

## 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's Lynn Academy
Number of pupils in school	910
Proportion (%) of pupil premium eligible pupils	287 pupils = 31.5%
Academic year that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	24 <sup>th</sup> September 2021
Date on which it will be reviewed	March 2022
Statement authorised by	KLA Academy Council
Pupil premium lead	Liz Espiner
Governor lead	Louise Benstead

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£274,965

Recovery premium funding allocation this academic year	£ 41,615
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£316,580</b>

## Part A: Pupil premium strategy plan

### Statement of intent

King's Lynn Academy uses its Pupil Premium funding to “narrow the gap” between Pupil Premium and non-Pupil Premium pupils. Our high aspiration and strong focus on outcomes extend across all pupils, regardless of their ethnicity, class, gender, physical ability or religious beliefs.

With an above national average cohort of disadvantages students in our school (just under a quarter of our student body receives Free School Meals), we are intent on improving academic achievement for these individuals by using a clear and robust plan with evident accountability throughout. We take a holistic approach to all our interventions, creating bespoke plans to target their individual needs for each pupil to fulfil their potential.

Lastly, we are acutely aware of the potential retrogression of our Pupil Premium pupils as a result of the significant disruption during the current pandemic. Therefore, we endeavour to limit Covid's impact by having a strong focus on our GCSE pupils and their academic success as well as closing the basic skills gaps for our Key Stage 3 pupils. With these key objectives in mind, we seek to mitigate the potential negative impact in these unprecedented circumstances.

### Challenges

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

Challenge number	Detail of challenge
1	Our current GCSE cohorts (Year 10 and Year 11) have experienced significant disruption to their education over the past two academic years and are at risk of under-achieving in their examinations without support and intervention.

2	In Key Stage 3, students are being identified as having “skills gaps” or incomplete foundation knowledge. This is particularly concerning as they will be unable to access the Key Stage 4 curriculum without basic knowledge of numeracy, improved literacy skills and fundamental science knowledge.
3	Attendance continues to be a primary focus: we aim to close the gap between Pupil Premium pupils and their non-Pupil Premium peers, as well as reducing persistent absenteeism.
4	As an Academy, we are establishing a culture of learning beyond the classroom with a stronger focus on homework and after-school provision. For some of our most disadvantaged pupils, we need to ensure that they have access to similar resources and support as those who are non-Pupil Premium.
5	A larger proportion of Pupil Premium pupils to non-Pupil Premium receive specialist support in our Forward Step (behaviour unit) and CUB (nurture/DSEN) areas. Proportionally, 48% of CUB pupils and 60% of Forward Step pupils receive Pupil Premium funding and are some of our most vulnerable pupils here at KLA.
6	An additional aim for our Academy is to develop our culture of reading and articulacy. A pilot literacy programme aims to not only develop literacy skills, but to also cultivate a love of reading amongst our most disadvantaged pupils.

## 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
To close the GCSE outcome gap between Pupil Premium and non-Pupil Premium pupils.	<ul style="list-style-type: none"> <li>• Progress 8 target: 0 (KLA PP 2019 -0.77) (National PP -0/45)</li> <li>• Ebacc entry target: 50% (KLA PP 2019 0%) (National PP 28%)</li> <li>• Attainment 8 target: 40 (KLA PP 2019 31) (National PP 36.7)</li> <li>• Percentage Grade 5+ in English and Maths: 30% (KLA PP 2019 15%) (National PP 2019 24%)</li> </ul>
To improve literacy skills amongst our weakest readers.	<ul style="list-style-type: none"> <li>• For those pupils that are targeted by our two literacy interventions, the gap between their reading age and chronological age needs to be closed.</li> </ul>

