



**Kings Langley School**  
Unlocking Potential for Life

# **Interim Pupil Premium Strategy Review (Year 1) 2021 - 2022**

Date Strategy Agreed – September 2021



**School overview**

Detail	Data
School name	Kings Langley
Number of pupils in school (2021-22)	142 (155 incl. KS5)
Proportion (%) of pupil premium eligible pupils	13.4% (14.6%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2024
Statement authorised by	Dave Fisher
Pupil premium lead	Helen Pocklington
Governor / Trustee lead	Mark Morant

**Disadvantaged pupil performance overview for last academic year**

	2019	2019 (National)	2022
EBAC entry	22.2%	27.5%	50.0%
Attainment 8	3.73	3.67	4.37
Percentage of Grade 5+ in English and Maths	18.5%	24.7%	37.5%
Percentage of Grade 4+ in English and Maths	51.9%	n/a	70.8%

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£122 240
Recovery premium funding allocation this academic year	£18 560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8 000
<b>Total budget for this academic year</b>	<b>£148 800</b>

## Challenges

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

Challenge number	Detail of challenge
1	<b>Prior attainment including numeracy and literacy</b> - a significant number of PP students enter the school with lower numeracy and literacy skills than their peers which means there is a pre-existing gap. SATs data for the current Year 9 and 10 students indicates a significant negative gap in scores for both English and Maths.
2	<b>Organisation and Behaviour for Learning</b> - a significant number of our disadvantaged students have a lack of organisational and self-management skills. This can impact on their ability to make similar progress as non-PP students due to poor organisation, preparedness and behaviour for learning.
3	<b>Behaviour</b> - the challenging behaviour of a small group of PP students in each year group has a detrimental effect on their academic progress and indicates that they are struggling to access the curriculum fully.
4	<b>Social and emotional learning</b> - for some disadvantaged students issues surrounding mental health and wellbeing can cause them to fall behind their peers.
5	<b>COVID-19 school closures</b> - the national school closures between March and September 2020 and January to March 2021 has widened the attainment gap further between some disadvantaged students and their non-disadvantaged peers.
6	<b>Attendance</b> – average rates of attendance for PP students (91.7%) are below the average attendance for non-PP students (95.46%). <i>* Figures are based on 2018-19 data due to the lack of complete data for 2019-20)</i>
7	<b>Parental engagement</b> – some parents 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.
8	<b>COVID-19 barriers to learning</b> – some PP students have been affected outside of school by COVID-19 pandemic due to increased economic deprivation, neglect, anxiety or bereavement which has led to an increased incidence of wellbeing concerns.

## 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
Improved rates of <b>academic progress</b> across all key stages for all PP students similar to non-PP students, including in literacy and numeracy.	<ul style="list-style-type: none"> <li>Teaching and learning across the school meets the needs of PP students and they engage well across the curriculum.</li> <li>Internal monitoring data indicates that PP students make the same or better progress as other students with the identified gap in literacy and numeracy levels decreasing.</li> <li>Spelling and reading tests for targeted pupils would show improved progress and pupils reaching age expected levels.</li> </ul>

