Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kickstart Academy
Number of pupils in school	32 (48 PAN)
Proportion (%) of pupil premium eligible pupils	68.75%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3
Date this statement was published	14/12/2021
Date on which it will be reviewed	14/12/2022
Statement authorised by	Tom Cash Head Teacher
Pupil premium lead	Tom Cash Head Teacher
Governor / Trustee lead	Gerard Shirley Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,500
Recovery premium funding allocation this academic year	£6,235 (provisional)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year	£33,735
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£33,735

Part A: Pupil premium strategy plan

Statement of intent

Our intention from the use of our pupil premium funding is to:

- Improve academic outcomes of disadvantaged pupils of all abilities; and
- Close the attainment gap between disadvantaged pupils and their peers

It is our aim to ensure that quality first teaching is provided to all students and that their needs can be met, with a particular aim of closing the gaps in learning that any disadvantaged students may have. We understand that quite a few of our students have turbulent lives, many with social services involvement. As a school we work closely with families and outside agencies to ensure that students feel settled at school and they can focus on their attainment.

We will ensure that we robustly assess our young people to ensure that we are knowledgeable about their ability and we will continue to ensure frequent assessment so that we can make informed judgement about appropriate progress and make interventions where necessary.

We will ensure appropriate and differentiated challenge of our students so that they can capitalise on their educational experience. We will also deploy a range of wider strategies to ensure the benefit of school extends to helping support our students become well rounded individuals.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance - time at school for our pupils is a barrier, in order for the maximum success students need to be physically at school.
2	SEND – much of the time students have undiagnosed SEND issues that can cause significant barriers to learning for several reasons.
3	Behaviour and attitudes – due to several previous failed placements at mainstream school, students behaviour and attitudes to learning can take time to re-establish.
4	Well-being and confidence – many students can suffer with anxiety around school and lack of confidence in their abilities, it is our job to break down these barriers and ensure support.

| 5 | Outcomes and destinations – ensuring our students have the appropriate outcomes so that they can move forward to positive destinations. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1 - Improve attendance	For the school to have reached the whole school target of 80% for overall school attendance. Specifically for PP students to be in line or above whole school attendance figures.
2 - Remove SEND barriers	For all students to be assessed effectively for underlying or undiagnosed SEND issues that can be hindering progress and learning within school. Robust baselines assessment screening tools to be in full implementation.
3 - Improved behaviour and attitudes to learning	School SEF and external monitoring to categorise behaviour and attitudes to leaning in school as 'good'. Allowing students to make sufficient progress.
4 - Well-being and confidence	Pupil voice data to highlight that students are happy in school and pastoral information from student sessions to indicate that they are in the correct state to learn and prosper at school.
5 - Improved outcomes and destinations	To ensure there are minimal NEETs at the end of the academic year so that student have positive destinations to move on to post-16, this must mean appropriate positive outcomes and attainment for the students.

Activity in this academic year
This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure effective CPD programme for all teaching and support staff	Whole weekly school CPD pro-gramme. School becoming part of the LCT CPD programme. Whole school subscription to the key CPD programme. CPD and teaching and learning lead has completed NPQSL. All staff have access to high quality CPD to support quality first teaching. Staff to have access to bespoke courses for their individual CPD needs to enable them to have the skills and knowledge to best support the students. Head Teacher and teaching and learning lead give the additional support to ensure they have effective and robust support. The Early Careers Framework states that, "Teachers are the foundation of the education system – there are no great schools without great teachers. Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest. Just as with other esteemed professions like medicine and law, teachers in the first years of their career require high quality, structured support in order to begin the journey towards becoming an expert. During induction, it is essential that early career teachers are able to develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching."	2,3,4,5

Ensuring gaps in knowledge have been addressed	Review and reflect on the gaps in knowledge and skills that are evident from the period of lockdown. Baseline testing programme that identifies missing pillars of knowledge that allows for easy data analysis into intervention groupings Allocation of subject leader time to re-write curriculum plans to ensure core knowledge has been delivered within curriculum time and intervention slots. Ongoing formative and summative assessment. Subject Leaders have identified the gaps in learning, have prioritised students' interventions requirements and have clear strategies to close the gaps in learning. Internal data will demonstrate 80% of students are making progress in line with expectations. Daisy Christodolou in 'Seven Myths about Education' states, "knowledge builds to allow sophisticated higher-order responses," and that, "when the knowledge base in not in place, pupils struggle to develop understanding of a topic." As Tom Sherrington states in 'The Learning Rainforest', "Children can advance educationally only when they have the expected prior knowledge. Social justice demands that we give all children equal access to important shared knowledge."	2,5
Retention/recruitment of teaching and support	To use budget effectively for advertising and recruitment of high quality teaching and support staff.	1,2,3,4,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil assessment and feedback to ensure gaps in knowledge are identified and addressed	Understanding the barriers to learning using surveys for parents, students and staff Focus on literacy and reading gaps using assessment data to inform intervention. Department disciplinary literacy focus. Presentation and explanation of key words within every lesson and displays on corridors The use of formative and summative assessment is effective in all subjects. Students will develop independent learning skills to support them in being able to recall knowledge. This will lead to improved outcomes for all students. Reading assessment is targeted and the number of students below their chronological age reduces. Students are aware of their current academic attainment and how to improve. Software purchased and used effectively across the school to support academic assessments and address any learning needs. Dylan Wiliam suggests that, from all the research and studies there have been, formative assessment practice encompassing effective feedback is our best bet for raising standards. Tom Sherrington in 'Rosenshine's Principles in Action' states that, "one main purpose of weekly and monthly review is to ensure that previously learned material is not forgotten – to attenuate the natural rate of forgetting."	1,2,3,5

