# Pupil Premium Strategy Statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2026 academic year) funding to help improve the attainment of our disadvantaged students.

## 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

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| Detail | Data |
| School name | Kelmscott |
| Number of students in school | 897 |
| Proportion (%) of pupil premium eligible students | 32% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3yrs |
| Date this statement was published | September - December 2023 |
| Date on which it will be reviewed | Summer 2023 |
| Statement authorised by | Mr S Jones |
| Pupil premium lead | Mr M Smith  Mrs M Reid |
| Governor / Trustee lead | Ms S Harris |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £274,085 |
| Recovery premium funding allocation this academic year | £41,615 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £315,700 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Kelmscott School, we have the highest expectations of our students and believe that disadvantaged children do not lack ability or talent but can lack opportunity. We believe that all students are entitled to a rich and broad range of learning experiences, irrespective of socio-economic background. We strive to create ‘learners for life’, who achieve their full potential and aspire to be the very best that they can be.  The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  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 school. 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 school plans for education recovery, notably in its targeted support through 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 that they’re set * 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 students.

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| Challenge number | Detail of challenge |
| 1 | High levels of progress in literacy and numeracy for all students eligible for PP |
| 2 | Negative impact on progress caused by poor behaviour and disruption to learning. |
| 3 | Lacking cultural capital and low aspirations for future destinations. |
| 4 | Improve attendance levels and limit exclusions |

## 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.

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| Intended outcome | Success criteria |
| High levels of progress in literacy and numeracy for all students eligible for PP | Examination results continue to show improving progress for PP groups in comparison to previous year groups and National Averages in English  Lesson visits, discussions with teacher and students, ongoing book studies and external reviews evidence improvements made in literacy |
| Improve students behaviour for learning and engagement in lessons in order to impact positively on progress and improve the proportion of students achieving 4+ / 5+ in English and Maths. | * PP students to achieve, or exceed, 4+ in Eng/Maths, in line with national average for all students. GCSE * Reduce the number of behaviour incidents logged for PP students, and bring in line with average for all students. * Improved parental engagement evidence Progress Evening attendance. * Increased engagement is evident in classroom observations, access to the curriculum and progress. |
| Cultivate opportunities for enhancing ‘cultural capital’ through enrichment and experience. To improve aspirations in order to secure post 16 destinations | • PP take-up for trips and other opportunities, including opportunities for careers and higher education at least mirrors proportion of PPs in that group |
| Improve attendance levels and limit exclusions | * PA rate for PP will be in line, or lower than national averages. * PP students will achieve, or exceed, attendance percentages in line with national averages. * Increased parental engagement demonstrated through home visits log. * Attendance matters tracked consistently through regular meetings |
| Provide meaningful support to students with Social Emotional Mental Health problems | Sustained high levels of wellbeing by:  • qualitative data from student voice, student and parent surveys and teacher observations.  • a significant increase in participation in enrichment activities, particularly among disadvantaged students. |

## 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: £ *93585*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Reduced class  sizes in Maths and English and  Science. | 1. Whilst evidence for limiting class size is mixed nationally, we believe that the way in which we organise our curriculum and teaching groups takes advantage of the opportunities smaller group sizes can offer.   [https://educationendowmentfoundation.org.uk/education-](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size) [evidence/teaching-learning-toolkit/reducing-class-size](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size) | 1, 2 |
| Developing metacognitive and self-regulation skills in all students.  This will involve ongoing teacher training and support and release time. | Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:  [Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/) | 4 |
| Investing in 2 coaches for Maths and English | Coaches to support PP students inside the classroom and outside of the classroom with closing the gap. | 1, 4 |
| EAL Support.  Provision for  interpreters .  HLTA full time teacher | Progress of EAL students is in line with non-EAL students.  Raise attendance at progress evenings and information evenings. | 1, 2, |
| A well designed ambitious, connected and coherent curriculum is in place for all learners. This will involve ongoing training, review and quality assurance | EEF High Quality Teaching <https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/1-highquality-teaching> | 1,2,3,4,5 |
| Numeracy and Literacy Co-Ordinator | Literacy and numeracy is fundamental to students success across the curriculum as there are new demands on students and teachers.  [EEF KS3&4 Literacy Guidance](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf)  [EEF Numeracy](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy) | 1 |

