

Pupil Premium Impact Statement 2018

Context and Preamble

King's Lynn Academy prides itself on providing excellent academic and enrichment opportunities, supported by a strong pastoral ethos and community spirit which encourages its students to play a full and active role in modern society. All students have access to broad and balanced curriculum regardless of ethnicity, class, gender, physical ability and religious beliefs and academic aptitude. The academy promotes positive mental well-being, self-esteem, responsibility and tolerance. All students are valued and challenged to achieve their potential in all areas, whatever their starting point.

The Pupil Premium category was introduced by the Government in April 2011 to support the progress of particular groups of students. Additional funding is made available to school and is allocated to children of statutory school age who are eligible under the following criteria:

- children whose parents are currently serving in the armed forces or have served in the last 5 years
- children who have been looked after continuously for more than six months
- Low-income families who are known to be eligible for free school meals (FSM)
- Students who have been eligible for FSM in the last six years (known as the Ever 6 FSM measure).

Schools are expected to spend the Pupil Premium as they see fit in order to 'narrow the gap' in the children's educational attainments and enhance their life chances.

However, schools are held accountable for how they use the additional funding to support the students. Schools must also demonstrate that they are monitoring the impact of their selected approaches to improve provision to student entitled to the Pupil Premium.

In 2017-18 KLA received Pupil Premium funding of £238,492 for the academic year. We are continuing to develop our strategies and resources used to support our students who are eligible for pupil premium, as we rebuild the school following several years of turbulence and challenge. 2017-18 marked a strategic change in the way we use Pupil Premium funding, moving away from a piecemeal approach that involved many different, often unconnected activities to one that prioritises the provision of bespoke leadership and facilities for those young people only.

What we did

In the summer of 2017 we committed significant expenditure to the creation of the 'Passion with Purpose Base' – a dedicated area of the school for the use of disadvantaged students only. This area, led by a member of the senior leadership team who carries accountability for the care, support, progress and outcomes for disadvantaged pupils at the academy, is staffed at all times by a team of dedicated English, Maths and Science tutors, and augmented frequently by teaching staff from those areas. Disadvantaged pupils from all year groups access this support at timetabled times, with strong liaison between the PPB team and their class teacher. In addition, this team provide extra pastoral and nurture support for those disadvantaged students who are struggling to overcome barriers that are impeding their progress.

Impact

In this first year of operation, the PPB has successfully become an embedded part of the school's fabric and culture. Routines have been established, resources created and relationships built. The major success and impact of the base in its first year was in the way it managed to encourage a significant number of pupils back into school who were at grave risk of leaving their secondary education with nothing.

In terms of GCSE outcomes for disadvantaged students, the proportions achieving Grade 4+ or Grade 5+ in English and Maths stayed stable, as did the Attainment 8 score for disadvantaged pupils. The Progress 8 score however decreased from -0.7 to -1.1, although this is not an accurate reflection of the progress these pupils made. Owing to significant curriculum limitations in place previously, these pupils only completed an average of 6 qualifications. The average score for these qualifications sat did improve to 3.5, which is close to the score of 3.7 attained by non-disadvantaged pupils.

It is important in our review of the new approach to understand and accept that this is a long-term strategy for us, and that the benefits of this facility should accrue over time; indeed we are already seeing significant improvements to progress for disadvantaged students in current year groups. The facility has been thoroughly tested through three inspections, which all judged it to be an effective use of pupil premium funding.

Next Steps

The PPB has to move beyond student support and nurture to add value to pupils' outcomes at GCSE; current gains recorded in last year's cohorts have to be continued, and Year 11 GCSE results in 2019 must be significantly improved. In addition, disadvantaged Persistent Absence, which has long been significantly higher than the school figure, needs to be reduced. Progress toward achieving these key priorities is monitored stringently by the ALT and challenged regularly by the Interim Executive Board.