

King James's School 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	King James's School, Knaresborough
Number of pupils in school	1578
Proportion (%) of pupil premium eligible pupils	14.9% Pupil Premium (235)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2020 2020-2021 2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Carl Sugden, Headteacher Malcom Dawson, Chair Of Governors
Pupil premium lead	Helen Handley, Assistant Headteacher
Governor	Richard Ebdon, Federation Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	217.736K (actual)
Recovery premium funding allocation this academic year	£30,160

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£247,896

Part A: Pupil premium strategy plan

Statement of intent

We aim to reduce disadvantage by providing opportunities which level up life chances and enhance social mobility.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. Our pupil premium strategy will ensure our disadvantaged students, including those who are already high attainers will meet or exceed national average in attendance (including PA), progress and attainment outcomes. We will consider the challenges faced by vulnerable pupils such as those who have a social worker, are previously looked after and young carers. 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 which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and will also benefit our non-disadvantaged pupils ensuring their attainment will also be sustained and improved.

Our strategy is integral to wider school plans for education recovery to minimise the impact of the pandemic on our pupils. We will be responsive to common challenges and individual needs, adapting our plan where appropriate and based on diagnostic assessment of need and evidence informed current research.

We will provide early intervention through targeted academic support for those not making good progress or those who have been disproportionately impacted by the effects of the pandemic, including the use of School Lead Tutoring.

Investing in wider strategies to address non-academic challenge areas such as attendance, behaviour, social and emotional issues/mental health issues will ensure our disadvantaged pupils and families have appropriate support to achieve success. We will ensure a whole school approach where all staff take responsibility for and have high expectations of disadvantaged pupils' outcomes.

Challenges

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

Challenge number	Detail of challenge
1	<p>National data shows that students eligible for the pupil premium are not making as much progress or achieving outcomes in line with their non-pupil premium peers.</p> <p>Our data confirms this with a disadvantaged Progress 8 score of -0.12 in 2020-2021 (and -0.16 in 2019-2020 and 2018-2019)</p> <p>The pandemic and partial school closure has disrupted the education of disadvantaged pupils resulting in knowledge gaps. Our assessments, observations and discussions with pupils confirm this.</p>
2	<p>National and in school data show that disadvantaged students have higher incident of involvement with our consequences systems compared to non-disadvantaged peers.</p> <p>2020-2021 exclusion data shows 44% (15) of pupils with a FTE were PP pupils and 49% (33) of all FTEs were PP pupils.</p> <p>Our observations and discussions with pupils and families have identified increased social and emotional issues for many pupils as a result of the impact of the pandemic.</p>
3	<p>National and in school data show that disadvantaged students have lower attendance rates and higher persistent absence rates than their non-disadvantaged peers.</p> <p>2020-2021 final YTD whole school attendance was 93% and Ev6 FSM was 86% a 7% gap.</p> <p>2020-2021 final YTD whole school PA 18% (NA 13%) and Ev6FSM was 39% a 21% gap.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>National studies and our observations suggest that the pandemic has negatively impacted on some disadvantaged families who now need additional support.</p>
5	<p>Our observations and discussion with pupils and families suggest that the wellbeing and mental health of many of our disadvantaged pupils has been impacted by partial school closure and the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>Requests for and referrals to external agency support have increased.</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
Achieve positive progress outcomes	Positive progress 8 score
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4. Achieve positive attainment outcomes	National average (or better) Attainment 8 score Knowledge gaps closed
Achieve positive English and maths 5+ results	Average (or better) for similar schools Grade 5+ English and maths %
To achieve and sustain improved attendance and reduce persistent absence for disadvantaged pupils	Sustained high attendance demonstrated by: Absence rate and PA for disadvantaged pupils at national average or better. Evidence of impact of new Attendance Officer role
Minimise the impact of the pandemic where possible for our disadvantaged students and their families	Sustained high levels of wellbeing demonstrated by qualitative data from student voice, students and parent surveys and teacher observations. Impact of whole school wellbeing strategy including counselling support evident Evidence of impact of Family Support Officer role- student and parent voice. Improved access to technology evident

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: £273,883

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Relentless focus on high quality teaching within the classroom across all curriculum areas:</p> <p>Improved KS3 curriculum to embed Rosenshines's Principles, sequencing of knowledge, subject specific vocabulary and metacognition and to improve effectiveness of assessment and feedback (PMC/PEA)</p> <p>Recruitment and retention of staff- recruiting staff with experience and proven success of working with students of all abilities. Wellbeing strategy to retain our most effective staff (PMC/JWR)</p> <p>High quality CPD programme tailored to the needs of staff, closely linked to new model Performance Review to improve engagement with research, CPD and outcomes (PMC/JOH/HHN)</p> <p>Continue delivery of the Recovery Curriculum and close the gaps through effective 'catch up' across all curriculum areas (PMC/HRA)</p>	<p>EEF Guide to the Pupil Premium- Autumn 2021 recommends developing high quality teaching including investment in professional development, training and support for early career teachers, along with recruitment and retention.</p> <p>EEF Guidance Reports: Teacher feedback to improve pupil learning</p> <p>Teaching and Learning Toolkit: Feedback can add 6 months progress. Metacognition can add 7 months progress Mastery Learning can add 5 months progress</p> <p>Identify gaps in disciplinary and substantive knowledge. Conduct baseline testing through CAT tests. Recruit staff and select students for in school catch up tutoring. EEF- Assessing and Monitoring Pupil Progress</p>	<p>1</p>

