

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Thomas Keble
Number of pupils in school	673
Proportion (%) of pupil premium eligible pupils	17.7%
Academic year/years that our current pupil premium strategy plan covers	2022 to 2024 (We are 1 year into a 3-year strategy)
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	S Shaw
Pupil premium lead	S Thomas
Governor / Trustee lead	Quality of Education Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	135,210
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£135,210

Part A: Pupil premium strategy plan

Statement of intent

Objectives for our PP pupils

- All students should achieve their FFT target grades – based on 20th percentile expectations to achieve parity against national non-PP cohort.
- Attainment 8 and Basics: Our Pupil Premium cohorts will achieve in line with their expectations, based on FFT 20th percentile – over the next three years this means:

	2022 (18)	2023 (18)	2024 (24)	2024 (18)
Average Attainment 8	4.4	4.43	4.4	5.05
% GCSEs: Grade 4+ En / Ma	59%	64.9%	66.7%	75.9%

- All PP students will transfer successfully to Post 16 programmes of study or employment and represent 0% of the school's 2% NEET figure (3-year trend)
- Our PP students will achieve attendance in line with our school's average attendance figures for all students.
- Our PP students will achieve levels of persistent absence in line with our school levels of persistent absence, which will ensure attendance is significantly better than national levels for both PP and non-PP students.

Key principles of our strategic plan:

"At Thomas Keble, we believe that every child can achieve beyond their initial expectations. We believe every child's success is worthy of celebration. We have demonstrated the ability to achieve highly consistently, year on year, by combining quality first teaching with a robust pastoral support programme and comprehensive extra-curricular programme. We focus on the individual, tailoring a programme of study and a programme of pastoral support to enable students to leave us as confident, articulate and empowered young adults."

Thomas Keble School's Values

A learning community where every child can thrive and achieve, becoming confident and articulate young adults through adherence to our core principles and values of:

Respect
Excellence
Ambition
Compassion
Honesty

Actions planned towards achieving those objectives: 2022-23 as phase 2 of our 3-year strategy.

Curriculum and student outcomes:

- The curriculum is to be adapted to effectively meet the needs of all, including PP students. Adjustments will develop their knowledge, skills, and abilities to apply what they know and can do with increasing fluency and independence. Work to include strategies to tackle the vocabulary deficit.
- The achievement of boys to be raised in order to close the gender gap that persists between boys and girls – PP boys to be included.
- Complete our work on revising the assessment and reporting programme to provide useful information that supports us to plan effective programmes of learning, and target interventions successfully in order to address underachievement, where it is identified. PP students will be scrutinised as part of this.
- Consider the KS2 and KS5 transition points in reviewing our curriculum offer, to provide smooth transitions at both key points leading to clear planning for curriculum delivery from Y7 to Y11.

Behaviour and Personal Development:

- Enhance the attendance tracking of all, including PP students, to ensure interventions are targeted to where they will have greatest impact.
- Enhance the behaviour tracking of all, including PP students, to ensure interventions are targeted to where they will have greatest impact.
- Develop the use of Class Charts to provide timely and accessible data to support targeted interventions

Personal Development:

- Review the curriculum provision beyond the classroom in order to develop an action plan to support increased engagement and participation for all, following COVID. Explore barriers and solutions to increase participation by PP students.
- Introduce vehicles to support the development of character and reduce any cultural deficits: to include student leadership opportunities and community action – ensure barriers to participation are removed for PP students via grant support.