	<ul style="list-style-type: none"> <li>• Progress 8 data indicates that PP students are closing the gap and make as much progress as non-PP students at the end of KS4.</li> <li>• Attainment 8 data indicates that PP students make much progress as non-PP students at the end of KS4.</li> </ul>
High standards of organisation and excellent <b>behaviour for learning</b> are displayed by PP students.	<ul style="list-style-type: none"> <li>• PP students who need support with organisation and behaviour for learning are identified and supported to learn how to be prepared for learning.</li> <li>• School Ready Red Cards decrease for identified PP students.</li> <li>• Homework Red Cards decrease for identified PP students.</li> <li>• Recognition points are as high for PP students as non-PP students.</li> </ul>
Increased <b>positive behaviours</b> for the identified PP students leads to increased academic progress and greater success in accessing the curriculum fully.	<ul style="list-style-type: none"> <li>• Fewer behaviour incidents are recorded for identified PP students.</li> <li>• Fewer red cards (sanctions) are recorded for identified PP students.</li> <li>• Rewards increase and ATL (Attitude to Learning) scores are at least good for identified PP students.</li> <li>• Internal monitoring data indicates that PP students make the same or better progress as other students.</li> </ul>
Support is in place for students with their mental health and <b>wellbeing</b> .	<ul style="list-style-type: none"> <li>• Wellbeing concerns are logged, monitored and appropriate support is in place.</li> <li>• Attendance rates are high for identified students.</li> <li>• Fewer behaviour incidents are recorded for identified PP students.</li> <li>• Fewer red cards (sanctions) are recorded for identified PP students.</li> <li>• Rewards increase and ATL (Attitude to Learning) scores are at least good for identified PP students.</li> <li>• Internal monitoring data indicates that PP students make the same or better progress as other students.</li> </ul>
<b>Widening gaps</b> in attainment and progress due to the COVID-19 school closure are identified and support is in place to help close the gaps.	<ul style="list-style-type: none"> <li>• Attainment and progress gaps are identified and appropriate support is in place to help close them.</li> <li>• Internal monitoring data indicates that PP students make the same or better progress as other students with any identified gaps closing.</li> </ul>
<b>Attendance rates</b> for PP students increase, exceeding the national average attendance rate for PP students (92.5%) and closing the gap with the attendance rate of non-PP students within the school (95.5%).	<ul style="list-style-type: none"> <li>• Attendance concerns are identified and appropriate support is in place to help the students and their families to improve attendance.</li> <li>• Average attendance of PP students is consistently above the national average of PP students of 92.5% (Pre-Covid).</li> <li>• Average attendance of PP students is in line with the average attendance of non-PP students (+95.5% Pre-Covid).</li> </ul>
The <b>parental engagement</b> of PP families is the same as the engagement of non-PP families and PP work with us to help support and improve the progress and attainment of their children.	<ul style="list-style-type: none"> <li>• Families who struggle to interact positively with the school are identified and supported to build relationships with the school.</li> <li>• Attendance at school events by PP parents is similar to the attendance rates for non-PP parents.</li> </ul>

	<ul style="list-style-type: none"> <li>• Attendance at targeted Parental Evenings by PP parents (COVID-19 restrictions permitting) such Consultation Evenings is 90% or better.</li> <li>• Better quality and positive interactions with PP parents reported by parents, pastoral and teaching staff.</li> <li>• PP student's attainment and progress increases.</li> </ul>
<p>Communication with families swiftly identifies external factors due to COVID-19 which may become <b>barriers to learning</b> and appropriate interventions are implemented to support rapid progress.</p>	<ul style="list-style-type: none"> <li>• Additional barriers to learning are identified and appropriate interventions are in place.</li> <li>• Increased one-to-one tuition, small group interventions and form time interventions (e.g. Numeracy Ninjas) are in place to support catch-up.</li> <li>• Remote tuition (e.g. TLC Live) and computer packages (e.g. Lexia) are being used successfully by identified students.</li> <li>• Internal monitoring data indicates that PP students make the same or better progress as other students.</li> </ul>

## Progress in this academic year

This section details how we spent our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £74 400

