

Pupil premium strategy statement: Kings Langley School

1. Summary information					
School	Kings Langley School				
Academic Year	2016/17	Total PP budget	£154, 327	Date of most recent PP Review	n/a
Total number of pupils	1088	Number of pupils eligible for PP	161	Date for next internal review of this strategy	July 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2014-15)
% achieving 5A* - C incl. EM (2015-16 only)	36.0%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	60.0%/36.0%	75.8% / 73.4%
Progress 8 score average	-0.61	0.12
Attainment 8 score average	35.94	52.0

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Literacy and Numeracy skills entering Year 7 are lower for PP pupils than for other pupils, which prevents them from making good progress in Year 7.
B.	Middle ability PP pupils are making less progress than non-PP middle ability pupils across Key Stage 3. This prevents sustained progress through Key Stage 4.
C.	Middle and Lower ability PP pupils are making less progress than expected in Maths between Key Stage 2 and Key Stage 4. This prevents them achieving well in Attainment 8 and Progress 8 measures.
D.	Middle and Lower ability PP pupils are not filling the Attainment 8 and Progress 8 buckets at Key Stage 4. This prevents them from achieving well at the end of Key Stage 4
E.	Behaviour issues for small groups of PP pupils in each year group are having a detrimental effect on their academic progress and that of their peers.

External barriers *(issues which also require action outside school, such as low attendance rates)*

F.	Attendance rates for PP pupils are 93.0% (below the target for all children of 95%). This reduces school hours and causes them to fall behind on average.	
G.	Parental engagement has been difficult with some of our PP parents – they can find school intimidating and as a result feel unable to work with us to support their children. This results in the students having a negative approach to school and cause them to fall behind on average.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	High levels of literacy and numeracy progress for Year 7 PP pupils.	<ul style="list-style-type: none"> • PP pupils make the same or better progress as other pupils by the end of the year. This would involve 100% meeting expected targets and 50% exceeding expected targets. • Spelling and reading tests for targeted pupils would show improved progress and pupils reaching age expected levels.
B.	Middle ability PP pupils make the same expected progress or better than non-PP middle ability pupils across Key Stage 3. This then allows sustained progress across Key Stage 4.	<ul style="list-style-type: none"> • PP middle ability pupils make as much progress or better than 'other' pupils identified as middle ability (KS2 results), so that 85% or above are on track to achieve expected progress by the end of KS4. • Where they are not, SA/LA's are putting in place interventions to improve their progress monitored by LAL and SLT.
C.	Middle and Lower ability PP pupils make expected progress in Maths between Key Stage 2 and Key Stage 4. This then allows them to achieve well in Attainment 8 and Progress 8 measures.	<ul style="list-style-type: none"> • PP middle and lower ability pupils make expected progress or better in Maths, so that 85% or above achieve this by the end of KS4. • Where they are not, Maths and SEND put in place interventions to improve their progress monitored by the LAL and SLT.

D.	Middle and Lower ability PP pupils fill the Attainment 8 and Progress 8 buckets at Key Stage 4. This then allows them to achieve well at the end of Key Stage 4.	<ul style="list-style-type: none"> • The curriculum allows the majority of PP middle and lower ability pupils to fill all the A8 buckets (85%+).
E.	Behaviour issues of a small groups of PP pupils in each year group are addressed.	<ul style="list-style-type: none"> • Fewer behaviour incidents are recorded for these pupils (without changing recording practices or standards). • Fewer red cards are recorded for these pupils (without changing recording practices or standards). • Increased rewards and higher ATL scores for PP pupils on reports.
F.	Increased attendance rates for pupils eligible for PP.	<ul style="list-style-type: none"> • Reduce the number of persistent absentees (Below 85%) to 10% or below. • Overall attendance among PP pupils improves from 93% to 96% in line with 'other' pupils.
G.	Improved parental engagement.	<ul style="list-style-type: none"> • Increased attendance at Parental Consultation Evening by PP parents (95% or better). • Increased attendance at targeted Parental Evenings by PP parents. • Better quality and positive interactions with PP parents reported by Pastoral and Teaching staff.