Challenges

Challenge number	Detail of challenge																																										
1	Digital deficits created during remote learning periods – PP students less likely to have their own device at home making access to live teaching difficult – this may have led to gaps in learning that we need to identify and address.																																										
2	<p>Many PP students have additional needs, complex family circumstances and / or low prior attainment. This makes intervention complex, requiring a nuanced approach. See below for breakdown</p> <table><tr><th></th><th>Y7 (142)</th><th>Y8 (145)</th><th>Y9 (144)</th><th>Y10 (125)</th><th>Y11 (117)</th></tr><tr><td>No/%age</td><td>32 (22.5%)</td><td>23 (15.9%)</td><td>29 (20.1%)</td><td>18 (14.4%)</td><td>17 (14.5%)</td></tr><tr><td>PP</td><td>32</td><td>23</td><td>29</td><td>18</td><td>17</td></tr><tr><td>PP+SEND K</td><td>12</td><td>4</td><td>6</td><td>6</td><td>3</td></tr><tr><td>PP+EHCP</td><td>3</td><td>3</td><td>2</td><td>0</td><td>1</td></tr><tr><td>PP+ DFS</td><td>4</td><td>7</td><td>17</td><td>4</td><td>7</td></tr><tr><td>PP+LPA</td><td>10</td><td>11</td><td>11</td><td>9</td><td>5</td></tr></table> <p># - Results taken from CATs scores of below 95, due to absence of KS2 assessments.</p>		Y7 (142)	Y8 (145)	Y9 (144)	Y10 (125)	Y11 (117)	No/%age	32 (22.5%)	23 (15.9%)	29 (20.1%)	18 (14.4%)	17 (14.5%)	PP	32	23	29	18	17	PP+SEND K	12	4	6	6	3	PP+EHCP	3	3	2	0	1	PP+ DFS	4	7	17	4	7	PP+LPA	10	11	11	9	5
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3	Rural geographical barriers present challenges to participation in extended curriculum opportunities for PP students. Both key areas of deprivation do not have direct transport that supports extracurricular participation. This can place limits on student engagement with character-building and cultural enrichment opportunities.																																				
4	<p>PP students have lower levels of functional literacy / numeracy than non-PP students. In addition, we find that they have a need for more explicit teaching of language acquisition and metacognitive approaches to learning.</p> <table><tr><th></th><th>Y7 (142)</th><th>Y8 (145)</th><th>Y9 (144)</th><th>Y10 (125)</th><th>Y11 (117)</th></tr><tr><td>No/%age</td><td>32 (22.5%)</td><td>23 (15.9%)</td><td>29 (20.1%)</td><td>18 (14.4%)</td><td>17 (14.5%)</td></tr><tr><td>PP Low PA Literacy (%age)</td><td>10/32 (31.25%)</td><td>11/23 (47.8%)</td><td>11/29 (37.9%)</td><td>5/18 (27.8%)</td><td>2/17 (11.85%)</td></tr><tr><td>Non-PP Low PA Literacy (%age)</td><td>27/110 (24.5%)</td><td>34/122 (27.9%)</td><td>26/115 (22.6%)</td><td>26/107 (24.3%)</td><td>15/100 (15%)</td></tr><tr><td>PP Low PA Numeracy (%age)</td><td>15/32 (46.9%)</td><td>12/23 (52.2%)</td><td>11/29 (37.9%)</td><td>9/18 (50.0%)</td><td>6/17 (35.3%)</td></tr><tr><td>NON-PP Low PA Numeracy (%age)</td><td>30/110 (27.3%)</td><td>41/122 (33.6%)</td><td>32/115 (27.8%)</td><td>20/107 (18.7%)</td><td>24/100 (24.0%)</td></tr></table>		Y7 (142)	Y8 (145)	Y9 (144)	Y10 (125)	Y11 (117)	No/%age	32 (22.5%)	23 (15.9%)	29 (20.1%)	18 (14.4%)	17 (14.5%)	PP Low PA Literacy (%age)	10/32 (31.25%)	11/23 (47.8%)	11/29 (37.9%)	5/18 (27.8%)	2/17 (11.85%)	Non-PP Low PA Literacy (%age)	27/110 (24.5%)	34/122 (27.9%)	26/115 (22.6%)	26/107 (24.3%)	15/100 (15%)	PP Low PA Numeracy (%age)	15/32 (46.9%)	12/23 (52.2%)	11/29 (37.9%)	9/18 (50.0%)	6/17 (35.3%)	NON-PP Low PA Numeracy (%age)	30/110 (27.3%)	41/122 (33.6%)	32/115 (27.8%)	20/107 (18.7%)	24/100 (24.0%)
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Intended outcomes