Activity	Estimated impact: Did we meet the success criteria?	Lessons learned: will we continue with this approach?	Staff lead	Review Outcome
<p><b>Approach:</b> Whole school focus on the learning and teaching of PP students.</p> <p>Targeted support for identified PP students to increase academic skills and confidence.</p> <p><b>Actions:</b> A three year programme of work with Marc Rowland (Advisor on improving outcomes for disadvantaged learners), specifically working with staff on how to support and enable PP students to make greater progress.</p> <p>Internal CPD focused on developing effective teacher pedagogy to improve the outcomes of PP students in the classroom, working with the SLT Teaching and Learning team and Lead Practitioners on supporting staff development.</p> <p>Interventions from the SEND department and the English and Maths Faculties to support identified PP students to close attainment gaps in literacy and numeracy.</p> <p>Targeted interventions with PP students are used to address key gaps in attainment (e.g.</p>	<ul style="list-style-type: none"> <li>The progress of disadvantaged students is a major focus of the School Improvement Plan with a focus quality first teaching that meets the needs of these students (see SIP Leadership and Management: Priority 1). This has been a focus for all staff CPD since September 2021.</li> <li>Marc Rowland’s input has led to the development of the Kings Langley School Learning Behaviour’s Repertoire. This is now used by all teaching staff to support the teaching of disadvantaged students and is part of our staff induction processes.</li> <li>Subject Support Cycle reviews have had a focus on the teaching and learning of disadvantaged students and feedback on this area has been included in the reports back to the Subject Area teams.</li> <li>Learning walks and drop-in have highlighted the progress of disadvantaged students and offered support to class teachers.</li> <li>Regular PP Briefings highlighting the needs of PP students and offered strategies to help in the classroom.</li> <li>Work sampling has helped to identify the learning needs of PP students with feedback given to staff (StepLab).</li> <li>SEND interventions (Lexia) have had a positive impact on identified PP students (Year 7). 70% of PP students using Lexia</li> </ul>	<ul style="list-style-type: none"> <li>Support form Marc Rowland has been useful in guiding the development of our PP strategy. The Education Endowment Fund research and resources has helped us to develop an effective strategy which is now showing positive impact.</li> <li>Including the progress of disadvantaged children as priority in our School Improvement Plan (SIP) has helped to main the school’s focus on this area and has become a recurring theme of CPD, Subject Reviews and Monitoring.</li> <li>Staff feedback on CPD on the Teaching and Learning Repertoires was very positive). Further work on Learning Behaviours and Anti-Learning Behaviours is planned for 2022-23.</li> <li>Monitoring of pedagogy through observations, drop-in and ‘book looks’ has increased during 2021-22 and is having a greater impact now that most Covid-19 restrictions have lifted.</li> <li>Laptops and wireless routers continued to be supplied to vulnerable families to ensure that they are more able to work remotely and access online tuition. This worked well and indicates that this kind of support has a positive impact.</li> <li>Online tuition worked very well with Year 7 students but less so with other Year groups. The timing of the online tuition offer and its focus need to be reviewed and feedback form students and families used to make this</li> </ul>	<p>PP Lead</p> <p>SLT Teaching and Learning Team</p> <p>SENCO</p>	<p>Amber</p>