Further development of online learning, including ItsLearning (SGI)		
<p>Reduction of numbers of students going through the consequence system:</p> <p>Staff evidence informed CPD focused on behaviour management – pivotal focus on building relationships and positive behaviour management (PMC)</p> <p>Consequences system focused on reducing issues with classroom behaviour and encouraging restorative practice, reducing hours lost to learning and improving our rewards system (PMC/CRE/LBK/LHO).</p> <p>Improving parental engagement (LBK / LHO).</p> <p>Tutoring focus on ‘whole child’, embedding our vision, values and ethos and the character curriculum (CRE/LBK/LHO).</p>	<p>Timpson Review of School Exclusion May 2019 recommendations</p> <p>EEF Guidance reports: Improving Behaviour in Schools- Aug 2021</p> <p>Teaching and learning toolkit: Behaviour intervention can add 4 months progress.</p>	2

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

Budgeted cost: £94,196

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions for disadvantaged students not meeting expected progress or those who have been disproportionately impacted by the effects of the pandemic:</p> <p>1:3 tuition delivered by English and maths specialist teacher (LHO)</p>	<p>Teaching and Learning Toolkit: Small group tuition suggests 4 months progress</p>	1
	<p>Research suggests the need to evaluate our accelerated reader programme and investigate the viability of introducing a phonics</p>	2

<p>Accelerated Reader Programme delivered as part of timetabled lessons (LHO/MBO)</p> <p>Activ8 and Reset and Reflect behaviour programmes and a more personalised curriculum offer where appropriate (PMC/LBK/LHO/AJO)</p> <p>Homework club supported by TA staff (AJO)</p>	<p>programme to ensure more impact in 'closing the reading gap'. EEF- Improving Literacy in Secondary Schools Teaching and Learning Toolkit suggests reading comprehension strategies can add 6 months progress and phonics programmes can add 5 months progress</p> <p>Teaching and Learning Toolkit: Behaviour interventions can add 4 months progress Small group tuition can add 4 months progress</p>	<p>2</p>
--	--	----------

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

Budgeted cost: £10,053

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Rigorous attendance and punctuality strategy rolled out across both KS3 and KS4: Appointment of a new role- Attendance Officer to evaluate, monitor and intervene. Clear roles, responsibilities and procedures to ensure whole school</p>	<p>EEF suggest implementing wider strategies to address non-academic challenges to success such as attendance, behaviour and social and emotional support which may negatively impact upon academic attainment.</p> <p>DfE- Improving School Attendance</p>	<p>3</p>

<p>attendance and punctuality improvement (PMC)</p> <p>Mentoring for those students who need a 'champion' (LHO/ LBK).</p> <p>Enrichment and extra curricular opportunities to enable students to feel they belong and provide student leadership opportunities (LM / LBK / LHO).</p> <p>Develop a whole school wellbeing plan to support wellbeing and mental health of pupils and staff. This will include providing counselling support, establishing a new role of Wellbeing Co-ordinator and wellbeing ambassadors (HHN)</p> <p>Targeted group of pupils for Family Support Officer to support families with wider issues at home (HHN).</p> <p>Contingency fund for acute issues</p>	<p>Teaching and Learning Toolkit suggests mentoring can add 2 months progress</p> <p>Early Intervention Foundation- Adolescent mental health: A systematic review of the effectiveness of school based interventions.</p> <p>Teaching and Learning Toolkit suggests social and emotional learning support can add 4 months progress</p> <p>DfE support for a Mental Health Lead in school and NHS support through the Wellbeing in Mind programme</p> <p>Teaching and Learning Toolkit: Parental Engagement including offering more sustained and intensive support to build parents' efficacy, including home visits where needed can add 4 months progress.</p> <p>Based on our experiences and those of similar schools to ours, we have identified a need to set some funding aside to enable us to respond to needs that have yet to be identified.</p>	<p>4 and 5</p> <p>4 and 5</p> <p>4</p> <p>All</p>
---	--	---

