

Pupil premium strategy statement Kirk Hallam Community Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview (December 2023)

Detail	Data
Number of pupils in school	720 (820 incl Sixth Form)
Proportion (%) of pupil premium eligible pupils	41.25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	C. Turner (Headteacher)
Pupil premium lead	D. Lloyd-Jones
Governor / Trustee lead	M Lawson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£315,000
Recovery premium funding allocation this academic year	£83,766
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	N/A
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£398,766

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium (Disadvantaged) strategy is designed to take into account the community we serve and the barriers they face. All actions are designed to give our disadvantaged students at least the same level of opportunities as their non-disadvantaged peers through our core drivers; outcomes, values and choices. At Kirk Hallam Community Academy, we are committed to ensuring maximum progress for all students.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy and oracy
2	Low levels of social/emotional skills and Cultural Capital
3	Low levels of aspiration (Attendance, behaviour, careers)
4	Accessing the curriculum

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
Outcomes	Performance is at least in line with National Average
Improve attendance levels and reduce suspensions	Students eligible for PP will achieve, or exceed, attendance percentages in line with national average data available. Strategies implemented will reduce suspensions against the previous academic year

Provide meaningful support for students' emotional and mental health	Students access support and student voice/questionnaire data demonstrates its positive influence. At least 90% of students surveyed agree that the school supports their mental health and wellbeing
The curriculum has been uplifted and redesigned to ensure it is ambitious for all students <ul style="list-style-type: none"> • Curriculum redesign • Regular CPD/collaboration 	Students receive consistently good teaching across the academy <ul style="list-style-type: none"> • QA demonstrates effective use academy expectations. • Teacher Voice demonstrates impact of CPD and sharing good practice
Utilise Recovery funding for Tutoring	Provide access to high quality tutoring to address gaps in knowledge and improve progress. Data will be used for targeted tutoring and attendance to sessions will be above 90%.
Access to Careers Education, Information, Advice and Guidance	Provide access to a high-quality careers programme to support students in their next step. NEET figures demonstrate better than local and national averages

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.

Excellent Education

Budgeted cost: £38,000

Strategies include

Activity	Evidence that supports this approach	Challenge number(s) addressed
The curriculum has been uplifted and redesigned to ensure it is ambitious for all students	<i>EEF Pupil Premium evidence based- 'Developing high quality teaching, assessment and curriculum which responds to the needs of all pupils'.</i>	1, 3, 4

<ul style="list-style-type: none"> • Curriculum redesign • Regular CPD/collaboration 	<p><i>EEF: Supporting high quality teaching is pivotal in improving children's outcomes.</i></p> <p><i>Research tells us that high quality teaching can narrow the disadvantage gap significantly</i></p>	
<p>Nurture Group- Students identified for significant academic barriers and social/emotional vulnerabilities</p> <p>Strategies include:</p> <p>Thrive - Underpinned by current neuroscience, attachment and child development, aims to build new neuronal pathways that have been missed in early childhood and gives a safe space to feel big emotions, learn how to manage them and choose appropriate responses.</p> <p>Emotion Coaching - Three step approach which aims to recognise, empathise, validate and label big emotions; set limits on behaviour after connection has been mirrored and problem solve with the student, so they have a greater bank of strategies to use in the mainstream classroom.</p> <p>Art and Lego Therapy - reduces anxiety whilst building resilience, enables students to become more self-aware, improves problem solving and coping skills through relational practice and trauma informed language.</p>	<p><i>EEF High quality teaching</i></p> <p><i>Closing the attainment gap</i></p>	<p>1, 2, 3, 4</p>