<p>TLC Live, KS4 intervention programme and Oracy/Bedrock programmes).</p> <p>Targeted interventions with PP students to help support their academic aspirations (e.g., The Brilliant Club)</p>	<p>made progress with 30% now above expected progress.</p> <ul style="list-style-type: none"> <li>• Bedrock has had a positive impact on PP students, with PP showing a 16% average improvement compared with 15% for non-PP students. Their progress was also above the average progress for all students nationally using Bedrock.</li> <li>• One-to-one tuition has worked well with some PP students. TLC Live was used well by 86% of the PP students in Year 7.</li> <li>• The Brilliant Club has been very positive for some Year 9 PP students. 10 out of the 12 students selected graduated from the Scholars Programme at St Anne’s College Oxford. They had worked with a PHD tutor from Royal Holloway University (University of London). Feedback on the experience was positive from all the students and one of our students was selected to speak at the graduation.</li> <li>• Attainment 8 (A8) data indicates that PP students are improving their attainment. The A8 score for PP students in 2022 was 4.4 compared with 3.7 in 2019. This is also above the national A8 score for PP students in 2021 (4.2).</li> <li>• Attainment 8 (A8) data indicates that PP students are now closing the attainment gap with non-PP students. The gap in 2019 was -1.4 but in 2022 had reduced to -0.8 average attainment points.</li> <li>• The number of PP students achieving grades 4 – 9 in English and Maths has increased from 51.9% in 2019 to 70.8% in 2022. The number achieving grades 5 - 9 also increased from 18.5% to 37.5%. This evidences the improved performance of disadvantaged students particularly in English and Maths.</li> <li>• The number of PP students achieving 5+ standard passes (including English and Maths) has increased from 41% in 2019 to</li> </ul>	<p>provision more effective for all disadvantaged students.</p> <ul style="list-style-type: none"> <li>• Targeted interventions such as Bedrock, Lexia and the Brilliant Club worked well with disadvantaged students and will continue again in 2022-23.</li> </ul>		
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	<p>50% in 2022. Strong passes have also increased from 15% to 29%. This evidences the improved performance of disadvantaged students in their GCSE courses.</p> <ul style="list-style-type: none"> <li>• EBAC entries have also increased for PP students (31% to 50%) with 10% more PP students achieving standard EBAC passes and an increase of 13% achieving strong passes.</li> </ul>			
<p><b>Approach:</b> Whole school focus on behaviour for learning and character education through the tutor programme.</p> <p>Targeted support for PP students to help them to maintain high standards of organisation and behaviour for learning.</p> <p><b>Actions:</b> Whole school tutor programme focusing on reading, literacy, numeracy and character which aid students' ability to engage more with the curriculum in lessons.</p> <p>PP Lead and pastoral teams regularly interviews all PP students to ascertain risk of underachievement and complete a needs assessment. PP funding is used to help support students with equipment or in accessing academic resources to help develop better behaviour for learning.</p> <p>Monitoring of sanctions data (Red Cards) for homework, school ready and behaviour is used to identify areas where PP students need further support. PP funding is used to help support students with equipment or in accessing academic resources to help develop better behaviour for learning.</p> <p>Assessment data and feedback from subject teachers is used to identify areas of concern</p>	<ul style="list-style-type: none"> <li>• The progress of disadvantaged students is a major focus of the School Improvement Plan with a focus quality first teaching that meets the needs of these students (see SIP Leadership and Management: Priority 1). This has been a focus for all staff CPD since September 2021.</li> <li>• Marc Rowland's input has led to the development of the Kings Langley School Learning Behaviour's Repertoire. This is now used by all teaching staff to support the teaching of disadvantaged students and is part of our staff induction processes.</li> <li>• A whole school tutor programme has been established this year and it incorporates reading, literacy, numeracy and character education. This has supported PP students in developing their learning skills.</li> <li>• Focus on Literacy, Numeracy and Reading as well as Character Education have been embedded into all aspects of school life from lessons to assemblies and as part of the PSHE programme.</li> <li>• Interviews by the PP Lead and pastoral teams were aimed at identifying the needs of PP students to help support their academic progress. This allowed targeted support and interventions to be identified for each student.</li> <li>• Support for PP students is now embedded and needs are identified and supported early. The use of an online request system</li> </ul>	<ul style="list-style-type: none"> <li>• The tutor time programme can have a positive impact on PP students learning behaviour – this programme has been developed further for 2022-23. The impact of this will continue to be monitored.</li> <li>• Regular interviews with PP students have an impact and will continue in 2022-23. Talking to the students has proved to be vital in tailoring our approach to such a small but diverse group.</li> <li>• Monitoring a range of data on the Learning Behaviours of students is useful in identifying areas for student and staff support. This will continue to be developed in 2022-23.</li> <li>• The re-establishment of assessment data in 2021-22 has helped in identifying learning needs for specific students. The continued development of this data in 2022-23 should help to further support the work of the PP Lead and the pastoral teams.</li> </ul>	<p>PP Lead</p> <p>Pastoral Teams</p> <p>LAL and Subject teachers</p> <p>SLT (Character Lead)</p>	<p>Amber</p>

<p>in behaviour for learning. Support is then given through targeted CPD to help subject areas in helping PP students develop more effective behaviour for learning.</p> <p>Targeted interventions are used with PP students to address key gaps in behaviour for learning skills (e.g. TLC Live, KS4 intervention programme and Oracy programmes).</p>	<p>allowed subject teachers and pastoral teams to make requests quickly and efficiently.</p> <ul style="list-style-type: none"> <li>• Student were able to access more academic trips and take part in extra-curricular activities such as a Macbeth Drama Workshop for Year 7, a Year 8 Reluctant Readers Group and Activities Week trips.</li> <li>• Red card data was used well to monitor and track student behaviours and inform support. PP students still receive more red cards than non-PP students (on average 7.2 more red cards than non-PP students over the year) however, KS4 students are now comparable with the non-PP students (on average 2.6 more red cards for PP students compared with non-PP students).</li> <li>• Recognition Data is also used to ensure that PP motivation is monitored. PP students achieve more recognition points than behaviour points and receive a similar amount or more recognition than non-PP students (53.8 recognition points per PP student compared to 53.7 per non-PP student in 2021-22)</li> </ul>			
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £37 200

