

Pupil premium strategy statement – Katharine Lady Berkeley’s School 2022 - 2025

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1252 (Y7-11)
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 25
Date this statement was published (updated)	December 2022
Date on which it will be reviewed	Annually but final review December 2025
Statement authorised by	Hannah Khan
Pupil premium lead	Karen John
Governor / Trustee lead	Andrew Covell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (22/23)	£132,290
Recovery premium funding allocation this academic year	£34,224
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£166,514

Part A: Pupil premium strategy plan

Statement of intent

We believe that our disadvantaged pupils benefit from a whole school approach to raising achievement which includes Quality First Teaching. The aim of our strategy is that all disadvantaged pupils are able to make progress in line with non disadvantaged pupils. We want them to gain outcomes that allow them to move on to the next stage of their education or employment with the knowledge and skills they need.

Our plan is based on:

Providing Quality First Teaching. We strive to improve outcomes through using effective adaptive teaching and formative feedback to help remove barriers to learning in the classroom. We have adopted a whole school approach whereby staff take responsibility for disadvantaged pupils' outcomes and raise their expectations of what they can achieve. We have funded a CPD platform and teaching communities that enable staff to engage in pedagogy, and film and share good practice within departments.

Providing support for literacy and reading. We have two literacy coordinators who oversee this work across the school, along with the SEN coordinator who identifies opportunities for intervention.

Engaging pupils in school by supporting them with homework and revision in funded after school clubs, as well as funding extra-curricular activities and curriculum enrichment activities.

Providing wellbeing support for the pupil through targeted intervention where needs are identified.

Working closely with parents to ensure strong relationships that ensure parents trust the school and are comfortable to work with us.

Ensuring that all disadvantaged pupils have appropriate post 16 opportunities by ensuring they work closely with the careers department.

Challenges

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

Challenge number	Detail of challenge
1	<p>Baseline and key measures:</p> <p>Entry data shows that the percentage of disadvantaged pupils achieving their expected KS2 levels was lower than that of non-disadvantaged pupils.</p> <p>P8 for disadvantaged pupils was -0.11 compared with 0.38 for all pupils</p> <p>A8 for disadvantaged pupils was 49 compared with 57.7 for all pupils</p> <p>22% of disadvantaged pupils entered for EBACC compared with 39% for all, with 13% achieving 9-5 compared with 39%.</p> <p>31% of disadvantaged pupils are on the SEN register</p>
2	<p>Literacy skills are weaker for disadvantaged pupils. Reading ages of disadvantaged pupils on entry (Year 7) are, on average, lower than all and non-disadvantaged pupils. Scaled scores disadvantaged pupils are lower than non- disadvantaged pupils</p> <p>Disadvantaged pupils are less likely to borrow books from the library.</p>

	Reading for pleasure did not happen during lockdown so reading ages have not increased at the expected rate which presents challenges for pupil to access the curriculum – especially around tier 2 and 3 vocabulary.
3	Aspirations: Representation of disadvantaged pupils in KS4 higher sets needs to be monitored and improved
4	Many of our disadvantaged pupils lack the appropriate space to do homework and coursework
5	Attendance (from 2021/22 data) FSM6 85.5%, Non-FSM 92%, all 91.5% Year 7 and 8 lower than national average for disadvantaged pupils; other year groups were higher.
6	Suspensions (from 2021/22 data) 28/104 suspensions were disadvantaged pupils. 14/133 disadvantaged pupils were suspended.
7	Reduced engagement in extra-curricular activities, most likely due to financial pressures.
8	Reduced engagement in curriculum enrichment opportunities
9	Household challenges have resulted in a greater number of pupil struggling with mental health.

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 (2025)
Progress and attainment 8 score for disadvantaged pupils to exceed that for all pupils nationally	<p>The P8 gap will close each year, aiming for no gap by 2025.</p> <p>The A8 score for disadvantaged pupils will be above the national average and will show incremental improvements each year.</p> <p>The percentage of disadvantaged pupils in higher sets will be monitored and show a greater representation each year.</p> <p>Department reviews will show teachers are aware of and take account of the progress of disadvantaged pupils when questioning and arranging seating plans. Work scrutiny will show that the standards expected of disadvantaged pupils is the same as for other students</p>
Percentage of grade 5+ in English and Maths to exceed that of all pupils nationally.	The percentage of disadvantaged pupils achieving 4+ and 5+ will increase each year.
Disadvantaged pupil' attendance (for all year groups) is in line with the school's attendance	Attendance for disadvantaged pupils will show that in all year groups, attendance is not noted as significantly below the national average and, over the next two years, all groups are noted (on FFT) as significantly above the national average. Where a group's average is lower than the national average, action is documented and progress tracked.

