



KING'S LEADERSHIP
ACADEMY LIVERPOOL

SCHOOLS OF CHARACTER
MAKING GREAT LEADERS

PUPIL PREMIUM STRATEGY STATEMENT 2021/22



GREAT SCHOOLS
TRUST

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	King's Leadership Academy Liverpool
Number of pupils in school	747
Proportion (%) of pupil premium eligible pupils	65.9% (492)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	Nov 2021
Date on which it will be reviewed	Sep 2022
Statement authorised by	M. O'Hagan (Executive Principal)
Pupil premium lead	I Rossiter
	R Crowe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£382000
Recovery premium funding allocation this academic year	£58072
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1486
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	£441558

Part A: Pupil premium strategy plan

Statement of intent

King's Leadership Academy will spend this premium on evidence-based approaches to supporting pupils. In line with the Education Endowment Foundation's pupil premium guide. These include:

- supporting the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

Challenges

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

Challenge number	Detail of challenge
1	Literacy and numeracy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7 and beyond. This has been drastically heightened and increased by the Covid Pandemic and disruption to KS2
2	Attendance rates for pupils eligible for PP are nationally lower than their peers which reduces their time spent in school
3	Social, emotional and mental well-being needs are higher for pupils eligible for PP than for other students
4	Limited and reduced access to educational resources at home such as IT technology and subject resources/materials, thus reducing opportunities for learning.
5	Overall, students with disadvantaged backgrounds enter Y7 behind their peers in terms of progress and learning due to many factors and therefore need clear teaching and learning strategies to close gaps in and out of the classroom
6	Reduced ability to participate in extra-curricular and leadership programmes , such as residential trips, which necessitate additional costs.

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.

Challenge number	Intended outcome	Success criteria
1	High levels of progress in literacy and numeracy for Year 7&8 pupils eligible for PP. Implementation of 'Success for All' approach with an emphasis on raising reading attainment. This includes accessing a range of evidence-based interventions such as	Those eligible for PP who are below their chronological reading and numeracy age achieve their chronological age or standardised SAS 100 by the end of KS3 and make accelerated reading progress throughout years 7 & 8.

	<p>Lexia, Reading recovery, Accelerated number and reading</p> <p><i>Measured: reading and numeracy assessment data.</i></p>	
2	<p>Reduce attendance data gap between those eligible for PP and non-PP. PP students show improved attendance over the year.</p> <p>Measured: attendance data.</p>	<p>Attendance is closely monitored and tracked, with a gap of 5.32% between PP and non-PP highlighted. Effective & targeted measures are put in place to reduce the gap.</p> <p>Also, the gap for non-authorized attendance is monitored, tracked and reduced through effective measures/interventions (home visits, letters home, telephone calls, multi-agency meetings & targeted interventions for specific students in addition to Summer School and holiday catch-up provision whereby students make up lost time).</p>
3	<p>Those eligible have targeted intervention/s to address and develop social, emotional and mental well-being needs (such as: self-esteem, body language, conversational/friendship skills, social awareness assertiveness and communication) as well as a higher level of mentoring in order to progress into socially skilled and competent adults. 75% of students accessing such interventions are PP.</p> <p>Measured: SALT/Talk About/Well-being assessments (including students' self-assessments).</p>	<p>Those eligible, highlighted as having additional needs in these areas, show improved social skills assessments (both self-assessment and teacher-led assessment, using Talk About resources) as a result of the intervention and additional monitoring.</p>
4	<p>Students have access to learning resources needed to achieve targets in all subjects.</p> <p>Measured: audit/checklist of students with additional resources.</p>	<p>Those eligible for PP who struggle to obtain/purchase resources such as books, set texts, online learning resources and GCSE revision materials (guides and texts) will be provided with these resources for free in order for them to have the same opportunity for success. This includes tech for remote learning and subject-specific resources such as scientific calculators etc</p>
5	<p>All those eligible for PP attend character/leadership residential and excursion programmes.</p> <p>Measured: registers of attendees and PASS survey impact on self-esteem and attitude to school/capability</p>	<p>All students eligible for PP attend residential trips/excursions/DofE offered: parents are consulted and financial support is made available in order to ensure students eligible for PP are able to access the same opportunities for building character & leadership skills as non-PP students.</p>
6	<p>Pupils have access to high-quality guidance outside of school including tuition where applicable. They will also have access to period 7 and out-of-hours homework and support clubs to ensure they are on track to reach their targets and make successful progress</p> <p>Measured: attendance register/tuition register & progress outcome data</p>	<p>All students eligible for PP and are off target are given tuition 1-1 outside school hours to increase access to learning outside school hours. Homework clubs available 4-5pm across all years. Target period 7s offered for Y9-11 based on progress and need. Email support available for homework and remote learning from home</p>

