

Purpose

The government provides academies and schools with additional funding to help reduce the inequalities and gaps in attainment between those students who are from families where funds might be limited and their peers. This funding is called the Pupil Premium.

Every academy and school can select how they choose to use their Pupil Premium allocation, as they are best placed to assess what additional provision should be made for students. Pupil premium funding was first introduced in April 2011. It is allocated to pupils who are currently known to be eligible for free school meals, have received free school meals in the past six years and pupils who have been looked after continuously for more than six months.

Use of the Pupil Premium at Kings Langley School

This school places considerable emphasis on ensuring that all children, regardless of ability, economic disadvantage, gender or other specific needs make progress commensurate with their ability and predicted potential. Consequently, we actively consider and put in place a wide range of intervention and support strategies that attempt to bridge gaps, no matter what the origin or cause of that gap. In essence, we attempt to ensure that each student in our care receives a carefully tailored education and package of support which addresses their particular needs, whatever those needs might be.

Fundamentally, we believe that all children will flourish in a school which places high quality relationships and the development of strong character at the very core of what it is doing or trying to achieve. However, we are also sensitive to the scenario of interfering with normal student progress and development and are conscious that some students, regardless of their backgrounds, resent unnecessary or intrusive "interventions".

How much Pupil Premium funding have we received this year?

Pupil Premium: Amount Allocated in 2016- 2017 is £154,327.

What are the main barriers to educational achievement that the disadvantaged students at our school face?

- Low attainment on entry to the school.
- High proportion of SEND needs.
- Safeguarding concerns.
- Limited parental engagement
- Poor attendance.
- Behavioural concerns and low self-esteem
- Difficulties working outside the school environment (e.g. homework)

How will we spend our Pupil Premium funding to address these barriers?

A Summary of Intervention Activities and the Use of Pupil Premium Funding at Kings Langley School

This funding represents additional resources provided to support identified students and is quite separate from statutory delegated funds provided for the education of all students at Kings Langley School.

Pupil Premium
£154327
2016-2017

SEN Provision
£80,000

- * Literacy and Numeracy support groups
- * Social Skills
- * Homework Club
- * Reading groups
- * 1:1 time

Subject Interventions
£20,000

- * Subject related clubs
- * Revision sessions
- * Catch up classes
- * Subject related trips and activities

Bespoke Expenditure
£20,000

- * Provision of material, books, equipment and uniform
- * Trips and visits
- * Music and instrumental lessons
- * Alternative provision
- * Breakfast provision
- * Tutoring
- * Transport

Pastoral Care
£30,000

- * Counsellor
- * Connexions
- * Extended schools and families
- * Learning mentors
- * Attendance worker
- * Mentoring

Barrier	Approach	Reasons	
SEN Provision	<ul style="list-style-type: none"> Literacy and numeracy support groups have been set up throughout Key Stage 3 and identified students are withdrawn from lessons, often Modern Foreign Languages (MFL), and provided with additional English and mathematics support with a specialist teacher or specialist literacy teaching assistant. Some students have been identified with poor social skills or other communication difficulties and are invited to lunchtime clubs coordinated by the Learning Support Department and teaching assistants. As many students have difficulty doing homework, we run a voluntary homework club, where many students receive invitations to attend. Again this is supported by our teaching assistants. With reading being a fundamental and crucial skill, we identify students to attend additional reading sessions which are run by our specialist literacy teaching assistant and volunteers from the sixth form. Some students require 1:1 time for different purposes and these are identified by the Special Needs Co-ordinator and her team and actioned as appropriate. 	<ul style="list-style-type: none"> Good handwriting is a basic skill which will enable students to perform in examinations. We are working on a programme to identify students who require help and support in this area which will lead to a series of sessions focussed on improved handwriting. 	£80,000
Subject Interventions	<ul style="list-style-type: none"> Subject related clubs are often run by staff and include clubs such as Gifted and Talented, Russian, pottery skills, drama and various sports clubs. They frequently develop skills that would be in addition to those taught in usual lessons. Students are encouraged to attend especially where there is a gift, talent, aptitude or genuine enthusiasm for a particular activity. On the few occasions where a small contribution for materials is required, students who require it will have these contributions paid for them. Revision classes are run by subject teachers and identified underperforming students will be targeted, though all students would be welcomed. These are run after school, lunch times, Saturdays and holidays. Catch up classes are held where students may have missed time and are required to complete controlled assessments or classwork and these students receive additional support and staff time as required. Many subjects run trips or activities that are related to their subjects and we would not want students to miss out on these opportunities to have a more rounded view of their subjects, so we will support this by supplementing or paying for the costs of these trips or activities. 	We are considering the idea of weekend “intensive” revision sessions for identified students but this would be based on data analysis only.	£20,000
Bespoke Expenditure	<ul style="list-style-type: none"> Provision of materials, books, equipment and uniform as supplied to those students who are entitled to or require them to support their learning in a subject area or will support their engagement within subject. These items include food ingredients, text books for home use, revision guides, PE kits etc. Instrumental lessons are seen a luxury by many students and where it is possible, we encourage all identified students to take up this opportunity by funding the music lessons. Trips and visits are a fundamental feature of developing students and as a “Learning Outside of the Classroom” kite mark school, we strongly encourage staff to run these activities and encourage students to be involved. Activities such as Duke of 	<ul style="list-style-type: none"> Breakfast provision is currently being investigated and where students do not have a good start to the day and arrive at school without breakfast, we are looking into supplying an appropriate breakfast. Computer and internet access is currently being reviewed as there is much for students to gain by accessing suggested websites, Moodle (our VLE) or our virtual library, or other online software. 	<p>£4,000</p> <p>£1,000</p> <p>£5,000</p>

