

# Khalsa Secondary Academy



## Pupil Premium Plan 2020-2022 (Working Document)

**Khalsa Secondary Academy Pupil Premium Plan 2020-2022**

**Coronavirus: flexibility in reporting requirements**

The DfE understands that due to coronavirus and school closures, it will not be possible for Khalsa Secondary Academy to evaluate the impact of our Pupil Premium for all of the 2019-20 and the 2020-21 academic years.

Instead, they say we should monitor and report on the grant's impact at the end of the 2020-21 financial year. This report should cover the whole period between September 2019 and March 2021, but we can give most detail about the grant's use and impact for the period between September 2020 and March 2021. (Note that, if we want, we can include any changes we made to our Pupil Premium spending due to coronavirus.)

**Pupil Premium spending 2020-21**

Summary Information			
Date of most recent Pupil Premium review	March 2020	Date of next Pupil Premium review	September 2021
Total number of students	536	Total Pupil Premium budget	£58,200
Number of students eligible for Pupil Premium	69	Amount of Pupil Premium received per child	
Free School Meals (FSM)	60	(Previously Looked After Child (pLAC)	3
Child Looked After (CLA)	0		
Coronavirus Catch-up Premium	<p><b>£80 per pupil</b> (for year 7 through to year 11), as follows:</p> <ul style="list-style-type: none"> <li>• In 3 instalments - in autumn 2020, 'early 2021' and summer 2021                             <ul style="list-style-type: none"> <li>◦ We have received the first payment</li> </ul> </li> <li>• We will receive a total of £46.67 per student split across payments 1 and 2</li> <li>• We will receive £33.33 per student for payment 3</li> </ul>		

	<p>Per student numbers for each instalment will be based on the latest available data. For the payment in 'early 2021', this will be our 4-15 student headcount from the October 2020 census.</p> <p><b>Please review the KSA Covid Funding Document found on the school website for more details.</b> <a href="https://khalsatrust.s3.amazonaws.com/uploads/document/Spending-of-Covid-funding-from-the-government-March-2020-to-March-2021-100321.pdf?t=1615487277?ts=1615487358">https://khalsatrust.s3.amazonaws.com/uploads/document/Spending-of-Covid-funding-from-the-government-March-2020-to-March-2021-100321.pdf?t=1615487277?ts=1615487358</a></p>
--	--

### Strategy Statement

The Pupil Premium is additional funding to help schools close the attainment gap between students 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 students eligible for free school meals (FSM) and their peers. Khalsa Secondary Academy receives funding for students eligible for FSM, or who have been eligible at any time over the last six years (known as 'Ever 6 FSM'), students whose parents are serving in the armed forces or students who are in care, adopted from care or 'looked after'.

Khalsa Secondary Academy is trusted to spend this funding on strategies and interventions, which will improve the progress of students eligible for Pupil Premium. It is essential that there is transparency in how this funding is spent. It is a significant investment nationally and Khalsa Secondary Academy is accountable for the impact of funds so we can ensure that every student whatever their back ground, achieves their educational potential.

The Pupil Premium funding is spent on a variety of resources, which help identify and remove barriers to learning limiting students' progress. The key barriers of low attendance, limited aspiration and opportunity for enrichment are all focus areas to enhance student engagement and end a situation where disadvantaged students do not achieve in line with their peers.

### Level of Government Funding

The Pupil Premium in 2020-21 was £955 per student eligible for FSM and £310 for each service child. £2,345 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

## Working Document

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 students 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 students' 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 maximise their potential.

### Management and Governance

- The Assistant Headteacher for Inclusion acts as 'Pupil Premium co-ordinator' They are responsible for strategic oversight of monitoring students' progress, evaluating the impact of PP funded interventions by conducting rigorous evaluations, ensuring all PP student's needs are met and analysing overall spending of the Pupil Premium fund. The Board of Trustees, Local Advisory Board and Senior Leadership Team are regularly updated on student progress and spending throughout the academic year by the Pupil Premium Co-ordinator.

### Academic

- The Pupil Premium coordinator, supported by Heads of Learning and Heads of Departments, shall continue to oversee and monitor the impact of the Teaching and Learning Policy (informed by advances in both the educational and neuroscience fields and created to support all students inclusively) implemented in September 2020. Learning walks and book scrutinies focused on evaluating the progress of PP students shall be used to assess the impact of this approach.
- Pupil Premium funding shall support timetabled Literacy and Numeracy support at KS3 and KS4 as well as the use of Teaching Assistants in the classroom. Some students shall also receive 1-2-1 Literacy and Numeracy support at KS3.
- Students identified as being 'high-risk' for underachievement in English, Mathematics and Science at KS4 have been prioritised for National Tutoring Programme (Coach Bright).

## Working Document

- Teachers will be required to complete 'Barriers to Learning' reports on all PP students within their classes. These shall then be used to create personalised SMART targets during Personalised Education Plans meetings between students and tutors.