	The persistent absence data will show that, each year, the percentage of disadvantaged pupils who are deemed as PA decreases.
Destinations reflect high aspirations and improved parental engagement.	<p>Destination data shows an increasing number of disadvantaged pupils choose to stay on in the school's sixth form.</p> <p>No disadvantaged pupils should be NEET and all should have appropriate pathways.</p> <p>Attendance to parents' evening is a focus for the pastoral team to ensure that all parents attend or a meeting is arranged to discuss progress if they are unable to do so.</p>
Reading ages of disadvantaged pupil is in line with their chronological age by the end of year 9. Improved literacy skills.	<p>Reading ages of disadvantaged pupils are tracked from the start of year 7 through KS3 and show improvement, with the impact of interventions measured.</p> <p>Book borrowing and Accelerated Reader data shows that disadvantaged pupils are at the same level as non-disadvantaged pupils. Department reviews show that disadvantaged pupils are using writing frames and other techniques to support extended writing when this has been suggested.</p>
Disadvantaged pupils are not represented disproportionately in suspension figures	The percentage of suspensions and IE sessions shows that disadvantaged pupils are not represented disproportionately than their non-disadvantaged counterparts.
Disadvantaged pupils will have a better understanding of the range of resources and strategies to help them to stay healthy – physically and mentally.	<p>The data collected from the school's use of the graduated pathway, Class Charts and provision maps will show evidence that:</p> <ul style="list-style-type: none"> - Parents have a better understanding about how to access support for their children - Support plans for disadvantaged pupils shows the impact of interventions - Disadvantaged pupils' attendance at extra curricular and enrichment activities improves and that pupil voice is used to identify how the school can encourage greater levels of participation.
Fewer barriers for disadvantaged pupils to access learning out of the classroom	<p>Records show increased attendance at homework club and success lounge. For year 11 pupils, attendance at</p> <p>Laptops are provided for the families of disadvantaged pupils</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: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased staffing in English including recruitment of support mentors to work with English and mathematics KS4 leads to provide 1:1 and group support Targeted English GCSE revision sessions	‘Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives... Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class.’ https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	1,2
Improving literacy in all subject areas in line with recommendations in the EEF – recruitment of a Whole School Literacy Coordinator (Nov 2022) who will develop a whole school strategy and will work with ACT and provide inset	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. ‘Schools should proactively plan to support students with the weakest levels of literacy, particularly in Year 7.’ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_POSTER.pdf?v=1671396772	1,2
Increased opportunities to read for pleasure – appointment of an English specialist to review the reading interventions offered through the department and to enhance opportunities for students to read for pleasure.	https://literacytrust.org.uk/resources/reading-outcomes-framework/	2
Professional development on adaptive teaching in each teacher’s subject area to raise standards of teaching and learning. This is one the school’s five priorities for 2022/23 and is led by an Assistant Headteacher and a working party with representatives from all department areas. NPQ leads to be across all departments. Use of National College resources.	‘A well-constructed, well-taught curriculum will lead to good results because those results will reflect what pupils have learned’ https://www.marymyatt.com/blog/thinking-about-curriculum-impact Providing high-quality feedback to pupils is integral to effective teaching https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	

TAs will continue to deliver numeracy and literacy programmes	<p>Ensuring all SEND students have access to high quality teaching must also be a priority.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1671414868</p>	
<p>Recruitment and retention of teaching staff in the classroom and staff to lead the pupil premium strategy in key departments, improving the quality of education for disadvantaged pupils across the school.</p> <p>Recruit to ensure staff teach within specialism</p>	<p>The best available evidence indicates that great teaching is the most important level schools have to improve the outcomes for their pupils</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>Some schools have found inventive ways to improve everyday school life by skilfully deploying key staff, including support staff</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/997897/Against_the_odds_report.pdf</p> <p>In reviewing the key lessons learned, the EEF conclude 'How a project is implemented is vital and arguably as important as its content.' The study also finds a large and concerning gap between the attainment of disadvantaged pupils and non-disadvantaged pupils following the pandemic. Schools will need continued and significant support in the years ahead if we are to avoid a generation of pupils being left behind</p> <p>https://educationendowmentfoundation.org.uk/news/eef-publishes-new-research-on-the-impact-of-covid-19-partial-school-closures</p>	1,2,4
<p>Use technology to improve teaching and learning and to reduce workload – provide all classrooms with visualisers.</p> <p>Increased use of Iris Connect for recording lessons to use for CPD</p> <p>Use of GCSE Pod, Seneca and other packages to enhance range of opportunities for independent learning.</p>	<p>Internal evidence of the successful take up of IT resources by DA students, and the impact on engagement with remote learning Wider national evidence of the impact of technology in education</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/791931/DfE-Education_Technology_Strategy.pdf</p>	1,9

