

Kenilworth School Pupil Premium Grant Impact Report 2019-20

Pupil Premium allocation

Grant allocation for 2019-20 was 119,147.25

Pupil Premium Expenditure 2019-20

The Pupil Premium Grant is used to raise the attainment of disadvantaged students and close the gap with their peers. The aim of the PPG is to provide a specific action plan targeting disadvantaged students – giving schools extra funding to enable them to take the most effective action that they believe will raise attainment and close the gap between non-pupil premium students and pupil premium students.

Expenditure	Amount
Subject Intervention Resources	
Key texts and reading resources	£2,591.56
Pastoral support and intervention (including attendance):	
Positive About Young People	£1,200
Additional Staffing & CPD support	
Additional support for Maths, English and Science	£45,434.85
Enrichment	
Stagecoach	£408
Trip Subsidy	£58
Hardship	
Uniform for pupils	£1,300
Lunch Club	£521.57
Transport	£562
Total	£52,075.98

Impact of Pupil Premium Grant

Key Area 1: Ensure disadvantaged students make good progress in all subject areas across all year groups

At Kenilworth School a personalised approach is used to target funding to ensure progress of individual students and also ensure barriers to learning are reduced. The Pupil Premium working group continues to meet termly, the group of 22 teachers evaluates the progress and impact of the actions within the Pupil Premium Expenditure plan and disseminates best practice to department staff. A Pupil Premium student monitoring report is used to record all individual student interventions this provides a clear overview of personalised interventions in place for all Pupil Premium students.

Progress 8 is the new measure of school performance (it replaces the previous measure of 5A*-C including English and Maths) and shows how well pupils of all abilities have progressed between Key Stage 2 and Key Stage 4 across 8 key subjects. A positive score (above 0) means students have done better than all students nationally. This year under DFE guidance, schools will not be measured on performance data based on summer 2020 results. However, using calculations from 2019 and

applying them to this year's cohort, our data system, SISRA, suggests that we would have achieved a positive Progress 8 score for disadvantaged students of 0.06.

Personalised programmes of intervention were provided for specific pupils in order for disadvantaged students to access national curriculum subjects and achieve target grades. Targeted students were given one-to-one subject mentoring in English, Maths and Science. Sessions within the hub enabled access to the curriculum and improved student outcomes and progress.

Resources purchased and one-to-one support during lunchtimes in preparation for exams meant that 15 pupil premium students took a language GCSE, of which 13 achieved 9-4 (87%). As a result of targeted intervention in Maths 65.5% of disadvantaged students achieved 9-4. In English 72% disadvantaged students achieved 9-4.

Key Area 2: Raise aspirations and improve motivation and attendance across all year groups

Kenilworth School works tirelessly to monitor attendance. We have an Attendance and Safeguarding Officer to work with and improve the attendance of vulnerable students. To work closely with students, their families, maintaining regular contact and establish constructive relationships with families/carers of children in need of extra support, encouraging positive family involvement. We maintained 90% attendance from the previous academic year for disadvantaged students

The new lunch club has benefitted disadvantaged students in years 7-11. When attending the club students' reported increased social interaction with peers.

A robust programme of CEIAG (Careers Education Information Advice and Guidance) programmes for all disadvantaged students, particularly those at risk of exclusion and NEET (not in education, employment or training) has resulted in 100% of disadvantaged students going on to further education/training; 24% of these students have started A-Level courses.

Key Area 3: Enhance ethos of support to promote wellbeing and parental engagement

Pupil premium funding was targeted to ensure access to uniform (including PE kit), ingredients for Catering lessons, trips and visits. The impact of this is that pupils as a result were ready and equipped to learn and had access to enrichment activities, trips and visits that otherwise they would not have been able to attend.

Increased pastoral support has improved parental engagement. Heads of Year now meet with parents of disadvantaged students and SLT held a Y11 intervention evening for parents and students. This provided useful information to support learning at home and also emphasised the importance of good attendance. 100% of parents/carers of disadvantage students received personalised contact and positive benefits of the evening were reported by both pupils and parents.