

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	President Kennedy School
Number of pupils in school	Years 7-11: 1437 Post 16: 301 Total: 1738
Proportion (%) of pupil premium eligible pupils	Years 7-11: 33.4% Post 16: 9.6%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Neil Clayton Head teacher
Pupil premium lead	Sam Rooke Deputy Head teacher
Governor Lead	Mike Moseley Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	470,724
Recovery premium funding allocation this academic year	34,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	NA
Total budget for this academic year	470,724

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	NA
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Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is allocated to schools based upon the number of low-income families who are currently known to be eligible for FSM as well as students who have been looked after continuously for more than six months. The pupil premium is calculated on the number of students who have been eligible for free school meals (FSM) at any point in the last 6 years.

Pupil Premium is directly overseen by the Headteacher and reported to the Governing Body every term. The Deputy Headteacher has the responsibility of reporting every term the impact of pupil premium spending on student progress. However, the progress and wellbeing of all disadvantaged students is the responsibility of all leaders in the school through ensuring exceptional first wave teaching and wrap around care, support and guidance. There is a robust and overt focus in every school system and a clear process of accountability through Performance Management for all teachers. The school's college system liaises closely with the DSL, SENCo and external partners including Coventry Virtual School to support our most vulnerable including LAC and students with social workers. The school has been and continues to be involved in extensive Trauma Informed and Attachment training for all staff.

Our strategic approach to the use of additional funding at President Kennedy School and targeting of Pupil Premium spend has been devised through a tiered approach based on the Education Endowment Foundation (EEF) toolkit and evidenced based best practice and aims to address the barriers some students may face:

Tiered Approach:

- 1) **Teaching & Staffing Support:** High-quality first wave teaching is at the heart of our approach and the recruitment and retention of high-quality teaching staff is proven to have the greatest impact on closing the disadvantage attainment gap and one which will be crucial to all learners at President Kennedy School. Our values are to remove barriers to learning and this is supported by high quality pastoral and college staff.
- 2) **Targeted Academic Intervention:** integral to our approach is our cohesive intervention programmes for all students, notably our most disadvantaged. The vast majority of these programmes are delivered by our own staff and more recently has been supported by the National Tutoring Programme for pupils whose education has been worst affected.
- 3) **Involvement in enrichment activities:** providing social capital and building confidence in our learners is a crucial part of our enrichment programme for all year groups and complements the high-quality teaching and intervention approach.

Our intention is that all pupils, irrespective of their background or the challenges they face, make outstanding progress and achieve high attainment across the curriculum.

For the forthcoming academic year (2020-21) the Local Governing Body of the school has allocated almost 90% of the budget to focus upon high quality learning in English and Maths at Key Stage 4 as well as in improving the basic literacy and numeracy of the students in The Bridge (Year 7) and The Gateway (Year 8). The governors believe that providing additional resources to improve the development of these basic skills will improve the life chances of President Kennedy School students and ensure their success at each stage of their education.

Challenges

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

Challenge number	Detail of challenge				
1	<p>Literacy: CATs Testing, on entry teacher assessments and KS2 data indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>Cohort</p> <table> <tr> <td>2020 - 2021</td> <td>75/329 under expected reading = 23% 24/329 under expected reading PP = 7% 32% of all not achieving in reading are PP</td> </tr> <tr> <td>2021 - 2022</td> <td>94/304 under expected reading = 31% 37/304 under expected reading PP = 12% 39% of all not achieving in reading are PP</td> </tr> </table>	2020 - 2021	75/329 under expected reading = 23% 24/329 under expected reading PP = 7% 32% of all not achieving in reading are PP	2021 - 2022	94/304 under expected reading = 31% 37/304 under expected reading PP = 12% 39% of all not achieving in reading are PP
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2	<p>Maths: CATs Testing, on entry teacher assessments and KS2 data indicates that disadvantaged pupils generally have lower levels of problem solving than their peers. Maths attainment of disadvantaged pupils is generally lower than that of their peers.</p> <table> <tr> <td>2020 - 2021</td> <td>73/329 under expected maths = 22% 25/329 under expected maths PP = 8% 34% of all not achieving in maths are PP</td> </tr> <tr> <td>2021 - 2022</td> <td>94/304 under expected maths = 31% 34/329 under expected maths PP = 10% 36% of all not achieving in maths are PP</td> </tr> </table>	2020 - 2021	73/329 under expected maths = 22% 25/329 under expected maths PP = 8% 34% of all not achieving in maths are PP	2021 - 2022	94/304 under expected maths = 31% 34/329 under expected maths PP = 10% 36% of all not achieving in maths are PP
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3	<p>Intake & KS4 Progress: Our PP intake has an average KS2 Scaled Score of 102.1 compared to non-PP 105.3 (based on last actual KS2 data).</p>				

