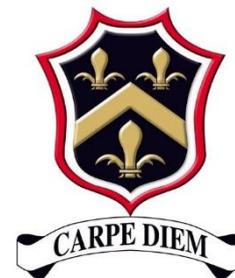


# John Kyrle High School

## Pupil Premium

### Plan for 2017/18



The pupil premium funding for 2017/18 is **£168,775** and we have **187** eligible students.

We continue to see the barriers to learning for our disadvantaged students as:

- Low literacy and numeracy skills from KS2
- Multiple deprivations

In 2017 disadvantaged students made positive Progress 8 (+0.1). In 2017-18 we will focus on ensuring the progress in English improves further, with students making positive progress. Our progress results in Maths last year were positive for disadvantaged students. We will be focusing on diminishing the gap further to ensure more of our disadvantaged students make greater progress.

We will therefore continue to spend the majority of our funding on English and maths. This will be in ensuring GCSE students achieve the grades to enable them to progress in their education and training. It will also be with pupils lower down the school to ensure they build the skills in readiness for GCSE courses. We will also have a particular focus on ensuring disadvantaged students make strong progress in the EBacc subjects.

**Our focus areas for 2017-18 are:**

- Ensuring disadvantaged students achieve well in English, maths and across the curriculum, *with a particular focus on progress in English.*
- Improving the literacy skills of disadvantaged students along with improving progress in maths. We continue to 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.
- Continue to ensure the curriculum is suitable to meet the needs of all our students, including the disadvantaged.
- Continue to improve the attendance of disadvantaged students so that it even more closely matches that of all students nationally.
- Ensuring the most vulnerable students have the daily support they need to help them to get the most out of school and counter the multiple deprivations they often have.

**As in 2017, we will have succeeded in these areas if:**

- Disadvantaged students achieve *positive Progress 8* in Summer 2018
- Grade 5 results in English and maths match, or are close to, all students nationally
- Attendance of disadvantaged students is closely matched to that of all students nationally.
- Exclusions are even lower than the already low figures in 2016-17
- Disadvantaged students move onto appropriate education, employment or training opportunities after they leave us.

To help us do this, we will follow our “Quality First Teaching” principles across the school.

Key Areas 2017/18	Review date	Measuring Impact
<p>In 2017/18 we want to ensure disadvantaged students achieve in 8 or more subjects with the aim of a positive overall Progress 8 score for these students once again.</p>	<p>Spring 2018, following Y11 mock exams.</p>	<p>Quality First Teaching principles give teachers a focus on the disadvantaged students in every classroom. If we are successful in this, we will see these principles in lessons and books.</p> <p>Evidence from our Quality Assurance programme (Nov 17) shows that these principles are in use across the school. Individual mentoring of targeted students will begin, as a result of this evidence, in December 17 after Y11 exams.</p> <p>Whilst final Progress 8 figures will only be known in September 2018, the fact that English and maths have now had a set of exam results helps us use internal P8 as an indicator.</p> <p>Tracking in November 2017 following Y11 interim reports shows a positive P8 figure for the disadvantaged students in that cohort and all students in the cohort. This will be updated with mock exam data in January 18.</p>
<p>As we did last year, we want to ensure the number of disadvantaged students achieving 5-9 in both maths and English is close to or in-line with all students nationally.</p>	<p>Spring 2018, following Y11 mock exams.</p>	<p>Maths are reviewing carefully the Tier of Entry for all students, particularly the disadvantaged in the light of results last summer.</p> <p>Mock exam data in January (and again in March) 2018 will inform final entries.</p> <p>English have targeted exam skills following last summer’s outcomes. They have identified where marks were lost by an approach which was too “technical”. Disadvantaged students P8 in English was below that in maths last year. The focus in the department now is on ensuring their revised approach is fully understood by disadvantaged students to eliminate this gap.</p> <p>Y11 exam data January 2018 will give an indication of how successful this has been.</p>
<p>Provide an appropriate</p>	<p>Spring 2018</p>	<p>A school-wide curriculum review will be</p>

<p>curriculum to all disadvantaged students, regardless of ability.</p>		<p>undertaken in Spring 2018. The place of the Arts, including art, drama and music, will form part of this. We will also look at compulsory technology at KS4 and the amount of time allocated to English and maths.</p> <p>Given that an identified barrier for our disadvantaged students is low literacy and numeracy skills from KS2, increasing the time for English and maths will help them particularly.</p> <p>Ebacc subject access continues to be a focus for guidance as students choose subjects for KS4. Tutors check disadvantaged students' option choices very carefully. They encourage take-up of Ebacc subjects.</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>Spring 2018</p>	<p>Disadvantaged students' attendance continues to be at the forefront of all our work to improve our already high attendance.</p> <p>In November 2017, overall attendance was 96.47%. The gap between disadvantaged and non-disadvantaged attendance was 0.84%. Persistent Absence is also very low, in Nov 17 just 4 of our disadvantaged learners are PA.</p>
<p>Continue to safeguard the school's most vulnerable students, including their use of Internet technologies.</p>	<p>Spring 2018</p>	<p>Safeguarding continues to be effective. Very few vulnerable students have received fixed term exclusions (just one student since Sept 17).</p> <p>We aim to reduce numbers of exclusions still further compared to last year's very low numbers.</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>Summer 2018</p>	<p>Phonics program for Y7 began in October 2017, as have our maths support and literacy groups. It is too soon to see impact but we will use reading and spelling ages, as last year. To measure the impact of this provision.</p>

## Projected Spending 2017-18

Area	Amount Spent
Literacy	£62000
Numeracy	£27000
Science	£13,000
Attendance	£11,500
Other Subjects	£1,500
Extra Curricula	£1500
EAL	£10,304
Pastoral / Safeguarding	£27,470
Exam Access for disadvantaged	£7000
Breakfast Club	£700
Small Items Spend – Uniform, books, etc.	£7,000