

## Pupil premium strategy statement

This 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.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	North Kesteven Academy
Number of pupils in school	774
Proportion (%) of pupil premium eligible pupils	31.91
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	7-13
Date this statement was published	16.10.21
Date on which it will be reviewed	01.12.21
Statement authorised by	Joanne Tunncliffe
Pupil premium lead	Andy Ayre
Governor / Trustee lead	Stephen Bull

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,080
Recovery premium funding allocation this academic year	£26,245
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School-led tutoring grant	£22,072.50
16-19 tutoring fund	£13,481
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£229,878.50

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all students, irrespective of their background, the challenges they face or their starting points, make good progress and achieve high attainment across the curriculum, particularly in Core subjects of English, Maths and Science. We also intend that all students have access to a broad curriculum of high quality subjects and qualifications.

We will consider the challenges faced by students and parents in a number of different groups, when we consider the levels of disadvantaged. The groups we will consider are:

- children in receipt of Free School Meals (FSM)
- students with Special Educational Needs (SEN)
- children who are Looked After (LAC)
- students with English as an Additional Language (EAL)
- students who have had more than one secondary school (Mobility)
- children with a social worker
- young carers
- children who have experienced Adverse Childhood Experiences (ACES).

The intention of this is so that we can see students' cumulative levels of disadvantage and prioritise appropriately.

As all of the funding to support our disadvantaged students works towards the same goals, we have included both the school-led tutoring funding and the 16-19 tuition funding in this strategy. This allows us to effectively track and monitor this cohort of students and all of the provision they are receiving.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and, at the same time, will benefit the non-disadvantaged students in our academy. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider academy plans in response to emerging educational needs of individual students following periods of lockdown and ongoing interruption to learning. This is most notable through our engagement with the National Tutoring Programme for students whose education has been worst affected, including non-disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work they are given
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussion with students and teachers indicate that disadvantaged students generally have lower levels of vocabulary and reading comprehension than peers. This impacts on their progress in all subjects.</p> <p>Assessments on entry to year 7 in the last 2 years indicate that approximately 40-45% of students entering the academy arrive below age-related expectations. At this point, there is little difference between the entry levels of disadvantaged and non-disadvantaged students. However, assessments and outcomes show that the gap widens during their time in our academy.</p>
2	<p>The maths attainment of disadvantaged students is generally lower than that of their peers.</p> <p>From our baseline assessments of students arriving in Year 7 in September 2021, 64% of our cohort are under age related expectations for Maths. 77% of disadvantaged students in Year 7 are under age related expectations. The attainment gap between disadvantaged and non-disadvantaged students last year was 16% lower for 4+ and 10 % lower for 5+.</p>
3	<p>Assessments, observations and discussion with students, teachers and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial academy closures to a greater extent than for other students. This is backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations in all subject areas. It has also had a significant impact on those students with higher prior attainment.</p>
4	<p>Our exclusions data, observations and discussions with staff suggest many disadvantaged students struggle to meet the expectations of the academy in and out of lessons. This has been particularly pronounced following periods of partial academy closure. This has, in turn, had a negative impact on their progress and attainment.</p> <p>Over the last 3 years numbers of students being excluded has declined, however the percentage of disadvantaged students being excluded has risen, compared to a decline of exclusion for their non-disadvantaged peers.</p>

5	<p>Our attendance data over the last 3 years indicates that attendance of disadvantaged students has been between 3.93% and 6.19% lower than for non-disadvantaged students.</p> <p>Between 44.51% and 53.76% of disadvantaged students have been persistently absent compared with between 11.4% and 13.2% of their peers during this 3 year period. Our assessments and observations indicate that absenteeism is negatively impacting the progress of disadvantaged students.</p>
6	<p>Our assessments, observations and discussions with students, families and staff have identified social and emotional issues for many students, such as anxiety and low self-esteem. This is partly driven by concern about the pandemic itself, as well as concerns about “catching up” and their future planning and the more limited opportunities for enrichment. It appears to have affected disadvantaged students in particular, which has an impact on their progress and attainment.</p> <p>On return from periods of lockdown, we have carried out a well-being survey, which, alongside discussions with staff, has revealed that 43% of disadvantaged students, compared to 40% of non-disadvantaged students, required additional support with social and emotional needs because they were either a bit anxious or very anxious about the return to school after the lockdowns. In addition, 42% of disadvantaged students, compared to 34% of non-disadvantaged, were either a bit or very concerned about lost learning prior to their return. These students require individual or group interventions.</p>