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

Budgeted cost: £ *101304*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1, 2, 3 |
| Coaching programme | Five staff to be trained to coach students on how to study independently. | 1, 3, 4 |
| Extra LSA to support SEN students’ achievement | We know that PP SEN students are in particular need of support, we also know that, when LSAs are well- deployed, they improve student progress.  [https://educationendowmentfoundation.org.uk/education-](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) [evidence/teaching-learning-toolkit/teaching-assistant-](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) [interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) | 1, 2 |
| Homework Club | Pastoral data has shown us that PP students have historically been more likely to receive a detention for not doing their homework. Funding is to staff 2 separate homework clubs (KS3 and KS4) for PP students who find it difficult to work at home | 1, 2 |
| Year 11  Intervention  strategies, provision of  resources for  disadvantaged  students, booster classes and exam breakfasts.  Opportunity to bid for resources | Students feel well supported in English and Maths.  Learning and Teaching outcomes are at least good | 1, 2, 3, 4 |
| Music Provision | Monitoring shows that proportional numbers of disadvantaged students and non are taking up music lessons.  Music GCSE uptake is increased for disadvantaged students. Student and parent feedback is positive | 3 |
| Distruption free Learning | Stationary monitored in morning registration and supplied if the basics are absent. To ensure no disruption at the beginning of each lesson that day. | 2 |
| Tutor reading programme  Increase students reading widely for pleasure and extending their studies link to their curriculum We will fund engaging texts across all year groups to support PP access to a range of reading experiences | Research is accumulating that suggests that a growing number of children do not read for pleasure (Clark and Rumbold, 2006) – This mirrors our community  There is a growing body of evidence which illustrates the importance of reading pleasure for both educational purposes as well as personal development (citied in Clark and Rumbold 2006) | 1 |
| Study Support | Positively You - Study Skills gave students with a range of techniques to help them more effectively absorb and retain information plus *exam buster* techniques. <https://positivelyyou.org.uk/> | 1, 2 |