Activity	Estimated impact: Did we meet the success criteria?	Lessons learned: will we continue with this approach?	Staff lead	Review Outcome
<p><b>Approach:</b> Targeted Pastoral support for identified students.</p> <p>Targeted Academic support will be aimed at improving the behaviour of identified PP</p>	<ul style="list-style-type: none"> <li>• Transition work was effective at identifying PP students needing extra support and it was used to target PP students for Summer School (Aug 2022). This has meant that PP students have made a good start to this school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Transition work is very effective in ensuring that PP students make a good start to their time at the school. This year's summer school had a very positive impact on some of our PP students and the Year 7s seem to have settled better this year than last year. Further work is now needed to develop this in the future to</li> </ul>	<p>PP Lead</p> <p>Pastoral Teams</p>	<p>Green</p>

<p>students to help them access the whole curriculum.</p> <p><b>Actions:</b> The early identification of students needing support through our transition processes (Year 7) and our internal monitoring systems (e.g. Red Cards, ATL scores).</p> <p>Year 7 'Social Skills' interventions by the SEND team.</p> <p>SEMH student identification and effective SEND support for those PP pupils with ADHD, ADD, OCD diagnoses or CAMHS involvement.</p> <p>Targeted pastoral support for identified PP students appropriate to the level of their needs (e.g. Form Tutor, Learning Mentor, Pastoral Leader, PP Lead or SLT).</p> <p>Effective use of PSPs and support from external agencies (e.g. DESC Outreach or 'Speak Easy' mentoring).</p>	<ul style="list-style-type: none"> <li>• Summer School attendance for PP students is high and they were supported well through transition.</li> <li>• Pastoral, SEND and the PP Lead work closely on the transition process ensuring that information on PP students is gathered prior to them starting at the school (Transition Process Mar – Sept 2022).</li> <li>• Social Skills interventions were re-instated in 2021-22 by the SEND team following had some impact. PP students benefitted from this intervention by showing increased lesson and school attendance.</li> <li>• Support from the SEMH (Social, Emotional and Mental Health) Centre was also able to offer additional support to PP students. The Centre Lead is now ELSA trained. This also helped to improve lesson and school attendance.</li> <li>• SEND support is proactive with key PP students being identified and supported more both in the classroom and through one-to-one interventions. This has helped in developing student's learning skills and confidence in the classroom.</li> <li>• Mentoring and DESC outreach continued during the last year and was a positive experience for some PP students as indicated by the positive feedback from students and their improved attendance.</li> <li>• Pastoral teams have been proactive in identifying key PP students in need of support and PSP have been used well to structure work with students and families.</li> <li>• Links with our Family Support team and external agencies such as health, the police and social care have been strengthened this year and this is benefitting our PP students.</li> </ul>	<p>ensure that we are collecting and distributing useful information on the students to help them settle quickly academically.</p> <ul style="list-style-type: none"> <li>• Data monitoring was useful in identifying concerns and support needed. The new Power Bi system helped in developing the effectiveness of this in 2021-22.</li> <li>• Social skills and SEND interventions were positive but were not as targeted or timely as they have been in the past. This is an area should continue to strengthen this year as Covid-19 disruption continues to lessen.</li> <li>• External support for students can have a positive impact but is currently hard to measure. This is an area of development for this year.</li> </ul>	<p>Individual Student Needs Officer</p> <p>SENCO</p>	
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<p><b>Approach:</b> Targeted support for PP pupils to promote their wellbeing and mental health.</p> <p><b>Actions:</b> The early identification of students needing support through our transition processes (Year 7) and our internal monitoring systems (e.g. CPOMS).</p> <p>SEMH student identification and effective SEND support for those PP pupils with ASD, ADHD, ADD, OCD diagnoses or CAMHS involvement.</p> <p>Targeted pastoral support with students allocated the appropriate level of support for their needs (e.g. Form Tutor, Learning Mentor, Pastoral Leader, School Counsellor or PP Lead).</p> <p>Effective and timely referrals to the school's wellbeing resources, school counsellors, Family Support team and support from external agencies (e.g. CAMHS, SASH, Children's Services and the Virtual School).</p> <p>PP funding is used to help support students with extracurricular activities aimed at helping build their self-confidence and encourage their engagement with education.</p>	<ul style="list-style-type: none"> <li>• Mental health concerns amongst PP students have increased post the Covid-19 pandemic. Our transition and internal monitoring systems now track these concerns very well and we are able to offer SEND, Pastoral and Wellbeing support in a more targeted way due to being back in school full-time.</li> <li>• Support is well structured to deal with these concerns for our PP students and this has been effective in supporting them as we return to more normal school life.</li> <li>• Pastoral support for PP students has been excellent. Our resources have been used well and referrals have been timely and appropriate. Pastoral teams have been developed to offer students timely support. This is now starting to have an impact on the behaviour and learning of our PP students.