### Intended outcomes

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
Improved attainment among disadvantaged students across the curriculum at the end of KS4.	<p>For each prior attainment group, the gap between disadvantaged and non-disadvantaged students will narrow.</p> <p>An increased number of more-able disadvantaged students will progress onto level 3 courses post-16.</p>
Improved knowledge of vocabulary and reading comprehension among disadvantaged students.	<p>By the end of the current plan in 2024/25, analysis of Bedrock blocks will show improved knowledge of vocabulary among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.</p> <p>Teachers should also have recognised an improvement in vocabulary and access to all areas of the curriculum through engagement in lessons and book scrutiny.</p>
Improved attainment in Maths.	<p>Percentage of disadvantaged students achieving a grade 4+ and 5+ in Maths will have significantly increased and be in line, or very close to being in line, with their non-disadvantaged peers.</p>
Improved wellbeing for students, including those who are disadvantaged.	<p>Improved wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.</p>

Improved behaviour in and out of lessons among disadvantaged students leading to a reduction in the number of students receiving FTEs, particularly in those students reoffending.	The % of room removals, internal isolation and FTEs for disadvantaged students will be proportionate to the % of disadvantaged students within the academy.
To improve attendance of disadvantaged students, including the attendance of this cohort of students to additional support sessions provided	Attendance of disadvantaged students will be in line with that of non-disadvantaged students. The percentage of all students who are persistently absent will be in line with national average and the figure among disadvantaged students will be no more than 2% lower than their peers.

### Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will provide time and learning opportunities for all staff to explore and discuss the main barriers for disadvantaged students in our academy as a whole and opportunities to share valuable information about key individual students, particularly those who have joined us as mid-year admissions and higher prior attaining students.	Understanding students as individuals, with their own specific needs and motivations, allows us to break down barriers to allow students to achieve better.  (Addressing Educational Disadvantage in schools and colleges & Learning Without Labels, Marc Rowland)  Students who join the school part way through their secondary school journey are more likely to have faced and continue to face additional barriers which often leads to underachievement.  <a href="#">In year admissions</a>	3, 4, 5, 6
We will fund professional learning opportunities for teachers to improve students' literacy and knowledge of vocabulary in all subject areas. The initial focus will be on a curriculum audit and	Acquiring improved literacy skills in order to learn new, more complex concepts in each subject is key.  <a href="#">Improving Literacy in Secondary Schools - EEF</a>	1

<p>subsequently explicitly embedding tier 2 and tier 3 vocabulary into schemes of learning and lessons.</p> <p>Introduction of Bedrock to support disadvantaged students' vocabulary development. Vocabulary activities will run through form time and Bedrock will be timetabled for KS3 students in English lessons.</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment.</p> <p><a href="#">Word gap</a></p>	
<p>Further develop the planning of meaningful feedback within schemes of learning and in response to individual student needs within and across lessons.</p> <p>Teachers will use a bank of resources for retrieval in order to regularly gauge knowledge and understanding and to highlight gaps and misconceptions in knowledge and understanding.</p>	<p>High quality and regular feedback is shown to have very high impact by EEF research:</p> <p><a href="#">Feedback - EEF</a></p> <p><i>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.</i></p>	1, 2, 6
<p>To further embed the use of knowledge organisers as part of everyday first quality teaching and personal study</p>	<p>Leading research supports the use of knowledge organisers in embedding a knowledge rich curriculum for all students.</p> <p><a href="#">Organising knowledge</a></p> <p><a href="#">Metacognition - EEF</a></p>	1, 6
<p>Enhancement of our Maths teaching and curriculum planning.</p> <p>We will support teachers by providing release time to work with primary colleagues.</p> <p>We will provide improvement planning time for Maths teachers to access the Maths Hub.</p>	<p>To teach maths well, teacher need to assess students' prior knowledge and understanding effectively, teach problem solving strategies and help students to develop more complex mental models.</p> <p><a href="#">Teaching Maths KS2 &amp; KS3 - EEF</a></p>	2