Intended outcome	Success criteria
Students will achieve above expectations based on KS4 outcomes by 2025.	<i>All students should achieve their FFT target grades – based on 20th percentile expectations to achieve parity against national non-PP cohort.</i>
All PP students will be confident in their choices and will have the qualifications necessary to transfer successfully to Post 16 pathways.	<i>All PP students will transfer successfully to Post 16 programmes of study or employment and represent 0% of the school's 2% NEET figure (3-year trend)</i>
All students, regardless of background, will engage well with school and enjoy their educational experience.	<i>Our PP students will achieve attendance in line with our school average attendance figures for all students.</i>
PP students will exhibit patterns of attendance in line with the whole school cohort. Where persistent absence exists, it will be as a result of documented need including medical need.	<i>Our PP students will achieve levels of persistent absence in line with our school levels of persistent absence, to ensure attendance is significantly better than national levels for both PP and non-PP students.</i>

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: £5965

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>National College subscription to support teacher expertise in delivering effective quality learning.</i>	EEF Teaching & Learning Toolkit evidence suggests if effective teaching is in place that builds students' capacity to adopt metacognitive and self-regulatory approaches. Progress potential: 7 months	4
<i>Online CATs to inform teaching strategies and identify anomalous needs</i>	In the absence of KS2 results, it is important to identify our lower prior attaining students in order to apply rapid intervention and strategies to support literacy and numeracy recovery, where needed.	4
<i>Vocabulary interventions – supporting access to language relevant to each subject</i>	EEF Teaching & Learning Toolkit evidence suggests if effective teaching is in place that builds students' capacity to adopt metacognitive and self-regulatory approaches. Progress potential: 7 months	4
<i>Reading interventions</i>	EEF Teaching & Learning Toolkit evidence suggests if effective processes can be adopted that targets effective reading comprehension strategies. Progress potential: 6 months	4
<i>Strategies to engage and support boys as learners</i>	Our areas of focus for boys includes reading strategies and vocabulary / language development. We feel this will also support disadvantaged students. EEF Teaching & Learning Toolkit suggests reading comprehension and language oracy intervention Progress potential: 6 months	4
<i>Strategies to support lesson planning through lens that supports learning (i.e., SEND needs, disadvantage etc.) Plan for all = accessible for all.</i>	EEF Teaching & Learning Toolkit evidence suggests if effective teaching is in place that builds students' capacity to adopt metacognitive and self-regulatory approaches. Progress potential: 7 months	2

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

Budgeted cost: £74284

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Specialist support groups established in KS3 to offer smaller class size interventions that target particular literacy / numeracy recovery.</i>	EEF Teaching & Learning Toolkit suggests targeted and focused interventions that support collaborative learning, are more effective than more generalised TA deployment within classrooms. Specific intervention delivery allows teachers to adopt specific strategies to support catch up, whilst providing academic stretch & challenge that supports successful transfer to mainstream KS4. Progress potential: 5 months	2/4
<i>Read, Write Inc Programme</i>	EEF Teaching & Learning Toolkit suggests targeted and focused interventions are more effective than a more generalised TA deployment within classrooms. Small group intervention also supports collaborative learning. Progress potential: 5 months	2/4
<i>Dyslexia Group</i>	EEF Teaching & Learning Toolkit suggests targeted and focused interventions are more effective than a more generalised TA deployment within classrooms. Small group intervention also supports collaborative learning. Progress potential: 5 months	2/4
<i>Spelling group</i>	EEF Teaching & Learning Toolkit suggests targeted and focused interventions are more effective than a more generalised TA deployment within classrooms. Small group intervention also supports collaborative learning. Progress potential: 5 months	2/4
<i>Maths extraction</i>	EEF Teaching & Learning Toolkit suggests targeted and focused interventions are more effective than a more generalised TA deployment within classrooms. Small group intervention also supports collaborative learning. Progress potential: 5 months	2/4
<i>Science extraction</i>	EEF Teaching & Learning Toolkit suggests targeted and focused interventions are more effective than a more generalised TA deployment within classrooms. Small group intervention also supports collaborative learning. Progress potential: 5 months	2/4
<i>Provision for digital devices to augment DfE scheme and ensure all PP students have access to laptops</i>	Removal of barriers to learning at home and ensure accessibility to increasingly home-based application of learning via online programmes. The Education Development Trust research (May 2020) highlights the impact of digital access or lack of it, on principles of inclusion.	1
<i>Appropriate flexible options programmes to reflect individual need – particular focus on PP / LPA students to support access to appropriately challenging programmes of study</i>	Crafting Your Curriculum with Poverty in Mind	2/4

