

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	King Edward VI Sheldon Heath Academy
Number of pupils in school	1182 (1043 KS3/4)
Proportion (%) of pupil premium eligible pupils	51.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/21 to 2023/24
Date this statement was published	11/10/21
Date on which it will be reviewed	Summer 2024 (with regular interim reviews)
Statement authorised by	R Elcocks
Pupil premium lead	R Orton
Governor / Trustee lead	J Trafford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£510K
Recovery premium funding allocation this academic year	£74K
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£584K

Part A: Pupil premium strategy plan

Statement of intent

At KESH Academy we recognise our pupil premium students may face additional barriers to learning. It is through the pupil premium fund that we attempt to remove those barriers by providing additional academic support as well as broader life experiences. Our staff are deeply committed to our core values of compassion, aspiration respect and equality, which drive our intent to ensure both inside, and outside the classroom we provide an inclusive, caring environment where every pupil has the opportunity to achieve their best.

Through quality first teaching and a wide range of extra-curricular activities, we endeavour to engage students in the joy of learning. It is with the efforts of all staff members that we provide the foundations for all students to prepare for life beyond the academy. Form tutors build strong relationships with their students and deliver a range of sessions to build aspiration towards further education and careers. Alongside PSHE to prepare students to manage the challenges of healthy lifestyles, relationships and mental health. Through internal data collections and swift intervention from teaching staff and pastoral managers, underachieving students are identified and effective support and intervention put into place.

Challenge

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

Challenge number	Detail of challenge
1	<p>Low aspirations</p> <p>Our observations and Behaviour For Learning data evidences that a significant proportion of our disadvantaged pupils receive detentions for poor effort and incomplete classwork. In comparison, their non-disadvantaged peers are more likely to receive house points for good effort or academic achievement. This suggests that our pupil premium students may have limited self-confidence in engaging with classroom discussion or low aspirations. We will address this by ensuring all pupil premium students are identified on seating plans to secure their contributions to the classroom culture. Our focus on quality first teaching will ensure strategies to engage are used consistently across the curriculum. In addition, a range of programmes are in place to support careers, confidence building and emotional resilience through form time activities and structured intervention.</p>
2	<p>Social Skills</p> <p>BFL and observation data upon transition, evidence that for our Year 7/8 pupils, long periods of time out of a well-structured primary setting has led to a limited ability to deal effectively with social situations. Further support and intervention focusing on the development of social skills and managing emotions is important in addressing this successfully. This will be achieved through our PSHE programme and targeted support through our tiered intervention system.</p>

3	<p>Narrow life experiences – limited enrichment</p> <p>COVID 19 restrictions have meant that opportunities for trips, visits and other enrichment have been minimal. For some students their understanding of the wider world is limited to Sheldon. This has a direct impact on the development of cultural capital. All departments will lead at least one extra-curricular club, visit/trip or enrichment activity across the 2021-22 academic year to ensure opportunities for enrichment are rebalanced. The proportion of disadvantaged pupils participating in these opportunities will be carefully monitored to maximise engagement.</p>
4	<p>Pupil Progress and Outcomes</p> <p>2019-20 validated data shows that outcomes for disadvantaged pupils are not in line with their peers. Limited space to study at home, lack of aspiration, poor resilience and reduced cultural capital all directly impact outcomes for disadvantaged pupils. Our target for disadvantaged P8 is 0. A focus on quality first teaching coupled with support through targeted intervention is intended to reduce the gap between disadvantaged and non-disadvantaged pupils. In addition, underachieving students will be swiftly identified and mentoring programmes put in place to improve academic resilience. Further promotion of homework club where students can use laptops and resources from the library will ensure all pupils are equipped to complete independent work.</p>
5	<p>Attendance</p> <p>Attendance for disadvantaged pupils remains below that of their non-disadvantaged peers. We aim to reduce the gap to 2% through targeted support and ensuring good attendance has a high profile across the academy through consistent promotion and reinforcement.</p>

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
The progress gap between disadvantaged pupils and their non-disadvantaged peers is closed.	<p>Improved outcomes for disadvantaged pupils across GCSE subjects.</p> <p>Gap between disadvantaged and non-disadvantaged reduced.</p> <p>Basics Target:</p> <p>9-5 gap reduced to 8% 9-4 gap reduced to 5%.</p> <p>Progress 8 score in line with national benchmarks</p>
A range of comprehensive support programmes developing self-confidence, social skills and careers are effective in addressing low aspirations of disadvantaged pupils.	<p>Improved outcomes at GCSE for disadvantaged pupils.</p> <p>Basics Target:</p> <p>9-5 gap reduced to 8% 9-4 gap reduced to 5%.</p>

