

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Kenton School
Number of pupils in school	1632 (Y7-11)
Proportion (%) of pupil premium eligible pupils	55.9% (Y8-11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022- 2025
Date this statement was published	September 2022
Date on which it will be reviewed	Interim September 2023 (Final September 2025)
Statement authorised by	Lee Kirtley
Pupil premium lead	Sarah Rice/Richard Devlin
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£886,500
Recovery premium funding allocation this academic year	£248,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£1,134,500

Part A: Pupil premium strategy plan

Statement of intent

Everyone at Kenton school – staff, governors, parents and volunteers – is actively involved in supporting learning and removing barriers to success; we are wholly committed to the ethos ‘All different, All Equal’ and are passionate in our desire that all students achieve their personal best irrespective of background or external potentially limiting factors. Year on year we have an increased number of students joining the school from disadvantaged backgrounds and as a result we have over twice the national average of students in receipt of pupil premium from years 7-11.

Our aim is to identify and implement strategies that help to raise aspirations, increase social-mobility and reduce the attainment gap between the most and least disadvantaged pupils nationally. Secure foundations in literacy and numeracy amongst our students is pivotal for their success both academically and adulthood. Our disadvantaged students require the most support in these key areas.

Whilst the barriers and challenges our disadvantaged students face are varied and complex, we have identified several barriers that we believe are particularly relevant to our disadvantaged students in our context. The key barriers we identified are listed below in the “Challenges” section.

In deciding how to use our Pupil Premium Grant, we draw upon the following sources:

- [Sutton Trust report: “School Funding and Pupil Premium 2022”](#)
- [Education Endowment Foundation Teaching and Learning Toolkit](#)
- [Education Endowment Foundation: Metacognition and Self-regulated Learning Report, 2021](#)
- [EPI report for DfE: Understanding Progress in the 2020/21 Academic Year, March 2022](#)
- [The Literacy Trust report: Children and young people’s reading engagement in 2022, September 2022](#)
- [EPI: Covid-19 and disadvantage gaps in England 2020, February 2022](#)
- [Sharples, J. Slavin, R. Chambers, B. and Sharp, C. \(2011\) Effective classroom strategies for closing the gap in education achievement for children and young people living in poverty, including white working-class boys, London: Centre for Excellence and Ou](#)
- [INSIGHT 13: Schools, attainment and the role of higher education, April 2022](#)

From these sources we have identified the following priority areas for spending:

- Evidence based literacy interventions: phonics, comprehension strategies, vocabulary and reading programmes
- Evidence based numeracy interventions during Y7 pastoral time and within KS4 intervention forms
- Implementation of the GREAT teaching model
- Small group and/or individual intervention groups
- Emotional and pastoral support

Challenges

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

Challenge number	Detail of challenge
1	<p data-bbox="375 248 1216 282">Low reading and literacy attainment on beginning KS3</p> <p data-bbox="375 315 1412 551">The average reading age of incoming KS3 pupils is low, especially among those from disadvantaged backgrounds. Early baseline tests have found that the average Year 7 Pupil Premium student has a reading age 2 years below the level of the non-disadvantaged students in that year group. A similar picture was seen last year: PP average reading age of 9:07 compared to non-disadvantaged students average reading age 11:02.</p> <p data-bbox="375 607 1412 741">Approximately 50% of students in years 7 & 8 are assessed as having reading ages which are consistently below their chronological age. 41% in year 7 have a reading age 9.7 or lower and 38% in year 8. On average, boys are 8 months behind girls in reading age.</p> <p data-bbox="375 786 1412 1088">'Studies show that educational disruption in relation to the pandemic had a particularly detrimental effect on children from lower-income homes. At the same time, the government has set ambitious targets for increasing the percentage of children leaving primary schools reading at the level expected of their age. Taken together with the findings above, it is clear that efforts to encourage reading and support reading enjoyment in all children, but especially boys and those receiving FSMs, must be redoubled.' Literacy Trust ,September 2022.</p> <p data-bbox="375 1122 1412 1189">https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-engagement-in-2022/</p>
2	<p data-bbox="375 1283 1412 1350">Attainment at the end of KS4 and KS5 among the disadvantaged pupils, with a continued focus on EBacc subjects.</p> <p data-bbox="375 1406 1412 1473">https://epi.org.uk/wp-content/uploads/2022/02/EPI-Disadvantage_Gaps_in_England_2022.pdf</p>
3	<p data-bbox="375 1529 911 1563">Participation (including attendance)</p> <p data-bbox="375 1574 1412 1776">The proportion of disadvantaged students taking part in extra-curricular opportunities is lower when compared to their peers. As a result, our students do not have opportunities to build their confidence and social skills and our experience along with the research suggests these students are less likely to engage with school, achieve their potential academically and go to university.</p> <p data-bbox="375 1832 1412 2067">From our experience, we have found that the most disadvantaged pupils are more likely to have low attendance in KS3. In KS4, we have found that disadvantaged pupils are also more likely to become persistently absent, which can in turn result in a negative impact on their GCSE results. Our assessments and internal tracking systems indicate that absenteeism has the largest impact on disadvantaged pupils' progress.</p>

