

# Pupil premium strategy statement

## School overview

Metric	Data
School name	King's Academy Binfield
Pupils in school	Secondary – 450 Primary – 60 Nursery - 33
Proportion of disadvantaged pupils	12.18% Primary – 0% Year 7 – 17.32% Year 8 – 14.67% Year 9 – 10.83%
Pupil premium allocation this academic year	£62,075 – Ever 6 FSM £2345 - LAC Total: £64,420
Academic year or years covered by statement	2020/2021
Publish date	September 2021 Updated April 2021
Review date	September 2021
Statement authorised by	Sarah Howells – Executive Principal
Pupil premium lead	Laura Phillips – Vice Principal
Governor lead	Mark Ducker - Chair

## Disadvantaged pupil performance overview for last academic year

Progress 8	N/A
Ebacc entry	N/A
Attainment 8	N/A
Percentage of Grade 5+ in English and maths	N/A

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Disadvantaged students to make progress in line with their peers to ensure they are within their FFT5 range	Sept 2021
Attainment 8	Disadvantaged students to have levels of attainment in line with	Sept 2021

	their peers to ensure they are within their FFT5 range	
Percentage of Grade 5+ in English and maths	Year 9 English: 89.82% Maths: 79.83%  Year 8 English: 86.11% Maths: 74.31%	Sept 2021
Other	Disadvantaged students to have exposure to a range of extracurricular and co-curricular opportunities in line with their peers.	Sept 2021.
Attendance	Ensure attendance of disadvantaged students is in line with non-disadvantaged students	Sept 2021
Ebacc entry	For all students eligible for PP to be entered for EBACC through Year 9 Options.	Sept 2021

## Teaching priorities for current academic year

Measure	Activity	Review
Priority 1	Recruitment and retention of key teaching and support staff as the school grows.	<p>We had a full complement of teaching and support staff during the academic year of 2020/2021. Three members of the teaching staff are leaving at the end of the academic year and three members of support staff to pursue the next steps in their career or for relocation.</p> <p>Recruitment for teaching staff is complete with some support staff still being recruited.</p> <p>All new staff attended initial INSET induction day in June 2020 - focus on ensuring understanding of whole school priorities and quality teaching and learning.</p>
Priority 2	Ensure that quality first teaching is of the highest standard for all students through an in depth teaching and learning CPD offer.	<p>CPD offer has been reviewed throughout the academic year with a focus on Teaching and Learning, this has already commenced as part of the induction for new staff too.</p> <p>Areas of need have been identified and implemented at each data capture point as well as through the DDI progress and PPG students identified as a priority.</p>
Barriers to learning these priorities address	<p>Staffing in core subjects can be challenging, particularly in Maths/English.</p> <p>Research based focus needs to be applied to all CPD to ensure quality and effectiveness.</p>	<p>Although we have had enough staff in each subject area for this academic year, both maths and English are slightly over staffed for September to ensure that students get the best quality teaching they can it also means that class sizes can be reduced in both English and maths in Year 9 and 10</p>
Projected spending	£18,000	£18,000 (rest taken from main school budget)

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Improve the cultural capital of our disadvantaged students.
Priority 2	Raise standards of attainment and progress in core curriculum with a focus on English and Maths.
Barriers to learning these priorities address	Low levels of prior attainment in English and Maths in our disadvantaged cohort. Intervention support needed.
Projected spending	£24,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	Improve attendance levels of disadvantaged students.
Priority 2	Increasing pastoral support available to disadvantaged students, particularly focusing on behaviour.
Barriers to learning these priorities address	Some low levels of attendance and parental engagement. Significant welfare support needed. Low level disruption in lessons.
Projected spending	£22,420

### Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring our CPD programme is rigorous and targeted to areas recognised as areas for development  Recruitment of key staff	Teaching and Learning leads on SLT creating Research based Teaching and Learning website and programme of CPD. Participation in DDI process a key target for all staff.  Early recruitment process started, potentials for TLR for the right candidates
Targeted support	Whole school reading and literacy programme being implemented.	English department leading on this and implemented through tutor times.