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

Budgeted cost: £ *120811*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Adoption of the STORM character development programme  This includes training for school staff, and time to implement it into the 5 year journey, starting with Yr7. | Various groups and agencies to work with the students  e.g. Violence and women, smile boys project.  To be integrated into school ethos.  e.g. classrooms (displayed), consequence & reward ladders etc | 3,5 |
| Opening up study space and resources for students | Yr11 to have a study space during term time and during targeted holiday periods with resources e.g. laptops  Yr7/8 to ensure there is a space and support for students to complete independent learning. | 1,2 |
| Improve attendance to national average in Sept 2022 We will fund 1 attendance officer, whose sole focus is supporting PP students with attendance | A clear link has been established between attainment and attendance | 5 |
| Co-Curricular programme is targeted to involve PP students We will fund percentages of or whole expenses linked to extracurricular and trips and experiences. | Social capital and enriching experiences ensure a greater engagement with the school and community belonging. Whilst little evidence is completed here, we find that engaging students with enriching experiences builds their cultural capital and sense of belonging.  [https://educationendowmentfoundation.org.uk/education](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation)  [-evidence/teaching-learning-toolkit/arts-participation](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation) | 2,3 |
| Guest speaker slot for students to inspire, educate and motivate | [https://educationendowmentfoundation.org.uk/news/poo](https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match?utm_source=/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match&utm_medium=search&utm_campaign=site_search&search_term=careers) [rer-young-people-more-likely-to-have-career-aspirations-](https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match?utm_source=/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match&utm_medium=search&utm_campaign=site_search&search_term=careers) [that-dont-match?utm\_source=/news/poorer-young-](https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match?utm_source=/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match&utm_medium=search&utm_campaign=site_search&search_term=careers) [people-more-likely-to-have-career-aspirations-that-dont-](https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match?utm_source=/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match&utm_medium=search&utm_campaign=site_search&search_term=careers) [match&utm\_medium=search&utm\_campaign=site\_search](https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match?utm_source=/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match&utm_medium=search&utm_campaign=site_search&search_term=careers) [&search\_term=careers](https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match?utm_source=/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match&utm_medium=search&utm_campaign=site_search&search_term=careers) | 2, 3, 5 |
| In-house counselling service and well- being drop-in | [https://www.bacp.co.uk/news/news-from-bacp/2021/21-](https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/) [january-effectiveness-of-school-counselling-revealed-in-](https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/) [new-research/](https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/) | 2 |
| The Brilliant Club Scholar pro- gramme to raise aspirations amongst high- ability, disadvan- taged students | [https://educationendowmentfoundation.org.uk/news/poo](https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match?utm_source=/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match&utm_medium=search&utm_campaign=site_search&search_term=careers) [rer-young-people-more-likely-to-have-career-aspirations-](https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match?utm_source=/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match&utm_medium=search&utm_campaign=site_search&search_term=careers) [that-dont-match?utm\_source=/news/poorer-young-](https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match?utm_source=/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match&utm_medium=search&utm_campaign=site_search&search_term=careers) [people-more-likely-to-have-career-aspirations-that-dont-](https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match?utm_source=/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match&utm_medium=search&utm_campaign=site_search&search_term=careers) [match&utm\_medium=search&utm\_campaign=site\_search](https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match?utm_source=/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match&utm_medium=search&utm_campaign=site_search&search_term=careers) [&search\_term=careers](https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match?utm_source=/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match&utm_medium=search&utm_campaign=site_search&search_term=careers) | 1, 3 |
| SMILE project | Smiling boys project. The internationally acclaimed artist- Kay Rufai returns with a Wellcome Trust, Paul Hamlyn Foundation & Arts council funded research-led mental well-being project for Black Boys in London.  The Project was created as a direct response to the rise in  youth affected by violence which sparked a series of reactionary approaches from the government regarding tougher criminalisation of youth, more stop and searches and greater police presence in global majority communities.  <http://universoulartist.com/smiling-boys-project/> | 2, 3, 4 |
| Parental Engage- ment evenings | [https://educationendowmentfoundation.org.uk/education](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)  [-evidence/teaching-learning-toolkit/parental-engagement](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) |  |
| Deputy Heads of Year | As with our Assistant Child Protection Officer, having deputy heads of year allows for a broader and more proactive approach to concerns around safeguarding and wellbeing. This particular benefits pupil premium students, who account for high number of safeguarding concerns  [https://educationendowmentfoundation.org.uk/education-](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) [evidence/teaching-learning-toolkit/social-and-emotional-](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) [learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) |  |
| Enhanced Careers Advice Offer | The Pupil Premium funding will be used to provide an extra day a week of independent careers and progression advice from an independent careers advisor. This will ensure all Y11 pupil premium students get excellent, one-to-one careers advice this year? | 3 |
| Enhanced Educational Psychologist Support | We will use Pupil Premium funding to buy support from an education psychologist that will enhance our existing service provided by Waltham Forest Council. This will address the need for SEN PP students to receive targeted support that meets their needs. | 2 |
| Summer School. 1 week programme for disadvantaged year 6 students on transition | Feedback from parents, students and staff is positive. Those attending make a successful transition to the start of year 7 | 1, 2, 4 |

**Total budgeted cost: £** *315,700*

# 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 students in the 2021 to 2022 academic year.

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| Results from 2021/22 showed the performance (Maths & English) of disadvantaged students was slightly lower than TAGs but a significant improvement from 2019. Ebacc entry has slightly decreased from last year but were significantly higher than 2019.  Attainment 8 since 2019 has improved for our disadvantaged students. Our Progress 8 measure improved in 2021 compared to the last set of public exams, (2018/19), but returned to the 2019 results last year. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised due to the pandemic. We are still seeing the impact of this.  The impact of schools closures and the Teacher Assessed Grades impacted disadvantaged students more than non-disadvantaged, as these students were not able to benefit from our pupil premium funded interventions and high quality in-class teaching. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, through in-class recording of live lessons, remote meeting software and a platform to upload high quality work and resources. Despite this English and Maths, standard pass, was very similar to 2021 (TAGs).  Overall attendance in 2021/22 had risen by 2.73% from the year before and than in the preceding years, it continued to be higher than the national average. In this time disadvantaged students attendance had risen by 2.64%.  Student wellbeing and mental health concerns increased last year, primarily due to COVID-19-related issues. We provided wellbeing support for all students, and targeted interventions were required. Due to the on-going after affects of the pandemic and increased anxiety amongst young people nationwide, we are continuing to make this a focus in our strategy. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| --- | --- |
| Programme | Provider |
| NTP | TLC Live <https://www.tlclive.com/> |
| The Scholars Club – university outreach | The Brilliant Club <https://thebrilliantclub.org/> |
| Study Skills Workshop | Positively You - <https://positivelyyou.org.uk/> |

## Service pupil premium funding (optional)

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

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| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible students? |  |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged students, that is not dependent on pupil premium or recovery premium funding.* |