To ensure that there is a whole school focus on literacy and numeracy through high quality small group/121 interventions	Focused literacy and numeracy interventions to support gaps in learning across all year groups. Literacy and numeracy gaps will be closed. Number of student's with reading ages below chronological ages will reduce by 10%. Alex Quigley in 'Closing the Reading Gap' states that reading, "profoundly affects our lives, offering us a vehicle to store and share the essential knowledge of our culture. The inextricable links between reading, literacy and health, wealth and well-being are well established."	2,5
To develop Oral language development and confidence	Planned programme of reading aloud in English lessons. Identified time for reading out loud in lessons. As the EEF KS3 and KS4 Literacy Guidance states, "Talk is a powerful tool for learning and literacy. It can improve reading and writing outcomes, enhance communication skills, and increase students' understanding across the curriculum."	4,5
Behaviour and social emotional intervention	Wellbeing programme delivered to students identified using survey data. Survey results will demonstrate an improvement in students wellbeing. Student well being must be at the forefront of what we plan we looking at the recovery curriculum.	3,4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
Transition to support students moving from KS4 to post-16	Virtual Careers Fair across the Learning Community Trust. All students involved in school wide baseline assessments and give support in accessing the new curriculum.	1,3,4,5

	Additional Future Focus sessions to support Year 10/11 careers advice and guidance.	
	Intensive structure placed around the transition and future monitoring of SEND students through reporting systems and intervention strategies. Additional support will ensure higher settled outcomes.	
	Virtual events will ensure all students, regardless of Tier 1-4 closure will have access to pastoral support and careers, advice, and guidance. Reduction in NEETs.	
	We must continue to ensure that students still have a quality transition into KS4 regardless of the COVID situation and that there is still an effective careers programme.	
Remote learning mentor for families	Safeguarding and remote learning support, monitoring and evaluation.	1,3,4
	Learning mentor attached to them. Records of impact.	
	Emphasis on improving attendance.	
To offer highly qualified counselling internally to support pastoral approaches	Appoint an LCT councillor for 1 day per week. Caseload of students as identified by pastoral team. Review meetings with councillor and pastoral team. Social, emotional and mental health support	3,4
New school reward system	School reward system created that is bespoke to Kickstart Academy student's needs.	1,3,5
	To engage students in learning and ensure positive behaviour, leading to higher engagement.	
	The rationale behind the choice to create a new reward system was that we needed an engaging system that would reward positive behaviour. This would ensure that it created an environment within the classroom that was conducive for learning.	

Transport	Transport for students to school/provision. To support in transport needs to overcome attendance barriers. Supporting in additional transport allocation would mean that more students where transport is a barrier can access education.	1,4
Vocational curriculum	Various vocational activities. To enrich the curriculum and provide opportunities for personal development. Also gives our students to opportunity to attain additional qualifications. Accessing a variety of different vocational activities will give students the opportunity to partake in different opportunities. This will enrich their curriculum offer at Kickstart, allowing them to achieve more, experience more and give greater prospect of achievement post-16.	3,4,5
Additional TA/Family liaison officer	A fixed term role created to facilitate bespoke catch up for students and support attendance in the community. The intended outcome from this would be for the member of staff to work both in school and in the community with our students. With the specific aim of helping students raise attainment in their academic studies (specifically in English and Maths). Alongside the bespoke academic work in school, this staff member would complete home visits during the school day and after school to ensure student welfare and aim to get those with low attendance back in to school. There is ample evidence to back the importance of 1-2-1 TA support for learners. Employing a fixed term post would mean we can allocate the spend deficit on the catch-up funding directly to this post for the relevant time period. It is also a preferred method to agency as it means students can building positive	1,4,5

	relationships with a member of staff consistently. This post also working as a family liaison officer will mean we can directly impact students with low attendance and ensure more timely safe and well checks.	

Total budgeted cost: £33,735

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

How PPG has been used in 2020/21

The funding has been allocated to various different elements across Kickstart:

- Exam entries, late fees and re-sits
- Additional academic resources (text books, revision guides etc)
- Academic assessment tools
- Enrichment activities
- Reward schemes and incentives linked to behaviour (trips, vouchers etc)
- Transport to improve attendance (bus tickets and taxi fares)
- Alternative provision
- Careers advice and support to improve outcomes and destinations

The impact of PPG

- Higher attainment of qualifications than ever before, in particular GCSE grade 4+
- Increased attendance
- Closing the gap – increase in GCSE grade 4+ qualifications over national PRU average
- Increase in outcomes (positive destinations)
- Reduction in exclusions
- Students active in more enrichment, including outdoor activities

The difference between attainment of those who are PP and non-PP is relatively low and, in some cases, the PP student attainment is higher. What is identified as an action going forward is that non-PP students who attain both English and Maths GCSE at grades 4+ is slightly higher than PP students achieving the same.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	