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £86,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition in English, Mathematics and Science for KS4 disadvantaged students, closely monitored and reviewed.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind.  <a href="#">Small group tuition - EEF</a>	1, 2, 3, 6
Small group tuition for A-level disadvantaged students who experienced significant disruption to their learning in 2020/21, closely monitored and reviewed.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind.  <a href="#">Small group tuition - EEF</a>	1, 2, 3, 6
Bedrock support for a small group of Key Stage 4 students	Acquiring improved literacy skills in order to learn new, more complex concepts in each subject is key. <a href="#">Improving Literacy in Secondary Schools - EEF</a>  Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment.  <a href="#">Word gap</a>	1
Deployment of specialist teaching assistants within English and Maths to deliver key interventions with specific students.	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.  <a href="#">Teaching Assistants - EEF</a>	1, 2, 3, 6

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 97,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Meet with key disadvantaged students with low levels of progress to establish specific barriers so these can be overcome quickly. Where appropriate disadvantaged students will be paired with a Pupil Premium Ambassador who will support through mentoring.	Not all disadvantaged students experience the same barriers to learning and some of these are very specific to the family or child. Knowing the individuals enables barriers to be identified and broken down swiftly.  (Addressing Educational Disadvantage in schools and colleges & Learning Without Labels, Marc Rowland)  <a href="#">Mentoring - EEF</a>	3, 4, 5, 6
We will provide training and support for teams of staff to focus on supporting students at risk of internal isolation and exclusion, with a specific focus on disadvantaged students. This will include, as appropriate, referrals to external agencies such as Need Bright Solutions to reduce negative behaviours which impact on learning.	Poor learning behaviours and other negative behaviours which can lead to removal from classrooms impact significantly on student mental health, student outcomes and staff welfare.  <a href="#">Behaviour interventions - EEF</a>	4
We will create a “safe base” for students with social, emotional and mental health issues to enhance the support for these students specifically.	Students with SEMH issues often need access to specific support including a quiet space.  <a href="#">Supporting SEMH</a>	3, 4, 5, 6
We will provide training and support for teams of staff to focus on support students with low attendance and to maintain good attendance, with a specific focus on disadvantaged students.	Poor attendance has a significant negative impact on student outcomes and their mental health.  <a href="#">Improving School Attendance</a>	5

**Total budgeted cost: £ 238,000**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### **Outcomes and Tutoring:**

As examinations were cancelled in 2020/21, Teacher assessed grades were used in their place. Our internal assessments suggests that there is still a significant gap between the achievement of disadvantaged and non-disadvantaged students, which has been worsened by the impact of Covid.

Our assessment of the reasons for this points primarily to the impact of Covid, which disrupted learning for all students, but had a significant impact on disadvantaged students, for whom access to remote learning was more difficult, particularly in the first period of lockdown. As evidenced in schools nationally, disadvantaged students were not able to benefit from our planned improvements to teaching and interventions during partial closure.

The impact was mitigated as far as possible by our resolution to maintain a high quality curriculum, including during periods of partial closure. We provided digital devices as quickly as possible to families without access to technology suitable for high quality learning remotely and provided high quality learning materials.

Disadvantaged students and parents were targeted for the remote tutoring through My Tutor and parents informed of any non-attendance. Whilst this tutoring was successful for some students, attendance was not always consistent and some students did not engage. We anticipate that our new plan for face to face tutoring will ensure improved attendance.

#### **Remote learning:**

Surveys were undertaken for all students to ascertain whether there were barriers to learning and how we could best address this. All disadvantaged students with technical issues were either given a laptop on which to work or provided with the support for internet access. The inclusion support team, along with tutors and Heads of Year remained in close contact with disadvantaged families to monitor students' learning and engagement and to provide support if necessary.

The provision for disadvantaged students was comprehensive and enabled the vast majority to access the full curriculum. Where this was not successful, this was a result of low engagement and attendance to online lessons which was challenged on a regular basis.

