

Pupil premium strategy statement 2021/2022

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 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

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	December 2021
Date on which it will be reviewed	Summer 2022
Statement authorised by	Mr S Jones
Pupil premium lead	Mr M Smith Mrs J Tyrell
Governor / Trustee lead	Mr A Gibson

Funding overview

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

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 all students' 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.

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
5	Lacking cultural capital and low aspirations for future destinations due to the COVID gap.

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
High levels of progress in literacy and numeracy for all students eligible for PP	<p>Examination results continue to show improving progress for PP students in comparison to previous year groups and National Averages in all subjects</p> <p>Lesson visits, discussions with teacher and students, ongoing book studies and external reviews evidence improvements made in literacy</p>
Improve pupil 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.	<ul style="list-style-type: none"> • 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 evidenced by meeting minutes. • Increased student 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	<ul style="list-style-type: none"> • PP student take-up for trips and other opportunities, including opportunities for careers and higher education at least mirrors proportion of PPs in that group. PP students to be targeted before opportunities released to all
Improve attendance levels and limit exclusions	<ul style="list-style-type: none"> • 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	<p>Sustained high levels of wellbeing by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged students. <p>Jane/Tony/Mickey/year team work?</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	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

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

Budgeted cost: £ 101304

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	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) And in small groups:	1, 2, 3

significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Coaching programme	Five staff to be trained to coach students on how to study independently.	2

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

Budgeted cost: £ 120811

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

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Programme	Provider

Service pupil premium funding (optional)

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?	
What was the impact of that spending on service pupil premium eligible students?	

Further information (optional)

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.