	<p>Small group literacy and numeracy support and staffing of this.</p> <p>Intervention support in non-core subjects</p>	<p>Maths and English HLTa running small group literacy and numeracy support as well as one-one support when needed</p> <p>P7 programme of intervention to take place in non core subjects to drive up progress and attainment.</p>
Wider strategies	<p>Attendance levels</p> <p>Behaviour, expectations</p> <p>Student welfare and wellbeing</p>	<p>Attendance officer employed and attendance support plans put in place, baseline expected attendance to be 97%</p> <p>Behaviour support worker and YPLS working closely together to create behaviour support plans</p> <p>Staff training of an ELSA, increased pastoral support. Youthline counselling services</p>

### Review: Academic Year 2020/2021 aims and outcomes

Aim	Target	Target Review
Progress 8 Attainment 8	<p>Disadvantaged students to make progress in line with their peers to ensure they are within their FFT5 range</p> <p>Disadvantaged students to have levels of attainment in line with their peers to ensure they are within their FFT5 range</p>	<p><b>Year 9 English</b> 4+ there has been an upward trend which is more significant than non PPG. 4-5 borderline will continue to be our area of focus in September, particularly focused on our PPG students, these students have been prioritised for our P7 Brilliant Club intervention. Currently on track towards FFT20, further support is required to be in line with FFT5.</p> <p><b>Year 9 Maths</b> There has been a significant upwards trend for PPG students across all grade profiles since March, whilst there continues to be a gap, this has been in line with non PPG. Our Maths HLTA (employed since June) has been working with Year 9 students with a focus on PPG in an intensive programme of intervention and support. On track to achieve FFT 20 and 7+ on track to FFT5. 4-5</p>

borderline will continue to be an area of focus as we transition into KS4.

**Year 9 English and Maths**, upward trend, greater than non PPG. 4-5 borderline continues to be a focus area. There is significant collaboration between English and Maths with joint intervention planning meetings taking place. PPG students are achieving well in 7+ category, in line with FFT 5. We are increasing the number of teaching groups to 5 GCSE English and Maths classes with an equal split of PPG students to enable students to be taught in groups of around 24.

**Year 8 English**, 4+ upward trend, more significant for PPG students than non PPG, above FFT 20. The 4-5 borderline is challenging, reviews have taken place of assessment data and curriculum to address gaps. Students who are PPG have been prioritised for Brilliant Club intervention throughout the summer term and ongoing. This is to push PPG students in terms of challenge in order to achieve the 7+ grades, Year 9 curriculum is challenging whilst underpinning key skills in order to achieve higher levels prior to GCSE. Students are identified for P7 in the Autumn term focusing on 4-5 levels and 6-7 and above.

#### **Year 8 Maths**

Upward trend in 4+, 5+ and 7+ boundaries. Students have received significant intervention in class support and also through online intervention. Students who are not achieving their MEG, particularly in terms of PPG are prioritised for P7 intervention in the autumn term, in addition to in class intervention and support.

#### **Year 8 English and Maths**

Upward trend in terms of 4+, 5+ whilst remaining static in terms of 7+. Collaboration between English and maths in terms of targeting students for additional support. Students are being set English and Maths project work over the summer in order to prepare them for the next stage of their learning whilst revisiting prior topics. Over staffing to enable students to be in smaller teaching groups in Year 9, 6 groups as opposed to 5, group sizes of around 25.

#### **Year 7 English**

For 4+ students there has been an upward trend, whilst 5+ students have remained the same and the 7+ students are of concern and therefore the greatest priority moving forward. The English department has