</li> <li>• The volume of the wellbeing and mental health concerns amongst PP students continues to be high with 65% of our PP students having concerns listed on our CPOMS safeguarding system (40% for all students and 35% for non-PP students). This is an area where continued in-school support will be needed.</li> <li>• The majority of our students on a Child Protection Plan are PP and a higher number of PP students have had previous involvement with a Social Worker. This again indicates the need for continued in-school support.</li> <li>• Extra-curricular activities have increased this year and PP students have been encouraged to participate. This has had success with, for example, all Year 7 PP students being supported to attend at least one trip during Activities Week 2022 and all PP students in Year 7 taking part in a club or enrichment activity.</li> </ul>	<ul style="list-style-type: none"> <li>• More regular monitoring of students and face-to-face interactions will help with the earlier identification of wellbeing and mental health concerns.</li> <li>• SEND systems and Pastoral support have been excellent but have had to adapt to the changing circumstances. Reviewing the systems and processes and offering extra targeted training to staff in these areas will help to enhance this in the future.</li> <li>• Referrals to outside support need to continue and our knowledge of the range of support on offer needs to develop to ensure we are accessing the full range of support available in the local area for our students.</li> <li>• Participation in extra-curricular activities needs to be a focus for PP students in Year 9 or above with us ensuring that all PP students take up the opportunity to be involved in at least one activity or event this year.</li> </ul>	<p>PP Lead</p> <p>Pastoral Teams</p> <p>Individual Student Needs Officer</p> <p>SENCO</p>	<p>Amber</p>
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	<ul style="list-style-type: none"><li>• The school's work with CLA students is consistently rated green by the Virtual School in 2021-22.</li></ul>			
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<p><b>Approach:</b> Targeted support for PP pupils to ensure that the impact of school closures due to COVID-19 does not further disadvantage PP pupils.</p> <p><b>Actions:</b> Baseline data on the return to school is used to identify student's gaps in learning by subject areas.</p> <p>Resource and equipment requests will be used to ensure that barriers to learning outside of school are removed (e.g. Laptop allocation).</p> <p>A recovery curriculum will be used to support pupils on their return to school and in closing gaps in learning, including the use of catch-up funding to access online one-to-one tuition (e.g. TLC Live).</p> <p>Pastoral and SEND support will help students transition back into school and re-engage with learning.</p> <p>Vulnerable PP pupils will be identified who may need to be learning in school during possible future closures and they and their families will be supported to access this.</p>	<ul style="list-style-type: none"> <li>• More data has been collected in 2021-22 and it has been possible to track progress accurately. This has included baseline testing, reading tests and regular assessment data and reports.</li> <li>• Resource and equipment requests have been effectively processed through an online Teams system. All staff can make requests for PP student who need equipment or learning resources. Parents also now regularly contact PP Lead with requests along with some students.</li> <li>• Laptops and Wi-Fi: all PP students requiring this support now have it although we keep looking for cases where students or families still require extra support in the Covid-19 recovery period.</li> <li>• Online tuition has been used to support PP students in closing the gaps caused by the Covid-19 pandemic. This has had a mixed response with Year 7 PP students engaging well with this offer (86% engagement by PP students) whilst some of the older PP students found it less helpful and engaged less.</li> <li>• PP students were offered support in school during the lockdowns. They were also offered support to return to school if required. This helped PP students with the return to school in September 2021.</li> <li>• The recovery curriculum was put in place quickly and online tutoring offered to PP students to ensure that they had the opportunity to close gaps. The impact of this is still being assessed but the improved performance of PP students in the GCSE examinations in 2022 indicates that this has had a positive impact on the attainment of our PP students in Year 11.</li> <li>• Support in these areas is however, ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>• Data continues to need careful analysis during 2022-23 to ensure that attainment gaps are monitored and PP students are supported to help close these gaps. Attainment data from this year's exam season indicates however, that PP students are closing the attainment gap.</li> <li>• Laptops are still being issued to PP students. This should help continue to remove barriers to learning in 2022-23.</li> <li>• The recovery premium funding continues to be used to support PP students with equipment. Online tutoring will also continue but the experience this year will be used to increase its effectiveness and student engagement.</li> <li>• Most PP students have transition well back into school but continue to need support to re-engaging with learning. Monitoring and interviews will continue with these students to ensure that appropriate support is put in place.</li> </ul>	<p>PP Lead</p> <p>Pastoral Teams</p> <p>Individual Student Needs Officer</p> <p>SENCO</p>	<p>Amber</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £37 200

