



King's Academy Ringmer

Pupil Premium Statement 2020/2021

Introduction

The Government introduced the Pupil Premium Grant (PPG) in September 2011 with the purpose of increasing attainment and aspiration for students from disadvantaged backgrounds, specifically;

- To increase social mobility
- To enable more students to go to the top universities
- To reduce the attainment gap

King Academy Ringmer receives a Pupil Premium Grant for each child who is entitled to receive Free School Meals (FSM) or who has been entitled over the last six years (Ever 6), and for Looked After Children (LAC). The Academy is allowed to allocate the funding as they see fit in order to meet the aims above and are held accountable for the impact of this funding. This currently stands at £935 for pupils in year 7 to year 11 (FSM/Ever 6), and £2300 for LAC.

The Pupil Premium, funding which is additional to main school funding, is a crucial way of addressing inequalities by ensuring that funding to tackle disadvantage reaches the pupils who need it most. King's Academy Ringmer aims to raise achievement and close the gap for every student eligible for the Pupil Premium Grant (PPG). It is also essential that socio-economic status does not put our students at a disadvantage when compared to those from more affluent backgrounds. To address this, our aim is to strategically allocate funding to the individual needs of each student and to continually review the impact of the interventions. We track and evaluate the spending so that we are in a position to evaluate the effectiveness of measures that have been put in place. The plan was externally reviewed in 2019 and we will undertake another review in 2021.



King's Academy Ringmer

Rationale

How Kings Academy Ringmer spends the Pupil Premium Grant (PPG) to maximise achievement:

- Ring-fencing funding in order to ensure that the funding impacts the targeted students
- A relentless drive to improve the quality of learning in classrooms and providing students with high quality pastoral support
- Drawing on research evidence (for example the Education Endowment Foundation (EEF)) and own evidence
- Understanding the importance of ensuring that all day-to-day teaching meets the needs of each student
- Designing additional and targeted interventions for key groups of students including one to one meetings with mentors, subject teachers and/or Key Stage Leaders
- Highly trained Teaching Assistants who understand their role in helping students
- Ensuring that subject teachers know which students are eligible for the PPG so that they can take responsibility for accelerating their progress
- Ensuring students have access to the resources and technology required for online learning/blended learning
- Providing funding for enriching experiences that are directly linked to academic achievement in school



Evaluation of 2019/20

In 2019/20, the pupil premium funding was £119,706 This income was allocated based on the number of students eligible for free school meals on the school roll as at January 2019 and also includes any students eligible for the PPG (FSM, Ever 6 and LAC)

	Disadvantaged	Non-disadvantaged
Year 7		
%	27%	73%
#	23	63
Year 8		
%	31%	69%
#	25	56
Year 9		
%	34%	66%
#	25	49
Year 10		
%	34%	66%
#	30	57
Year 11		
%	27%	73%
#	25	66



Total on Roll	417
Total Disadvantaged	128

Comparison of outcomes of Disadvantaged vs Non Disadvantaged

	P8*			Attainment 8 Score			% English & Maths (Grade 4+)			% English & Maths (Grade 5+)		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
PP	-0.79	-0.2	N/A	3.6	3.7	4.0	28%	53%	46%	17%	26%	25%
Non-PP	0.2	0.17	N/A	4.9	4.8	5.4	73%	67%	78%	43%	44%	54%

- 2020 based on teacher assessed grades

Intervention	Funding	Description/planned impact	Impact and review
Additional staffing/ Educational and behaviour support	£102,586.17	Staffing includes additional teachers' hours in English, Maths and Inclusion Departments, and appointment of an attendance officer. As well as a dedicated TA to support students with progress in Literacy. This enabled small group intervention and 121 support.	Interventions have led to: <ul style="list-style-type: none"> ● The attainment 8 score improved from 3.7 to 4.0. ● The % grade 5+ in both English and Maths was maintained



Curriculum Support	£3,192.85	Support to include all revision guides for the examined GCSE subjects, ingredients for Food Technology GCSE, Materials for Design Technology GCSE and Art, as well as KS3 students in these subjects. Music lessons and other curriculum areas needing support as necessary.	<ul style="list-style-type: none"> • The attainment 8 score improved from 3.7 to 4.0. • The % grade 5+ in both English and Maths was maintained
Visits	£2,060.10	Transport, cost of educational visits and other miscellaneous costs.	The Brilliant Club. PP students had a chance to visit a University, be taught lessons by PhD students and engage in a project with the University over the year.
IT and data systems	£9,682.73	Chromebooks for use in classroom to support PP students, along with trolleys to store, transport and charge, with locks and licenses.	Students had the use of a chromebook in lessons in which this was beneficial to their learning.
Consultants and external agency support	£1,576.00	Behavioural and attendance support, Ed Psych Services and Counselling.	Improved engagement and attendance for a number of students receiving the identified support.
Other miscellaneous items	£608.15	Equipment for learning, uniform and transport subsidies.	Remove potential barriers to learning and school attendance and engagement.
Total	£119,706		