	<ul style="list-style-type: none"> <li>• This will be measured by in-school summative and formative assessments of vocabulary acquisition, as well as Edgar Dale confidence markers.</li> <li>• A secondary measurement will be taken from the external NGRT tests, used termly to assess progression amongst our Pupil Premium cohort.</li> </ul>
To close the attendance gap between Pupil Premium and non-Pupil Premium pupils.	<ul style="list-style-type: none"> <li>• Overall attendance of Pupil Premium at 92% or above.</li> <li>• Persistent absenteeism to be reduced to below 20%.</li> </ul> <p>(Attendance targets may be subject to change if C19 disruption reoccurs in 2021-22)</p>
To support our most vulnerable pupils to academic success.	<ul style="list-style-type: none"> <li>• All Pupil Premium pupils in Forward Step to achieve core subject GCSEs (English, Maths, Science) as a minimum.</li> <li>• Ensure all CUB pupils have access to a broad and balanced curriculum, which includes both core subjects and alternative qualifications (Achieve).</li> </ul>
To enable all Pupil Premium pupils the opportunity to 'learn beyond the classroom': this includes support and provision for homework completion and access to Lesson 6 extra-curricular activities.	<ul style="list-style-type: none"> <li>• All Pupil Premium pupils to have the opportunity to stay after school for homework, clubs and revision.</li> <li>• For targeted pupils (established through CAG data and homework completion) to receive additional support through the PPB after-school.</li> <li>• Homework completion to be in line with non-Pupil Premium peers.</li> </ul>

## 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

Budgeted cost: £ 185,000 (cost of 6 additional teachers in 2021/22)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>High-quality teaching:</u></b></p> <ul style="list-style-type: none"> <li>• Staff benefit from doubling of recommended non-contact time to enable detailed planning to drive achievement higher for all pupils (PP and non)</li> <li>• This overstaffing also enables delivery of extended school day for Year 11 pupils in core subjects, adding 4 hours per week to many pupils' contact lesson time</li> <li>• Ensure effective "first wave" intervention through high-quality teaching and learning of all pupils, especially Pupil Premium pupils.</li> <li>• This will be accomplished through bespoke CPD programmes, which will target</li> </ul>	<p>There is extensive evidence that supports the need for high quality education for all pupils, regardless of their background. Marc Rowland affirms this in his 'Practical Guide to the Pupil Premium': "The primary tool for narrowing gaps is high quality teaching and learning." (Rowland, 2015), a view which is further emphasised by the Education Endowment Foundation (hereby referred to as EEF) as being the top priority on their tiered approach to Pupil Premium spending.</p> <p>In addition to this, EEF asserts that: "Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school..." (EEF 2019). At KLA, we prioritise bespoke CPD opportunities, taking into consideration which areas of development are important for each teacher to create a stronger, more dynamic staff body. This is in recognition of the fact that "good practice for Pupil Premium is good practice for all" (Rowland 2015), therefore by empowering our teachers with further training and development impacts all students, regardless of whether they are receiving additional funding or not.</p>	<p>1, 2</p>

<p>the development of individual teacher's practice.</p> <ul style="list-style-type: none"> <li>Monitoring takes place both departmentally and within the Pupil Premium team to ensure timely, secondary interventions are put in to place.</li> </ul>		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Academic Mentoring: English, Maths and Science</u></b></p> <ul style="list-style-type: none"> <li>A hybrid of traditional mentoring and one-to-one tuition.</li> <li>15-20 minute, weekly sessions which aim to tackle gaps in learning/ misconceptions in core subjects amongst our GCSE pupils.</li> <li>Primarily focusing on Year 11 pupils in the first two terms.</li> <li>Targets set with students and shared with parents and teachers to ensure a cohesive approach.</li> <li>Teachers, exercise books, parents and pupils are all utilised to inform the targeted</li> </ul>	<p>Mentoring is a viable alternative to the whole class catch-ups that are currently being utilised as part of a wider school initiative in King's Lynn Academy: it is used to support individual students to maximise their potential (George 2017).</p> <p>In the Ofsted report 'Excellence in Cities and Education Action Zones: management and impact' (2003), they reviewed a learning mentor programme (created to address pupils' barriers to learning) as having significantly positive impact on the schools involved: "In 95% of the survey schools, inspectors judged that the mentoring programme made a positive contribution to the mainstream provision of the school as a whole and [...] on [the pupils] ability to learn and make progress" and that "[the use of learning mentors had] enabled the majority of schools to enhance the quality of support they offer to disaffected, underachieving or vulnerable pupils". By introducing an initiative within our own school which directly addresses the individual</p>	<p>1</p>