	A significant number of our families have limited experiences of higher-level education or fully realise the benefits for their child. Consequently, going on to university-level study can be seen as an unrealistic goal for their secondary-level education. Pupils from disadvantaged backgrounds often need extra support to make them aware of their potential and options for them following Year 11 or Year 13.
4	<p>Emotional and pastoral support</p> <p>The school serves a community in which there is a high level of need and deprivation. The pandemic has further compounded some of the challenges these families face. We have found that our disadvantaged pupils have increased anxiety levels and are more liable to need further support with their emotional health.</p> <p>Due to the markedly increased levels of socio- economically disadvantaged Pupil Premium students attending referral for pastoral support has increased in recent times. We will increase our capacity to support student mental health by increasing counselling capacity in school.</p>

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
Improved percentage of pupils reading at their chronological age and able to access age-appropriate texts.	<ul style="list-style-type: none"> • Reduction in the difference between reading age and chronological age. • All students in year 7 screened and then targeted students engage with the Lexonik programme. • Students able to access age-appropriate texts in lessons
To ensure disadvantaged pupils make comparable progress to our other pupils	<ul style="list-style-type: none"> • Percentage passing English and Maths GCSEs • Progress 8 score of the school • Comparing those achieving 4+ in EBacc figures for disadvantaged pupils with non-disadvantaged pupils in our school and nationally
To engage pupils in their learning and foster an environment of enthusiasm for learning in the classroom for students regardless of background	<ul style="list-style-type: none"> • High levels of engagement observed in lessons • Teaching materials and resources should contain high-level, rigorous content • Disadvantaged pupils' participation levels in extra-curricular clubs, such as KS3 science club, cadets, drama and music, various sport clubs such as (football, netball, boxercise, badminton, volleyball, trampolining).

<p>To encourage emotionally healthy, strong and positive behaviours in our disadvantaged students</p>	<ul style="list-style-type: none"> • Positive results from pastoral support strategies, e.g. decreased behaviour sanctions • Positive results from mentoring and counselling sessions for students struggling with mental health-related issues <p>Over the next three academic years a dual approach between academic and pastoral support will be made to provide the best possible offer of opportunities to allow Pupil Premium students to succeed. This will include the targeting of specific students with attendance, mental health and behavioural issues, tackling any barrier to learning that socio-economically students face through material hardship, and a broad provision of enrichment opportunities from trips and visits to music lessons.</p>
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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: £ 434,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality-first teaching and recruitment of highly qualified staff	<ul style="list-style-type: none"> • Our pedagogical approach follows the GREAT teaching model in both pedagogy and curriculum design. This embeds in each lesson: retrieval, quality teacher explanation and extended independent learning opportunities in apply tasks. • The incorporation of self-regulation into our teaching practice allows our disadvantage pupils to improve and “learn how to learn”, which is a skill setting them up for life. <p>https://d2tic4wv0liusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1635355221</p> <p>These have been found to have +5 months impact in the EEF.</p>	1,2,3
Reading training and resources	<p>Equip staff to teach phonics, vocabulary, fluency, reading and comprehension explicitly and systematically.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>The estimated impact of phonics is +5 months.</p>	1, 2, 3
Leadership development opportunities	<ul style="list-style-type: none"> • Leadership opportunities have been developed to enable our staff with proven track records for supporting all pupils, to extend their sphere of influence beyond their department area in order to support our targets for disadvantaged pupils. 	1,2,3,4
Staff directed time dedicated to developing resources suitable for the needs of the students	<ul style="list-style-type: none"> • We dedicate specific time for highly experienced teachers to develop and improve teaching resources. This results in pedagogy and curriculum being refined to ensure that all pupils, but especially disadvantaged pupils can access the more challenging areas of the curriculum • A high level of challenge has been scaffolded into our purpose-built curriculum. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/mastery-learning</p>	
Develop staff understanding of how to incorporate live marking	<p>Live marking feedback</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p>	