Funding for 2020/21

Summary Information							
Academic Year	2020/2021	Total PP budget	<u>£132,140</u>	Date of Most recent external PP review	May 2018	Date of next external PP review	March 2021
<p>Total Number of Pupils - 444 Number of Pupils eligible for PP- 133 (including 3 LAC) (as at 06/01/2020)</p> <p>Funding</p> <p>FSM/Ever6: £955x131 = £125,105</p> <p>LAC: £2345 x 3 = £7,035</p> <p>= <u>£132,140</u></p>							
Barriers to Educational Achievement							
<p>PP pupils are making slower progress than that of their peers</p> <p>PP attendance is lower than that of Non PP pupils.</p> <p>Literacy of PP students</p>							
WHAT WILL SUCCESS LOOK LIKE?				HOW WILL WE KNOW THAT WE ARE SUCCESSFUL?			



<ul style="list-style-type: none"> • Pupils eligible for PP are regularly assessed and their progress tracked. Quality First Teaching and appropriate interventions will be put in place to ensure that progress is accelerated at the rate needed to diminish the difference with pupils nationally (P8: at or above 0). • Every individual subject curriculum carefully considers PP students • The whole school curriculum offer carefully considers PP students • We recognise that there are significant differences within the PP cohort and subsequently, the needs of individual pupils varies. 	<ul style="list-style-type: none"> • We will closely monitor PP pupils' attainment, progress, attendance and behaviour • We will monitor the impact of any interventions put in place • Consistency across the school of any protocol put in place • Interventions are personalised and specific, according to individual pupil needs • We will provide regular analysis of attainment and progress, attendance and behaviour data to show the difference between PP and non-PP pupils (and sub-groups within the PP cohort), and whether it is diminishing • Support the options choices of Year 9 PP students • Each PP student is experiencing a curriculum that is appropriate for them • External review/audit informs future planning
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Actions		Who	Resources	Impact
1.	<p>Detailed analysis of Internal Data: Any data analysis has ownership by the classroom teacher</p> <p>a) Identify issues to inform interventions</p> <p>b) Analysis at subject / department level</p> <p>c) Analyse actual grades against predicted grades of PP versus Non-PP pupils</p> <p>d) Analyse actual grades against KS2 / entry data</p> <p>e) Inform Year 11 Intervention Strategy</p>	PBU/ANO/K DO/FWH/H WI	<p>Time committed at SLT level and Department level to analyse and interpret data.</p> <p>Staff taking time to take ownership of their data</p>	<p>Subject Improvement Plans prioritise PP progress (for extra support and intervention).</p> <p>Staff ownership leading to minimisation of any gap</p> <p>Year 11 pupils provided with appropriate interventions that are costed and measured against outcomes.</p>



<p>2.</p>	<p><u>Teaching and Learning</u></p> <p>Clarify expectations of the feedback policy to ensure consistently high standards across and within all subject areas.</p> <p>Focus all staff on effective classroom strategies to address skills deficits and personalise learning to meet the needs of PP pupils. Consistency will also be improved with the use of the 'PP non-negotiables'.</p> <p>Have consistently high expectations and challenge for PP pupils including those of high ability.</p> <p>PP related information and revision easily accessible on the website</p> <p>Maintain an accurate register of PP pupils across the Academy within SIMS</p> <p>Grouping/setting arrangements are reviewed to ensure PP pupils are routinely placed in higher-ability sets unless there is a strong reason to not do so.</p> <p>Post Data Collection Point protocol places priority on PP analysis, which is reported on first.</p>	<p>LLO/SLT</p> <p>LLO/SLT</p> <p>SLs</p> <p>SBA</p> <p>Subject leaders</p> <p>PBU/subject leaders</p>	<p>Staff CPD / meeting structure. Lead Practitioners.</p> <p>Active Learning Folders identify strategies that support 'vulnerable' pupils.</p> <p>Pupil Pursuit.</p> <p>SLT Learning Walks.</p> <p>Schemes of work specifically identify stretch and challenge.</p> <p>Liaison with Data Team.</p>	<p>Pupils clearly understand what they need to do in order to improve and they take action on the comments given.</p> <p>Quality First Teaching accelerates the progress of PP pupils.</p> <p>Develop resilience, independence and high order thinking skills of PP pupils who take pride in their work</p> <p>Teachers deploy effective questioning techniques directed at PP pupils. Focus on revision on Website and accessibility</p> <p>Data Team accessible to All Staff Register shows details of attendance / attainment / progress.</p> <p>The expectations of PP pupils remains high and aspirations / self-esteem is raised.</p>
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<p>3.</p>	<p><u>Increase the participation of all PP Pupils in school life</u> Increased participation to raise self-esteem, improve attendance levels and promote their holistic development.</p> <p>Improve the participation of KS3 PP pupils in extra -curricular activities and be proactive in securing their attendance. Provide support for a wide range of trips and visits to encourage education outside the classroom, particularly in areas such as the arts, science and museums, to build up their 'cultural capital'.</p> <p>All senior and middle leaders relentlessly drive the already established behaviour system and changes to the tutor system.</p> <p>Focus on all students regularly attending school</p>	<p>DCO/SLO/PPE</p> <p>JCO</p> <p>Middle Leaders</p> <p>MMA/MSC</p>	<p>Equipment/resources funded to PP pupils Uniform funded to PP pupils.</p> <p>Offer financial support for all trips.</p> <p>Monitor Lesson Score/Behaviour data to identify trends in learning behaviours of PP/non-PP pupils.</p>	<p>PP pupils better engaged with their school experience with the potential to raise aspirations and improve outcomes.</p> <p>An ethos that encourages PP pupils to be fully involved and supported in their learning.</p> <p>Improved understanding of PP pupils needs and more targeted / appropriate interventions.</p>
<p>4.</p>	<p><u>KS3</u> Progress leads track and identify the attainment of PP pupils' data collection points.</p>	<p>KDO/FWH</p>	<p>Data provided from PBU/SBA</p>	<p>Ensure PP pupils are making progress in line with non-PP pupils. Early intervention identified. Ensure PP pupils are placed on most appropriate option courses.</p>