## Pastoral

PP students will be prioritised for personal mentoring and will meet their Heads of Learning within the first 3 weeks of the academic year. Heads of Learning, via Tutors, will complete Personalised Education Plans with students and ensure these are updated on publication of Barriers to Learning, Progress and Full reports. Pupil Premium funding shall continue to support the following successful initiatives in the 2020-21 and 2021-22 academic years:

- **Counselling.** This service provides confidential emotional, health and well-being support services for young people
- **KS3 Peer Mentoring programme.** The aim of this programme is to help with transition, support organisation and improve communication of Year 7 students. Mentoring Plus shall provide training for Sixth Form mentors.
- **Attendance.** The Assistant Headteacher for Inclusion, supported by Heads of Learning and Attendance officer, shall develop a new strategy for monitoring and improving Pupil Premium Attendance at Khalsa Secondary Academy.
- **Uniform and Equipment.** All Pupil Premium students are able to access a grant, which will significantly assist with school uniform and equipment costs.
- **Educational visits and experiences.** At Khalsa Secondary Academy these experiences are seen as central to developing the character traits that we value highly and which we believe create confident, able young people. We pay for all essential visits and will contribute to/pay for a full range of experiences across the academic year.

Assessment information

End of Key Stage 4 (KS4)		
	Students eligible for PP (national average for 2019)	Students not eligible for PP (national average 2019)
Progress 8	(-0.45)	Not available (0.13)
Ebacc Entry	(27.5%)	Not available (44.5%)
Attainment 8	(36.7%)	Not available (50.3%)
Percentage of Grade 9-5 in English and Maths	(24.7%)	Not available (49.9%)
<p><i>Results for this strategy were based on teacher assessment due to COVID-19, where children did not attend school from March 2020. The EFF state that 'the projections suggest that school closures will widen the attainment gap between disadvantaged children and their peers, likely reversing progress made to narrow the gap since 2011. The median estimate indicates that the gap would widen by 36%.'</i></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/REA - Impact of school closures on the attainment gap summary.pdf">https://educationendowmentfoundation.org.uk/public/files/REA - Impact of school closures on the attainment gap summary.pdf</a></p>		

Assessment aims

Aims	Target
<b>Progress 8</b>	<ul style="list-style-type: none"> <li>• To achieve progress scores significantly better than national average for disadvantaged students</li> <li>• To achieve progress commensurate with non- disadvantaged students at KSA</li> </ul>
<b>Attainment 8</b>	<ul style="list-style-type: none"> <li>• To achieve above national average attainment for disadvantaged students</li> <li>• To achieve attainment closer to that of non- disadvantaged students at KSA than in 2019</li> </ul>
<b>Percentage of Grade 9-5 in English and Maths</b>	<ul style="list-style-type: none"> <li>• To achieve average English and maths 5+ scores commensurate with non- disadvantaged students at KSA</li> <li>• To significantly improve progress in English to be closer to a P8 of 0 for disadvantaged students</li> </ul>
<b>Attendance</b>	<ul style="list-style-type: none"> <li>• To achieve average attendance commensurate with non- disadvantaged students both nationally and at KSA</li> </ul>
<b>Ebacc Entry</b>	<ul style="list-style-type: none"> <li>• To increase the proportion of disadvantaged students being entered for the most academic pathways in KS4</li> </ul>

## Barriers to learning

Without seeking to generalise, Pupil Premium students may encounter greater barriers than other students. The Pupil Premium funding is spent on a variety of resources, which help identify and remove barriers to learning limiting students' progress. The key barriers of low attendance, limited aspiration and opportunity for enrichment are all focus areas to enhance student engagement and end in a situation where disadvantaged students do not achieve in line with their peers. The barriers faced by Pupil Premium students at Khalsa Secondary Academy are outlined below within six categories:

1. Readiness for Learning & Engagement
2. Safeguarding
3. Behaviour
4. Low Aspirations
5. Attendance
6. Academic

Improving the attainment and progress of vulnerable students and those from disadvantaged backgrounds is a key priority for Khalsa Secondary Academy. The needs of each student is identified and assessed, ensuring that any academic or social barriers they have in their learning and progression are overcome. Whilst individual students have their own Personalised Education Plan within school to which staff can refer, some of the key barriers faced are outlined below.

### 1. Readiness for Learning & Engagement

Barrier to Success	Support offered to students	Desired Impact & Rationale
PP students are fully equipped for lessons.	<ul style="list-style-type: none"> <li>• Each student has an annual individual account for each student to buy all necessary equipment throughout the year.</li> <li>• Pastoral teams regularly check equipment and request replenishments where required (GCSE student equipment is checked prior to all mock and external examinations).</li> </ul>	<ul style="list-style-type: none"> <li>• Every PP student has the required equipment for daily learning.</li> <li>• Students are regularly checked and supported in replenishing equipment</li> </ul>