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

Budgeted cost: £54600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Student welfare officer – offering live support for vulnerable children</i>	EEF Teaching & Learning Toolkit suggests that targeted mentoring and individual support can assist students with specific needs, to overcome personal barriers to school engagement. Progress potential: 2 months	2
<i>CEIAG / EWO – links attendance to careers advice.</i>	EEF Research: Exploring the Impact of Careers Education on Improving Young People's Outcomes	2
<i>The Door – Commissioned specialist mentoring & guidance for students with specific needs</i>	EEF Teaching & Learning Toolkit suggests that targeted mentoring and individual support can assist students with specific needs, to overcome personal barriers to school engagement. Progress potential: 2 months	2
<i>Learning Support focused social skills interventions (i.e., animal club, fun club, adventure club)</i>	EEF Teaching & Learning Toolkit suggests that targeted, focused interventions are more effective than more generalised TA deployment within classrooms. Progress potential: 4 months	2
<i>Pupil Attitudes to Self and School Survey (PASS)</i>	Knowing our students, and any potential barriers to learning, will enable us to support through our menu of support, in order to mitigate potential barriers to learning.	2/4
<i>Elevate – targeted academic mentoring for identified students.</i>	EEF Teaching & Learning Toolkit suggests that targeted, focused interventions and mentoring are more effective than more generalised support. Progress potential: 2 months	2/4
<i>Individual budgets to support individualised support for PP students (ie. to ensure more equity of access to cultural activities) Eg instrument tuition, visits, uniform support and after school clubs.</i>	EEF Teaching & Learning Toolkit suggests that targeted support to enable access to arts and sports participation can have a positive impact on a child's mental wellbeing and engagement with school. Supports strategies to address cultural deficits, build health & wellbeing and develop a positive association with school. Progress potential: 3 months	1/3

Total budgeted cost: £135,210

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 2021 to 2022 academic year.

2021-22 was the first year of examinations being taken since 2019 and has been the first opportunity to analyse grades that are exam outcome based as opposed to teacher assessment. For Pupil Premium students. In terms of attainment, average total attainment 8 is 11.58 below that of Non-PP. and PP students are 1.16 grades below that of non-PP students. In terms of overall progress there is a gap of -0.16(PP achieving -0.09 and non-PP +0.24)

We can also point to wider indicators to evidence some success:

Attendance: PP students' attendance overall are 0.5+ higher than the national figure (TK 85.4% as opposed to the national figure of 84.9%). As, an overall figure for persistent absence the school has a 3% lower figure than the national average. This to a certain extent is supported by the new attendance systems in school such as the AIM meetings and the targeted work of attendance welfare officer within school. This is year is the second year that this has been in place and has been reviewed to target more specific groups for example PP/SEND.

New forms of data tracking of assessments in KS3 will further benefit targeting of further support of underperforming PP students at both KS3 and going into KS4.and KS4.

The school has been able to provide wide ranging support at lunch and after school in homework support and extra-curricular, as well as trips and visits that reinforce our REACH values and also enable our PP students to be actively encouraged and supported in the wider life of the school. Data on enrichment clubs for PP students in term 1 2022/2023 show a recovery of PP students participating in extra-curricular clubs although there is almost a 10% gap between non-PP and PP students.

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
Confidential mentoring support for pupils with mental health and wellbeing concerns	The Door - Stroud
Programme to support students at risk of underachieving. Building self-regulatory approaches to revision and exam readiness.	Elevate