



Khalsa Secondary
Academy

Pupil Premium Strategy Statement

2019-20

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Khalsa Secondary Academy Pupil Premium Strategy Statement

The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families and their peers. The Government believes that the pupil premium is the best way to address the current inequalities between pupils eligible for free school meals (FSM) and their peers. Khalsa Secondary Academy receives funding for pupils eligible for FSM, or who have been eligible at any time over the last six years (known as 'Ever 6 FSM'), pupils whose parents are serving in the armed forces or pupils who are in care, adopted from care or 'looked after'.

Level of Government Funding

The Pupil Premium in 2019-20 is £935 per pupil eligible for FSM and £300 for each service child. £2300 is paid towards any child who is Looked After or Post-Looked After. Looked After Children are children in the care of the Council, through a Care Order made by a court or voluntary agreement with their parent(s) to accommodate them. They may be looked after in a children's home, by foster carers, or other family members.

A Tiered Approach

In line with the EEF Guide to the Pupil Premium Khalsa Secondary academy adopts a tiered approach to target Pupil Premium funding strategically and effectively, with the aim of overcoming barriers to progress and improving the attainment of disadvantaged pupils by using the interventions outlined in this strategy document.

The Assistant Principal for Inclusion will communicate regularly with the individual student and their parent/guardian, to review the pupils' progress, highlighting any/all areas of need and plan how each child's Pupil Premium allocation can be used most effectively to enable the student to maximize their potential.

School overview

Metric	Data
School name	Khalsa Secondary Academy
Pupils in school	457
Proportion of disadvantaged pupils	13.6%
Pupil premium allocation this academic year	£55,594
Academic year or years covered by statement	2018/19 – 2020/21
Publish date	March 2020
Review date	October 2020
Statement authorised by	C Drew (Headteacher)
Pupil premium lead	T Rowe (Assistant Principal, Inclusion)
Governor lead	Anita Singh (Chair of the LAB)

Disadvantaged pupil performance overview for last academic year (National Average in brackets)

Progress 8	-0.06	(-0.45)
Ebacc entry	18%	(27.5%)
Attainment 8	39.55	(36.7)
Percentage of Grade 5+ in English and maths	27.27%	(24.7%)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	<p>To achieve progress scores significantly better than national average for disadvantaged pupils</p> <p>To achieve progress commensurate with non-disadvantaged pupils at KSA</p>	September 2021
Attainment 8	<p>To achieve above national average attainment for disadvantaged pupils</p> <p>To achieve attainment closer to that of non-disadvantaged pupils at KSA than in 2019</p>	September 2021
Percentage of Grade 5+ in English and maths	<p>To achieve average English and maths 5+ scores commensurate with non-disadvantaged pupils at KSA</p> <p>To significantly improve progress in English to be closer to a P8 of 0 for disadvantaged pupils</p>	September 2021
Attendance	To achieve average attendance commensurate with non-disadvantaged pupils both nationally and at KSA	September 2021
Ebacc entry	To increase the proportion of disadvantaged pupils being entered for the most academic pathways in KS4	September 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	The recruitment, retention and development of high quality English teachers and teaching assistants
Priority 2	The professional development English staff in the delivery of the whole school literacy strategies outlined in EEF Improving Literacy in Secondary Schools Guidance Report
Priority 3	The development of a whole school literacy programme to be supported by the restocking of the library and the embedding of Accelerated Reader across KS3 This is planned to increase the amount of reading completed by pupils and raising the profile of reading across the school
Barriers to learning these priorities address	The lack of developed library facilities and literacy support for the most disadvantaged developing a love of reading Lack of parental support or capacity to support disadvantaged pupils with their literacy development at home
Projected spending	£22,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy intervention across KS3 for disadvantaged pupils with low prior attainment at KS2
Priority 2	Targeted subject based intervention and academic mentoring for disadvantaged pupils in KS4
Priority 3	The strategic purchasing of educational resources such as; art equipment, revision guides, online subscriptions, text books, and other reading materials to allow pupils to access the curriculum
Barriers to learning these priorities address	A lack of parental engagement and parental capacity to academically support disadvantaged pupils thus leading to an inability to fully access the curriculum
Projected spending	£15,500