	<p>Our 4 year Y11 rolling average shows that disadvantaged students achieve 0.13 grades more progress compared to disadvantaged students nationally but are on average progress 0.26 grades less than our non-disadvantaged students. Our disadvantaged students' attainment (irrespective of wider context and prior attainment) achieve on average half a grade lower than non-disadvantaged students.</p>
4	<p>Attendance & Wellbeing:</p> <p>Student and parent voice, including our well-being surveys during lockdown have identified increased anxiety, demotivation and low confidence levels which has impacted on attendance to online learning and attendance since returning to school. Anxiety about lost learning, exams and social isolation challenges particularly affect disadvantaged pupil. Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils.</p> <p>In the last 3 years teacher referrals for support increased significantly. 41 pupils (All of whom are disadvantaged) currently require additional support with social and emotional needs. All students are currently receiving small group or 1-1 interventions with either SENCo, College Learning Mentor or Deputy DSL and Attendance Team. The counselling caseloads spread between our own and external counsellor and the school nursing service have also increased with 36 students currently being directly supported and a waiting list of approximately 20 students. We have therefore used money to provide both this external and internal counselling service as well as to employ Learning mentors for each year group.</p> <p>Instances of instances around wellbeing areas such as self-harm are increasing in the last Governors report Summer 2021 we had 15 students Autumn 2022 figures are below 10. Normally we would about 10 referrals a term to MASH but during recent times this has more than tripled to 36 students involved.</p>
5	<p>Access to wider enrichment activities:</p> <p>Surveys and in school tracking systems highlight that disadvantaged students are less likely to access the range of enrichment opportunities available to all students. Data highlights that non-disadvantaged students are 30% more likely to access enrichment activities without targeted support.</p>
6	<p>Access to consistent healthy diet and lifestyle:</p> <p>Our extended tutor curriculum and student voice within these programmes suggest that the education, emotional and social wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. Student voice and parent voice also suggest a lack of positive routines, including sleep, exercise and healthy eating.</p>
7	<p>Limited access to digital & educational resources:</p> <p>Surveys conducted during the pandemic highlighted that our disadvantaged students had less access to a range of digital resources at home,</p>

or shared devices and/or used devices that limited access to learning opportunities. Digital surveys demonstrated that 154 disadvantaged students (108 PP+46 SEND, of which 34 were PP+SEND) did not have digital devices and/or access to an appropriate internet connection.

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
1. Reduce the gap between chronological reading age and actual reading age in Key Stage 3	The number of students at chronological reading age is as close to the cohort figure as possible. The size of gap between chronological age and reading age is smaller than what it was when students first started President Kennedy School.
2. Targeted reading strategies in first wave teaching in Key Stage 4 to ensure older students can access the curriculum	President Kennedy School continues to perform higher than national average in the reading section of the GCSE English Language exam.
3. Increase participation in enrichment activities across each Key Stage.	Whole School Passport Tracker shows that disadvantaged students are in line with rest of cohort.
4. Increase the mathematical fluency in all Key Stage 3 students in the 4 key operations	Students in line with their target grade by end of year 9.
5. Targeted small group mathematical intervention at Key Stage 4 focused upon improving the application of mathematical skills	Students that are part of the targeted intervention achieve their target grade.
6. Targeted small group English intervention at Key Stage 4 focused upon improving reading, writing and vocabulary.	Students that are part of the targeted intervention achieve their target grade.
7. To improved health & wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from across 3 year plan demonstrated by: <ul style="list-style-type: none"> qualitative and quantitative data from student voice, student and parent surveys and reduction in referrals.
8. Increase attendance of DA and reduce the gap	DA = 95%
9. Reduce persistent absence	50% reduction in number of DA students with Persistent Absences
10. Reduce repeat exclusions	50% Reduction of repeat exclusions for disadvantaged students.