5.	<p><u>Leadership and Management</u></p> <p>Year 11 Intervention Strategy address specifications for PP pupils.</p> <p>PP Lead to meet regularly with all progress leaders and Subject leaders</p> <p>Performance Management targets include the option of progress of PP pupils for both classroom teachers and TLR holders.</p> <p>All PP pupils interviewed by pastoral team to identify areas of success, and any learning/social/emotional challenges.</p> <p>Attendance of PP pupils regularly tracked.</p>	PBU/CNE	<p>School Attendance</p> <p>Meetings to provide early intervention and support.</p> <p>Performance</p> <p>Management structure modified to include PP related targets.</p>	<p>Clarity of expectations and levels of ownership.</p> <p>PP pupils' attendance is in line with non-PP pupils.</p> <p>Regular review and improvements to PP provision within subject areas.</p> <p>Staff focused on improving outcomes for PP pupils.</p> <p>Specific / individual needs identified. Profiles shared with staff and appropriate interventions implemented.</p>
6.	<p><u>Staffing / Governance</u></p> <p>Designated Governor for PP</p> <p>Involve DK in all aspects of PP monitoring and evidence impact.</p>	DKO/CNE	<p>Local Governing Committee</p> <p>Pupil Premium Plan.</p>	<p>Governors holding staff to account.</p> <p>Oversee / lead the implementation of the PP Plan.</p> <p>Support for most vulnerable PP pupils.</p> <p>Support for most vulnerable PP pupils.</p> <p>Coordinated pastoral leadership to provide best possible support for PP pupils.</p>



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Planned Expenditure to 2020/21

In summary this academic year we will look to develop the following areas of intervention:

- Ensuring the curriculum and timetable model support students in making better progress
- Continue to develop mentoring for all PP students from Year 7-11 and to put in place interventions where necessary PP students are underachieving
- Department monitoring of disadvantaged students and interventions where necessary

Category	Initiative	Spending
Subject specific support	Small group tuition and resources for students	£15,000
Staffing	Interventions and specialist staff- retention and recruitment	£40,000
Pastoral Support	Engagement of specialists and uniform/equipment	£8,000
Equality of opportunity	Subsidies on a range of activities including music lessons and trips	£10,000
KS3 Intervention and literacy support	Literacy support	£15,000
ICT support and software	Edulink and chromebooks	£15,000
Behaviour and attendance support	Intervention Manager and attendance manager	£30,000

- Small group intervention in core subjects to raise attainment further.



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Impact Statement

We believe that successful spending should lead to continuous improvement outcomes and our intensified actions will lead to further eradication of the progress gap and the broadening of opportunities for the most disadvantaged pupils at King's Academy Ringmer. The pupil premium has funded activities and interventions that have had a positive impact on progress and attainment and in the most successful cases have also raised attainment of those students who do not qualify for the bursary grant but who are also in need of intervention. We believe that our interventions will make progress towards narrowing the gap and that we have carefully monitored the spending to ensure that all pupil premium students benefit. We will continue to track and monitor the allocation of funding and will also develop a robust system whereby intervention can be accurately linked to achievement.