<p>interventions that take place in these sessions.</p>	<p>barriers to learning of disadvantaged pupils, we hope to have similar success.</p> <p>The Education Endowment Foundation’s ‘Teaching and Learning Toolkit’ gives more recent guidance on how best to implement one-to-one sessions “short, regular sessions [...] over a set time appear to result in optimum impact” (2018). Furthermore, programmes must have explicit links with normal teaching to be most effective. As a team, we have built our own version of mentoring, incorporating EEF guidance on Feedback, One-to-one tuition and Mentoring: this has been named ‘PPB Academic Mentoring’.</p> <p>Finally, the EEF states: “evidence indicates that one-to-one tuition can be effective, delivering approximately five additional months’ progress on average” (EEF 2018).</p> <p>Our own document, ‘<i>PPB Intervention Planning Sheet – Academic Mentoring</i>’ explains in more detail the planning, research and implementation of this intervention.</p>	
<p><b><u>Form Time Skills: Science</u></b></p> <ul style="list-style-type: none"> <li>• Focus of acquisition and application of academic vocabulary.</li> <li>• Weekly sessions (25 minutes), targeting key students in Key Stage 3.</li> <li>• The intended outcome is to develop a base knowledge of Tier 3 vocabulary for GCSE curriculum.</li> </ul>	<p>Science is a particularly difficult subject in terms of language acquisition: “In Science, it is the breadth of knowledge combined with the dexterity of its application that can prove the greatest barrier to those with weaker literacy skills” (Mortimore 2020). EEF further corroborates this claim in its own research: “The research literature shows consistent and strong correlations between pupils’ literacy skills and their success in learning science, and literacy interventions have shown impacts on science outcomes” (EEF 2018). Therefore, our science skills sessions focus on both language acquisition and its application.</p>	<p>2, 6</p>



<ul style="list-style-type: none"> <li>• Small groups of up to 6 students.</li> <li>• Programme of study created alongside teachers and Head of Faculty.</li> <li>• Pupils are selected in terms of weak CAG data and those pupils who are not catching up.</li> </ul>	<p>As per EEF guidance, we have kept our intervention group sizes as small as possible as: “Once group size increases above six or seven, there is a noticeable reduction in effectiveness.” (EEF 2021). The EEF also note that “overall, evidence shows that small group intervention is effective” (EEF 2021), providing the tasks are planned and are targeting the pupils’ individual needs.</p> <p>This is being trialled for the first time this year as part as an identified need in collaboration with the Science Head of Faculty.</p>	
<p><b><u>Form Time Skills: numeracy and maths</u></b></p> <ul style="list-style-type: none"> <li>• Focus of acquisition of numeracy skills, according to individuals’ needs.</li> <li>• Weekly sessions (25 minutes), targeting key students in Key Stage 3.</li> <li>• The intended outcome is to close gaps in learning, most likely linked to disrupted learning due to the pandemic.</li> <li>• Small groups of up to 6 students.</li> <li>• Learning is focused on skills identified by class teacher and intervention lead.</li> <li>• Pupils are selected in terms of weak CAG data and those pupils who are not catching up.</li> </ul>	<p>Maths and numeracy skills are fundamental to academic success, with Rowland highlighting the plight that we should make sure “every learner leaves school with the dignity of being literate and numerate as a minimum” (2015).</p> <p>Key Stage 3 is important in the development of key skills: without foundational mathematics and basic numeracy, our pupils will be unable to access their GCSE curriculum. The EEF echo our need for early intervention: “Interventions should happen early, both because mathematical difficulties can affect performance in other areas of the curriculum, and in order to reduce the risk of children developing negative attitudes and anxiety about mathematics.” (EEF 2017).</p> <p>As with all of our skills interventions, we keep our group sizes small as per the guidance from the EEF: “once group size increases above six or seven, there is a noticeable reduction in effectiveness.” (EEF 2021).</p> <p>This is being trialled for the first time this year as part as an identified need in collaboration with the Maths department.</p>	2, 6