Working Document

	<ul style="list-style-type: none"> <li>All students are issued with all desired subject specific resources (eg. Art packs, food technology ingredients).</li> </ul>	<ul style="list-style-type: none"> <li>Students are fully prepared for internal &amp; external examinations.</li> </ul>
PP students wear the school uniform.	<ul style="list-style-type: none"> <li>Pastoral teams work with parents to ensure uniform is correct and replenished as required.</li> <li>PE department has spare Khalsa Secondary Academy sports clothing where required.</li> </ul>	<ul style="list-style-type: none"> <li>Each PP student is properly dressed and wears the correct school uniform.</li> <li>Students wear correct sports equipment and can immediately access reserves as required prior to purchase to avoid missing lessons.</li> </ul>
All PP students have access to subject material and reading books.	<ul style="list-style-type: none"> <li>All students are fully equipped with revision guides and reading books (this includes all revision materials for GCSE subjects being studied at KS4 and English, Mathematics and Science at KS3).</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to access their chosen curriculum fully and are well supported in their studies across KS3 and KS4.</li> </ul>
PP students have access to food and drink at school.	<ul style="list-style-type: none"> <li>For FSM students, the biometric systems and 'Parent Pay' avoid sensitivity over accessing food in the school refectory.</li> <li>Breakfast is available for some students via cashless catering at morning Breakfast Club (contact Pupil Premium Coordinator for more information – currently paused due to Covid-19)</li> </ul>	<ul style="list-style-type: none"> <li>Students confidently access the refectory throughout the day.</li> <li>Students use their FSM entitlement.</li> </ul>
PP students have access to IT and online resources at home.	<ul style="list-style-type: none"> <li>Laptops are available for loan by request.</li> <li>Teachers monitor trends in homework submissions of PP student within their subject.</li> </ul>	<ul style="list-style-type: none"> <li>Students complete homework to a standard in line with their peers</li> <li>A decrease in logged events of non-completion of homework.</li> </ul>

## Working Document

<p>PP students attend educational visits, represent the school in sport fixtures and are involved in extra- curricular and performing arts activities.</p>	<ul style="list-style-type: none"> <li>• Educational and curriculum trips are subsidised via the 'parent pay'.</li> <li>• Heads of Departments &amp; Pupil Premium coordinator contact parents to ensure they are aware of payment options to maximise PP participation.</li> <li>• Head PE, Assistant Headteacher for Performing Arts and Associate Assistant Headteacher for Curriculum Enrichment, outdoor leaders, Heads of Department and tutors encourage PP students to take part in trips, sport, outdoor education, performing arts and extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• Students have access to all educational visit opportunities on offer.</li> <li>• Increased involvement of PP students in sport fixtures (PP target involvement &gt;10%).</li> <li>• Increased involvement of PP students in outdoor education, performing arts and extra-curricular activities (PP target involvement: &gt;10%).</li> </ul>
--	---	--

## 2. Safeguarding

Barrier to Success	Support offered to students	Desired Impact & Rationale
<p>PP students feel safe at Khalsa Secondary Academy and part of the school community.</p>	<ul style="list-style-type: none"> <li>• All students have a tutor and are part of a 'House'.</li> <li>• The Safeguarding Team and Pastoral Team are acutely aware of PP students and monitor their safety and progress.</li> <li>• Heads of Learning via the Designated Safeguarding Lead (DSL) regularly monitors progress and updates PP coordinator on a termly basis.</li> <li>• Progress of students is monitored by PP coordinator.</li> <li>• All students meet with their Head of Learning during their first term.</li> </ul>	<ul style="list-style-type: none"> <li>• Students feel part of their House and tutor group – a 'family' unit.</li> <li>• Students confident around the school site and have a sense of ownership and belonging.</li> <li>• PASS assessments show students feels safe at school.</li> </ul>
<p>PP students experiencing personal issues or 'adverse childhood experiences'</p>	<ul style="list-style-type: none"> <li>• Staff training to support individuals' needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are aware of individual students' barriers and utilise and</li> </ul>

	<ul style="list-style-type: none"> <li>Safeguarding Team/SENDCo share appropriate information with relevant staff (including strategies to support student's individual needs).</li> </ul>	appropriate strategies to ensure success.
	<ul style="list-style-type: none"> <li>Personalised Education Plans are read by each student's teachers so the lessons and learning environments can be adapted to meet specific needs.</li> </ul>	
PP students build positive relationships with all members of school community.	<ul style="list-style-type: none"> <li>Tutors and Heads of Learning monitor friendships and social groups.</li> <li>PP students prioritised for 'Peer Mentoring Programme'.</li> </ul>	<ul style="list-style-type: none"> <li>Students quickly form positive relationships with peers and staff alike.</li> <li>PP students feel comfortable approaching staff about their problems.</li> </ul>

### 3. Behaviour

Barrier to Success	Support offered to students	Desired Impact & Rationale
Tackling poor behaviour of PP students.	<ul style="list-style-type: none"> <li>There is regular contact between Pastoral/SEND (where required) teams and parents to promote and maintain high standards.</li> <li>Students are prioritised for personal sessions with the Pastoral and SEND Teams and meet Heads of Learning 3 times per year to discuss 'barriers to learning' in and out of the classroom.</li> <li>Good behaviour is celebrated and rewarded through the schools 'positive' system (Class charts).</li> </ul>	<ul style="list-style-type: none"> <li>There are clear boundaries and expectations throughout all aspects of the school.</li> <li>PP students behave well around the school site.</li> </ul>

	<ul style="list-style-type: none"> <li>Rigorous monitoring of behaviour and On Call data with positive proactive measures taken to support high incidents for PP students.</li> </ul>	
--	---	--