5. Planned expenditure**Academic year****2016/17**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved Year 7 literacy progress.	Literacy Strategy across the school – focus on KS3.	We want to offer high quality teaching to all these pupils to drive up results. A whole school literacy strategy was selected which offered a combination of pedagogical knowledge and subject knowledge, and peer support. Raising awareness of literacy in all subject areas and supporting staff development is seen as vital in raising literacy standards across the school and in particular with PP pupils.	<ul style="list-style-type: none"> • Lead Practitioner for Literacy is leading the strategy and it is part of ongoing work in this area. • Book sampling evidence and evidence from Literacy assessments is regularly collected from all subjects and analysed. • Literacy T and L group has been set up and meets regularly. • Handwriting Evening – selected parents targeted. • Library and events like the ‘Big Read’ have been organised to support literacy across the school. • PP pupils are supported individually in buying books and in attending events such as theatre trips. • Pit stops and T/L Briefings on Literacy. 	Lead Practitioner for English. LL English	July 2017

B. Improved progress for middle ability pupils.	Staff training on improving the quality of teaching and learning – feedback, character education, behaviour for learning and differentiation.	We want to invest some of the PP funding in longer term change which will help all pupils. Many different evidence sources (University of Birmingham Character Development work and the EEF toolkit) have been used to formulate a wide ranging approach to CPD which allows teaching staff to	<ul style="list-style-type: none"> • Lead Practitioners for English, Maths, Science and Character Education work across the school supporting the development of high quality teaching. • Deputy Head (T and L) organises a programme of Pit stops, Drop-ins, Briefings and CPD session which help upskill teachers to support middle ability pupils. • Data tracking of middle ability PP pupils to show impact of the programme. 	Deputy Head (Tand L)	July 2017
Total budgeted cost					57379.36
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved Year 7 literacy progress.	Targeted SEND support for Literacy	We want high quality interventions to support high quality teaching to improve Literacy levels. Targeted support will be aimed at improving the literacy of identified PP pupils to help them access the whole curriculum.	<ul style="list-style-type: none"> • SENCo tests all Year 7 pupils' reading and spelling ages on entry to the school regardless of KS2 results. • Identified pupils are then supported by either Extra English lessons in small groups or with one to one support from the HLTA for Literacy. • A Reading Evening will target parents to help them support the needs of their children and aid their understanding of reading needs. • TA support will also be focussed on Year 7 English lessons • Retesting during the year will be used to monitor progress. 	SENCo LL English	July 2017

B. Improved Year 7 numeracy progress.	Targeted SEND support for numeracy	We want to invest some of the PP in longer term change that will help many students. Following on from the successes of supporting Literacy development, the school has decided to invest in the role of a HLTA for numeracy. This will help to put in place high quality interventions to support high quality teaching to improve numeracy levels. Targeted support will be aimed at improving the numeracy of identified PP pupils to help them access the whole curriculum.	<ul style="list-style-type: none"> • HLTA for Numeracy appointed and supported to target students for extra numeracy support. • Small group lessons organised to develop the numeracy of selected groups. • Numeracy support given in the classroom to help support high quality classroom teaching. • Data tracking to show the impact of the intervention. 	SENCo LL Maths	July 2017
Total budgeted cost					31147.52
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Increased attendance rates	Attendance monitored and followed up on quickly – First Day response. Parents engaged to support with attendance. Pro-active Pastoral Support and interventions.	We can't improve the attainment of children if they are not attending school. Research identifies addressing attendance as a key step to improving attainment.	<ul style="list-style-type: none"> • Regularly monitoring and following up on absences (School Attendance Officer). • Letters about attendance sent to parents and guardians. • Pastoral Teams working proactively with parents to remove barriers to attendance. • Robustly challenging those parents who do not support attendance requirements. 	SLT member responsible for Attendance.	July 2017

E. Improved parental engagement.	Monitor attendance at parent's evenings/events. Fund support with transport/childcare. Target key parents and encourage interaction with school by building positive relationships. Work with Family Support Workers and Outside Agencies on developing positive relationships.	We can't improve the attainment of children if their families are not supportive of them engaging with school. Research identifies addressing attendance as a key step to improving attainment.	<ul style="list-style-type: none"> Monitoring of attendance at Parent's Events. Pastoral Teams actively targeting parents and supporting their attendance at events. Challenging parents to support their children and realise the value of supporting and working with the school. Support for extra-curricular activities to encourage students and parents in enjoying school and building positive relationships. Support with equipment, uniform and curriculum resources to encourage positive engagement with the school. 	SLT member responsible for Pastoral Support.	July 2017	
Total budgeted cost					72102.24	
6. Review of expenditure						
Previous Academic Year						
i. Quality of teaching for all						
	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost		