Wider personal development strategies for current academic year

Measure	Activity
Priority 1	The development of a high quality careers programme to support disadvantaged pupils in raising their aspirations and in planning their educational pathways The creation of personalised careers plans utilising the online careers platform and the careers advisor
Priority 2	The engagement of disadvantaged pupils in the personal development opportunities that support in the development of character, self-esteem and providing cultural enrichment Including; funding the involvement in the CCF and Duke of Edinburgh Award; the funding of a range of trips to support the academic curriculum; and the funding of peripatetic music tuition
Barriers to learning these priorities address	A lack of financial capacity of parents to support disadvantaged children in taking advantage of personal development opportunities A lack of experience within a disadvantaged families of the educational and careers opportunities available to them upon leaving school
Projected spending	£12,000

Wider pastoral and wellbeing strategies for the current academic year

Measure	Activity
Priority 1	The employment of a school counsellor and training of a Mental Health Champion to support the wellbeing of pupils
Priority 2	The development of the Kidscape peer mentoring programme in which sixth form students are trained in supporting younger pupils with their studies and wellbeing
Barriers to learning these priorities address	This will improve confidence, coping strategies, provide additional emotional support enabling pupils to make better progress in the classroom
Projected spending	£6,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is provided for professional development and appropriate experts are engaged in the training of staff</p> <p>Ensuring the library and Accelerated Reader resources are well implemented and adequately resourced</p>	<p>The use of inset days, after school CPD and sessions and meeting schedule to provide time for departmental, whole school and trust wide training</p> <p>The utilisation of the expertise of the Director for School Improvement in supporting SLT and subject specialists in the design and implementation of training and literacy strategies</p> <p>The utilisation of South Bucks Book Service in providing resources for the library. SLT to provide time for the English department and teaching assistants to familiarise themselves with the Accelerated reader programme. To build one library lesson per fortnight into the KS3 English curriculum.</p>
Targeted support	Ensuring teaching assistants are well trained and utilised in the implementation of literacy intervention	Training of the teaching assistants to be developed by the Assistant Principal for 'Inclusion
Personal development strategies	<p>Engaging pupils in the opportunities on offer</p> <p>Ensuring staff are aware of the opportunities available to disadvantaged pupils. Staff knowing who should be encouraged and supported in accessing the opportunities</p>	<p>Training of the staff in the careers curriculum and resources by the Assistant Principal for careers</p> <p>The use of class charts and provision map the identification and tracking of pupil engagement in the personal development opportunities</p>
Pastoral and wellbeing strategies	Pupils do not access the support available and are not aware of their own mental health needs	<p>The peer mentoring and counselling is to be allocated by referral through Heads of Learning and Safeguarding team</p> <p>Staff and pupils are to be alerted to the provision via bulletins, assemblies and our digital learning platform.</p>

Review: last year's aims and outcomes

Aim	Outcome
<p>Progress 8. Ensure disadvantaged pupils make better than national average progress for disadvantaged pupils, and progress commensurate with the performance of all pupils at KSA</p>	<p>This was partially achieved Pupils made significantly better than national average progress for disadvantaged pupils, but performed worse than non-disadvantaged pupils at KSA</p>
<p>Attainment 8 Achieve well above national average attainment for disadvantaged pupils</p>	<p>This was achieved Pupils achieved better than national average for disadvantaged pupils</p>
<p>% 5+ in English and Maths Ensure disadvantaged pupils make at least expected progress in English and Maths</p>	<p>This was partially achieved This was achieved in Maths with pupils achieving a P8 of +0.3, but was not achieved in English with a P8 of -0.45 The % of disadvantaged pupils achieving 5+ in English and Maths was not achieved 27% of disadvantaged pupils achieved 5+ compared to 49% of non-disadvantaged pupils</p>
<p>Attendance For attendance of disadvantaged pupils to be commensurate with non-disadvantaged pupils at KSA</p>	<p>This was almost achieved The attendance for all pupils was 94.42% and was 92.59 % for disadvantaged pupils</p>
<p>% Ebacc For the % of disadvantaged pupils participating in the Ebacc to be above national average for disadvantaged pupils</p>	<p>This was not achieved 18% of disadvantaged pupils sat the Ebacc in Year 11 compared with 27.5% nationally</p>