4. Low Aspirations

Barrier to Success	Support offered to students	Desired Impact & Rationale
PP students with low self-esteem and self- belief.	<ul style="list-style-type: none"> <li>Tutors, Pastoral Team and Heads of Learning monitor the progress of students.</li> <li>Students are encouraged to achieve the schools six 'character strengths' (aspiration, balance, compassion, independence, resilience and integrity)</li> </ul>	<ul style="list-style-type: none"> <li>Students have three examples of each character strength.</li> <li>PASS assessments show students have high self-esteem and self-belief.</li> </ul>
PP students have low expectations and sense of accomplishment.	<ul style="list-style-type: none"> <li>School contacts PP student parents prior to parents evening to encourage attendance.</li> <li>PP students are prioritised for mindfulness workshops and careers mentoring.</li> <li>Teachers are encouraged to mark books with lots of praise.</li> </ul>	<ul style="list-style-type: none"> <li>Target of 100% attendance of PP parents at parent's evenings.</li> <li>Students can identify their personal skills and qualities'.</li> <li>Students speak highly of their achievements and accomplishments.</li> </ul>
PP students have low aspiration regarding their future and Post-16 options (70% of Y11)	<ul style="list-style-type: none"> <li>Students are prioritised for focused support by Heads of Learning and the Assistant Headteacher for Careers.</li> <li>Students are prioritised for Careers advice with independent careers advisor in Year 9, 10 and 11.</li> </ul>	

5. Attendance

Barrier to Success	Support offered to students	Desired Impact & Rationale
PP students attend school with good- excellent attendance	<ul style="list-style-type: none"> <li>• Excellent/Good attendance is celebrated (Students with attendance 100% in a term or above 97.5% at the end of the year receive a certificate.)</li> <li>• Pastoral Team are aware of individual needs and follow a set of non-negotiable standards directly relating pastoral support and attendance.</li> <li>• Working relationship between parents, school, Bucks Attendance and Child Missing in Education Teams.</li> <li>• Breakfast club, bus passes and transport support are offered to students with poor attendance or punctuality.</li> </ul>	<ul style="list-style-type: none"> <li>• Target PP overall attendance &gt;95%.</li> <li>• Y10 PP attendance &gt;92.5%.</li> <li>• Y11 PP attendance &gt; 92.5%.</li> <li>• PP students with good attendance will access the curriculum and therefore be making desired progress.</li> </ul>

6. Academic

Barrier to Success	Support offered to students	Desired Impact & Rationale
PP students can access the learning in every lesson.	<ul style="list-style-type: none"> <li>• All staff aware of individual needs and follow a set of non-negotiable standards directly relating to the teaching and learning of vulnerable and disadvantaged students.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching of vulnerable and disadvantaged students is good to outstanding across the school (examples of shared practise are shared amongst staff).</li> </ul>
PP students have confidence in their literacy ability.	<ul style="list-style-type: none"> <li>• Small group intervention delivered by experienced teachers within the English faculty (these lessons focus on exam technique and English Language (students are prioritised on forecast negative progress 8 scores).</li> <li>• Students identified as having significant SPAG concerns are provided with literacy support workbooks.</li> </ul>	<ul style="list-style-type: none"> <li>• PP students show significant improvements in literacy and therefore can access the curriculum.</li> <li>• Students are working on target in all subject areas.</li> </ul>

	<ul style="list-style-type: none"> <li>• Literacy coordinator and librarians ensure active participation in literacy- based activities and the ability to access age and ability appropriate texts. Students participate in the Bedrock vocabulary building programme.</li> <li>• Students with identified weaknesses in foreign languages have timetabled bespoke literacy support in Foreign Language and Literacy lessons (taught by a SEND and literacy specialists).</li> </ul>	
<p>PP students complete homework and are well prepared for assessments</p>	<ul style="list-style-type: none"> <li>• PP students are welcome to attend Homework support (every day in the library from 2:30-3:30pm). There is support from a teacher.</li> <li>• All students are fully equipped with revision guides and reading books (this includes all revision materials for GCSE subjects being studied at KS4 and English, Mathematics and Science at KS3).</li> <li>• Limited laptops are available for loan by request so students have access to Microsoft word, the internet and 'Google Classroom' at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework completed more consistently and to a better standard (in line with their peers) across the curriculum.</li> </ul>

Planned expenditure for 2020-21 and 2021-22 academic years

Academic Years 2020-21 and 2021-22	
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	
Teaching Priorities/Quality of teaching for all	£22,000
Targeted Academic Support	£15,000
Wider strategies and other approaches <i>(Please also see the Covid Funding document on the school website)</i>	£212,000

The cost will indicate where the money is spent, and the figure is worked out using a percentage of students (i.e if it lists a wage, this will be a proportion of that wage compared to Pupil Premium).					
Quality of teaching for all					
Action	Intended outcome	Evidence and Rationale	Monitoring and implemented	Staff lead	Costs
Maths Mastery Approach introduced as the new Maths curriculum.	Progress in maths for all students particularly PP students to be in line with their non PP peers nationally.  Additionally the percentage of students achieving	Employing approaches that help students to develop a deep and secure knowledge and understanding of mathematics at each stage of their learning, so that by	Rigorous training for all teachers in the Maths Department. Also working alongside the other two schools in the Academy Trust to share good	Head of Maths, SENDCo, Assistant Headteacher for Inclusion	

