



School Overview

Metric	Data
School name	Keswick School
Pupils in school	KS3&4 1045 (October 2020) KS5 302 (October 2020)
Proportion of disadvantaged pupils	Y7-11 - 97 PP (9.2%) including: Y7-11 – 9 service PP Y7-11 – 8 adopted from care Y7-11 – 8 looked after children Y12-Y13 – 15 PP (4.9%) including: Y12-Y13 – 3 service PP Y12-Y13 – 1 looked after child Figures taken from Key to Success PP download
Pupil premium allocation this academic year	2019-2020 £85,797 2020-21 £80,550
Academic year or years covered by statement	2019/20 – 2021/22
Publish date	October 2019
Review date	October 2020
Statement authorised by	Julie Railton - Deputy Head
Pupil premium lead	Annabelle Allport - Assistant Head
Governor lead	Rev. Charles Hope - Chair of Curriculum and Pastoral committee

Disadvantaged pupil performance overview for last academic year (2018-19) based on 13 students. *2019-20 examinations were cancelled so no national data was published. This is the last published comparable data.

Progress 8	School: -0.1999 (2017-18 -0.21)
Ebacc	School: 0 (12.5% entry of PP cohort)
Attainment 8	School: 38.6% (2017-18 38.4%)
Percentage of Grade 5+ in English and maths	38.5% of PP cohort

Strategy aims for disadvantaged pupils *Pre-Covid-19

Aim	Target	Target date
Progress 8	Disadvantaged pupils will make expected progress or better, in line with non-disadvantaged pupils with the same prior attainment	September 2021
Attainment 8	Disadvantaged pupils will achieve attainment in line with non-disadvantaged pupils with the same prior attainment	September 2021
Percentage of Grade 5+ in English and maths	Disadvantaged pupils will achieve 5+ in maths and English, in line with non-disadvantaged pupils with the same prior attainment	September 2021
Other	Improve attendance of PP pupils to 95% or better	September 2021
Ebacc entry	All pupils will access the Ebacc in the options process and disadvantaged pupils' entry will be in line with non-disadvantaged entry (cohort specific/small numbers of pupils)	September 2022

Teaching priorities for current academic year (Quality of Education)

Measure	Activity
Covid-19 priorities	1. Maintain quality first teaching in school and through remote learning when necessary. We will refer to the EEF studies: <i>School Planning Guide 2020-21</i> , <i>Covid-19 Support Guide</i> and <i>Covid-19 resources</i> . We will also refer to the guidance outlined in the EEF report on effective remote learning. Every teaching space has been equipped with a visualiser for live modelling and marking.
Priority 1 SIP: 2 QoE	Further embed strategies developed during the whole school focus on ‘Thinking Hard’ (a stretch and challenge Continued Professional Development (CPD) programme 2017-18) to include low stakes testing and retrieval practice. <i>EEF: Metacognition +8 months; Feedback +8 months. High impact strategies Quality First Teaching is most effective strategy to close the attainment gap (NFER, 2015).</i> <i>EEF Closing the Attainment Gap, 2019 ‘Good teaching for all pupils has a particular benefit for disadvantaged pupils.’</i>
Priority 2 SIP: 2 QoE	Focus on explicit tier 2 and tier 3 vocabulary instruction across KS3 and KS4 with the development of visual glossaries to address the vocabulary gap. <i>EEF Improving Literacy in Secondary Schools, July 2019. Recommendation 2: provide targeted vocabulary instruction in every subject to address the recognised vocabulary gap.</i>
Priority 3 SIP: 2 QoE	Develop further the Quality Assurance process to include ‘Improving Outcomes’ (IO) meetings with the Senior Leadership Team (SLT) and Heads of Department (HoD). Focus on pupil progress following each data capture to identify students not making expected progress and intervene in a timely manner. <i>QA process has been revised to complement curriculum development, targeted interventions and Improving Outcomes process.</i> <i>Ofsted ‘The Pupil Premium: an update’, 2014 states schools committed to ‘closing the gap’ track the progress of eligible pupils closely.</i> <i>EEF Closing the Attainment Gap, 2019 ‘What happens in the classroom makes the biggest difference.’</i>
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Covid-19: Increased need for digital access • Pupils’ poor metacognition and retention • Literacy and the vocabulary gap • Limited cultural capital
Projected spending	£30,000 (time, staffing and resources) WELL disadvantaged funding to support access to IT devices for the disadvantaged Utilise DfE Catch Up funding to support interventions such as personal tutoring.