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use literacy packages and peer tutoring to improve students' literacy levels as targeted intervention – support mentors and reading prefects	<p>The EEF conclude 'reading comprehension strategies are high impact on average (+6 months). Peer tutoring, on average, has a positive impact on both tutors and tutees. Four-ten week intensive blocks appear to provide maximum impact (+5 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	1,2
Targeted intervention, revision sessions across the curriculum, including a daily homework club run by TAs and success lounge run by support mentors.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. The EEF suggest an impact of +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>The EEF found that programmes which extend school time have a positive impact on average. Before and after programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p>	1,2
Targeted support delivered by trained teaching assistants.	<p>The EEF found that Teaching Assistants can provide a large positive impact on learner outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,2,4

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

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted behaviour interventions using both in school and offsite resources and providers for pupils who require support with regulating their behaviour and emotions.</p> <p>Staff training for Classroom Culture whole school priority.</p> <p>Employment of Behaviour for Learning Manager to support the school's 22/23 classroom culture priority.</p>	<p>'Behaviour interventions seek to improve attainment by reducing challenging behaviour in school.' The EEF conclude behaviour interventions have moderate impact of +4 months for low cost.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	5,6
<p>A broad and balanced curriculum, including alternative curriculum pathways and provision – use of The House and A1 to support modified timetables for specific students</p>	<p>'Work on the curriculum is a never-ending piece of professional development. We strive for a 'high ambition, low threat' model and course choices are central to this. Flexible courses 'boost engagement, motivation and academic achievement.</p> <p>https://marymyatt.substack.com/p/curriculum-intent-beyond-the-subjects</p>	1,2,3
<p>All pupils receive high quality careers advice.</p>	<p>The EEF found that 'young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need'. The EEF looked at a number of studies and 60% of these provided largely positive findings of educational outcomes, 67% provided evidence of positive economic outcomes and 62% of these provided evidence of positive social outcomes</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf?v=1671119785</p> <p>Evidence of impact of careers guidance on student aspiration</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/440795/Careers_Guidance_Schools_Guidance.pdf</p>	3

Embedding principles of good practice set out in the DFE's Improving School Attendance advice – Education Welfare Officer in school liaises with key staff and uses staged interventions to support and challenge.	The DFE guidance has been informed by engagement with school that have significantly reduced persistence absence and increased their overall levels of attendance.	5
Packages to teach life skills and enrichment to develop character, including packages to support emotional literacy and wellbeing – work with ELSAs, support mentors, parent support adviser and counsellors.	<p>EEF asserts 'a set of attitudes, skills and behaviours including self-control, confidence, social skills, motivation and resilience are thought to underpin success in school and beyond.' These are 'most effective when specifically linked to learning.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>https://www.gov.uk/guidance/education-staff-wellbeing-charter?gclid=CjwKCAiAxP2eBhBiEiwA5puhNeMtyg9Fap2RKQTgWPF8j3cWPnFGOL79k0VKkODhy4E_bHMP5O2UsxoCjBwQAvD_BwE&gclidsrc=aw.ds</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf</p>	7,8,9

Total budgeted cost: £ £160,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our disadvantaged pupils during 2021/22 using KS4 performance data and internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.11. (For comparison, the school's P8 for all students was 0.38; national disadvantaged P8 was -0.55 and national P8 for all students was -0.03). For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 44. For comparison, the school's A8 was 57.7. The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6.

EBacc entry for disadvantaged pupils was 22%, which is below that of all pupils (39%).

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations.

All students were given access to the full curriculum, but 16 disadvantaged pupils dropped one option (leaving three still) to allow for additional intervention in English and maths. This meant that 72 grades could be changed (3 grades per pupil: Language / Literature / maths)

- 50% of the grades that could change lifted
- The biggest difference in grade increase was for maths
 - 70% of the maths grades increased
 - 45% of the Literature marks increased
 - 33% of the Language results increased

Of the 23 disadvantaged pupils last year, the effects of Covid were clear. We provided laptops for all disadvantaged pupils during lockdown, monitored attendance to Teams lessons but attendance was not as good as we had hoped. Families were supported with food parcels delivered by SLT. The home life of many of these students was difficult during lockdown and remained so when they returned to school. Of the 23 disadvantaged pupils, the school provided counselling support to 15. Health concerns within the family of 6 students led to low attendance in year 11. Early help support and education welfare intervention was prioritised for these families.

95% of disadvantaged pupils were in education or employment for 2 terms after KS4 (2020 leavers). This is the latest data available. This compares with 96% of non-disadvantaged pupils nationally.