<p>To raise awareness and expectations of PP students.</p>	<ul style="list-style-type: none"> • Hold regular PP group meetings • Discuss at LAL/PL meetings • Encourage Pastoral and Curriculum Meetings to include regularly PP slots on their agendas. • Teaching and Learning briefings on PP. 	<ul style="list-style-type: none"> • Awareness of PP pupils has increased as a result and expectations of PP pupils are increasing – especially as the ability profile of PP students is changing. • SIMS now shows students are PP and SISRA allows all staff to easily analyse the performance of PP students. • The Pupil Premium group has met regularly and has helped to raise the profile of PP students across the school. Many staff volunteered to be a part of this group. • Pastoral teams have taken a proactive, individualised approach to meeting the needs of PP pupils with many Pastoral Leaders mentioning the PP status of students in their newsletters and in briefings on a weekly basis. • The introduction of a system available for all staff to ask for funding/support for the individual needs of students has developed well and is being used by many teachers and support staff to target support for PP students. 	<ul style="list-style-type: none"> • It is important that we continue to develop ‘shared responsibility’ for PP pupils, in particular through developing the role of the form tutor in monitoring and raising concerns about the needs of individual students. • Focusing on high quality teaching and developing the responsibility of individual teachers for the performance of PP students is imperative for the continued success of this approach. • Being proactive with data and making decisions as and when concerns arise rather than at assessment points is also an area for development in the future. 	<p>£0</p>
--	--	---	--	-----------

<p>To identify specific barriers to learning for PP students and develop strategies to help them overcome them.</p>	<ul style="list-style-type: none"> Identify patterns and trends in PP student performance. Identify the common barriers that restrict PP students' progress. Develop and trial strategies to support students in overcoming those barriers. Monitor the impact of the strategies and modify as appropriate. Investigate the use of dedicated PP members of staff in school. 	<ul style="list-style-type: none"> Monitoring strategies are developing well and aim to look at the performance of individuals in different areas – attendance, attainment, behaviour, homework and general well-being. This information has been used regularly by the PP group to focus discussions. We are starting to deploy the best staff to support disadvantaged pupils. Within the SEN team, the role of the HLTAs has been expanded and developed to support the needs of PP students – literacy, emotional/social and now numeracy. SEN support has been widely used to target all PP students. Gail Harris (Lead Practitioner for English) has been developing the use of one to one support (using Sixth Former) to help support PP students in Year 10. Overall, the PP champions have worked very well across the school raising expectations of PP students. 	<ul style="list-style-type: none"> Attendance and behaviour of PP pupils' needs closely monitoring and more proactive strategies are needed rather than reactive strategies. Target interventions in a timely manner – supporting PP pupils before they arrive in the school and then during Year 7 rather than at the end of Key Stages (Year 9 and 11). Focusing on high quality teaching and developing the responsibility of individual teachers for the performance of PP students. Being proactive with data and making decisions as and when concerns arise rather than at assessment points. 	<p>£80,000 (SEN Provision) £20,000 (Subject Areas including staffing)</p>
---	--	--	--	---

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To encourage parental engagement.</p>	<ul style="list-style-type: none"> Monitor attendance at parents evenings Target key parents and encourage interaction with school 	<ul style="list-style-type: none"> Parents have been targeted well this year by Pastoral Teams and Rosemary Inskipp. They have been encouraged to work with the school and to be less threatened by the school. Pastoral teams have worked hard on building relationships with parents, encouraging them 	<ul style="list-style-type: none"> Parental engagement still needs to be prioritised especially when PP pupils enter the school. 	<p>£30,000 (Pastoral Support)</p>

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To develop 'champion' roles within the PP group for particular aspects of PP.	Suggested 'champions': <ul style="list-style-type: none"> • More Able (ARN) • Parental engagement/local community (JAC, PW) • Literacy Development (HAR, JO) • SEN and PP (PTS) • Pastoral Support (DOD) • Arts Mark (WIL) 	<ul style="list-style-type: none"> • We are starting to deploy the best staff to support disadvantaged pupils. • Within the SEN team, the role of the HLTAs has been expanded and developed to support the needs of PP students – literacy, emotional and now numeracy. • Gail Harris (Lead Practitioner for English) has been developing the use of one to one support (using Sixth Former) to help support PP students in Year 10. • Overall, the PP champions have worked very well across the school raising expectations of PP students. 	<ul style="list-style-type: none"> • Target interventions in a timely manner – supporting PP pupils before they arrive in the school and then during Year 7 rather than at the end of Key Stages (Year 9 and 11). 	£20,000 (Bespoke Funding)

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

How did we spend the money (2015–16)?

1. **SEN Provision** - £80 000 (£83 879.30). This was used to help fund Literacy and Numeracy support groups, Social Skills groups, Homework Club, Reading Groups, One to One support and more focused HLTA interventions. From September, it will also help support extra administration time for PP pupils.
2. **Bespoke Expenditure** - £20 000 (£12 852.78 spent up to July 2016. Remainder carried forward to 2017) – provision of material, books, equipment and uniform, trips and visits, music lessons, alternative provision, food, transport, tutoring...
3. **Pastoral Care** - £30 000 - Counsellor, Connexions, Family Support work and Learning Mentors.
4. **Subject Interventions** - £20 000 – Revision Sessions support, Staffing, Catch-up classes and subject related trips and activities.