<p>Catch-Up Numeracy Intervention used to target PP students in Y9 and 11.</p> <p>Baseline assessments using PiXL and CAT scores to reduce gaps</p>	<p>greater depth in maths will be more in line with that of their non PP peers nationally.</p> <p>For those in danger of failing Maths to achieve a GCSE grade of pass.</p>	<p>the end of every school year or Key Stage, students will have acquired mastery of the mathematical facts and concepts they have been exposed to, equipping them to move on confidently and securely to more advanced material.</p> <p>Catch Up Numeracy is a structured one-to-one intervention for learners who find numeracy difficult. It enables learners who struggle with numeracy to achieve more than double the progress of typically</p>	<p>practice and moderations.</p> <p>TA and Maths teacher to be trained in the Intervention.</p>		
---	---	---	---	--	--



Working Document

<p>between prior and current attainment data including those students who have fallen behind owing to coronavirus, with a focus on PP students.</p> <p>Books and examples of work are sent up from feeder schools so that high expectations can continue despite any regression during the summer break especially with PP students.</p>		<p>developing learners.</p>			
<p>Clear progression strategy for writing across the school and in particular PP students which models age related expectations and includes grammar, punctuation and spelling, editing, handwriting and presentation.</p> <p>Provide all students with examples of good quality written information in all lessons to help them to improve their reading and writing and further broaden their knowledge across the curriculum. (Ofsted)</p> <p>New curriculum to build on prior learning in reading and writing and</p>	<p>Progress in reading and writing for Pupil Premium students to be in line with their peers nationally.</p> <p>Additionally the percentage of students achieving greater depth in reading and writing will be more in line with that of their peers.</p>	<p>Nessy Reading &amp; Spelling adheres to the Orton-Gillingham approach, meaning that each child receives instruction tailored to his or her specific needs. It is a complete dyslexia aware solution with a suite of multisensory activities.</p>	<p>English Lead. Learning Walks - SLT Book Looks Coaching sessions with staff - increase in confidence when planning and delivering the English curriculum</p> <p>68% of students to achieve age related expectation or above in writing</p>	<p>Head of English, Literacy Lead, SENDCo</p>	

Working Document

<p>to show a progression of skills for disadvantaged students.</p> <p>Staff Training</p> <p>Using "Nessie" which has been predominantly used for students that may have dyslexia and use this system for 100% of Pupil Premium students that require specific spelling interventions.</p> <p>TA Training - all TAs to be trained with high-quality vocabulary CPD to support disadvantaged students in class. TAs to also be trained on whole-class reading techniques to support PP students.</p> <p>Teachers will ensure 100% of Pupil Premium students across the school will be heard reading each week in a one to one session.</p> <p>100% of PP students who are working towards (WTS) the expected standard in writing will have access to a Laptop to ensure handwriting is not a barrier to making progress in writing.</p>		<p>myOn – student-centered, personalised literacy environment that gives students access to more than 6,000 enhanced digital books. Dynamically matched to grades and Lexile reading level. Combined with a suite of reading tools and embedded supports.</p>	<p>13% of PP students to achieve GD in writing.</p>		
---	--	---	---	--	--

Working Document

<p>Laptops are also to be used to access texts online via myOn.</p> <p>100% of PP students who are working towards age related expectation will have access to One to One/Small Group support within reading and writing lessons</p> <p>We will invite 100% of PP students to writing and reading clubs which are run at lunchtimes and encourage the uptake of PP students to be maintained at least 75% (Cannot currently do due to Covid-19)</p> <p>Trips to be used to enhance writing opportunities to increase cultural capital and provide PP students with experiences to better access the curriculum (DfE Literacy and Numeracy catch-up strategies, 2018)</p>					
<p>Work will be clearly differentiated for all students particularly PP students.</p> <p>Implementation of an On Call system, led by SLT and Pastoral</p>	<p>Through a whole school consistent approach to address learning behaviour, there will be less behaviour</p>		<p>Recorded detentions and exclusions for PP students using our ClassCharts system will show a decline</p>	<p>Assistant Headteacher – Behaviour, Pastoral Team, SENDCo</p>	

Working Document

<p>Team with additional mentoring using Zones of Regulation for students and staff to ensure behaviour is not a barrier to learning.</p> <p>100% of Pupil Premium students that have behaviour as a barrier learning will be supported one to one by the behaviour lead/Pastoral Team/SEND Department.</p> <p>The school's behaviour policy will be updated to ensure behaviour is consistent throughout every classroom and around the entire school, with a clear focus around supporting PP students.</p> <p>SLT will have a more strategic approach to behaviour, looking at figures and trends to inform the behaviour policy, this will include specifically looking at trends involving PP students.</p> <p>There will be a more opportunities for structured approach to students' lunch time. More structured activities will continue</p>	<p>disruptions in all classes, fewer students will receive regular detentions, there will be less exclusions and parents will be well informed of their child's behaviour.</p>		<p>in these sanctions. SLT will monitor behaviour during learning walks along with the Behaviour Lead.</p> <p>Parents of PP students will report that their students are receiving less sanctions in school.</p> <p>PP students' attendance will increase.</p> <p>Teachers will report that Pupil Premium students are in class more, and if they need to leave for behaviour reasons they are quickly reintegrated back into class to</p>		
---	--	--	--	--	--

