

## **Pupil Premium - Overview**

*“Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all of their resources (not just the Pupil Premium) on proven ways of improving teaching.”*

Education Endowment Foundation 2017

King’s Academy Binfield and King’s Academy Oakwood place teaching and learning at the forefront of our efforts to close the attainment and progress gap between disadvantaged and non-disadvantaged students. Research has shown that disadvantaged students are likely to be on average a grade lower than their peers by the end of secondary school (based on attainment 8). King’s Academy Oakwood and King’s Academy Binfield are using a variety of methods in order to try to close the attainment and progress gap based on a wide range of research and best practice in other schools. Both King’s Academy Binfield and King’s Academy Oakwood puts a strong emphasis on providing an equal playing field for all students by ensuring that all students, regardless of background are provided with the same experiences and opportunities.

We have unashamedly high expectations of all of our students and provide all with a challenging curriculum which provides support to those who need it. Both King’s Academy Binfield and King’s Academy Oakwood adopt a “whatever it takes” approach and have a culture of high aspiration. This is also reflected in our 97% target for attendance for all students regardless of socio-economic background.

Within King’s Academy Binfield’s work with disadvantaged students, we have identified a further group of students who are particularly susceptible to relative underachievement. This group of white British, male students who are eligible for pupil funding have a high status in the school, they are a focus group for the Assistant Principal who is in the process of developing an supplementary support programme to ensure the progress and attainment for these students is in line with their non-disadvantaged peers.

### **Measuring Impact**

King’s Academy Binfield and King’s Academy Oakwood take a holistic approach to assessing the success of some of its programmes as well as rigorous analysis of academic support. Determining whether student success can be attributed to a range of factors in place to support them, such as, high quality teaching, mentoring, small group interventions, home visits, parental contact, extra curricular etc. When a number of provisions are in place for individual students, it can be challenging, given the complexity of the overlapping nature of any individual’s provision, to pinpoint which provisions have had the most success. King’s Academy Binfield and King’s Academy Oakwood actively monitor the progress of disadvantaged students academically through separate data scrutiny and analysis on the group after data capture points, discussing their progress with Heads of Faculty and within faculty meetings. Furthermore, targeted students are discussed individually at tutor team meetings and also at SLT meetings. Disadvantaged students attendance at school events and extra curricular is tracked and monitored too.

## Key Information

Executive Principal - Sarah Howells

Assistant Principal (Pupil Premium Coordinator) - Laura Phillips

Pupil Premium Link Governor -

Review Date: September 2020

## Student Summary

**National Average -**

**Primary 23%**

**Secondary 27.4%**

<b>KAB</b>	<b>FSM and FSM 6</b>	<b>LAC and Post LAC</b>	<b>Service and Service Ever 6</b>	<b>Total PP</b>	<b>Total Non PP</b>	<b>PP%</b>
<b>Year N</b>	0	0	0	0	21	0
<b>Year R</b>	0	0	0	0	29	0
<b>Year 7</b>	27	0	0	27	123	18.12%
<b>Year 8</b>	18	1	0	19	101	15.83%
<b>Total</b>	45	1	0	46	274	14.42%

<b>KAO</b>	<b>FSM and FSM 6</b>	<b>LAC and Post LAC</b>	<b>Service and Service Ever 6</b>	<b>Total PP</b>	<b>Total Non PP</b>	<b>PP%</b>
<b>Year R</b>	1	0	0	1	20	4.8%
<b>Year 1</b>	0	0	0	0	7	0
<b>Year 2</b>	2	0	0	2	21	8.7%
<b>Total</b>	3	0	0	3	48	5.9%

Current Attainment - English/Maths

Maths Year 8

<b>PP</b>	<b>Y7 DD4</b>	<b>Y8 DD1</b>		<b>Non - PP</b>	<b>Y7 DD4</b>	<b>Y8 DD1</b>
<b>M</b>	15.8	15.8		<b>M</b>	32.4	30.4
<b>S</b>	15.8	15.8		<b>S</b>	30.4	30.4
<b>D</b>	42.1	52.6		<b>D</b>	22.5	22.5
<b>E</b>	21.1	10.5		<b>E</b>	12.7	12.7

English Year 8

<b>PP</b>	<b>Yr 7 DD4</b>	<b>Yr 8 DD1</b>		<b>Non - PP</b>	<b>Y7 DD4</b>	<b>Yr 8 DD2</b>
<b>M</b>	15.8	15.8		<b>M</b>	22.5	25.4
<b>S</b>	26.3	26.3		<b>S</b>	43.1	44.0
<b>D</b>	42.1	42.1		<b>D</b>	29.4	28.2
<b>E</b>	15.8	15.8		<b>E</b>	4.9	2.4