Targeted effective support

Budgeted cost: £263,500

Strategies include

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for disadvantaged and SEND students to be built into the programme for half termly CPL.</p>	<p><i>EEF Pupil Premium menu evidence based- Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment'</i></p>	<p>4</p>
<p>Redesigned learning routines focus on feedback and checking for understanding as priorities.</p>	<p><i>EEF: Improving behaviour in Schools</i></p> <p><i>Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time. Consistency and coherence at a whole-school level are paramount</i></p>	<p>1, 2, 3, 4</p>
<p>Tutoring Intervention Academic tutoring through NTP and Mytutor.</p> <p>Year 11 one-to-one sessions</p> <p>Afterschool – three to one sessions</p>	<p><i>EEF: One-to-One and group tutoring. Progress improves by approximately 5 months on average.</i></p>	<p>4</p>

<p>Maths – Yipiyap tutoring – one-to-one and three-to-one through NTP</p> <p>Yipiyap tutoring on Demand for PP eligible students</p>		
<p>Behaviour and Culture development</p> <p>The creation of a clear, consistent behaviour and culture code</p>	<p>EEF Improving behaviour in schools: 6 recommendations</p> <p><i>‘Consistency and coherence at a whole-school level are paramount</i></p> <p><i>Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches</i></p> <p><i>However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level</i></p>	<p>1, 2, 3, 4</p>

Exceptional Personal Development and Wider strategies

Budgeted cost: £96,500

Strategies include

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Promotion of literacy</p> <p>Recruitment of a Librarian and the development of the library and its use in the curriculum</p>	<p><i>EEF Reading comprehension strategies</i></p> <p><i>National Literacy Trust: Low levels of literacy undermine the UK’s economic competitiveness, costing the taxpayer £2.5 billion every year (KPMG, 2009). A third of businesses are not satisfied with young people’s literacy skills when they enter the workforce and a similar number have organised remedial training for young</i></p>	<p>3</p>

<p>Refurbishment and replenishment of the library</p> <p>Literacy and oracy sessions in Tutor Time</p>	<p><i>recruits to improve their basic skills, including literacy and communication</i></p>	
<p>1 to 1 career meetings</p>	<p><i>Disadvantaged pupils (those eligible for pupil premium funding) were less likely to have a sustained destination (89%) than all other pupils (96%) (DfE)</i></p>	<p>2, 3</p>
<p>Employment of a full-time, academy-based Attendance Officers</p>	<p><i>Nationally, in 2023 almost two in five disadvantaged pupils (37.9 per cent) were persistently absent 37.2 per cent last year.</i></p> <p><i>The national disadvantage gap in attendance has widened by 6.7 percentage points, rising from 14.5 per cent in pre-pandemic 2018-19 to 21.2 per cent this year.</i></p>	<p>1, 3, 4</p>
<p>PSHE</p> <p>A rigorous programme of PSHE, to ensure our students have a well-rounded and thorough curriculum entitlement</p>	<p><i>A programme that is not only compliant with statutory guidance but also takes into account the needs of students in the local area.</i></p>	<p>2, 3</p>
<p>Breakfast Club</p> <p>Providing breakfast and a work room for students to eat and complete home learning activities</p>	<p><i>Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's lessons. (IFS)</i></p>	<p>2, 3, 4</p>

Total budgeted cost: £ 315,000

Part B: Review of the previous academic year

Updated Nov 23	Progress 8	Attainment 8	4+ Eng & Ma	5+ Eng & Ma
KHCA Non-Disadvantaged	-0.82	42.72	62.9%	41.6%
KHCA Disadvantaged	-1.15	29.3	40%	21%
National average Disadvantaged <i>(2023)</i>	-0.57	34.9	43.1%	25%

Destination Data

Provisional data

Current Destination Analysis	2022/23 Pupil Premium	2022/23 Pupil Premium breakdown %
Apprenticeship	5	11.90%
Employment with accredited training/study	0	0.00%
Employment with Non- accredited training/study	2	4.76%
Further Education	17	40.48%
Maint. School	9	21.43%
NEET - seeking empl. or training	0	0.00%
Other	0	0.00%
Training Provider	5	11.90%
Unknown	4	9.52%
<i>Total PP Cohort 42</i>		