<p><b><u>Extremely vulnerable groups: Forward Step and CUB support</u></b></p> <ul style="list-style-type: none"> <li>• Small group interventions for DSEN/behaviour unit pupils.</li> <li>• Designed to help improve students' outcomes as outlined at the beginning of this document.</li> </ul>	<p>As recognised in the earlier part of the document, we value high-quality as a first wave approach for all pupils. However, for our most vulnerable this is often not enough. Despite having specific bases in our school to nurture our DSEN pupils at Key Stage 3 (CUB) and our pupils who are at risk of exclusion across all year groups (Forward Step), secondary interventions and supportive measures have had to be taken to ensure these pupils' academic success. This is recognised as part of the EEF's Special Needs guidance: "High quality teaching should reduce the need for extra support for all pupils. Nevertheless, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress" (EEF 2020).</p> <p>As per our other interventions, we recognise that "overall, evidence shows that small group intervention is effective" (EEF 2021), therefore we keep our groups as small as possible and "targeted at pupils' specific needs" (EEF 2021).</p> <p>These groups have proven successful in previous years, in particular GCSE success in Forward Step</p> <p>The Pupil Premium team continue to work alongside Forward Step and DSEN teams in order to build on the successes of previous years.</p>	5
<p><b><u>GCSE Interventions: English, Maths and Science</u></b></p> <ul style="list-style-type: none"> <li>• Targeted pupils, using CAG data, examination results and teacher input.</li> <li>• Small group withdrawal, with numbers not usually exceeding 6 students at any one time.</li> </ul>	<p>Academic success is the heart of our Pupil Premium strategy, and "evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum on achievement" (EEF 2019).</p> <p>A number of Year 11 Pupil Premium pupils are in the process of finalising their qualifications for GCSE, or have gained time from other subjects in order to develop core skills. Once again, we</p>	1

<ul style="list-style-type: none"> <li>• Bespoke programme, tailored to the individual needs and their targets.</li> <li>• Active collaboration with class teachers is ongoing to ensure efficacy and address misconceptions.</li> <li>• All sessions run for 55 minutes, on a weekly basis.</li> </ul>	<p>know that “small group intervention is effective” (EEF 2021) and we limit those withdrawn for these bespoke sessions as “once group size increases above six or seven, there is a noticeable reduction in effectiveness.” (EEF 2021).</p> <p>These sessions are “targeted at pupils’ specific needs” as this improves the efficacy of small group tuition.</p>	
<p><b><u>‘Key Stage 3 Literacy Intervention’ and ‘Form Time Skills: Literacy’:</u></b></p> <ul style="list-style-type: none"> <li>• Both programmes target Pupil Premium pupils with reading ages that are lower than their chronological age.</li> <li>• CAG data and teacher input is also considered in the selection of pupils.</li> <li>• ‘Form Time Skills’ sessions (25 minutes) use high quality short stories as a tool to teach Tier 2 vocabulary, whereas ‘Key Stage 3 Literacy Intervention’ (55 minutes) borrows extracts from novels within the KLA Canon, as well as linking to library provision.</li> <li>• Both sessions run weekly for all pupils involved.</li> <li>• Small group intervention only: up to a maximum of 5 pupils per group.</li> </ul>	<p>Literacy is a key determiner in academic success: Stanovich (cited in Mortimore, 2020) argued that “an attainment gap in literacy is likely to equate to an attainment gap across the board, with the ‘word rich’ getting richer and the ‘word poor’ becoming poorer.” Consequently, if we do not address low reading scores within Key Stage 3 in a clear and systematic manner, we risk impacting outcomes across the board at GCSE.</p> <p>Alex Quigley has researched extensively into reading and vocabulary, and within his text “Closing the Vocabulary Gap” (2018), reiterates the link between GCSE success and vocabulary acquisition: “Evidence shows that, alongside socio-economic status, vocabulary is one of the significant factors that proved relevant to children achieving an A*-C grade in mathematics, English language and English Literature” (cited from Spencer, Clegg, Stackhouse and Rush, 2017). With the percentage of words known in a text to ensure comprehension standing at a staggering 95%, it is no wonder that Quigley further asserts that “experiencing a knowledge deficit in school can prove an insurmountable hurdle” (2018). With the Hart/Risley study identifying that low-income children are exposed to 30 million fewer words than their higher-income peers before the age of three, it is no wonder that the language</p>	<p>2, 6</p>