Working Document

<p>with lunch time activities and clubs. (Cannot offer completely currently due to Covid-19) TA's will have further training on managing break/lunchtime behaviour and engage the students more with structured activities to minimise boisterous behaviour that can get out of hand.</p> <p>100% of Pupil Premium students who require support during "free-time" will have a designated on-duty staff member.</p>			<p>minimise loss of learning.</p>		
<p><b>Homework Club:</b> There will be a homework club available to all Pupil Premium students, with an expectation that 100% of PP students that do not complete work at home, complete it in school. (See provision in the library)</p> <p>Money has been invested into providing laptops to ensure that Pupil Premium students have access to online learning.</p> <p>Regular correspondence with families to keep parents aware of</p>	<p>Students, including PP students, will have access to home learning, either via online teaching, or via homework club so that they have the opportunity to extend and embed their classroom learning. (This is particularly relevant during the Global Pandemic – all work</p>	<p>Some students may not have access to technology at home to complete some homework tasks. Also parents may not feel confident to support some parts of student's learning at home</p> <p>Those student whose parents support their</p>	<p>PP students will have reduced the gap between their non PP peers.</p>	<p>Deputy Headteacher – responsible for Curriculum</p> <p>Assistant Headteacher for Teaching and Learning and Digital Vision.</p>	

Working Document

<p>what the students will be learning. The Khalsa Secondary Academy website will have all curriculum subjects' Learning overviews available, be updated frequently and give parents suggestions on how they can support home learning.</p>	<p>is available via Google Classroom)  Parents will also be given resources to support learning at home.</p>	<p>learning at home are more likely to perform better in school.</p>			
<p>Students who have multiple disadvantages historically have performed below their peers both in Khalsa Secondary Academy and nationally.</p> <p>100% of PP students who also have a SEND will be provided allocated a TA who will monitor progress regularly and report back to the Pastoral Lead and SENDCo weekly.</p> <p>100% of PP &amp; SEND students that are working significantly below expected will have access bespoke sessions run by the SENDCo (see targeted support)</p> <p>CPD for TA's on supporting SEND in class rather than some interventions which take a long</p>	<p>PP with SEND</p>		<p>Regular welfare meetings with updates from mentors.</p> <p>PiXL tracking</p> <p>Student Progress meetings</p> <p>Learning walks by SENDCo and Lead TA</p> <p>SEND Learning Plans frequently update to reflect monitoring and progress.</p>	<p>Assistant Headteacher for Inclusion, SENDCo</p>	

Working Document

<p>time and remove the students from learning in class. A particular focus will be given to SEND students who are also PP students. All staff will be given further training so that they understand how to support those students who have multiple barriers to learning.</p> <p>TAs use information from SEND Plans and teacher assessment to deliver high quality interventions and support across the school. Training from an SLE and SENDCo to ensure interventions are delivered successfully. All TA's will prioritise SEND students that are also PP students.</p> <p>Pre-teaching vocabulary Scaffolding</p> <p>High Expectations of all SEND students, particularly those who are also PP students.</p> <p>SEND support plans clearly showing support and outcomes that can be measured.</p>					
---	--	--	--	--	--

<p>The EEF state that “the projections suggest that school closures will widen the attainment gap between disadvantaged students and their peers, likely reversing progress made to narrow the gap since 2011. The median estimate indicates that the gap would widen by 36%.”</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/REA_-_Impact_of_school_closures_on_the_attainment_gap_summary.pdf">https://educationendowmentfoundation.org.uk/public/files/REA_-_Impact_of_school_closures_on_the_attainment_gap_summary.pdf</a></p> <p>Extra provision for catch up has already been put in place for 2020-2021 and 2021-22. A specific catch up curriculum will be introduced for the first 4 weeks to ensure that students’ mental health and emotional well-being is being prioritised. Teachers will have a particular focus on PP students during this catch up time.</p> <p><a href="https://www.ssaturk.co.uk/blog/a-recovery-curriculum-loss-and-life-for-our-children-and-schools-post-pandemic/">https://www.ssaturk.co.uk/blog/a-recovery-curriculum-loss-and-life-for-our-children-and-schools-post-pandemic/</a></p>	<p>Potential Covid 19 catch up support for disadvantaged families.</p> <p>The NTP aims to provide intensive, targeted support for disadvantaged and vulnerable students who need the most help to catch up.</p> <p>To support small group tuition for 16 to 19 students in English, maths, and other courses where learning has been disrupted.</p>	<p>Extra teacher - PPA and tutoring? TA? Summer Camps? High Quality Interventions Tutoring</p> <p><b>The NTP for 16-19 year olds.</b> This will provide funding to support small group tuition in English, maths and other courses where learning has been disrupted - these groups shouldn't be more than 5 students.</p> <p>Although the actual tuition does not need to be for GCSE English or maths, the students supported all need to be those who had not achieved grade 5</p>	<p>19 on PP students will be continually monitored, and interventions and support added as necessary.</p>	<p>Tutors</p>	
---	---	---	---	---------------	--



