

John Kyrle High School

Pupil Premium Spending Statement - 2018/19

With variations seen from relatively small cohorts our performance with pupil premium students is in line with national performance over time. .

Improving outcomes for disadvantaged students continues to be a Local Authority priority as it is recognised that, with a mainly white working-class population, disadvantaged students are at risk of under-achievement in Herefordshire.

It should be noted that Y11 in 2018 had 14.5% disadvantaged students. This right in the middle of the range of 12%-19% which the Education Endowment Foundation notes as the hardest to improve outcomes. The cohort contained many students who had multiple deprivation factors. We are proud that we did not give up on any student. All have progressed onto appropriate pathways after Year 11.

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 2018-19. Attendance of our disadvantaged students for the year through to May half-term was 93.63%. This is slightly down on the previous year but must be seen against a context of a slight fall in overall attendance (to 94.76%) caused by a spate of illness in January and February '19. This means the gap between the attendance of disadvantaged students and all students was just over 1%.

The school allocation for the academic year 2018/19 was **£191,255**. In total the school had 191 students who were eligible to benefit from this funding.

We are keen to ensure we diminish the attainment and progress gaps 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
- Multiple-deprivation factors.

Our focus areas for 2018-19 were on:

- Continue to safeguard the school's most vulnerable students, including their use of internet technologies
- Provide literacy and numeracy intervention for those disadvantaged students who need it the most to enable them to access the school curriculum
- Reduce the gap between the attendance of disadvantaged students and all students and reduce the percentage of disadvantaged students who are persistently absent
- Continue to ensure that the exclusion figures for disadvantaged students remain extremely low.
- Provide an appropriate curriculum for all disadvantaged students to raise their

achievement and ensure they can move on to appropriate education, employment and training

- Ensure disadvantaged students achieve in 8 or more subjects with the aim of a positive Progress 8 score overall
- Support disadvantaged students in achieving grade 9-5 in English and maths so that their attainment is close to or in-line with all students nationally

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

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

We believe we have been mainly successful in these things in 2018-19.

Key Areas 2018/19	Achieved?	Evaluation:	Tier
Continue to safeguard the school's most vulnerable students, including their use of Internet technologies.	Yes	<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.</p> <p>A Local Authority safeguarding review in Spring 2019 noted that <i>"overall, the school has a strong and passionate safeguarding team who are well supported by SLG... The pupils spoken with feel safe in school and did not hesitate to say they would recommend the school to others."</i></p> <p>SLG and Heads of Year have received training on e-safety, including sexting, and incidents of this nature have been low across the school, including for the disadvantaged.</p>	Tier 3
Ensure disadvantaged students leaving the school have access to an appropriate place of employment and/or education (NEET risk).	Yes	Internal analysis shows that the overwhelming majority of students leaving JKHS in 2019 went on to education, employment or training, with only two students (out of 234) unplaced as of October 2019	Tier 1,2 & 3

Provide literacy and numeracy intervention for those disadvantaged students who need it the most to enable them to access the school curriculum.	Yes	<p>Disadvantaged Y7 students who accessed literacy support made good progress, gaining an average of 45.8 months in reading age over the year which was greater than the average gain for all students who accessed the programme.</p> <p>Spelling ages also increased, with disadvantaged students making an average of 14 months progress, again matching the progress made by all students.</p> <p>Analysis of the impact of the maths catch-up showed a statistically significant improvement in the test scores of the students. On average, students did 12% better in tests on the topics covered than they had at the start of the programme,</p>	Tier 2
Reduce the gap between the attendance of disadvantaged and all students. Reduce the percentage of disadvantaged students who are persistently absent	Yes	<p>Our overall attendance is strong and we envisage it will again be well above the national average. Like many schools nationally, we were impacted by illness in January & February 2019 and overall attendance for the year was slightly down on the previous year at 94.76%. Disadvantaged students' attendance was 93.63%. These remain relatively strong attendance figures.</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. In 2017-18, this figure was 13.36%. By May half-term in 2019, the persistent absence of our disadvantaged students was 11.85%. This is below the 2018 national average for all students at 13%</p>	Tier 3

Provide an appropriate curriculum to all disadvantaged students, regardless of ability.	Yes	<p>The refinement of the KS4 offer over the past three years has ensured that students all have access to the full Ebacc suite of qualifications, fulfilling the government's ambition to provide a rigorous academic curriculum.</p> <p>An appropriate curriculum will allow students to gain meaningful qualifications and progress to the next stage of education, employment or training. We offer a three year key stage 3 and a two year key stage 4. There is no narrowing of our curriculum.</p> <p>Our internal analysis of destinations shows that, as of October 2019, 232 out of 234 students have progressed to appropriate pathways and only one student remains NEET (Not in Education, Employment or Training).</p>	Tier 1
Ensure the number of fixed-term exclusions for disadvantaged students remains very low.	Yes	<p>Overall exclusions are continuously very low in the school and there have been no permanent exclusions for over 10 years.</p> <p>In 2018-19 10 students received fixed-term exclusions.</p> <p>Just 3% of the school's disadvantaged cohort received a fixed term exclusion.</p>	Tier 3

Ensure the number of disadvantaged students achieving 5-9 in both maths and English is close to or in-line with all students nationally.	No	Grade 5+ in English and maths for disadvantaged students was below the national average for this metric.	Tier 1
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.	No	2019 was the first year since 2016 that our disadvantaged pupils' progress was below average.	Tier 1

Spend Summary 2018/19

Area	Amount Spent
Literacy	£47,601
Numeracy	£26,521
Science	£10,918
Attendance	£19,417
Extra Curricula	£1847
Mentoring	£9352
Pastoral / Safeguarding	£42,904
Exam Access for disadvantaged	£9180
School transport	£8631
Small Items Spend – Uniform, books, ICT, etc.	£15,472

Tier guide

Tier 1 = Teaching £85,040

Tier 2 = Targeted academic support £18,532

Tier 3 = Wider strategies £88,271