<p>and apply tasks into their day-to-day practice, including high quality student response.</p>	<p>The estimated impact is +6 months (EEF)</p> <p>https://educationendowmentfoundation.org.uk/public/files/Evaluation/EEF_Feedback_Practice_Review.pdf</p> <p>Apply tasks: Independent learning Students are to spend approximately 20 minutes within a lesson working independently to consolidate and/ or extend their learning.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1635355221</p> <p>The estimated impact is +7 months (EEF)</p>	
<p>Develop shared language of high expectations for all students</p>	<p>Fully exploit opportunities to develop hinterland curriculum and cultural capital with a particular focus on the locality.</p>	
<p>Ensure that context-specific tier 3 vocabulary is clearly defined and progressively mapped in all subjects.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:word-gap.pdf (oup.com.cn)</p>	
<p>Ensure that lesson by lesson planning includes consideration of, and resources to support, scaffolding of the curriculum particularly for SEND, EAL and PP students.</p>	<p>EEF_High_Quality_Teaching_for_Pupils_with_SEND.pdf (d2tic4wvo1iusb.cloudfront.net) Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	

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

Budgeted cost: £ 400,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexonik, Lexia programmes attended by identified students	<p>Lexonik is a literacy intervention programme, Lexonik Advance, boasts an average reading age gain of 27 months in just six weeks. In the first cohort of our students who were assessed 2/3rds of this group made an average reading age gain of 22 months.</p> <p>Lexonik.co.uk/insights/northumbria-university-study</p> <p>The estimated impact is +6 months (EEF)</p>	
Targeted support for small groups in KS3 & 4	<p>In years 7 and 8 small teaching groups are provided for some of our most vulnerable and lower achieving pupils. This intervention aims to support our more vulnerable students to make the adjustment socially from primary and provides them with the opportunity to have a more bespoke curriculum to enable them to access the key knowledge.</p> <p>Targeted math support for small groups of students at KS4, who have been identified as needing extra input by their Maths teacher as needing extra bespoke subject support. This intervention aims to build the students' confidence and engagement as well as reduce the attainment gap in Maths.</p> <p>One to one and small group tutoring is a proven way to increase educational achievement.</p> <p>https://www.nctm.org/Research-and-Advocacy/Research-Brief-and-Clips/Impact-of-Mathematics-Coaching-on-Teachers-and-Students/</p> <p>Individualised instruction estimated impact +4 months (EEF) One to one tuition estimated impact +5 months (EEF) Teaching Assistant interventions +4 months (EEF)</p>	
Accelerated Reader (AR)	<p>Accelerated Reader (AR) online programme aimed at KS3 helps students to read extensively by rewarding 'Word Millionaires'.</p> <ul style="list-style-type: none"> The estimated impact is +6 months (EEF) <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/reading-comprehensionstrategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	

Year 11 intervention during and after school	<p>Year 11 intervention during and after school</p> <ul style="list-style-type: none"> • A significant challenge for some of our disadvantaged KS4 pupils is knowledge retention and completing class and homework to a high standard. • Our intervention sessions have previously been successful in raising the attainment in the targeted subjects for specific pupils. (Do we have data for this?) 	
Holiday / Saturday intervention sessions	In order to compensate for missed time during lockdowns and the natural barriers presented to disadvantaged pupils, we have hosted Saturday and holiday intervention sessions, which we have found improve pupil motivation and encourage them to take greater responsibility for their revision.	

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

Budgeted cost: £ 300,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring office member of staff and attendance interventions based on weekly data	<p>Our attendance officer has directed time specifically for calling the parents of disadvantaged pupils to encourage better attendance.</p> <ul style="list-style-type: none"> • This has increased attendance over time to 96% school-wide. • Data-driven strategies have been used to target pupils and families where a tendency towards non-attendance is emergency, and a graduated approach of attendance monitoring is then followed. This has resulted in improved attendance percentage, as well as reported improved connection between the school and families. 	
Pastoral care	<p>Pastoral leaders have the funds available to intervene and support pupils where their needs are outside of the academic curriculum. This helps students to focus on their schoolwork, avoid stigma and participate in all areas of school life. Support can take a variety of forms, from assistance with the cost of uniform and equipment, offering food hampers and other supplies for the students in the hardest economic circumstances and purchasing equipment to help with punctuality</p>	