Working Document

<p>English Teacher/Librarian is being used to support intervention and catch up as required and will prioritise Pupil Premium students.</p> <p>Implementing The National Tutoring Programme - 16-19 year olds (Coach Bright)</p> <p>The extra funding will be received through 16 to 19 funding allocations for 2020-21 and 2021-22 academic years. KSA started to receive payments from November 2020 onwards.</p>		<p>or above in at least one of those subjects at this level by age 16. All supported students must be on a 16 to 19 study programme.</p> <p>Providers should prioritise support for students who have not achieved a grade 4 in English and/or maths. However, further to those students, if providers have funding available within their allocations they should consider whether any young people with a grade 4 also need catch up support. Providers should prioritise students that will benefit most from small</p>			
---	--	--	--	--	--

		<p>group tuition, based on the criteria above. Providers should also have regard to the needs of students with special educational needs and disabilities (SEND), particularly where they have experienced additional disruption to learning as a result of their specific needs and disabilities.</p>			
<p>To use experienced teacher/specialists for each subject who understands Pupil Premium priorities for cover. e.g. Maths teacher for maths cover.</p> <p>Only qualified teachers will teach Maths and English</p>	<p>Ensuring quality teaching particularly for vulnerable students stays effective during teacher PPA time to avoid increasing the attainment gap for Pupil Premium students.</p>	<p>The EEF state that TAs should not be used to substitute teachers.</p> <p>PP students will perform significantly lower than their non PP peers with lower</p>	<p>Learning walks, class teacher feedback, book scrutiny, target tracker data.</p>	<p>Teachers</p>	

		quality teaching (Sutton Trust, 2011)			
Targeted support					
Action	Intended outcome	Evidence and Rationale	Monitoring and implemented	Staff lead	Review date
<p>According to the Childhood Trust, disadvantaged students will be more at risk of developing difficulties with their mental health. <a href="https://view.publitas.com/the-childhood-trust/children-in-lockdown-the-childhood-trust-report-june-2020/page/10-11">https://view.publitas.com/the-childhood-trust/children-in-lockdown-the-childhood-trust-report-june-2020/page/10-11</a></p> <p>100% of Pupil Premium students will be assigned a well-being mentor – in the form of their Head of Learning.</p> <p>Those Pupil Premium students that need further targeted support will be supported by the welfare lead, learning mentor/behaviour lead or the school counsellor.</p> <p>Continued work with outside agencies to support Pupil Premium students' mental health will continue.</p>	<p>Targeted interventions will lead to further improvements in concentration during lessons, consequently greater progress for those disadvantaged pupils with social and emotional needs.</p>	<p>Ofsted, EEF, CAMHS, NHS, Mental Health Champion, Counsellor</p>	<p>Weekly Welfare meetings led by the Welfare lead, will ensure that all PP students have a member of staff assigned to their well-being.</p> <p>ClassCharts to be continued to monitor students' mental health and the Welfare Lead will ensure that Pupil Premium students are prioritised.</p> <p>Referrals for further support from external agencies will be done urgently to</p>	<p>Head of Pastoral, Pastoral Team, Head of Personal Development Curriculum</p>	

Working Document

<p>All students will continue to have access to the PSHE programme which aims at building resilience, independence, and self-esteem.</p>			<p>avoid extended waiting times.</p> <p>The PSHE programme will continue to be evaluated by the PSHE Lead.</p>		
<p>SENDCo will create a small target group of students that are currently accessing a KS3 curriculum to deliver a KS3 curriculum. Students will attend either Maths or English and in some cases both.</p>	<p>PP with SEND - targeted support</p>	<p>Increased attainment in Reading and Writing and Maths for all disadvantaged students.</p> <p><b>Evidence</b> School tracking data, School attainment data.</p>	<p>Accelerated progress and narrowing the attainment gap for PP students</p> <p>PiXL testing will show acceleration from before the tuition starts to when they complete the sessions.</p>	<p>SENDCo</p>	
<p>SENDCo and Behaviour Lead target those students that require a Nurturing approach. Those students had multiple disadvantages such as PP and SEND, EAL, behaviour etc. The Nurture club runs weekly after school. It looks at giving students cultural experiences that they</p>	<p>Nurture Group</p>		<p>PASS Assessment</p> <p>Well-being data via Class-charts</p>	<p>SENDCo, Assistant Headteacher – Behaviour</p>	

