



## Pupil premium (PP) strategy statement:

Summary information					
<b>School</b>	Kings Norton Girls School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£199,155	<b>Date of most recent PP Review</b>	Sept 2019
<b>Academic Year</b>	2019/20	<b>Total PP budget (inc. catch-up funding)</b>	£200,480	<b>Date for next internal review of this strategy</b>	Sept 2020
<b>Total number of pupils (Y7-11)</b>	800	<b>Number of pupils eligible for PP</b> Year 7 eligible for catch up funding	22 Literacy 20 Numeracy		

Current attainment: 2018-19 (2017-18)			
	<i>Pupils eligible for PP</i>	<i>KNGS</i>	<i>National Average</i>
% achieving 9-4 English / Maths	55.6 (65.9)	77.5 (77)	
% achieving 9-5 English / Maths	40 (52.27)	58.5 (58.2)	
Progress 8 score average	0.06 (0.56)	0.41 (0.69)	0
Attainment 8 score average	45.21 (49.62)	56.4 (56.7)	

<b>Barriers to future attainment (for pupils eligible for PP including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )		
<b>A</b>	Comparatively lower levels of literacy on entry to the school	
<b>B</b>	Comparatively lower levels of numeracy on entry to the school	
<b>C</b>	PASS scores for PP students are comparatively lower	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>A</b>	Below 95% attendance in all year groups for PP	
<b>B</b>	Comparatively higher number of behaviour logs for PP students	
<b>C</b>	Parental engagement (in some cases)	
<b>D</b>	Financial barriers to curriculum trips and extra-curricular	
<b>Outcomes</b>		
<i>Desired outcomes and how they will be measured</i>		<i>Success criteria / evidence</i>
<b>A</b>	Narrow the progress gap	Progress 8. Internal data.
<b>B</b>	Narrow the attainment gap	% English and Maths L5/ L4
<b>C</b>	Improved PASS scores for PP students	PASS survey and re-testing.
<b>D</b>	PP proportionately represented in extra-curricular	Extra-curricular audit. Prefect/ companion report. PP students on trips.
<b>E</b>	Improve literacy and numeracy	English and Maths outcomes.

Planned expenditure					
Academic year		2019/20			
<p>The three headings below show how we are using the Pupil Premium:</p> <ol style="list-style-type: none"> <li>To improve teaching for all</li> <li>To provide targeted support</li> <li>To support whole school strategies</li> </ol>					
1. 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	Date for review
PP students achieve similar levels of progress to all pupils	<p>Staff CPD continues to focus on pedagogy (retrieval, metacognition + EEF toolkit backed strategies)</p> <p>Use of UPR teachers to drive whole school T&amp;L Literacy, numeracy, metacognition, student mental health/wellbeing, SEN, revision, retention and retrieval, questioning</p>	<p>Research base in EEF toolkit. The best way to improve outcomes is high quality teaching and learning for all.</p> <p>Using experienced and highest paid staff to impact widely on staff CPD and T&amp;L</p>	<p>Calendared CPD and self-review.</p> <p>Designated leads for each focus area.</p>	<p>LSH, ADA</p> <p>SCU ALO ADA EMA GWO VMI EWA</p>	In-line with self-review
HPA PP students achieve similar levels of progress to all HPA students	PP students should not be moved to a lower set than the one determined by their Attainment	RADY approach advocates this. It will ensure expectations stay very high.	Faculty Leaders and Leadership Links will discuss any issues arising and monitor the effectiveness	RCU, VMI, EWA	Each data-drop

	Target in English, Maths and Science (trial with Y7-9?)				
Improve literacy levels	Literacy strategy champion.  Extra English/ Media teacher.	This will enable smaller class sizes and address inconsistencies experienced in Y8 staffing this year.	Head of English Faculty, SLT and Headteacher will monitor.	SCU, EWA, NRA	
Improve numeracy levels	Numeracy strategy champion	Use of relevant UPR staff to promote numeracy.	Head of Maths Faculty, SLT and Headteacher will monitor.	ALO, RCU, LSH	
Teachers and tutors understand and respond to individual PP student needs	Using 3 Houses activity to create One Page Profiles for vulnerable PP students.	OPP have been shown to support excellent teaching of students with SEN. Other schools have trialled this approach and reported positive outcomes.	All students to complete an '3 houses' activity on first day. These can be uploaded for identified PP students or updated in consultation with students and parents/ carers	TCH/ DGU/ HoH/ PP UPR group	January 2020 and on-going
<b>2. Targeted support</b>					
<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>Date for review</b>
Year 9 HPA progress improves	EEF research project  Peer to Peer (Y10 to Y9) mentoring  Brilliant Club	Randomised trial with 24 PP Y9 students. We have been granted £1500 to spend on these students (not on adventure learning).  A well-established national programme.	Sheffield Hallam will be tracking the implementation through survey collections.  Ensure careful targeting of students as PP but also academically able enough to engage effectively.	RCU/ TCH  JAB/ TCH	End of Year 9 and end of Year 11  Sept 2019: identify students Summer term: implement programme

