathay residential, clubs.	To help young people perform better at school and develop their character, including values such as self-confidence, respect and resilience.	Tracking activities and registers. Identification of individual students to relevant activities.	PKI YHA	On-going
<p><b>Total budgeted cost</b> Residential trip £6300, University trips £2500, Bus Passes £8000, Breakfast club £4000, Assistant Progress Leaders £35000, First day response service £2000, school transport £5000, Additional clothing fund £2000 Rewards £1500</p>					

1. Review of expenditure			
Previous Academic Year		2019-2020	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
All teachers are fully aware and equipped to identify PP students.	<p>Lesson and seating plans require teachers to highlight and list all PP students.</p> <p>SIMS highlighting of PP groups.</p>	Medium impact – all staff are fully equipped to identify PP students through Sims and training.	Further scrutiny of seating plans to match student needs. Continue with approach.

	Staff training		
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<p>Improved Year 7 and 8 literacy progress</p>	<p>CPD focus: Reading skills for disciplinary literacy, oracy and questioning techniques.</p> <p>Oxford Reading Tree - home phonic programme for PP students identified with a below average reading age.</p>	<p>Medium impact – Success criteria met Developing confidence in disciplinary reading; CPD delivered; focus on link between guided reading and extended writing starting to develop.</p> <p>Year 7 has 81 students who had a standardised literacy age score range of 69-131 at the start of the year, with an average of 93, based on 79 students.</p> <p>After Test 1 they now have a range of 69-131, with an average of , based on 0 students. After Test 2 they now have an average of , based on 0 students.</p> <p>Year 8 has 58 students who had a standardised literacy age score range of 69-131 at the start of the year, with an average of 87, based on 50 students. After Test 1 they now have a range of 69-131, with an average of , based on 0 students. After Test 2 they now have an average of , based on 0 students.</p> <p>Year 9 has 77 students who had a standardised literacy age score range of 69-131 at the start of the year, with an average of 100, based on 74 students. After Test 1 they now have a range of 69-131, with an average of , based on 0 students. After Test 2 they now have an average of , based on 0 students.</p> <p>Year 10 has 63 students who had a standardised literacy age score range of 69-131 at the start of the year, with an average of 93, based on 59 students. After Test 1 they now have a range of 69-131, with an average of , based on 0 students. After Test 2 they now have an average of , based on 0 students.</p> <p>Year 11 has 46 students who had a standardised literacy age score range of 69-131 at the start of the year, with an average of 96, based on 40 students. After Test 1 they now have a range of 69-131, with an average of , based on 0 students. After Test 2 they now have an average of , based on 0 students.</p>	<p>Medium impact to initiatives due to national lockdown March 2020</p> <p>Oxford Reading Tree to continue</p>
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Improved Year 7 and 8 numeracy progress	CPD on Hergarty Maths.	<p>Year 7 has 84 students who had a standardised score range of 69-132 on entry, with an average of 93.23, based on 81 students. 32% of students have results of 100+.</p> <p>Year 8 has 60 students who had a standardised score range of 69-118 on entry, with an average of 87.06, based on 52 students. 17% of students have results of 100+.</p> <p>Year 9 has 77 students who had a standardised score range of 69-132 on entry, with an average of 99.23, based on 74 students. 45% of students have results of 100+.</p>	Medium impact to initiatives due to national lockdown March 2020
Improved rates of progress across all year groups for high attaining students eligible for PP.	Implement The King's Scholars programme for most able.	Low impact due to Covid	<p>Difficulties in arranging university visits / crossing bubbles of students/ long term absence due to lockdown.</p> <p>To be reviewed 2021-2022</p>
<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)

<p>Improved Year 7 and 8 Literacy progress</p>	<p>Creation of a nurture curriculum in Yr 8 for students with low literacy levels on entry to focus on closing the gap in reading ages.</p> <p>Continued implementation of Everyone a Reader project using trained volunteers to read with Year 7 and 8 students.</p> <p>Refining of silent reading sessions for weakest students. Lesson 0 x 2 sessions per week. 80 minutes. PP students targeted for additional literacy support.</p> <p>EAL PP students accessing additional time on the curriculum for literacy.</p> <p>Library homework club</p>	<p>Reading tests:</p> <table border="1" data-bbox="703 114 1097 322"> <thead> <tr> <th colspan="2">October 2019 data PP SS</th> </tr> </thead> <tbody> <tr> <td>Yr 7</td> <td>92.93</td> </tr> <tr> <td>Yr 8</td> <td>85.28</td> </tr> <tr> <td>Yr 9</td> <td>98.10</td> </tr> <tr> <td>Yr 10</td> <td>90.97</td> </tr> <tr> <td>Yr 11</td> <td>93.04</td> </tr> </tbody> </table>	October 2019 data PP SS		Yr 7	92.93	Yr 8	85.28	Yr 9	98.10	Yr 10	90.97	Yr 11	93.04	<p>Unable to judge impact due to lockdown. GL Assessments not taken following the October Assessment</p>
October 2019 data PP SS															
Yr 7	92.93														
Yr 8	85.28														
Yr 9	98.10														
Yr 10	90.97														
Yr 11	93.04														
<p>Ensure that those students eligible for PP have a broad and balanced understanding of their post-16 options and have an ambitious career plan.</p>	<p>Clear career strategy with increased links to employers and outside agencies.</p> <p>Implement and promote applications to 'The Spring Board Trust'</p>	<p>High Impact – Successful transitions for many students including. NEET figure 2%. 2 successful Springboard trust independent sixth form scholarships.</p>	<p>This will continue.</p>												

	scholarship programme.		
Wellbeing of students addressed so that poor behaviour incidents reduce.	<p>identify targeted groups of students and support with wellbeing and behaviour interventions to be able to access Room 40 and Room 38.</p> <p>External alternative provision for vulnerable students.</p>	Good impact: Significant reduction of fixed term exclusions. 0 permanent exclusions. Reduced number of behaviour incidents with targeted students. There was an increase in the number of EHP's to support students and families. YKids reached a higher number of students with 1:1 mentoring.	In addition, a new curriculum intervention room (room 38) will be established.

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>
Increased attendance rates for students eligible for PP and narrowing of the gap.	<p>Weekly tracking for all PP students – rag rated according to attendance concerns. Dock tutors following a back to school interview and work catch up system. Individual PP students targeted by attendance team to monitor and follow up quickly on absences with home visits.</p>	<p>Medium impact. The gap between NPP and PP in December 2019 was .9%. End of year 2020 - the gap was 2.5%. .4% improvement from 2018-2019.</p>	<p>All approaches will continue with the addition of:</p> <ul style="list-style-type: none"> <li>● Daily attendance records communication to staff.</li> <li>● Weekly attendance meeting with AHT and HT.</li> </ul>

	<p>SLT home visits to 'hard to reach' families.  First day response system in place.  Learning mentor home visits to vulnerable students.  SLT home visits.  Identified students using the school transport system.  Bus passes for individual students.  Rewarding improved/good attendance.  Raised profile of attendance across whole school.  Quicker 'early help plans' for families.  Breakfast club.</p>		
<p>All those eligible for PP attend character/leadership residential and excursion programmes.</p>	<p>PP students all have financial support in accessing extra-curricular activities e.g Brathay residential, clubs.</p>	<p>Yr 7 residential took place. Yr 8 was cancelled due to Covid.   Extra-curricular activities curtailed in March.</p>	