#### **Attendance and Exclusions:**

As anticipated, the Covid pandemic had a significant impact on attendance. During periods of lockdown engagement with remote provision was monitored closely through our online platform. Students who were not engaging received supportive phone calls home and barriers were reduced or eliminated as much as we were able to do so.

On return to face to face provision attendance was largely good initially, but as we saw Covid cases rise in the area and students had to further isolate due to having Covid or being identified as a close contact, we found that we were unable to buck the national trend of increased absence. Attendance of students in receipt of FSM have been particularly concerning and it has been difficult to engage some families to support the students to return to attendance at an acceptable level. This is the reason why attendance is a focus of our current plan.

For many of our disadvantaged students, the Covid pandemic has brought additional challenges. Whilst numbers of exclusions overall have decreased overall, numbers of exclusions for disadvantaged students with exclusions has increased. This is a key priority in our new plan.

**More Able Students:**

The use of the National Tutoring Programme funding ensured we were able to target our disadvantaged students who were displaying significant gaps in learning.

A range of disadvantaged students were selected for tutoring in English, Maths and Science with My Tutor. This focused on different groups of students including a group aiming for grade 7 and above. The Further Maths GCSE was introduced last year with a view to further stretching and challenging our more able students (including PP students). Specialist staff are targeted and timetabled to deliver this at the highest standard with a view to boosting the number of PP students opting for Maths at A-level and further boosting aspirations.

Whilst there was only 1 PP student in Year 11 last year (6.25%), this has now increased to 25.0% of the Year 10 cohort being PP students (6/24). This equates to 18.8% of the Y10 PP cohort now taking further Maths which will improve outcomes in Maths GCSE and the top grades.

**Narrowing gaps in literacy and vocabulary:**

Much research and trial work was undertaken over the course of the last year in order to set up a strategic plan in narrowing the gaps in literacy and vocabulary.

Knowledge organisers were introduced across Key Stages 4 and 5 to support students within lessons with the key terminology/definitions/vocabulary for the schemes of learning.

Staff received a focused and sustained CPD programme which served to equip them with the understanding and skills on how to teach vocabulary explicitly within the classroom to further reduce the gap in vocabulary between PP and non PP students.

Departments worked on revisiting their Schemes of Learning to ensure key vocabulary is present and opportunities are identified within them for the explicit teaching of subject-specific vocabulary.

This element is a key component of our new plan.

**Service pupil premium funding**

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The SPP was spent on a Services Liaison Officer who came into school once per week and met with and supported our services students with issues such as parents being deployed overseas. During lockdown, he continued this provision remotely, continuing to support these students and families.
What was the impact of that spending on service pupil premium eligible pupils?	Our Services students continue to outperform our non-services students in terms of both academic achievement and attendance.

## Further information (optional)

### Additional activity

You will see that we have planned to supplement the funding received for pupil premium and recovery premium within this strategy plan. We are committed to further enhancing this provision by:

- ensuring effective communication within our staff body and with parents. We have already undertaken training with all staff to show and discuss multiple levels of need. This information, as well as the provision for students and its impact is being tracked and monitored closely by the Pupil Premium Lead.
- embedding more effective practice around feedback. We know that this has significant benefits for students from the EEF evidence.
- ensuring we communicate effectively with parents and students about our curriculum planning by providing them with information about how the curriculum will be delivered and specific targeted interventions. This will help to address concerns around “learning loss”, which is one of the main drivers of student anxiety.
- effectively deploying our academy counsellor to support students in need of mental health support.
- offering a wide range of high quality extra curricular activities to boost wellbeing, behaviour, attendance and aspiration. Disadvantaged students will be encouraged and supported to participate.

### Planning, implementation and evaluation

Before writing our plan we looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage, as well as the impact of the pandemic on disadvantaged students.

We evaluated why our previous pupil premium strategies had not had the degree of impact that we had expected.

We have used the [EEF Implementation guidance](#) to help us to develop our strategy and we will continue to use it through the implementation of our activities.

We will discuss this plan fortnightly as part of a robust evaluation framework and we will adjust our plan over time to secure better outcomes for students.