Students eligible for catch-up funding improve their literacy levels	1:1 with Year 7 through to 11. Small teaching groups for those who need additional support. Magic spell is used by Kathryn Vaughn in Inclusion. Lucid Comprehension Booster with the PP KS3 students.	Interventions that have previously been used with evidence of impact.	Use SIMS interventions to monitor impact	EWA	On-going
Students eligible for catch-up funding improve their numeracy levels	Breakfast club Additional lessons 1:1 tuition  Use of staff capacity to ensure smaller class sizes	Interventions that have previously been used with evidence of impact.	Use SIMS interventions to monitor impact	RCU	On-going
Improve PASS scores of PP students	Bespoke intervention programme	PASS provides evidence of low attitudes to self and school. The intervention has been carefully planned following training.	PASS being carried out earlier this year with an intervention programme already planned.	EMA/ SST	Immediately after PASS results and then after each intervention.
Individual students receive appropriate support	UPR mentoring Disadvantaged, Behaviour for learning, Learning skills  Student Support leading bespoke interventions on managing positive	Using experienced and highest paid staff to impact widely on staff CPD and T&L	Each group designated a lead.	TCH, RCU, DGU, LSH  DGU/ SST	

	behaviour, anger management, managing stress, self-esteem				
3. 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	Date for review
All PP students develop cultural capital by having access to extra-curricular and trips and are proportionately represented in clubs, trips and leadership opportunities.	Use PP budget to subsidise costs of trips and activities.  PP students given encouragement in prefect and companions process.  PiXL Unlock  50% subsidy for music lessons	In some cases students eligible for PP funding are not proportionately represented in extra-curricular and enrichment opportunities.	Staff to complete PP Funding request to indicate intended impact of spending.	TCH DMC  SOM  KVA  JTA	July 2020
Increase % of PP students taking up places in 6 <sup>th</sup> form to better reflect school community	Introduce a new pathway at Level 3 to include English and Maths resits by 2020	A number of KNGS students study level 3 courses at other institutions due to our comparatively high entry criteria. PP students are under-represented in the 6 <sup>th</sup> form.	Ensure we use existing strengths in staffing to formulate a new pathway.	LSH/ TCH	January 2020
Increase levels of parental engagement	SIMS parent App. Ensure all PP parents/ carers are registered and provide alternatives for any with barriers.	Direct communication with parents. Easier to provide parents with live information and messages.	Monitor usage statistics and gain parent feedback.	LHA/ VCH/ ALA	After each parent event

	Utilise Solihull Approach	We have staff expertise and capacity to lead parental workshops		LBR	
Improve levels of attendance to above 95% for all PP students	Fast track whole-school policy on interventions  Book of choice for each PP student with 95% or higher or some other tangible reward/ incentive	PP attendance is comparatively lower across all year groups.		HoH/ SST/ DGU  TCH/ KED	Half-termly
High quality destinations for all PP students	New careers IAG approach. KED to interview PP students first and follow up later in Year 11.	Using a KNGS employee for careers interviews will enable better information sharing and follow-up. It will also enable us to be more responsive to individual needs.	KED undertaking Level 4 IAG qualification.	KED	October 2019 and on-going
<b>Breakdown of spending</b>					
<b>Staffing</b>					£135,255
<b>Administrative costs including:</b> Administration of FSM, Finance Office support, General Office time					£3,953
<b>Fund for alternative provision for specific students</b>					£12,800
<b>General assistance, trips and provision</b>					£11,525
<b>Music instrumental lesson subsidy</b>					£3,000
<b>Behaviour support time beyond usual expectations</b>					£35,377
<b>Total budgeted cost for 2019/20</b>					<b>£201,910</b>