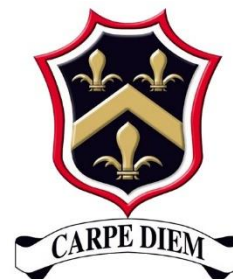


# John Kyrle High School

## Pupil Premium

### Spending Statement - 2016/17



*Outcomes for students eligible for the Pupil Premium in 2016-17 were very pleasing. We were also successful in improving the attendance of our disadvantaged students.*

*Progress 8 for disadvantaged students was positive, at +0.12 in the September data release from the Department for Education.*

*JKHS was one of only 3 Herefordshire schools to achieve a positive Progress 8 score for disadvantaged students. The Herefordshire average Progress 8 for disadvantaged students was - 0.5.*

*With an overall Progress 8 score of +0.15, JKHS is one of a minority of schools nationally to achieve positive P8 scores on **both** of these measures.*

*Ensuring good outcomes for disadvantaged students was a key focus for the school and the Local Authority this year.*

*Learning Profiles for disadvantaged students in Key Stage 3 reports were consistently positive. They matched those of non-disadvantaged students.*

*Attendance of disadvantaged students was also a priority for the school in 2016-17. Attendance of our disadvantaged students improved to 94.6%. The percentage of disadvantaged students who were Persistently Absent fell over the year to match the national average for all students.*

The school allocation for the academic year 2016/17 was **£175,940.39**. In total the school had 161 students who were eligible to benefit from this funding.

We are keen to ensure we diminish the attainment gap between our disadvantaged students and all non-disadvantaged students nationally. Our key aim is to remove the barriers to success for these students and we have identified the most important barriers:

- Low literacy and numeracy skills at KS2
- Multi-deprivation

#### **Our focus for 2016-17 was on:**

- Ensuring disadvantaged students achieve well in English, maths and across the curriculum in terms of both *Progress* and *Attainment*.
- Improving the literacy skills of disadvantaged students along with improving progress in maths. We believe that the biggest barrier to success for students is poor literacy skills. Disadvantaged students often need more support than other students in this area and the use of the Pupil Premium funding reflects this.
- Ensuring the curriculum is suitable to meet the needs of all our students, including the disadvantaged.

- Improving the attendance of disadvantaged students so that it more closely matched that of all students nationally.
- Ensuring the most vulnerable students had the daily support they needed to help them to get the most out of school.

**If we did these things well, disadvantaged students will have:**

- achieved more highly
- attended more regularly
- been excluded rarely
- been kept safe
- gained meaningful qualifications to allow them access to education, employment or training after their time with us.

We believe we have done these things in 2016-17.

The table which follows shows how successful we were in each of these areas.

Key Areas 2016/17	Achieved?	Evaluation:
Ensure disadvantaged students achieve at least expected progress in 8 or more subjects with the aim of achieving a positive overall Progress 8 score for these students.	YES	<p>Overall Progress 8 for disadvantaged students in the September data released by the DfE was positive at +0.12.</p> <p>JKHS was one of only 3 Herefordshire schools to achieve a positive Progress 8 score for disadvantaged students. The average Progress 8 for disadvantaged students in Herefordshire in 2016-17 was -0.5</p> <p>Progress was also strong in the Ebacc subjects, with disadvantaged students achieving a Progress 8 score of +0.3 and in the Open subjects at +0.2.</p> <p>Maths Progress 8 for disadvantaged students was positive at +0.1</p>
Ensure the number of disadvantaged students achieving 5-9 in both maths and English is close to or in-line with all students nationally.	YES	<p>Grade 5+ in English and maths for disadvantaged students was 33.3%.</p> <p>This was close to the national figure for all students of 39%.</p> <p>Whilst this is a 6% gap, one disadvantaged student gaining an additional grade would have brought the JKHS figure to 37%.</p>
Provide an appropriate curriculum to all disadvantaged students, regardless of ability.	YES	<p>The strength of the progress figures above shows the curriculum was appropriate for all students, including the disadvantaged, and met their needs.</p> <p>An appropriate curriculum will allow students to gain meaningful qualifications and progress to the next stage of education, employment or training.</p> <p>All students who left the school in 2017 have progressed and our NEET (Not in Education, Employment or Training) figure is zero.</p>

<p>Reduce the gap between the attendance of disadvantaged and all students. Reduce the percentage of disadvantaged students who are persistently absent.</p>	<p>YES</p>	<p>Our overall attendance is well above the national average. We are pleased that the gap between the attendance of disadvantaged and that of all students in 2016 was 2.9%. By July 2017, this had fallen to 1.2%.</p> <p>Persistent Absence of Disadvantaged students in 2015-2016 was 21.4%. In 2016-17 this had fallen to 12.6%, which matched national figures for all students in 2015-16.</p>
<p>Continue to safeguard the school's most vulnerable students, including their use of Internet technologies.</p>	<p>YES</p>	<p>OFSTED (March 17) noted that "the leadership of safeguarding is meticulous". Inspectors examined records of vulnerable students, including the disadvantaged, and found that students were very well safeguarded. All students inspectors spoke with confirmed that they feel safe in school. Internet safety has strengthened under the leadership of a designated E-safety officer, who has trained students, including the vulnerable and disadvantaged, to take responsibility for their own safety on-line. Close liaison with external agencies has supported our work.</p>
<p>Provide literacy and numeracy intervention for those disadvantaged students who need it the most to enable them to access the school curriculum.</p>	<p>YES</p>	<p>Disadvantaged Y7 students who accessed literacy support made tremendous progress, gaining an average of 51 months in reading age in only 7 months.</p> <p>This was against an average gain of 42 months for all students who accessed the programme.</p> <p>Spelling ages also increased, with disadvantaged students making an average of 28 months progress.</p> <p>In Year 8, disadvantaged students made an average of 23 months progress in their reading ages in 6 months.</p> <p>In Year 7, those receiving numeracy support showed a 25% increase in their test scores compared to their peers.</p>

<p>Ensure disadvantaged students leaving the school have access to an appropriate place of employment and/or education (NEET risk).</p>	<p>YES</p>	<p>Internal analysis shows that all students leaving JKHS in 2017 went on to education, employment or training.</p>
<p>Ensure the number of fixed-term exclusions for disadvantaged students remains very low.</p>	<p>YES</p>	<p>Overall exclusions are continuously very low in the school and there have been no permanent exclusions for over 10 years.</p> <p>In 2016-17 only 4 students received fixed-term exclusions.</p> <p>Of these, 3 disadvantaged students received fixed term exclusions, with one receiving a repeat exclusion.</p> <p>This was 1.8% of the disadvantaged students in the school. Whilst national figures for 2016-17 are not yet available, the national average for disadvantaged exclusions in 2015-16 was 3.97%.</p> <p>Working with external agencies, 2 of these students have now moved to more appropriate specialist settings which are better suited to meet their complex needs.</p>

## Spend Summary 2016/17

<b>Area</b>	<b>Amount Spent</b>
Literacy	£63,419
Numeracy	£28,470
Science	£13,000
Attendance	£11,500
Other Subjects	£1,500
Extra Curricula	£997
EAL	£10,304
Pastoral / Safeguarding	£28,470
Exam Access for disadvantaged	£7,650
Breakfast Club	£528
Small Items Spend – Uniform, books, etc.	£14,333,39