Current Progress Year 8

English	PP	Non-PP
Exceeding	5.26%	5.88%
Expected	63.16%	84.3%
Below	31.58%	9.8%

Maths	PP	Non-PP
Exceeding	5.3%	4.1%
Expected	84.2%	72.7%
Below	10.5%	7.4%

Current Attainment - English/Maths

Maths Year 7

<b>PP</b>	<b>DD1</b>				<b>Non - PP</b>	<b>DD1</b>
<b>M</b>	17.9				<b>M</b>	28.7
<b>S</b>	25.0				<b>S</b>	34.4

<b>D</b>	28.6				<b>D</b>	19.7
<b>E</b>	28.6				<b>D</b>	17.2

### English Year 7

<b>PP</b>	Yr 7 DD1			<b>Non - PP</b>	Y7 DD1	
<b>M</b>	10.7			<b>M</b>	32.8	
<b>S</b>	32.1			<b>S</b>	36.9	
<b>D</b>	42.9			<b>D</b>	25.4	
<b>E</b>	14.3			<b>E</b>	4.9	

Current Progress Year 7 - We will report on this following the next data drop.

### Current Progress Year 2-KAO

English	PP	Non-PP
Exceeding	1 (50%)	6 (30%)
Expected	0	12 (60%)
Below	1 (50%)	3 (10%)

Maths	PP	Non-PP
Exceeding	1 (50%)	5 (24%)
Expected	0	13 (66%)
Below	1 (50%)	3 (10%)

### Current Progress Year 1-KAO

English	PP	Non-PP
Exceeding	0	2 (29%)
Expected	0	5 (71%)
Below	0	0

Maths	PP	Non-PP
Exceeding	0	2 (29%)
Expected	0	5 (71%)
Below	0	0

### Current Progress Year R-KAO

EL Goals	PP	Non-PP
Exceeding	0	4 (20%)
Expected	1 (100%)	14 (65%)
Below	0	3 (15%)

### Current Progress Year R-KAB

EL Goals	PP	Non-PP
Exceeding	0	4 (14%)
Expected	0	20 (69%)
Below	0	5 (17%)

### Identified Barriers to Learning

- Reading comprehension.
- Reading inference.
- Vocabulary - students, particularly those from disadvantaged backgrounds are limited in their vocabulary and language skills which reduces their ability to be able to access a range of texts across the curriculum.
- Oracy - students do not have the spoken skills to be able to communicate effectively in order to meet the demands of the GCSE curriculum.
- Social, Emotional and Mental Health Issues - student well-being.
- Lack of independent skills
- Lack of school readiness skills
- Levels of attainment in literacy and numeracy on entry from KS2 (Secondary)
- Attendance
- Behaviour
- Parental engagement
- Aspirations

- Exposure to a variety of life experiences (Cultural Capital)
- Vocabulary rich environments

**Estimated academic year grant: £16839**

**Pupil Premium Grant Spend Forecast 2019 - 2020**

Approach	Rationale	Implementation	Staff Lead	Review Date
<p>Introduction of PiXL Unlock vocabulary programme - January 2020</p> <p>Pre-teaching vocabulary</p> <p>Focus on key vocabulary in lesson planning</p>	<p>‘The language gap is one of the biggest causes of underachievement in later life, especially for disadvantaged learners. The now famous Hart/Risley study was published on the impact of language on young children, revealing that low-income children are exposed to 30 million fewer words than their higher-income peers before age three.’ Marc Rowland (2015)</p>	<p>Staff received training from ASE during a twilight session.</p> <p>PiXL resources have been shared with staff</p> <p>LSAs are developing a bank of bespoke resources to support this.</p>	<p>ASe/LPh</p>	<p>September 2020</p>
<p>PDP - targeted and early intervention programme.</p>	<p>Focused short-term interventions based on areas of need identified initially through KS2 data, baseline testing and Reading and Spelling Age tests.</p>	<p>Students work on a half-termly intervention based on a specific area of need that they have. These sessions are taught by specialist English and Maths teachers in small groups for three hours per fortnight.</p>	<p>SLe/JDa</p>	<p>Half-termly</p>
<p>Transition</p>	<p>Additional Transition will be offered for students identified as most vulnerable prior to joining.</p>	<p>Transition preparation will start as soon as our list of students is received through</p>	<p>LPh/KSp/JTa</p>	<p>September 2020</p>