	<p>and attendance, such as alarm clocks. Throughout the current public health crisis, pastoral staff have supported students through the post, telephone contacts, online messaging, and when in school socially distanced interviews. Throughout the lockdown period our most vulnerable students were educated and cared for in school, by a range of teaching staff.</p> <p>Counselling service has been extended to 5 days a week in school</p> <p>Mental health champion</p> <p>Poverty low income and at risk of exclusion at the end of primary.</p> <p>Working with primary schools</p> <p>https://freedomtoteach.co-lins.co.uk/effective-pastoral-care/</p> <p>The estimated impact is +4 months (EEF)</p>	
Counselling	<p>Pastoral year leaders have seen an increasing focus on mental health in school, as Pupil Premium students in particular have found lockdown and the effects of the pandemic particularly hard to adapt to, due to home circumstances and wider societal issues. Kenton school has invested in a school counsellor, and one day a week external mental health support, to aid students engage in school and succeed.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers</p> <p>The estimated impact is +4 months (EEF)</p>	
Enrichment programme		
Careers programme		

Educational visits and extra-curricular clubs	<p>We allocate funding to enable Pupil Premium students to access a range of educational visits, activities and after school clubs. The support of academic trips and visits is important for Pupil Premium students as it allows them to succeed in all subject areas, helps to improve cultural capital by allowing them to access opportunities that they may otherwise not be able to participate in and helps to promote and encourage academic achievement and school attendance.</p> <p>https://www.interesting-articles.co.uk/why-are-school-trips-important/</p>	
Summer School	<p>Kenton school runs a Summer School each year to help our new Year 7's transition from primary to secondary school. Over three weeks a wide range of educational activities take place. Our evaluation of the Summer School 2022 shows that Pupil Premium students who attended were much more confident to engage with school in the first few days of Year 7 and that families felt much more involved and informed about the work of the school. Confidence was raised, friendships were formed, and students understood the Kenton School ethos.</p> <p>https://gabbitas.com/benefits-summer-school/</p> <p>The estimated impact is +3 months (EEF)</p>	
Revision guides, internet and ICT provision at home	<p>All Pupil Premium students now have access to online learning and a suitable device. This is a legacy from the move to online learning during lockdown when schools were closed. However, it allows all Pupil Premium students to take part in access to learning as their more socio-economically advantaged peers. Older students have also been provided</p>	

	<p>with revision guides from departments to increase engagement at home, boost exam skills and reinforce the curriculum, improve attainment.</p> <p>https://hallmark-public-school.medium.com/importance-of-lesson-revision-b75091eca09b#:~:text=Revision%20is%20an%20important%20part%20of%20the%20learning%20process.,about%20the%20craft%20of%20writing.</p>	
Purchase of online learning platforms	<p>Kenton has invested in a variety of online learning platforms to allow all students, including those from a deprived background, the opportunity to learn in their own time, via any electronic device. These include Seneca, Brainscape, GCSE Pod and MathsWatch. This reinforces classroom learning and allows students a flexible and engaging approach to visit the curriculum. https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning</p> <p>Mytutor for English and Maths. GCSEpod.</p>	
Hardship interventions	<p>Pupil Premium students can now access free stationery without stigma, through their form tutors and teachers. This allows them to fully engage in all lessons and reduce pastoral and behavioural issues. Uniform is provided for those families who are struggling financially and there is a foodbank in school.</p> <p>https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=2230&context=honorstheses</p>	

Total budgeted cost: £ 1,134,500

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 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. EBacc entry was 16.5%, which is higher than in the previous years, but below the target we had aimed for.

Despite being on track during the first year (2019/20), the outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

Improved attainment

The % of pupil premium students in year 11 increased to 50.8% from 44.5% in 2019. Disadvantaged students performed broadly in line with previous years at both 4+ and 5+. There has been a slight increase in the percentage of disadvantaged pupils who have a positive P8 score and internal analysis shows that 60% of students whose attendance was 90% and above had a positive progress score. Therefore, the outcomes at the end of 21/ 22 were not realised. As evidenced nationally, disadvantaged pupils were impacted by school closures and partial closures. To mitigate this loss in learning opportunities, the school provided a comprehensive redesigned curriculum and extended day to support year 11 students acquire the relevant knowledge and understanding. Pupil voice indicated that students felt well supported by the school and the teachers had prepared them for the GCSEs.

Attendance

Teaching and learning

Literacy – Lexonik advance was implemented for 40 children in year 7 who had lower than chronological reading ages. 2/3 of this cohort made on average 22 months progress in 6 weeks. This is a programme to be continued in the next plan. Lower than school below age related expectations -GL assessment reading. Implementation of Lexonik, Lexia