Activity	Estimated impact: Did we meet the success criteria?	Lessons learned: will we continue with this approach?	Staff lead	Review Outcome
<p><b>Approach:</b> Targeted approach to supporting some PP students and their families in improving attendance.</p> <p><b>Actions:</b> PP pupil attendance monitored and followed up on quickly – First Day response, Text messaging – ‘Nudge Notifications’.</p> <p>Pro-active pastoral support and interventions to help students in identifying and overcoming barriers to improving attendance.</p> <p>Pastoral teams work with parents to engage them in supporting attendance improvement.</p>	<ul style="list-style-type: none"> <li>• A key priority for the PP Lead in 2021-22 was to support the good attendance of PP students to help them with their academic progress and their re-integration</li> <li>• Kings Langley PP student had an average attendance of 88.4% in 2021-22 compared with the national figure for PP students of 85.8% in 2021-22. Attendance for non-PP students at Kings Langley was 92.6%, which is a gap of 4.2%. This is a slight increase on the pre-Covid gap of 3.0% at Kings Langley School but is smaller than the national gap between PP and non-PP attendance of 6.8%.</li> <li>• The majority of PP students maintained high attendance (above 95%) with persistent absenteeism decreasing during the year in all year groups apart from Year 11 which stayed the same.</li> <li>• The number of PP students with attendance below 80% was small and again decreased towards the end of the school year (less than 8%).</li> <li>• Closer working with the SEND team, Pastoral teams and Outside Agencies along with parents and students has had a positive impact with attendance issues being addressed in a variety of ways.</li> <li>• First Day response and text messaging have worked particularly well with hard to reach families.</li> <li>• Parental engagement has been improved by the work of the PP Lead in using text messaging to contact vulnerable families.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly monitoring and tracking of absences of PP students has proved useful in improving the absenteeism of PP students.</li> <li>• Increased tracking of the interventions in place to support students and parents in improving attendance would help to identify interventions that work best such as text messaging.</li> <li>• Regular strategy discussions with all stakeholders to track progress and adjust strategy to help support identified PP students.</li> <li>• Interviews with students about attendance and barriers to improvement would help to improve our understanding of why some students struggle to attend.</li> <li>• Feedback from parents on the support offered to help remove barriers to attendance.</li> <li>• Our PP student’s attendance rates remain slightly better than national figures This indicates that our current approach is having a positive impact although we need to reduce the gap with non-PP students further.</li> </ul>	<p>PP Lead</p> <p>Pastoral Teams SLT (Attendance Lead).</p>	<p>Amber</p>

