

PUPIL PREMIUM IMPACT STATEMENT 2021

Context and Preamble

King's Lynn Academy prides itself on providing excellent academic and enrichment opportunities, supported by a strong pastoral ethos and community spirit which encourages its students to play a full and active role in modern society. All students have access to broad and balanced curriculum regardless of ethnicity, class, gender, physical ability and religious beliefs and academic aptitude. The Academy promotes positive mental well-being, self-esteem, responsibility and tolerance. All students are valued and challenged to achieve their potential in all areas, whatever their starting point.

The Pupil Premium category was introduced by the Government in April 2011 to support the progress of particular groups of students. Additional funding is made available to school and is allocated to children of statutory school age who are eligible under the following criteria:

- Children whose parents are currently serving in the armed forces or have served in the last 5 years.
- Children who have been looked after continuously for more than six months.
- Low-income families who are known to be eligible for free school meals (FSM).
- Students who have been eligible for FSM in the last six years (known as the Ever 6 FSM measure).

Schools are expected to spend the Pupil Premium as they see fit in order to 'narrow the gap' in the children's educational attainments and enhance their life chances.

However, schools are held accountable for how they use the additional funding to support the students. Schools must also demonstrate that they are monitoring the impact of their selected approaches to improve provision to student entitled to the Pupil Premium.

In 2020-2021 KLA received Pupil Premium funding of £255,507 for the academic year and this academic year 2021-2022 we will receive approximately £275,000. We are continuing to develop our strategies and resources used to support our students who are eligible for Pupil Premium, particularly with an ongoing pandemic which will have significantly widened the 'disadvantage gap'. Our 2021-2022 spending of Pupil Premium Funding continues to prioritise how best to overcome this further setback and put our disadvantaged students on the best path of success.

What we did

In the summer of 2017 we committed significant expenditure to the creation of the 'Passion with Purpose Base' – a dedicated area of the school for the use of disadvantaged students only which subsequently opened in September 2018. This area, led by a member of the senior leadership team who carries accountability for the care, support, progress and outcomes for disadvantaged pupils at the academy, is staffed at all times by a team of dedicated English, Maths and Science high level teaching assistants and tutors, and augmented frequently by teaching staff from those areas. Disadvantaged pupils from all year groups access this support at timetabled times, with strong liaison between the PPB team, relevant class teachers and Heads of Faculty to ensure efficacy and apt intervention. In addition, this team provide extra pastoral and nurture support for those disadvantaged students who are struggling to overcome barriers that are impeding their progress.

Impact

Through 2018-2019, the PPB has successfully become an embedded part of the school's fabric and culture. Routines have been established, resources created and relationships built. The major success and impact of the base in its first year was in the way it managed to encourage a significant number of pupils back into school who were at grave risk of leaving their secondary education with nothing. At our previous inspection in 2018 HMI commented that:

'Pupil Premium funding is used effectively...the 'Passion with Purpose Base provides intensive, personalised care and support for disadvantaged pupils...reconnect[ing] a significant proportion of disadvantaged pupils who were regularly absent from school and re-engag[ing] them in learning. This has worked well.'

In the three years since, we have worked hard to ensure that once the first phase of creating the PPB had been successfully accomplished to re-engage disadvantaged pupils who were struggling to access their education, we then turned our attention to ensuring that the PPB was then able to help show the impact of that early success in outcomes achieved by PP pupils, by adopting a 'keep up, no need then for catch-up' mentality. This has meant that successive cohorts of disadvantaged pupils have benefitted from this intensive support for longer, with their outcomes steadily improving.

The improvement priority identified at the time of the last inspection, was that:

'[Disadvantaged pupils]...progress remains lower than that of others.'

This has been remedied. The 2021 Year 11 cohort were confidently expected to make the same rates of progress as their peers, consistently showing slightly higher expected P8 scores than non-disadvantaged pupils. Final assessments taken to support the awarding of Teacher Assessed Grades taken in June of 2021 showed no gap between outcomes for disadvantaged and non-disadvantaged pupils – although this is of course based on unvalidated datasets owing to the cancellation of GCSE exams in 2021.