<p>might not normally have access to such as learning to cook and playing games. The aim is to build relationships and engage students so that engagement continues in the classroom. (Currently not available due to Covid-19)</p>					
<p>Other approaches</p>					
Action	Intended outcome	Evidence and Rationale	Monitoring and implemented	Staff lead	Review date
<p><b>Employment of Pupil Premium Lead</b></p> <ul style="list-style-type: none"> <li>• To formulate Pupil Premium Policy</li> <li>• To ensure all staff are aware of PP pupils</li> <li>• To monitor and review interventions</li> <li>• To raise parental awareness of support available to PP students</li> </ul>	<p>Staff and parents will be aware of the use of the PPG, barriers to learning and support available for disadvantaged students.</p> <p>The use of the PPG will be monitored and allocated effectively.</p>	<p>The impact will be a greater awareness throughout the school of PP students and their specific needs leading to better focussed intervention.</p> <p>A strict and consistent monitoring of PP progress throughout the school.</p>	<p>The role of the Pupil Premium Lead has been essential in monitoring and reviewing PP students’s progress due to our high number of PP students.</p>	<p>Assistant Headteacher for Inclusion</p>	

<p><b>Attendance Officer, Pastoral and PPL:</b></p> <p>The attendance officer will make daily contact with parents to ensure attendance is closely monitored.</p> <p>The Attendance Officer and Pastoral Lead will build relationships with parents to ensure early help is delivered to those families that need extra support. They will also work in conjunction with Teaching staff to support parent engagement in their child’s learning.</p> <p>The attendance officer will carry out the official Parent Contract Meetings to ensure attendance is maintained for those families that fall below 95% and will give Pupil Premium families priority.</p> <p>The Pastoral Lead/PPL will oversee all interventions required to help maintain attendance levels during weekly pastoral meetings with the Pastoral Team.</p>	<p>Attendance will be maintained throughout the school at 95% and above.</p>	<p>Whilst the gap between PP and Non PP students is not large, we will still look to narrow the gap even further.</p>	<p>Attendance is monitored daily, and all 3 areas are key to maintaining attendance at above 95%.</p> <p>The attendance officer will report termly to the HT and PPC with regards to actions for attendance that has fallen below 95%. Further training will be given on SIMS to ensure attendance is monitored effectively.</p>		
---	--	---	--	--	--

<p><b>Currently due to Covid restrictions, breakfast club is currently on hold. We recognise that this is an important part of school life and every effort is being made to look into options of re-starting as soon as possible.</b></p> <p><b>Breakfast Club:</b> will run every day and be offered free to every PP child. It will be healthy and nutritious.</p> <p>Staff costs are to be covered by the PP grant.</p>	<p>All students, including PP students, will have access to a healthy breakfast and enjoy a social environment ready to start their learning.</p>	<p><b>Evidence:</b> There is well documented research in the media of the benefits of breakfast clubs for disadvantaged students.</p>	<p>Parent support worker to build relationships with parents to encourage them to use the facility</p> <p>Students that attend breakfast club regularly are reported by teachers to be more settled in class, have higher levels of concentration, and are ready to start their learning day on time.</p>		
<p><b>Funding for School Clubs</b></p> <p>To provide fully funded extracurricular clubs to give students the chance to develop new skills and participate in extracurricular activities.</p>	<p>Disadvantaged students will have the opportunity to participate in extracurricular activities</p>	<p>Students gained new skills in sports and some were able to represent the school in competitive sporting events. Increased confidence was reported.</p>	<p>Some students have been keener to join the clubs than others. Reaching the students that may benefit the most should be a priority.</p>		

		<b>Evidence</b> Staff/ Student and parental feedback			
<b>Funding for Musical Tuition:</b> To provide a wider form of educational opportunity through the provision of music lessons, funded and instruments hired.		Increased opportunity to develop new musical skills and participation in our school musical concert.  <b>Evidence</b> Student and parent feedback, invoices	There are a number of our disadvantaged students who will enjoy the opportunity to play a musical instrument and the chance to perform at the school concert would be evidence of this.	Music Teacher, Assistant Headteacher for Performing Arts	
<b>Funding for Educational Trips:</b>  To enable equal opportunities KSA will fund PP students' to engage with trips (not currently available due to Covid-19)  Also funding for specialist topic teachers to come into school.	Disadvantaged students will have the opportunity to participate fully in educational visits	To enable all PP students to participate in school trips, including potential residential and trips abroad.  <b>Evidence</b> Student and parental feedback, Curriculum folders and planning	Assistant Headteacher for Inclusion will liaise with parents to identify need for funding	Assistant Headteacher for Inclusion	



<p><b>School Uniform and PE Kit</b></p> <p>We will provide opportunities for parents to access new and/or second hand uniform throughout the year.</p>	<p>Improved attendance and feelings of inclusion in the school community</p>	<p>Case studies show increased confidence and a sense of unity in schools that provide this option.</p> <p><b>Evidence</b> Uniform voucher requests, student and parent feedback.</p>	<p>Heads of Learning and Assistant Headteacher for Inclusion will monitor need and liaise with parents where appropriate</p>		
<p><b>Other</b></p> <p>Various resources have been purchased to support the specific individual needs of our disadvantaged students. This includes resources to support students' motor skills, emotional and social skills and educational software.</p> <p>Small percentage of the PPG to buy resources that we feel may assist our disadvantaged students in class, on the playground or in small group sessions.</p>	<p>Students' learning will be enhanced through the use of additional learning resources</p>	<p>The additional resources used during 1:1 and small group sessions lend themselves to accelerated student progress. Physical resources are particularly useful.</p>	<p>Subject Leads and Head Teacher to identify best resources</p>	<p>Heads of Department</p>	