	<p>gap is one of the biggest causes of underachievement in later life (Rowland 2015).</p> <p>While explicit vocabulary teaching is a part of King’s Lynn Academy wider Literacy strategy, substantial work needs to take place in order to close this gap amongst our disadvantaged learners. Quigley states that robust evidence suggests “children with reading difficulties who were exposed to explicit vocabulary teaching benefitted three times as much as those who were not” (2018). Therefore, this literacy intervention needs to focus on explicit pre-teaching of vocabulary and activities that support vocabulary acquisition, with tasks focused on these new words both in these sessions and within their main school English counterparts. Indeed, the two need to be working in tandem to successfully embed the material that is learned within the intervention sessions.</p> <p>For delivery of this intervention, The Education Endowment Foundation states that evidence shows small group tuition to be effective, and while initially explain that the smaller the group the better, it goes on to explain that small group teaching can be more effective when focusing on reading.</p> <p>Reading comprehension approaches have been shown (on average) to deliver an additional six months’ progress.</p> <p>Our own document, ‘<i>PPB Intervention Planning Sheet – Literacy Intervention</i>’ explains in more detail the planning, research and implementation of this intervention.</p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Homework Club and revision sessions</u></b></p> <ul style="list-style-type: none"> <li>• ‘Open door’ policy for homework club across all year groups to encourage a culture of ‘learning beyond the classroom’.</li> <li>• A late bus has been arranged for all pupils, thus enabling pupils to attend revision sessions, enrichment activities and homework club.</li> <li>• Sessions run on 4 days after school each week, staffed by Pupil Premium team.</li> <li>• Homework monitoring and follow up conversations will take place to offer the support of individuals falling behind.</li> </ul>	<p>At KLA, this year we have introduced a more robust approach to homework, and therefore are using Pupil Premium funding to target supporting those pupils who may not be able to complete homework at their home.</p> <p>The EEF believe that extending school time is advantageous to Pupil Premium students: “there is evidence that disadvantaged pupils benefit more [than their peers], making closer to three months progress.” (EEF 2018). Furthermore, it adds that: “there are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers” (EEF 2018) – indicating these sessions may impact our students holistically as well.</p> <p>Lastly, the EEF evidence research into homework suggests that “the evidence shows that the impact of homework, on average, is five months’ additional progress.” (EEF 2018): so by targeting pupils who aren’t completing homework regularly and offering an opportunity of a supportive learning environment may subsequently benefit their academic success.</p>	<p>1, 3, 4</p>
<p><b><u>Enrichment Provision</u></b></p>	<p>Following eighteen months of disruption to school life, many pupils have a clear need for the wider variety of activities and interests that wider school enrichment programmes can provide. At KLA we have introduced an extensive programme of extra-curricular opportunities, both via an extended lunchbreak and after-school. This provision (17 clubs currently) is for all pupils, but with disadvantaged pupils prioritised for attendance, which is carefully monitored by the PPB team.</p>	
<p><b><u>Attendance monitoring and mentoring</u></b></p>	<p>The Department for Education have very clear strategies for effectively improving attendance. As a team, we employ</p>	<p>3</p>

<ul style="list-style-type: none"> <li>• Attendance monitoring and tracking takes place every fortnight.</li> <li>• Our most 'at risk' pupils are targeted with weekly/fortnightly mentor support.</li> <li>• Mentor is trained as Mental Health First Aider.</li> <li>• Collaboration with the pastoral team ensure pupils are adequately supported in their return to school, and barriers identified and addressed (where appropriate).</li> </ul>	<p>various strategies from the guidance 'Improving school attendance: support for schools and local authorities' (2021):</p> <ul style="list-style-type: none"> <li>• We monitor and analyse attendance data regularly to ensure intervention is delivered quickly to address absence.</li> <li>• We use an 'attendance mentor' in our team to deliver intervention in a targeted way, in response to data and intelligence from our pastoral team: <ul style="list-style-type: none"> <li>○ They discuss impact of absence on attainment, wellbeing and wider outcomes with 'at risk' pupils.</li> <li>○ They welcome pupils back following an absence and (if deemed necessary) provide good catch up support to build confidence and bridge gaps.</li> <li>○ Meet with pupils to discuss absence, patterns, barriers and problems.</li> </ul> </li> </ul> <p>The EEF have concluded that while mentoring may not always have positive or direct impact on academic results, they do acknowledge: "Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school" (EEF 2018).</p> <p>We trialled this programme in 2020-2021; unfortunately with significant impact on attendance due to the pandemic, the mentoring did not have a complete trial.</p>	
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**Total budgeted cost: £ 310,000**

## 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.

In 2020-2021, our initial plans outlined in last year's strategy document were severely impacted upon due to the pandemic. While we endeavoured to support our Pupil Premium cohort in the best way possible, compromises had to be made and a flexible approach was essential to meet their ever-changing needs.