11. Ensure first choice positive destinations for year 11 and Post 16 students	100% of disadvantaged students have first choice positive destinations including at P18 to university, apprenticeship or employment of choice
12. Culture and increase the sense of inclusive belonging across the school	<ul style="list-style-type: none"> • 5:1 rewards points on half termly basis for all DA students • All DA students equipped with PK '5' and uniform.

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: £ 350,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full Time Literacy Leader in the Bridge (primary Teacher)	<p>Improving literacy in all subject areas in line with recommendations in the EEF will help support attainment across the curriculum for disadvantaged students. Recruiting expert staff will also support the CPDL of non- English teachers in delivering effective literacy strategies in first wave teaching.</p> <p>Evidence of impact of Bridge interventions on student progress in KS3 and KS4 outcomes.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Improving Literacy in Secondary Schools</p>	1 & 2
Full Time Literacy Leader in the Gateway (primary Teacher)	<p>Evidence of impact of Gateway interventions on student progress in KS3 and KS4 outcomes.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Improving Literacy in Secondary Schools</p>	1 & 2
1X English Teacher (overstaffing)	<p>Evidence of impact of targeted English interventions on student progress in KS4 outcomes.</p> <p>Improving Literacy in Secondary Schools</p>	1,2, 3 & 4

1X Maths Teacher (overstaffing)	Evidence of impact of targeted Maths interventions on student progress in KS4 outcomes Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)	2,3,4
1X day of trust KS2/3 Maths Lead to improve curriculum sequencing and maths CPDL on effective maths strategies on first wave teaching.	Evidence of impact of differentiated approaches, CPDL and year 7 & 8 curriculum provision on student progress in Year 7 and Year 8 Maths. Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)	2, 3, 4
Full Time HLTA in Bridge (leader of Interventions)	Evidence of impact of targeted interventions on student progress in Year 7. Improving Literacy in Secondary Schools	1, 2 & 4
Lexonic Training x 3 members of staff	Evidence of impact of targeted Lexonic interventions on student progress in Year 7 & 8. Improving Literacy in Secondary Schools	1, 2
Fresh Start Training x 3 members of staff	Evidence of impact of targeted Fresh Start interventions on student progress in Year 7 & 8 and KS4 outcomes. Improving Literacy in Secondary Schools	1, 2

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Digital Resources	Increased access to Teams and internet to support home learning and research.	4, 7
Fresh Start	Evidence of impact of targeted interventions on student progress in Year 7 & 8. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4

Read Eggspress	Evidence of impact of targeted interventions on student progress in Year 7.	1,2,3,4
Accelerated Reader	Evidence of impact of targeted interventions on student progress in Year 7 & 8.	1,2,3,4
Lexonik	Evidence of impact of targeted interventions on student progress in Year 7.	1,2,3,4
Nessy	Evidence of impact of targeted interventions on student progress in Year 7.	2,3,
Time Table Rockstars	Evidence of impact of targeted interventions on student progress in Year 7.	2,3,
Power of 2	Evidence of impact of targeted interventions on student progress in Year 7.	2,3
Reading Inference	New approach but research highlights impact on improved reading for understanding.	1,2
Lexonik Leap	Evidence of impact of targeted interventions on student progress in Year 7.	1,2
Fresh Start Fast Track Tutoring	Evidence of impact of targeted interventions on student progress in Year 7. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2
Fine Motor Skills	New approach but research highlights impact on improved and sustained handwriting	3
KS 4 Academic mentoring	Student Voice positive and KS 4 outcomes improved for targeted students. One to one tuition EEF (educationendowmentfoundation.org.uk)	3,4
KS4 Targeted Intervention Days eg HAPP	Student Voice positive and KS 4 outcomes improved for targeted students, in line with cohort. One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	3,4