	<p>Reduction in behaviour incidents relating to poor social skills.</p> <p>Increase in homework completion rates.</p> <p>All disadvantaged pupils move onto appropriate destinations post 16 and beyond.</p>
Attendance for disadvantaged pupils is in line with their non-disadvantaged peers.	<p>Reduce PP non-PP gap in attendance to 2%</p> <p>Reduction in persistence absence gap for disadvantaged pupils to 3%</p>
Opportunities for disadvantaged pupils outside the academic curriculum are broad.	<p>Increased number of disadvantaged pupils accessing clubs, trips, events and extra-curricular activities target: 50% of attendees</p>

Activity in this academic year

This details how we intend to spend 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: £90K

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training and CPD to support quality teaching and learning through the KESH signature strategies / feedback and reflection	Supporting the attainment of disadvantaged pupils (2015) identified that one of the key strategies for successful schools was a focus on high quality teaching. EEF Toolkit – the impact of teacher feedback is 5+ additional months progress over the course of the academic year in secondary schools. Metacognitive and self regulatory strategies provide high impact. Our focus is to build opportunities for pupils to reflect on and monitor their own strengths and weaknesses.	1,2,3,4
Recruitment of pupil premium lead to drive strategy	EEF Report: A schools Guide to Implementation - key strand: identify and cultivate leaders of implementation.	1,2,3,4,5
Recruitment of Learning Mentors to support with targeted tuition and intervention	EEF Toolkit: The average impact of small group tuition is two additional months' progress, over the course of a year (secondary).	1,4
Recruitment of Intervention lead to monitor and quality assure tiered intervention programmes	EEF Report: A schools Guide to Implementation – key strand: support staff and monitor progress.	1,2,4,5
Cognitive Behavioural Therapy training for our Inclusion team as an approach to underpin all behaviour interventions.	EEF Toolkit –average impact of behaviour interventions is 3 additional months progress over the course of the year (in secondary schools). Most impact from programmes spanning 2-6 months	1,2,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £347K

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 maths and English tutoring through MyTutor for Year 10/11 to address gaps in skills at KS4	EEF Toolkit: The average impact of the small group tuition is two additional months' progress, on average, over the course of a year (secondary).	1,4
Small group intervention for maths and English. Targeted pupils have access to smaller group support in some lessons to provide more personalised and focused provision.	As above	1,4
Internal tiered intervention programmes adopting CBT as approach to support: Social skills Anxiety workshops Anger management Behaviour programmes	EEF Report; Improving Behaviour in Schools 'For pupils with more challenging behaviour the approach should be tailored to individual needs.' EEF Toolkit: Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Interventions which focus on improving social interaction tend to be more successful (6+ months). EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	1,2,5
School counsellor support. Providing pupils with access to an experienced counsellor forms part of our strategy to support the development of coping skills and resilience.	Internal data shows a significant impact from COVID 19 on family circumstances, structure and poverty, with the number of disadvantaged pupils in our Year 7 cohort greater than any other year group.	1,2,5

<p>Independent careers advice and support:</p> <p>Personalised 1:1 support to pupils and their families to secure progression to appropriate post-16 / post-18 placements.</p> <p>This will also include assemblies, careers fairs, work experience and university visits.</p>	<p>Good Career Guidance: Gatsby Benchmarks</p>	<p>1,4</p>
<p>Library provision</p> <p>Homework Club</p> <p>Accelerated reader</p> <p>Introduction of IDL to support pupils with weakest literacy skills</p>	<p>EEF Toolkit: The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p>	<p>4</p>
<p>Holiday Revision sessions and targeted support</p>	<p>Questionnaires and discussion evidence that many of our pupils do not have the space to study at home. Targeted holiday revision provides a quiet space and support from specialist teachers</p>	<p>4</p>
<p>Introduction of academic breakfast clubs</p>	<p>Creating a calm structured start to the day and providing students with suitable food and academic support in small groups.</p>	<p>1,4</p>
<p>Peer tutoring sessions led by 6th Form students including training and support</p>	<p>EEF Toolkit: The average impact of peer tutoring strategies is +5 months progress (+6 for lower attaining pupils)</p>	<p>1,4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £143K