Academically, our results for the Year 11 Pupil Premium pupils were as follows:

- Progress 8: NA
- Ebacc entry: 34%
- Attainment 8: 34
- Percentage of Grade 5+ in English and Maths:

One of the biggest challenges of the year was moving our lessons online as lockdown became an enduring reality. The provision of technology became a necessity: 88 Pupil Premium pupils (29%) received a laptop to help them engage with the online provision, together with another 52 pupils who were non-Pupil Premium. Furthermore, on-site provision was offered for both vulnerable Pupil Premium students and – later – those students not engaging with their education, despite all other interventions/support being offered. 42 (14%) of Pupil Premium students attended KLA at least once during the school closure period, with the highest proportion coming from Year 7 (19% of Pupil Premium students attended). For those pupils that could not (or would not) access online learning, we sent out home learning packs; in total, just over 24% of our Pupil Premium pupils received at least one work pack during the school closure period. Many pupils received additional support from the wider school community during this time, including (but not limited to) being supplied with cooking ingredients to participate in virtual food technology lessons, mental health meetings, college application support, reading intervention support and mentor meetings.

Despite attendance being difficult to measure, it remained a key priority of ours to ensure we promoted good attendance amongst our disadvantaged pupils. As part of our attendance strategy, we trained one of our team in Mental Health First Aid as often well-being and attendance are intrinsically linked. This was then utilised as part of our focus on mentoring 'at-risk' pupils for attendance, supporting them not only academically but also focusing on their mental health. The mentoring programme itself only ran fully during the first term of the academic year as disruptions from the

pandemic took hold. While the data from this intervention is ambiguous due to the profound effect of Covid within our community, 20 pupils (61%) of our target group of 33 improved their attendance, while 16 of these pupils achieved the academy target of 92% and above. More significantly, the national average for attendance during the Autumn term for all students (both Pupil Premium and non-Pupil Premium) stood at 86%; for our Pupil Premium cohort it stood at 87.2%.

The launch of the Achieve programme and our approval to deliver it was a veritable success this year. Over the course of the year, 30 vulnerable pupils were enrolled on the Prince's Trust 'Achieve' programme of study. By the end of the year, 14 of these pupils had completed at least one module, and 5 pupils have enough evidence to claim their first award. By using this qualification and programme of study, we have ensured a broad and balanced curriculum for those pupils who needed an alternative to the typical academic curriculum. This was complemented with additional literacy and numeracy support to enable access to the wider curriculum.

Provision Map was also launched across the school last year, with all staff having access to the provision data for our student body, While still in its early stages, it is proving an essential tool to create a 'joined-up' approach to support our most vulnerable pupils. We look forward to developing the content recorded through the software over the coming year.

As schools reopened in the second half of the academic year, the Pupil Premium team at KLA offered valuable core support to GCSE groups (especially Year 11) as part of the immediate intervention strategy, often withdrawing students for small group work, tailored to the individuals' needs. The focus was often driven by faculty leaders and the need for these pupils to 'keep up' with the TAG process. Once the TAG process had finished, focus switched to the Year 10 cohort and closing gaps in learning.

Our Academic Mentoring programme was implemented more fully in the Summer term to support our Year 10 students in their transition to Year 11. 35 students were targeted to receive either English, Maths or Science Academic Mentoring, and while the disruption significantly impacted CAG results and mock exams, the feedback from pupils themselves showed how much they valued this intervention. Out of the 31 students interviewed, 17 students agreed/strongly agreed that the intervention helped to keep them up with the work in class while 20 students agreed/strongly agreed that the intervention. It is important to note that the 6 students who suggested the intervention was unhelpful only attended a maximum of three sessions, therefore perhaps did not fully engage in the programme. The subsequent demand for the programme this year (only 5 eligible students have rejected the offer of support from a mentor) will mean that over 80% of our Pupil Premium cohort in Year 11 will receive bespoke, one-to-one support.

Despite a challenging year, our passion and drive for academic success has only been strengthened. We look forward to building upon these successes in the upcoming academic year.



## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
National Tutoring Programme	Randstad Tuition

## Further information

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