

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 2024)

Detail	Data
Number of pupils in school	638 (765 incl Sixth Form)
Proportion (%) of pupil premium eligible pupils	45.77%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
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	302,400
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>	£302,400

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
<p>The curriculum has been uplifted and redesigned to ensure it is ambitious for all students</p> <ul style="list-style-type: none"> Curriculum redesign Regular CPD/collaboration 	<p>Students receive consistently good teaching across the academy</p> <ul style="list-style-type: none"> QA demonstrates effective use academy expectations. Teacher Voice demonstrates impact of CPD and sharing good practice
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 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
<p>The curriculum has been uplifted and redesigned to ensure it is ambitious for all students</p> <ul style="list-style-type: none"> Curriculum redesign Regular CPD/collaboration 	<p><i>EEF Pupil Premium evidence based- 'Developing high quality teaching, assessment and curriculum which responds to the needs of all pupils'.</i></p> <p><i>EEF: Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching</i></p>	1, 3, 4

	<i>can narrow the disadvantage gap significantly</i>	
Regular and responsive CPL Explicit learning routines focus on feedback and checking for understanding.	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' Disseminate effective practice to all staff	1,2,3,4
Redesigned learning routines focus on feedback and checking for understanding as priorities.	<i>EEF: Improving behaviour in Schools</i> <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>	1, 2, 3, 4
Nurture Group- Students identified for significant academic barriers and social/emotional vulnerabilities Strategies include: 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. Emotion Coaching - Three step approach which aims to recognise, empathise, validate and label big emotions; set limits on	<i>EEF High quality teaching</i> <i>Closing the attainment gap</i>	1, 2, 3, 4

<p>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>		
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Targeted effective support

Budgeted cost: £219,000

Strategies include

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accurate information to support teachers and educational support staff	Teachers to ensure PP students are considered on their seating plan to enable them to target support in classrooms. Where appropriate, TAs to support in classrooms with disadvantaged and SEND students.	1,2,3,4
<p>Children's Services</p> <p>A bespoke and evolving Children's Services Team is a proactive package of support with areas of school including:</p> <ul style="list-style-type: none"> ▪ Behaviour ▪ Attendance ▪ Safeguarding ▪ Parent/community Liaison 	<p>EEF Improving behaviour in schools: 6 recommendations</p> <p>'Consistency and coherence at a whole-school level are paramount</p> <ul style="list-style-type: none"> • Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches • However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level 	2, 3

Exceptional Personal Development and Wider strategies

Budgeted cost: £45,400

Strategies include

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A comprehensive PSHE Curriculum:</p> <p>A programme that is not only compliant with statutory guidance but also takes into account the needs of students in the local area.</p>	<p>Employment of a PSHE Lead to create and develop the PSHE curriculum to meet the needs of our students, taking local and national trends into account.</p>	1, 2, 3, 4
<p>Increasing uptake in extra-curricular activities</p>	<p>Essential life skills (or 'character') are important in determining life chances and can be measured in a robust and comparable way.</p>	2, 3, 4
<p>Promotion of literacy</p> <p>Employment of a Librarian and the development of the library and its use in the curriculum</p> <p>Refurbishment and replenishment of the library</p> <p>Literacy and oracy sessions in Tutor Time</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 recruits to improve their basic skills, including literacy and communication</i></p>	3
<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>	2, 3

Employment of a full-time, academy-based Attendance Officers	<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>	1, 3, 4
<p>Breakfast Club</p> <p>Providing breakfast and a work room for students to eat and complete home learning activities</p>	Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's lessons. (IFS)	2, 3, 4

Total budgeted cost: £ 302,400

Part B: Review of the previous academic year

	Progress 8	Attainment 8	4+ Eng & Ma	5+ Eng & Ma
KHCA Non-Disadvantaged	-0.57	41.04	62.9%	58.1%
KHCA Disadvantaged	-1.3	28.2	39.7%	10.3%
National average Disadvantaged (2024)	-0.57	34.6	43.1%	25.8%