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 support for persistent absentees.</p> <p>Provision led by our Family Support Officer which includes meetings, personalised plans, home visits and liaison with external agencies</p>	<p>Attendance directly relates to academic attainment. Supporting the attainment of disadvantaged pupils (Nov 2015) clearly states that children have to be in school before they can access their learning.</p> <p>DfE research published in 2016 (Absence and Attainment at Key Stages 2 and 4) found that:</p> <p>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the</p>	<p>5</p>

	likely level of attainment at the end of KS2 and KS4 Pupils cannot access the range of other support available if they do not attend school regularly.	
Extra –curricular clubs and activities. The facility to offer a broad range of extra-curricular trips and events will enhance the social and cultural experiences of our disadvantaged pupils Music peripatetic provision.	EEF Report: Life Skills and Enrichment. In line with limited research guidance these activities will either include a learning focus or be in addition to (not instead of) academic support. EEF Toolkit: The average impact of arts participation on other areas of academic learning appears to be about an additional three months progress.	2,3,4
Provision of outside speakers, theatre groups and training to deliver PSHE. This will support wider personal development and support pupils understanding of safe behaviours and self-regulation	EEF Toolkit: Self-regulation strategies have high impact (7+ months)	1,2,3
Engagement with ‘Girls On Board’ project to support social behaviours and friendships.	EEF Toolkit: Interventions which focus on improving social interaction tend to be more successful (6+ months).	2
Alternative provision: Alternative provision placements are sought for a minority of pupils who require a much more specialist vocational offer to secure continued engagement in education.	EEF Report; Improving Behaviour in Schools ‘For pupils with more challenging behaviour the approach should be tailored to individual needs.’ Internal data shows pupils accessing AP over the past 2 years have been successful in completing their education.	4,5
Rewards and House System: Events to focus on inclusion of disadvantaged pupils to promote engagement and attendance.		1,3,4,5
Parental and Community involvement – see Academy Development Plan	EEF Toolkit; parental and community involvement programmes are associated with improvements in school ethos or discipline	1,4,5

Total budgeted cost: £580K

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Intervention	Intended Impact	Outcome
Academic Intervention	<ul style="list-style-type: none"> Identified gaps in skills and knowledge are closed (as evidenced by internal data and external examinations) A greater proportion of high prior attainers and disadvantaged pupils achieve targets Pupils feel more confident in their subject knowledge 	<p>Impact is measured by comparing TAGs with November Mock Grades.</p> <p>44 of the 68 students in the programme were PP, 20 had higher AoE.</p> <p>All following figures are % of participating students:</p> <p>22% (MA), 38% (ENG) achieved their target grade +1</p> <p>71% (MA), 64% (ENG) achieved their target grade.</p> <p>89% improved their grade by 1 or more, 62% by 2 or more in maths.</p> <p>60% improved their grade by 1 or more, 27% by 2 or more in English.</p> <p>25% increase in ENG/MA 4 or better, 11% increase in ENG/MA 5 or better.</p>
Aspiration Programme Anger Management Behaviour Programmes	<ul style="list-style-type: none"> Reduction in negative logs Number of sessions in 'Success Centre' decrease Decrease in fixed term exclusions Engagement in extra-curricular activities increase Positive logs increase 	<p>A significant number (26% of the school population) have received interventions from form tutors.</p> <p>42 students have received TIER 2 interventions relating to aspiration, anger management and behaviour.</p> <p>Anger management – 70% of those selected have reduced detentions.</p>

		<p>Raising Aspirations - All pupils have now selected appropriate post 16 placements after being uncertain previously.</p> <p>55% of students showed significant improvements on the behaviour programme.</p>
Counsellor	<ul style="list-style-type: none"> • Positive feedback from pupils and families • Increase in attendance • Increase in engagement in learning (measured through monitoring reports and behaviour logs) 	<p>53 students have received support from our trained counsellor at TIER 3 of the pastoral support programme. 9 of these have started the support recently and have not completed all scheduled sessions.</p> <p>17 students have had the intervention extended as it was determined that they required further support. Of the remaining 27 students 8 have now left (Year 11), 6 determined that they no longer needed support during the intervention and the remainder feel that they no longer required support subsequent to the intervention as their mental health had improved.</p>
School Library and Librarian Accelerated Reader Literacy Interventions Staffing	<ul style="list-style-type: none"> • Increase in books loans / e-book usage • Support for the academy literacy strategy through accelerated reader • Reading ages increase in line with chronological age 	<p>A total of 4595 books were issued throughout the year.</p> <p>88.03% of these were fiction books.</p> <p>17.58% were issued to staff</p> <p>39.26% were issued to females</p> <p>44.87% were issued to males</p> <p>15.87% were issued gender unknown, mostly as book boxes.</p> <p>A total of 886 ebooks were borrowed from the ePlatform main collection with 157 reserves placed.</p> <p>A total of 69 items were borrowed from the wellbeing ebook/audio book collection on ePlatform.</p> <p>Both collections were accessed by 219 students/staff.</p>

