

# Pupil premium strategy statement

## School overview

Metric	Data
School name	King Ethelbert School
Pupils in school	763
Proportion of disadvantaged pupils	25%
Pupil premium allocation this academic year	£188,450
Academic year or years covered by statement	2021/22
Publish date	September 2021
Review date	October 2022
Statement authorised by	Vicky Willis
Pupil premium lead	Jack Newman
Governor lead	Dave Roberts

## Disadvantaged pupil performance overview for last academic year

	2018/19 (last examined)
Progress 8 (TAG)	-0.71
Ebacc entry	6%
Attainment 8	34.12
Percentage of Grade 5+ in English and maths	14%

Aim	Target	Target date
Progress 8	Achieve a P8 score of 0 or better.	Sept 22
Attainment 8	Achieve in line with the national average for all pupils	Sept 22
Percentage of Grade 5+ in English and maths	Achieve in line with similar contextual schools for 5+ in Eng & Maths	Sept 22
Other	Improve attendance in line with national average. Improve resilience and well-being of PP students Targeted CEIAG advice for PP students.	Sept 22

Ebacc entry	Improve % of PP entry to move in line with national average.	Sept 22
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### Teaching priorities for current academic year

Measure	Activity	Intended Impact
Priority 1	Retaining, recruiting and the professional development of consistently good/outstanding classroom teachers, especially in the core subjects. Retention/recruitment of high quality heads of departments in core subjects and building capacity into their department to support trainees and share best practice.	Higher attainment in core subjects Improved Progress 8 score Improved engagement in these subjects Increased admissions in 6th form
Priority 2	Improving teaching standards for trainee teachers. Use of Teachfirst charity to provide high quality trainees. Employment of 2iC for professional mentor to support the growing numbers of trainees.	Retention of staff in core subjects which can be challenging to recruit in Better consistency in lessons More time allocated to invest in trainees, to share best practice and overall improve the quality in the teaching provided.
Barriers to learning these priorities address	Retaining key members of staff. Quality first teaching provision. Improved attendance due to a love for learning.	
Projected spending	£110,000	

### Targeted academic support for current academic year

Measure	Activity	Intended Impact
Priority 1	Providing opportunities for pupils to catch up. Homework support for both KS3/4 students Intervention sessions and review previous learning.	Ensure that the gap between PP and non-PP students remains negligible. General learning gaps are addressed.
Priority 2	Develop registration time, to allow for a short revision/intervention session.	Maximise time for PP students to use recall strategies to support learning.
Priority 3	Improved engagement with reading.	Reading provisions for PP students.

		Improve students' reading proficiency, comprehension and love for reading.
Barriers to learning these priorities address	Time to reteach areas of missed curriculum. Limited resources and staffing.	
Projected spending	£40,000	

### Wider strategies for current academic year

Measure	Activity	Intended Impact
Priority 1	Reduce the gap of attendance between PP and non PP students by using an improved attendance monitoring system.	Improved attendance for PP students and consequently progress.
Priority 2	Improve reward systems to encourage better engagement amongst PP students.	Improved attendance and engagement with the rewards system.
Priority 3	Introduction of Launchpad Manager to provide emotional support and well-being guidance.	Improved attendance to lessons for PP students. Improved engagement in lessons. Less behavioural issues.
Barriers to learning these priorities address	Attendance of PP students. Behavioural issues. Lack of student aspirations to succeed.	
Projected spending	£40,000	

### Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that day to day workload and pressures do not encroach on time for staff to work on their own professional development.  Standard of trainee teachers.	Use of early riser training, INSET days and additional cover for CPD to be arranged by SE and JN.  Introduction of Teachfirst trainees, highly academic, increase aspirations and improve standard of teaching for new recruits.

Targeted support	Disadvantaged students are attending additional intervention and there is sufficient time for each subject.	Produce an after school intervention plan/rota where staff can request students to attend and avoid subjects missing out on particular students. Ensure that disadvantaged students are prioritized and invited to these sessions.
Wider strategies	Improving parental engagement and support	Increase contact home using MyED messages through HoDs or LM of subject leads. Regular Raising achievement meeting and review reporting home.

### Review: last year's aims and outcomes

Aim	Outcome
Reduce PP progress gap	The progress of our PP group has improved dramatically since 2018/19 by 0.6. We recognise that the changing cohorts means this will be a constant challenge. Although not official, the P8 gap in 2020/21 was -0.47. This continues to be a school focus and is seen on our school improvement plan 2021/22
Reduce PP attendance gap	Improved systems to monitor and track attendance across the school. Dedicated hours from support staff to focus on attendance. Non-PP attendance in 2020/21 = 93.7 PP attendance in 2020/21 = 90.3 (Due to the smaller number of PP students in comparison to non-PP, one student will have a more dramatic affect on these figures) Lower percentage of PP students recognised as persistent absentees.
Improve quality of teaching for all students.	Regular targeted CPD ran throughout lockdown as well as the normal academic year. The past year has shown a dramatic improvement in remote education provisions as well as excellent classroom pedagogy. We continue to develop our quality of teaching and strive to provide the highest level of education to all our students.
Retention of teaching staff	Far lower turnover of teaching staff this year. Large focus on staff wellbeing and ensuring the staff cohort were happy. This means that we have been able to keep hold of our best practitioners.