

## Review of Pupil Premium Strategy 2018-19

### Aim:

Our disadvantaged students must continue to make more progress than students do nationally. They should make as much progress as non-disadvantaged students do at KNGS.

### OFSTED (July 2019):

*“Disadvantaged pupils achieve exceptionally well. This is because leaders and teachers have high expectations of them. Moreover, leaders and governors closely monitor the effective spending of extra funding received for these pupils.”*

### Pupil premium (PP) strategy statement:

1. Summary information					
School	Kings Norton Girls School				
Academic Year	2017/18	Total PP budget	£196,350	Date of most recent PP Review	July 2018
Academic Year	2018/19	Total PP budget	£199,155		
Total number of pupils	Year 7-11 781	Number of pupils eligible for PP Year 7 eligible for catch up funding	229 (29%) 28 (18%)	Date for next internal review of this strategy	Sept 2019

Current attainment: 2018-19 (2017-18)			
	Pupils eligible for PP	KNGS	National Average
% 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)	

Staffing	£152,612
CPD for staff	£4350
Administrative costs including : Administration of FSM, Finance Office support, General Office time	£4000
Fund for alternative provision for specific Students	£14,000
General assistance, trips and provision (J)	£10 200
Music instrumental lesson subsidy	£5133
Behaviour support time beyond usual expectations	£31 248
<b>Total budgeted cost for 2018-19</b>	<b>£221,543</b>

### Review of strategy

Action	Impact/ Lessons Learned
<b>1. Quality of teaching for all</b>	
High quality tutoring, teaching and learning for all PP disadvantaged students	GCSE data shows PP students still performing well above national average. Gap wider than in previous year but a small number of students had a disproportionate effect on this. Metacognition and a sharp focus on key Year 11 students to be part of strategy next year.
<b>English interventions</b>	
Additional Lessons Level 2 Project (2 Y9, 1 Y11, Y7 x 3hrs, Y8 x 3hrs) Precision teaching Y11 after school sessions	All students to stay in languages this year. The L2 EPQ was a success. All but two achieved an additional qualification for their college application. The EPQ with Year 9 was a success but unfortunately the qualification was not awarded at exam board level due to costing. Next steps with the EE groups – look at the groups studying the OCR Functional Skills Qualification. Currently being trialled with one student with success.
PiXL Code (phonics) & guided reading	Phonics programme was used at the start of Year 7 with students who do not study a language due to below 100 standard score. Test scores are available on SIMS; progress can be seen in all students.

	Anecdotally, it helped students grow in confidence with their reading. Inference and deduction were taught but not measurable through data outcomes.
Y11 1:1 tuition (Target grade 7)	Autumn: 5 achieved, 12 partially, 1 not Data showed this was not having the intended impact, even though quality of the tutoring was high. Different approach proposed next year focussed on smaller teaching groups and in-class intervention.
Y8 1:1	All partially achieved outcome. 4 students who worked with Alison Barrell on comprehension. 1:1 sessions worked well but only took place during Year 11 mock exam week due to staffing.
Reading intervention	Ran by the English Coach during Friday morning registration. Did improve confidence and social skills but no measurable improvement to outcomes. There will not be the capacity to repeat this next year.
Magic Spell	All students improved following retesting. By the end of the intervention, 3 had exceeded a standardised score of 100, 4 achieved 90 or above and three were between 80-89. Data outcomes feed into decisions around appropriate grouping, OPPs, decisions around support, assistive tech, involvement of PSS for further assessment. Many of the pupils on the list have OPPs to advise class teachers on support needs, e.g. one has just received a reading pen and attends the Dyslexia Voice Group.
<b>Maths interventions</b>	
Breakfast club (with support from 6 <sup>th</sup> form numeracy mentors)	All but 3 out of 18 students progressed to a COTTA of a 4 or higher as a result of breakfast club. This intervention will be repeated with a newly employed Maths coach next year.
Y8 Lunchtime club	This didn't run due to staffing changes.
Additional lessons	These ran for Y8-11. Staffing difficulties limited impact. This will be addressed with the employment of a new Maths coach for next year.
1:1 tuition	First term for Year 11 and some Year 10. Largely positive outcomes for 2 weeks intervention evidenced by base-line and re-testing at the end. (specific data available separately). Employment of a new Maths coach should enable this effective intervention to run all year next year.
<b>2. Targeted support</b>	
Using UPR staff to mentor vulnerable students	Impact of this has been lower than hoped. Revise use of UPR staff next year to focus on strategic plan, rather than individual mentoring. Use 3 houses activity to provide useful information to support teaching and tutoring.
EEF/ Outward Bound research Y9 PP More able (24 students)	Base-line survey completed March 2019. We have been randomised to the control arm. £1500 to spend on group of 24 next academic year. Likely to combine peer-to-peer mentoring and cultural capital visit.
Use PASS or student surveys to identify and address pastoral/ wellbeing barriers.	6 students received PASS intervention and were then re-tested. Re-test data shows clear and significant improvements for 2 students, some improvements for 2 students and limited/ no improvement for 2 students. Next year PASS will be done on first day of Sept 2019/20 to ensure intervention can begin sooner.
Targeted support with curriculum resources and visits, including 50% music lessons discount	Students able to access resources and trips. Budget was under-spent and PP students were under-represented in clubs and trips so more pro-active approach to spending to be encouraged in trip leaders.
Forward Thinking: More able Y10 PP (1:2 mentoring + uni visits)	Mentoring completed and new cohort identified/ programme commenced. 5/6 students achieved positive progress 8 scores with 4 of those achieving well above the school average and the other 1 in line with school average. The only 1 who did not achieve a positive P8 score did not really engage with the programme.
Careers interviews: PP first	1:1 meeting process now brought in-house to ensure quality of advice and sharing of information.
<b>3. Other support</b>	
Extra-curricular engagement	Ensure at least 29% representation. Analysis shows under-representation of PP in clubs and trips. Promote use of PP funding to support trip and club leaders with incentivising attendance.
Develop an exam build-up programme for Y11 and Y13	The Learning Hub was very well attended over Easter. Consider opening at half-term in May too next year. Positive VA for disadvantaged (Y13) and P8 for PP (Y11) support this approach.
Parenting workshops	Not enough parents signed up to run the programme.
PP information as part of Y6 transition evening	The information was integrated into the whole school presentation.
Targeted parent events and communication	Need/ plan for Y8 Parents as Partners to be reviewed. HoH phoning ahead of parent evenings (60% contact success). Follow-up needs to be more strategic. Y11/13 PaP event was successful and will be repeated.
Student leadership: Companions and prefects	20% of prefects are PP, 33% of senior-prefects are PP, 32% of companions are PP. This process actively promotes representation by PP in student leadership positions.