		<p>identified this as an area of focus and concern when looking at support. When students started they were significantly below where we would have expected them to be in terms of academic ability. The focus has been on improving the lowest attaining students and the impact of this is reflected in the attainment of our PPG students at a 4+ grade. The renewed focus in the summer term and into September has been on improving the attainment and progress of our HAP students, with a focus on prioritising PPG students for extra-curricular and P7 intervention. There is a significant need to drive up the attainment of 5+ students and improving the cultural capital of these students which has a significant impact on their attainment in English. This is a priority in terms of providing students with reading materials and pushing in terms of challenge.</p> <p><b>Year 7 Maths</b></p> <p>Upward trend in terms of 4+ and 5+. HLTA working on in class and small group interventions to support students, focus has been on basic number and mathematical skills; students have been lacking in this area, particularly our PPG students. Students have had bespoke pathways created on Century Tech and completion is monitored closely. Students are completing daily tasks in order to support their progress, families are notified of completion levels and data. 7+ is a key area of focus in Maths in terms of levels of challenge in the curriculum planning. PPG students are prioritised for additional challenge within the lessons.</p> <p><b>Year 7 English and Maths</b></p> <p>LAP PPG students have been prioritised for our English and Maths catch up intervention in terms of PDP. This has been delivered in PDP intervention once a fortnight. This has been supported through morning tutor time intervention to back up the key skills, in terms of our lowest attaining students, all students have made progress in terms of key skills that have been focused on in terms of English and Maths but this has not translated into level 4+ grades, the students who have been working on this are significantly below Year 7 level.</p>
<p>Percentage of Grade 5+ in English and maths</p>	<p>Year 9 English: 61.10% FFT20 (89.82% FFT5) Maths: 50% FFT20</p>	<p>Year 9 DD3 English - 58.80% Maths - 50%</p>

	<p>(79.83% FFT5)</p> <p>Year 8 English: 61.30% FFT20 (71.00% FFT5) Maths: 51.6% FFT20 (58.1% FFT5)</p> <p>Year 7 English 73.35% FFT20 (82.15% FFT5) Maths: 63.25% FFT20 (69.80% FFT5)</p>	<p>Year 8 DD3 English - 27.3% Maths - 40.9%</p> <p>Year 7 English - 29% Maths - 22.6%</p> <p>See commentary above.</p>
Other	<p>Disadvantaged students to have exposure to a range of extracurricular and co-curricular opportunities in line with their peers.</p>	<p>32% PPG Students have accessed Brilliant Club mentoring in Year 8 and 9</p> <p>58% PPG Students have accessed P7 interventions across Maths, English, Science and Languages</p> <p>Since extra curricular activities have been restarted when restrictions have allowed, PPG students have been encouraged to attend extra-curricular clubs.</p> <p>33% of the students regularly attending homework club are PPG students</p> <p>18 PPG students loaned technology during lockdown</p> <p>Further work is needed on encouraging PPG participation in extra-curricular and co-curricular activities.</p>
Attendance	<p>Ensure attendance of disadvantaged students is in line with non-disadvantaged students</p>	<p>There is a gap between the attendance of our PPG and non PPG students. Where there are mitigating circumstances such as medical needs this is being supported. For those with poor attendance they are working with our attendance and welfare support officer, along with external agencies such as EWS and Early Help to drive up standards in Education, students plans are set in place for the next academic year with a September initial review date to ensure that attendance is monitored and parents are</p>



		engaged in this process along with the students. YPLs will be taking an increased role in the monitoring of attendance for students within their year group. When restrictions allow, home visits will restart for students persistently not attending school.
EBACC entry	For all students eligible for PP to be entered for EBACC through Year 9 Options.	With the exception of one student who is SEND and PPG and will be accessing alternative provision through his EHCP for his GCSE subjects, all PPG students are taking all elements of the EBACC for their GCSE options.

### **Next Steps - Academic Year 2021-2022**

Ensuring that attendance gap is closed. PPG students who are on attendance plans this academic year will continue into next.

Prioritise PPG parents for in school face to face meetings.

When extra-curricular timetable is released, YPLs to invite students to attend particular events.

Ensure PPG students are represented in student council and student leadership.

Focus on Higher Attaining PPGs for P7 intervention and challenge, particularly in Year 8 and 9.

Career planning for KS4 PPG students.

Use information gathered from primary transition and initial assessments to ensure that Year 7 PPG students are prioritised for intervention and support from the early stages of the summer term.