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: £ [75,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Lesson plans and seating maps require teachers to highlight and list all PP students. Staff also create class intervention plans outlining strategies to support PP students who are off target each Learning Cycle</p> <p>Bromcom highlighting of PP groups</p> <p>Staff training on questioning, cognitive strategies, closing gaps and removing barriers</p>	<p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies. (EEF +8 months - highest toolkit strategy)</p> <p>CPD to be delivered to staff about PP and closing gaps with a high focus on academic rigour and no 'glass-ceiling' teaching. Evidence suggests that for CPD to be most effective, QA and follow-up feedback is essential.</p> <p>Using Mark Roberts 'Boys Don't Try' resources and research to inform best practice including further training with experts and leaders in the Educational field.</p> <p>Weekly CPD on memory, schema and explanations to strengthen learning and help students remember more.</p>	7
<p>Literacy and numeracy Success for All training</p>	<p>Research shows that key skills in the foundation years of KS3 are vital in order to succeed in all subjects (EEF & 'The Wasted Years-DfE')</p>	1
<p>AIM reviews and actions for all year groups throughout the academic year</p>	<p>Research shows that it is essential to know groupings of children in order to consider their barriers and target support. AIM (Additional Intervention Measures) meetings share good practice within teachers and departments and help to develop pedagogy and intervention measures for PP students.</p>	6
<p>Whole Class Feedback and Assessment CPD</p>	<p>Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. EEF Toolkit (+6 months)</p>	6
<p>Vocabulary and memory training</p>	<p>Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. A wide range of strategies and approaches can be successful, but for many pupils</p>	1, 6

	they need to be taught explicitly and consistently. (EEF Toolkit +6months)	
Recruitment of Leaders of Literacy and Numeracy	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. (EEF Toolkit +6months)	1

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

Budgeted cost: £ [180000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and numeracy Intervention (Lexia, Accelerated Reader, maths watch and Accelerated number) and accelerated reader with library access and competitions	Some PP students need targeted literacy support in order to close and address the attainment gap. Even more so, after the recent events of 2020. Most recent analysis in DFE lost-learning report shows the decline and impact of reading and maths is stark This is a programme which has been independently evaluated by the EEF. The study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress	1
Supply recommended resources from all subject areas to those pupils who are struggling to finance them including Tech resources	Recent evidence has shown the impact of the 'Digital Divide' especially in relation to students from deprived backgrounds. Removing barriers such as access to key learning materials is imperative to ensuring pupil progress. This is also evident in our previous school data and review of funding allocations	2
Use 1-1 tuition to help students access learning outside school hours. Pupil Premium funding used alongside NTP	EEF and Sutton Trust research shows tuition is most effective form of interventions 'Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. One to one tuition and small group tuition are both effective interventions. Providing training to the staff that deliver small group support is likely to increase impact.'	1, 2, 6

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

Budgeted cost: £ [150000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Established phase system which specifically targets PP students when they are absent. Tutors target PP	PP students often require a greater level of family support, first day visits allow HLTs to intervene immediately before absence rates escalate.	4

students first when they are absent. First day visits to home using YLs (Year Leaders) when attendance drops below school target of 97% Weekly tracker identifies disadvantaged groups and rewards good attendance using Monarch system to generate motivation.	Research (NFER 2019) shows that attendance has a clear correlation between success at KS4 of progress of all students but even more so for disadvantaged students Form tutors focusing on PP ensure that notes are collected for absence and reasons followed up, this increased accountability with home and also reduced UA.	
Subsidise instrument lessons for students, especially those in KS4 who has chosen it as a Level 2 option. Invest in music technology to allow wider access to the Arts for disadvantaged students	Research shows that students from disadvantaged families are often behind in music studies due to the lack of 1-1 or instrumental lessons needed to excel in the subject.	5
Access to wellbeing support such as mentoring, 1-1 support and SALT sessions	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF Toolkit +4 months)	3
Period 7 extra curricular tuition. Clubs and Holiday classes planned and delivered by staff in school	'Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision' (EEF toolkit +3 months)	1, 2, 5, 6

Total budgeted cost: £441,558

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.

Previous Academic Year		2020-21		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>All teachers fully aware and equipped to identify PP students.</p> <p>All PP pupils meet or exceed targets as a result of quality teaching</p>	<p>Lesson plans and seating maps require teachers to highlight and list all PP students. SIMS highlighting of PP groups. Staff training Literacy and numeracy Success for All training</p>	<p>Targets met – all staff now have teaching folder with PP students identified. Information can now be accessed easily through Bromcom and is updated live</p> <p>TAG data</p>	<p>Continue with the same approach this year especially with new staff training to ensure consistent approach</p>	<p>£2000 - training materials cost £500 towards FBacc resources</p> <p>£7000 – walkthrough provision</p>
ii. Targeted support				
<p>No gaps between PP and Non-PP reading age by the end of year 8</p> <p>PP students are fully equipped to sit GCSEs and A Levels</p>	<p>Lexia reading programme</p> <p>Spelling and reading intervention sessions</p>	<p>TAG data</p>	<p>Need stronger presence and Teacher-led approach to support scholars and ensure high standards & expert guidance</p>	<p>Accelerated reader partial contribution - £10000</p> <p>Intervention spend: £5000</p> <p>Library resources - £3000</p> <p>Teaching Scholar - £14000</p> <p>GCSE resources - £3000</p>
iii. Other approaches				
<p>No gap in attendance between PP an Non-PP</p>	<p>Established phase system which specifically targets PP students when they are absent. Tutors target PP students first when they are absent. First day visits to home using YLs (Year Leaders) when attendance drops below school target of 97% Weekly tracker identifies disadvantaged groups and rewards good</p>	<p>Small gap: 97.4 vs 95.5</p>	<p>Continue with this approach as it is proven to be successful - should be even more so now no isolation periods</p>	<p>5xYL contribution to salary - £30000</p> <p>Cost to fund first day absence visits £3500</p> <p>YL training £1000</p> <p>Rewards for PP good attendance £500</p>

	attendance using Monarch system to generate motivation.			
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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
Tutoring programme	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Allocated 1-1 support and bespoke timetable for service children who had moved to the school mid-year to ensure gaps closed and knowledge of set texts secure
What was the impact of that spending on service pupil premium eligible pupils?	Successful Outcomes and next steps in further education

Further information (optional)

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