One further area that the strategy is looking to address is how we increase attainment of disadvantaged pupils – although they now make progress that is virtually identical to their non-disadvantaged peers in most cohorts, this belies the fact that they have lower prior attainment to begin with, and therefore making the same rate of progress, from a lower baseline of attainment, still leads to below-average attainment – given the potential of the effects of the coronavirus pandemic to bring these starting points down even further, this is something we have very much in the front of our minds.

Improving attendance of disadvantaged students is also well underway, with a huge reduction in persistent absence disadvantaged pupils from 44.9% in 2017/2018 to 26.7% in 2018/2019 along with an overall improvement in attendance for disadvantaged pupils of over 4% in the first year of this strategy. With the added impact of the pandemic, attendance has become an even more prevalent feature of our Pupil Premium strategy and Covid recovery plans.

It is important in our review of the new approach to understand and accept that this is a long-term strategy for us, and that the benefits of this facility should accrue over time; indeed, we are already seeing significant improvements to progress, attainment and attendance for disadvantaged students in current year groups. The facility has been thoroughly tested through three inspections, which all judged it to be an effective use of pupil premium funding.

PPB and Next Steps

Although the past year has held significant challenge, the PPB team have adapted successfully in order to meet the needs of our most vulnerable pupils. We have introduced several new strategies in the past year including:

- Academic Mentoring – core subject support offered to targeted Year 11 Pupil Premium students to support academic success.
- The Prince's Trust 'Achieve' programme as an additional qualification for our most vulnerable pupils.
- Literacy interventions targeting acquisition of vocabulary and reading skills.
- A bespoke intervention programme for an 'at-risk' group of Year 9 pupils.
- Regular attendance monitoring and subsequent mentoring, including mental health support.

This year, we aim to expand our provision as restrictions are lifted and more freedom is available to support our students. This year, academic support for our GCSE pupils – particularly our Year 11s – remains as crucial as ever, while the widening skills gaps for some of our Key Stage 3 pupils is a tangible concern as they progress through the school. For this academic year, we continue to adopt the Education Endowment Foundation's tiered approach to Pupil Premium spending:

1. Teaching – focusing on developing our current teaching body and their practice to ensure a high-quality, first wave approach for all pupils.
2. Targeted academic support, for example in the following ways:
 - a. Continued use of Academic Mentoring (English, Maths and Science) for our GCSE pupils, with a focus on Year 11 in the first two terms.
 - b. Form time skills sessions in literacy, numeracy/maths and science vocabulary acquisition for targeted Key Stage 3 pupils.
 - c. Support of our most vulnerable pupils in Forward Step and CUB.
 - d. GCSE small group interventions in English, Maths and Science.
 - e. Literacy intervention during Key Stage 3 English lessons, focusing on reading comprehension and vocabulary acquisition.
3. Wider strategies, including:
 - a. Homework club provision (four after-school sessions per week), available for all pupils.
 - b. A late bus to enable pupils the opportunity to attend enrichment and revision sessions after school.
 - c. Attendance monitoring and intervention in the form of attendance and well-being mentoring.
 - d. Behaviour monitoring and subsequent collaborative work with the pastoral/leadership teams.

With the tentative reopening of PPB during an ongoing pandemic, we continue to work closely with all stakeholders to ensure that all our pupils get the absolute best of what KLA has to offer. We are determined that the after-effects of disrupted learning over the past two academic years will not further widen the gap between these pupils and their peers; instead we endeavour to continue the improvement of their academic outcomes. Ensuring equity of educational outcomes across the whole range of school operations – attainment, progress, attendance, exclusion, behaviour, persistent absence, catch-up learning – is going to be the mission for our PPB in 2021 and beyond.