		<p>Accelerated reader impact was limited due to significant disruption from COVID 19 periods of isolation and lockdown.</p> <p>Trends in reading ages appeared to show little or no improvement overall but were unreliable due to the nature of the academic year and the fluctuating attendance from COVID related issues.</p> <p>Of all Year 7 and 8 loans 52% were for disadvantaged pupils.</p> <p>Accelerated reader programme was significantly disrupted by self isolation and lockdown. Trends on returning from spring lockdown evidenced limited impact across Yr 7 and 8.</p>
<p>Independent Careers Advice and Support</p>	<ul style="list-style-type: none"> ● All Year 11 receive 1:1 sessions to support Post-16 progression (to achieve 100% grade for Gatsby Benchmark 8 - personal guidance) ● Careers fair held with positive feedback from stakeholders ● Targeted CEIAG sessions and events calendared and evaluated ● The proportion of pupils progressing to and remaining in appropriate post-16/post -18 placements increase 	<p>Gatsby Benchmark 8 now 100%</p> <p>All Year 11 students were offered a careers appointment and those that required it received multiple appointments.</p> <p>All year 11 pupils moved onto appropriate post-16 destinations bar one, who is receiving direct additional support from the Local Authority.</p> <p>Destinations headlines are:</p> <p>99.5% in education, employment or training</p> <p>1 NEET</p> <p>Remained at KESH 24%</p> <p>College: 69.5%</p> <p>Other Sixth Form: 14.5%</p> <p>3 Apprenticeships</p> <p>1 T Level</p>

		<p>27.5% of leavers are engaged in Alevel studies</p> <p>36.5% in level 3 BTEc</p> <p>Due to Covid restrictions the careers fair was unable to take place. Next event is scheduled for November 2021</p>
Alternative provision	<ul style="list-style-type: none"> ● Provision of a needs driven, personalised curriculum for disadvantaged pupils disengaged in school ● Alternative Provision courses enable pupils to progress to appropriate post-16 provision ● Pupils are re-engaged in education ● Attendance increases 	<p>In the Academic Year 2020-2021 we had a total of 12 students based at AP providers. All of these were at EBN1 except for one student who had relocated, was unable to attend KESH and was given a place at Bourneville college. Monthly meetings took place with the students and representatives from their providers and a rigorous quality assurance model is in place to ensure that the providers were delivering a good or better standard of education.</p> <p>All students engaged with the provision.</p> <p>Attendance was impacted by COVID 19 and difficult to compare with previous year.</p> <p>6 students were in year 11 and have now left their AP providers. Of these students 4 were PP. All students have achieved outcomes to enable them to start college courses in year 12 at a range of providers.</p> <p>A further 6 students were also enrolled at AP providers during the course of the year, 4 in year 10 and 2 in year 9. Of these, all 6 are PP students.</p>
Extra- Curricular Activities	<ul style="list-style-type: none"> ● Increase in the proportion of disadvantaged pupils engaging in extra-curricular activities and events 	<p>Due to COVID and lockdown extra-curricular activities were very limited across the academic year. Some clubs continued to operate online (Computing / Art).</p>

	<ul style="list-style-type: none"> • Increase in engagement in learning measured through behaviour logs, attendance data and pupil voice 	<p>Data for Summer B (Extra curricular include sports, code club, board games, Sudoku, library) W/c 9th June 90 students 50% PP W/c 14th June 144 students 51% PP w/c 21st June 166 students 48% pp</p>
<p>Intervention and Support Lead</p> <p>Family Liaison Officer</p> <p>Student Support Manager</p> <p>Graduate Assistant</p>	<ul style="list-style-type: none"> • Reduce the number of disadvantaged pupils who are persistent absentees • Close the gap in attendance between disadvantaged pupils and their peers • Successfully signpost vulnerable families to Support • Improve engagement of disadvantaged pupils (evidenced through behaviour logs, positive points, reduction in fixed term exclusions) • Improve attendance of target groups • Increase learner confidence and aspirations (as evidence through learner surveys and progress) 	<p>The number of persistent absentees from disadvantaged backgrounds did increase on the previous year's data however, this was largely as a consequence of the coronavirus pandemic. A tiered support model focussed on students attendance which was significantly better than the National Figure for secondary schools.</p> <p>Safeguarding process are robust and the safeguarding team meet weekly to discuss key issues.</p> <p>TIER 3 (external agency support) The FLO continues to signpost families to support agencies when required and liaises with a range of services to ensure that the needs of families are being met – this year the following support mechanisms have been initiated: 10 referrals to School Nurse</p> <p>14 to outside agencies which includes FTB, JBS, Solar, Young carers</p> <p>33 to CASS for family support / Children's trust involvement</p>