	<p>Edinburgh, language and cultural trips to Spain, France, New York and Iceland are just a few of the trips on offer. Where necessary, we support families to meet the costs of these trips to ensure that all of our students have access to appropriate and stimulating experiences.</p> <ul style="list-style-type: none"> • Alternative provision is considered an important aspect of ensuring that all students have access to the curriculum, we therefore take opportunities to send identified students to college for some of their curriculum time, or withdrawing different option blocks and replacing them with additional lessons in English, mathematics or more appropriate courses such as City & Guilds. • Tutoring provides key support for underperforming students approaching examinations, data analysis will identify which subject's students require additional input. This will be a particular focus at Key Stage 4. • Transport is often supplied, including taxis, for students who, because of specific issues at home are unable to get to or from school for revision classes or catch sessions. Where it is appropriate, we pay for the transport to ensure that these students are able to attend. 		<p>£6,000</p> <p>£3,000</p> <p>£1,000</p>
<p>Pastoral Care</p>	<ul style="list-style-type: none"> • As students often need support beyond the classroom, it is important that we give them access to professional care and we therefore have a full time counsellor and an extended schools and families team. We also link with the Connexions services and students that require such support are directed to these services. • We have 3 learning mentors who also deal with other issues such as behaviour, attendance, personal issues and are available throughout the normal working day and beyond. From data analysis, students are also directed to these staff where they receive support and guidance as required. • As part of our attendance management provision, we have a fulltime attendance officer who runs our database system and associated services, such as first day absence alert. Services are bought in for additional support with the long term absentees. Data analysis is crucial here to identify students of concern. • We run mentoring programmes for identified students which involve a variety of staff, key stage 5 students or even outside agencies such as the University of Hertfordshire. Each programme uses data to identify the issues and which type of mentor is required. 		<p>Role of Assistant Head</p> <p>£10,000</p> <p>£5,000</p> <p>£5,000</p>

Impact of Support

It is inevitably somewhat problematic to evaluate the impact of support and other interventions on student progress as it is frequently difficult to isolate any individual activity or intervention and subsequently link that activity with improvement in student progress. Over the past 4 years, the performance of particular groups of students, including those receiving pupil premium funding, has been variable. Kings Langley School is determined that the academic progress of these groups of students becomes more consistently in line with the progress made by the majority.

Various external measures are available to provide a "health check" of how students flourish at any school. Some of these measures, which are pertinent to Pupil Premium students at our school, are: -

Current attainment				
	All pupils (KLS)	Pupils eligible for PP (KLS)	Pupils not eligible for PP (KLS)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	66.5%	36.0%	71.3%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	81.1%/72.8%	60.0%/36.0%	84.5%/78.7%	75.8% /73.4%
Progress 8 score average	0.15	-0.61	0.27	0.12
Attainment 8 score average	51.5	35.9	53.9	52.0

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
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.	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 (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	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.
E.	Parental engagement has been difficult with some 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 causes them to fall behind on average.