	<p>FSA will work with the Assistant Principal to plan and deliver additional transition support</p> <p>Home visits will be carried out for students starting in EYFS</p>	close liaison with Primary schools		
Family Support Advisor	25 hours per week of Family Support Advisor work to support students at both King's Academy Binfield and King's Academy Oakwood with their emotional wellbeing, engaging with families and liaising with external agencies.	The Family Support Advisor sees students on a 1-1 basis or in small groups and meets with parents and families to support and guide them.	LPh/KSp/JTa	September 2020
French language withdrawal - Fresh Start.	<p>Students with the most significant Language and Literacy needs based on their KS2 data, and Reading and Spelling Age tests and current attainment are withdrawn from French for two hours per fortnight to receive targeted English phonics based intervention through Read Write Inc Fresh Start.</p> <p>"Fresh Start shows considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school" (EEF July 2015)</p>	An LSA who has QTS delivers this intervention to students in either a small group setting or on a 1-1 basis	LPh	½ termly
Quality First Teaching and	Regular opportunities for Continuous	Students having difficulty or	HOFs/SLT	Half Termly

<p>internal interventions</p>	<p>Professional Development for staff with an effective and targeted twilight programme for staff. Compulsory Period 7 for students until 4:00pm for students to target any areas of difficulty or underachievement.</p> <p>The DDI process and regular learning walks identify any staff areas for development and these are addressed quickly with Heads of Faculty</p>	<p>underachieving are identified through regular feedback, marking and assessment and targeted for intervention promptly. Open door policy to share good practice.</p>		
<p>Oracy 21 Programme</p>	<p>In 2014 supported by the Education Endowment Fund, the School 21 Trust worked with Cambridge University to develop an oracy curriculum and assessment tools to be shared with schools across the country. They are confident that prioritising oracy has a transformational effect on students. It is a further emphasis on language and vocabulary through a focus on improving oracy across the curriculum.</p>	<p>The Head of Faculty for Communication, our KS1 teacher at King's Academy Oakwood and the Executive Principal have attended Oracy 21 training. This training has now been rolled out to the wider staff body.</p>	<p>SLe</p>	<p>Termly</p>
<p>Financial Support for curriculum trips, residential trips, resources and uniform.</p>	<p>Students will be given access to attend trips and a range of extra-curricular activities that otherwise they may not have been able to attend</p>	<p>Financial support is agreed on case by case basis as agreed with the PP coordinator and is not guaranteed. This is to ensure that funds are being</p>	<p>LPh/JT a</p>	<p>September 2020</p>



		used appropriately. Students who are in receipt of current Free School Meals and Pupil Premium will have 50% of the cost of a trip per academic year covered.		
Additional Curriculum resources	To ensure that all students including disadvantaged students have access to high quality equipment and resources that they need.	Faculties are able to request additional resources where they are felt to be beneficial to the learning of disadvantaged students.	LPh/JT a	September 2020
Staff Continuous Professional Learning (PP specific)	To ensure that we are up to date with the best practice and guidelines regarding Pupil Premium.	Staff to attend networking events and training that is specific to Pupil Premium	LPh/JT a	September 2020
Extra-curricular activities	Students from a disadvantaged background have access to a range of extra-curricular activities.	Berkshire Maestros music lessons can be funded for disadvantaged students, this will be assessed on a case by case basis. Any pupil premium child is entitled to a 40% discount on the cost of peripatetic lessons.	LPh/JT a	Termly
Staffed Homework support	LSAs run a homework support group 4 nights per week.	Attendance and behaviour is monitored. Students will be invited to	LPh	Termly

		compulsory homework support if it is required.		
Careers and Enterprise activities and support	Students will be exposed to a variety of careers and enterprise opportunities during their time with us.	Students will be prioritised for opportunities to participate in careers and enterprise activities	LPh?JB a	Termly
Good outcomes for EYFS so that children have a firm foundation for their primary curriculum	Students who make the best start in EYFS go on to make the best progress in KS1 and KS2	Small group support offered to those who need it High quality teaching through qualified teachers specialising in EYFS supported by Level 3 practitioner in nursery.	LPh/JT a/CLe	Termly
Attendance monitoring	Minimum expectation of 97% attendance	FSa to work with families who drop below this to encourage high levels of attendance	LPh/KS p/JTa	Monthly
To accelerate learning for all pupils in phonic development and reading in order to improve outcomes.	All students to be exposed to a range of learning experiences in order to support this.	Small group teaching for Year 2 allow personalised learning opportunities and focussed intervention on key objectives Focused groups working with teacher	LPh/JT a/HKe	