Targeted academic support for current academic year

Measure	Activity
Covid-19 priorities	<ol style="list-style-type: none"> 1. Use CATs and Literacy Assessment Online data to identify students in KS3 and KS4 for interventions. 2. Provide devices for all disadvantaged students, and other students identified through the whole school IT access survey. 3. Register for and utilise the National Tutoring Programme as well as local, known tutors for students identified for academic support. 4. Utilise external agencies to support identified PP SEND students in need of extra support, such as Autism Cumbria.
Priority 1	Continue to utilise literacy and numeracy interventions (Accelerated Reader (AR) for all Year 7 students; Interactive Data Language program (IDL), Guided Reading and Rapid Maths for identified students).
SIP: 2 QoE	<i>EEF (Education Endowment Foundation) Toolkit trial shows positive impact in 2016 for Accelerated Reader of +3 months.</i>
Priority 2	Targeted interventions in English and maths to include paired reading in library lessons, registration interventions and personal tutors for identified students.
SIP: 2 QoE	<p><i>EEF Toolkit +5 months for one-to-one support and +4 months for small group tuition. EEF Closing the Attainment Gap, 2019 'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.'</i></p>
Priority 3	Implement PP Learning Conversations and Study Support Programme across all year groups. Contact with home post-conversation.
SIP: 2 QoE	<p>Term 1: Y7 and Y11 Term 2: Y10 and Y9 Term 3: Y8</p> <p><i>Hattie Ranking, 'Visible Learning for Teachers', 2011</i></p> <p><i>Hattie effect size: 0.46: early intervention can increase parental support and reduce number of sanctions for PP students.</i></p> <p><i>The NFER Flipped Learning research report (2015) advocates meeting individual learning needs and avoiding stereotyping all disadvantaged students as all facing similar barriers, by identifying the best strategies to help each student to make the next step in his or her learning. Additionally, many studies show a positive correlation between parental engagement and student performance.</i></p>

Barriers to learning these priorities address	<ul style="list-style-type: none"> • Covid-19: Gaps in learning during the national lockdown and/or through Covid-19 absences • Literacy and numeracy gap between PP and non-PP pupils • In-school variation of pupil progress: finding the individual barriers
Projected spending	£30,000 (time, staffing and resources) Utilise DfE Catch Up funding to support interventions such as personal tutoring.

Wider strategies for current academic year

Measure	Activity
Covid-19 priorities	<ol style="list-style-type: none"> 1. SSC and pastoral support for student well-being and coping strategies. 2. Pastoral strategy developed in case of further disruptions to student attendance.
Priority 1 SIP: 3 PD	<p>Develop further Careers Education, Information, Advice and Guidance (CEIAG) for all students. The Gatsby report says all students should have at least 3 face to face contacts with employers throughout their school career.</p> <p><i>‘Essential life skills (or ‘character’) are important in determining life chances and can be measured in a robust and comparable way.’ EEF, Closing the Attainment Gap Key Lessons Learned, Jan 2018.</i></p>
Priority 2 SIP: 4 B&A	<p>Education Support Officer (ESO) to monitor the attendance of PP students and intervene early when attendance concerns arise.</p> <p><i>NFER Flipped Learning research report (2015) shows higher levels of pupil absence are associated with poorer outcomes for disadvantaged pupils and that early response to poor attendance is an effective strategy.</i></p>
Priority 3 SIP: 3 PD	<p>Continue to support individual needs and enrichment on an individual basis. E.g. music tuition; extended school opportunities such as Latin, Further maths; educational trips and visits; resources and equipment including revision guides; Duke of Edinburgh award.</p> <p><i>To remove barriers to learning and encourage equal access to enrichment opportunities for all. EEF Closing the Attainment Gap, 2019 ‘Essential life skills (or ‘character’) are important in determining life chances’.</i></p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Covid-19: mental health and wellbeing issues, poor resilience and coping strategies • Low aspiration and self-esteem issues • Low attendance • Limited cultural capital
Projected spending	£25,000 (time, staffing and resources) £5,000 for unseen costs. £2000 WELL resilience funding to support staff training.

Monitoring and implementation

Area	Challenge	Mitigating action
Covid-19	Disrupted learning and attendance Remote learning and access to IT Mental health and wellbeing issues	Remote learning and pastoral strategy
Teaching	Ensuring teaching staff have time to implement priority teaching strategies	CPD programme with allocated INSET time and subject development sessions calendared
Targeted support	Ensuring all SENDCO, HoD and other staff implementing interventions have time to plan and adequate resources.	IO meetings with HoD, and termly meetings with SENDCO/KS3 English and maths leads to review the plans. Use TAs and part-time staff without form responsibilities to run interventions
Wider strategies	Ensuring the CEIAG lead and ESO are supported through time and resources to deliver high quality programmes and provision.	Regular review meetings with line managers and AHT (Standards and Intervention).