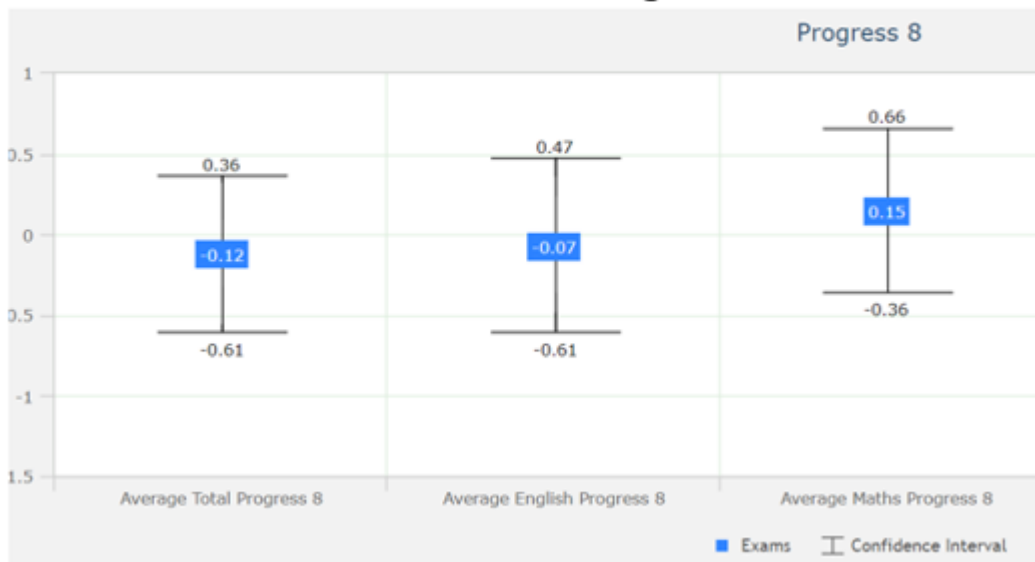
Total budgeted cost: £378,132

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

It is difficult to measure the success of our strategy as much of the success criteria planned cannot be reported as Due to COVID-19, performance measures have not been published for 2020 to 2021 due to the necessity for centre assessed grades.

2020 disadvantaged progress compared to national data set for centre assessed grades:



Although we made progress with disadvantaged pupil progress in 2019 and with average maths progress 8 in 2020 we need to see these consolidated when we return to nationally benchmarked assessment and have work to do regarding English progress and overall attainment for our disadvantaged pupils.

Despite making good progress on our current pupil premium strategy during 2019-2020 the progress and outcomes we aimed to achieve by the end of 2020-2021 were not fully realised due to the impact of the national pandemic. As evidenced in schools across the country, partial school closures was most detrimental to our disadvantaged pupils and they were not able to benefit from many of our pupil premium funded improvements to teaching and targeted interventions to the extent that we intended. We are aware that many of our disadvantaged students have fallen behind during the pandemic and will face the biggest challenge in educational recovery.

The impact was mitigated by our resolution to maintain a high quality curriculum and delivery via our online learning platform ItsLearning and zoom. However, many of our disadvantaged students were adversely affected due to their lower socio- economic backgrounds and home circumstances. We saw evidence of less engagement with online learning due to issues with access to technology, a lack of parental capacity and support and poor wellbeing.

To address these issues welfare contact was made with all our students and parents to provide support for access to technology, additional support from teaching staff and TAs to support learning and additional pastoral support from tutors and the pastoral team. Many of our most vulnerable and disadvantaged students attended in school provision to provide additional support.

Our return to in school provision for all students required many Covid 19 restrictions and again impacted on many areas of our planned strategy. Our Recovery Curriculum adapted our approach to support our pupils and where possible prioritised our disadvantaged pupils.

57 pupils including 54 disadvantaged were provided 1:3 online tuition through the National Tutoring Programme, supported by Academic Mentors recruited through the Kickstart Programme. We have reviewed this provision model and decided to use the school lead tutoring programme rather than the NTP for this year's tutoring provision.

Whole school attendance and persistent absence was below national average and with disadvantaged attendance at 86% and 39% PA this is a critical area for intervention and improvement. The gaps have increased so we have adapted the 3 year plan by investing in a new role of Attendance Officer to create capacity across the pastoral team to address this issue.

100% of our PP cohort received offers from their Post 16 destinations with 36% of the cohort staying with us to study A-Levels, an increase of 16% compared to last year. 55% of the cohort enrolled on College courses, 5% went to other 6th Forms and 4% gained a place on an apprenticeship scheme.

Externally provided programmes

Programme	Provider
1:1 online maths and English tuition	National Tutoring Programme- TLC

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

- Catch up and School lead tutoring funding will be used to provide tutoring opportunities for many of our disadvantaged students. £12, 757 of the Recovery Premium Funding will be used as a contribution to the School lead tutoring in order to access this fund.
- Our wellbeing and mental health plans are being supported to train HHN using the DfE funding for a Mental Health Lead in school and the NHS Wellbeing in Mind project supporting our plans for a whole school wellbeing strategy and providing staffing for CBT workers in school.
- Summer 2021 we provided a Transition Summer School offered to all our Y6 pupils (268) and actively encouraged the disadvantaged students (52) to attend. 95 pupils attended including 18 disadvantaged students. This provision was fully funded through Government Funding.

We continue to use the EEF's implementation guidance to help us develop our strategy and through the implementation of our activities to ensure our work is evidence based and has impact.

We have put a robust evaluation framework in place for our final year of our current plan and are open to the need to adapt our plans and respond to new challenges if required.

We will use the EEF's diagnostic support to begin to plan for our new three year plan, working closely with our federation partner, Boroughbridge School to ensure we can make greater progress and ensure greater efficiencies with shared working in shared resources where possible.