	<p>This has been supported by a more proactive and intensive approach by the Attendance officer and strong Pastoral Support.</p> <ul style="list-style-type: none"> <li>• ‘Nudge Notifications’ are to be used to improve this provision further and will be introduced by the Attendance team focusing on PP students as a trial group in the Autumn term 2022.</li> </ul>			
<p><b>Approach:</b></p> <p>Targeted support to engage some parents of PP students in working with the school to help improve the progress and attainment of their children</p> <p><b>Actions:</b></p> <p>Monitoring of the participation of parent’s in evenings and events and identifying families in need of support and encouragement to regularly engage with the school.</p> <p>Pastoral Teams actively engaging with identified parents and supporting their attendance at events through the provision of transport or childcare.</p> <p>Key parents encouraged to interact with the school by staff working on building good relationships with parents through positive phone calls home and greater use of rewards.</p> <p>The school showing flexibility with meetings and communication to help enable some parents to engage with the school more.</p> <p>Support from Family Support Workers and other Outside Agencies is identified and used to help in developing positive relationships with hard to reach families.</p>	<ul style="list-style-type: none"> <li>• Participation in parent’s evenings in 2021-22 as the school was able to begin offering face-to-face evenings once more. The use of online platforms for parent’s evenings continues to be positively received by parents and has encouraged high rates of attendance including by PP parents.</li> <li>• PP Lead has worked with the Administration team to monitor the attendance of PP families at online parent’s evenings and support families with connectivity issues.</li> <li>• PP parents have been targeted for contact positive and frequent contact through text messaging, phone calls and invitations to events such as Parent Consultation Evenings and Parents Support events such as ‘Managing the Transition to Secondary School’ to encourage their engagement with the school. The response from parents to this has been positive and improved interaction between some parents and school.</li> <li>• The school also ensured that free school meal vouchers and technology such as laptops and Wi-Fi routers have been delivered to PP families in a timely manner and again this was well received by parents.</li> <li>• The Kings Langley Partnership Family Support Service continues to support the school well in working with PP families. This has been particularly appreciated whilst</li> </ul>	<ul style="list-style-type: none"> <li>• Face to face meetings with parents are crucial in building relationships but other technologies such as online meetings and text messaging can be beneficial to building productive relationships and encouraging some parents to become more involved in their child’s education.</li> <li>• Home visits and practical support through difficult times has helped to improve our work with some of our PP families.</li> </ul>	<p>PP Lead</p> <p>Pastoral Teams</p> <p>SLT (Pastoral Lead).</p>	<p>Amber</p>



	<p>other services have been less available and supportive due to Covid-19 restrictions.</p> <ul style="list-style-type: none"> <li>• The school has regularly provided transport for parents and students to enable them to attend one-off events at the school.</li> <li>• Building good relationships with families has been a key priority for the PP Lead. Families are now starting to contact us when they have a query or need support.</li> <li>• Online platforms and home visits have been used as well as encouraging parents back into to school for face-to-face conversations.</li> </ul>			
<p><b>Approach:</b> Targeted support for those PP pupils who have been impacted on by the COVID-19 pandemic more severely than other pupils (E.g. through increased economic deprivation, neglect, domestic abuse or bereavement)</p> <p><b>Actions:</b> The early identification of pupils needing additional support through our internal monitoring systems (e.g. CPOMS).</p> <p>Pro-active pastoral support for identified students with them being allocated the appropriate level of support for their needs in school (e.g. Form Tutor, Learning Mentor, Pastoral Leader or PP Lead).</p> <p>Pro-active support for families who are in need of support whilst experiencing additional external factors.</p> <p>Effective and timely referrals to the school's wellbeing resources, school counsellors, Family Support teams and support from external agencies (e.g. Family Support Teams, CAMHS, Bereavement</p>	<ul style="list-style-type: none"> <li>• Continued monitoring and contact with families throughout the pandemic and the return to school in 2021-22 has helped us to identify those needing more support.</li> <li>• The increased financial hardship post-pandemic have led to more families and students needing support from the PP team. Existing systems worked well to support this increase in 2021-22.</li> <li>• Pastoral support is very pro-active and most students received the right level of support needed for their needs.</li> <li>• The school also ensured that free school meal vouchers delivered to PP families in a timely manner. This was well received by parents.</li> <li>• The Family Support Service has supported the school well in working with PP Families. During the Covid pandemic, other services have been less available and supportive.</li> </ul>	<ul style="list-style-type: none"> <li>• Despite the absences from school for most students due to Covid-19, barriers to learning were still identified and support targeted.</li> <li>• The effectiveness of the support has increased as more face-to-face interaction has been possible with students and families. The Covid-19 legacy however, is that we have learnt to be adaptable in our approach and have embraced the use of new technologies to widen our approach to offering support.</li> </ul>	<p>PP Lead</p> <p>Pastoral Teams Individual Student Needs Officer</p>	<p>Amber</p>

Teams, SASH, Children's Services and the Virtual School).				
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