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	Improved attendance and positive student voice on well-being survey. DfE: Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation 2017	3,4,6
Trauma Informed Training Approach	Reduced exclusions and improved engagement for most vulnerable students with ACES. (REES Centre Research)	3,4,5,6
Subsidised Enrichment opportunities	Increased take up and access on trips and enrichment activities. PK own tracking system EEF: Improving the teaching and learning of life skills and enrichment.	4,5
Revision Guides and resources	Increased access to resources and improved KS4 outcomes.	3,7
Learning Mentor Caseload for attendance and well-being	Improved attendance for targeted case load. Improving School Attendance	3,4,5
Access to trained in-school Careers Advisor for 1-1 careers Support and Guidance	Increased trend in first choice destinations and 0% NEETs. Careers England Report DfE: Careers Guidance for Schools	4,5
Access to trained in school counsellor	Improved attendance for targeted case load and engagement. Improved outcomes and positive destinations for caseloads. Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	3,4,5,6
Learning Hub Targeted Intervention programmes	Reduced exclusions and improved attendance for targeted students.	3,4,5

	Exclusion Review – Edward Timps	
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Total budgeted cost: £ 470,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes – President Kennedy

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

In 2020-21 the school continued to provide a range of intervention and support strategies in order for our most disadvantaged students to benefit from the funding provided. These included several targeted literacy and numeracy strategies focused on developing literacy and numeracy skills as well as improving their holistic well-being, for students across Key Stage 3 and Key Stage 4.

The impact of these programmes have been monitored and evaluated over the last 10 years in the Bridge and over the last 3 years in the Gateway, since the appointment of primary teachers in the Bridge and Gateway. The aim of these interventions was to ensure that our most disadvantaged students could access their curriculum and remove a range of barriers to learning, which has been compounded by the pandemic and loss of face to face learning. Student progress was tracked using baseline teacher assessment and diagnostic assessments, including CATs testing. Whilst it's too early to judge the full impact of these programmes, initial analysis demonstrates that the vast majority of students made positive progress over the course of the last 12 months in all intervention programmes, although the rate of progress during lockdown periods slowed in reading, in particular. There is no doubt that the continuation of interventions during lockdown, whilst online stabilised standards overall.

- For Nussy, 100 % of children had a positive rate of progress in spelling and reading, with an average number of words learned reading = 236 and the average number of words learned spelling = 222.
- In the Year 7 Lexonik Vocabulary programme 24 students received Lexonik training (an hour a week for 6 weeks) On average, students reading ages increased by 52 months.
- The Year 7 Accelerated reading test data showed that % of students with a reading age of 11 increased by just over 20% and the % of students with a reading age of 15+ increased by 5%.
- Year 7 Times Tables Rockstars showed gains in speed of responses, for example: 54% of students are 5% quicker in answering question up to 12X12 compared to the start of the scheme and 46% of students are 10% quicker in answering question up to 12X12 compared to the start of the scheme.
- In Year 8 Reading Eggspress the Class average Lexile growth +32l whilst in the Fresh Start programmes all students increased reading age by minimum of 1 year 3 months.
- For targeted support in Maths lessons in the Autumn students on average were 3.5 seconds faster than initial time taken to complete problem solving than initial time which improved in the Summer term to on average 5.75 seconds faster than initial time taken.
- 100% of students who received targeted support in English lessons to secure the basics achieved a positive rate of progress in spelling and reading. Results indicated: March data: Average words read – 44/ Average words spelt – 173 whilst the July data: Average words read – 486/ Average words spelt – 209.

- 9 Year 8 students targeted PP and top set students who needed extra support or boost in reading levels and vocabulary. Students identified through discussion with English teachers and using STAR test data: all students achieved an average gain in reading age was 59 months.
- Analysis of GCSE TAG indicate a Progress 8 score of 0.25 for pupil premium students which means that on average they achieved nearly quarter of a grade higher across all their eight subjects compared to **all** (not just other PP) students nationally. This outstanding achievement means that students now make much better progress than would be expected given their attainment when they started at the school and when compared to other schools.

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
	Fresh Start
	Read Eggspress
	Lexonik
	Nessy
	Times Table Rockstars
	Power of 2
	Accelerated Reader

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.