



# KING'S LEADERSHIP ACADEMY BOLTON

## **Pupil Premium Policy**

Date of Next Review September 2022

Principal: David Crosby

## Contents

<b>1. Key principle for the Pupil Premium grant</b> .....	2
<b>2. Key elements of our vision</b> .....	2
<b>3. Statutory Framework</b> .....	3
<b>4. Identification of Pupils</b> .....	3
<b>5. Pupil Premium Funding</b> .....	4
<b>6. Allocation of Funding and Funding Requests</b> .....	4
<b>7. Desired outcomes for strategic PP spending</b> .....	5
<b>8. Pupil premium strategy statement for King’s Leadership Academy Bolton 2020-2021.</b> .....	6
<b>9. Teaching priorities for current academic year - Summary</b> .....	7
<b>10. Targeted academic support for current academic year – Summary</b> .....	8
<b>11. Wider strategies for current academic year - Summary</b> .....	9
<b>12. Review: last year’s aims and outcomes – Allocation</b> .....	10

### **PUPIL PREMIUM ALLOCATION FOR KING’S LEADERSHIP ACADEMY**

#### **Situation**

State schools receive £935 for every student in full time education within their establishment, from years 7 through to 11. The pupil premium grant is additional funding for publicly funded schools in England. It’s a school-level grant that gives schools extra resources to help them meet challenges, including those arising from deprivation.

It’s allocated for schools to:

- improve the academic outcomes of disadvantaged pupils of all abilities
- close the attainment gap between disadvantaged pupils and their peers across the country

#### **1. Key principle for the Pupil Premium grant**

At King’s and within the Great Schools’ Trust, there is the belief that every child regardless of background, culture, social deprivation, or any other potential barrier should be given every chance to succeed and this is at the heart of how we use the Pupil Premium grant at King’s Leadership Academy. The Pupil Premium grant is there to narrow the disadvantage gap by addressing inequalities and raising the attainment of those pupils in low-income families.

#### **2. Key elements of our vision**

We are a group of mutually supportive schools who will work together to help each individual academy to achieve excellence by sharing good practice and expertise. Our aim is to work

together to ensuring that each of our students, irrespective of postcode or starting points, can get to university or follow a career of their choice. The mission of King's Leadership Academy Bolton, aligns to the Great Trust Vision by developing in each of our students the academic skills, intellectual habits, qualities of character and leadership traits necessary to succeed at all levels and become successful citizens in tomorrow's world.

This policy aims to clarify how the school will allocate Pupil Premium Funding within King's Leadership Academy in the context of Government policy.

### **3. Statutory Framework**

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The DFE will pay pupil premium funding to free schools in quarterly instalments. In the 2019 to 2020 financial year, the DFE will pay pupil premium funding to free schools on:

- 09 January 2020 - for academies open at 1 September 2019

Once the Pupil Premium has been allocated to our school and is clearly identifiable in the school budget. A plan will be drawn up to implement the actions for the allocated funding. This will be uploaded on to our website for reference.

Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils from low- income families. The level of the premium in 2019-20 is:

- £935 per pupil for pupils eligible for free school meals (FSM) in the last 6 years
- £2300 for child arrangement care, previously known as residence order
- £2300 for child recorded as both eligible for FSM in the last 6 years and as being looked after.

### **4. Identification of Pupils**

#### **Ever 6**

The Pupil Premium is allocated to children from low-income families who are currently, or have recently been, known to be eligible for FSM and children who have been looked after continuously for more than six months. The Pupil Premium for 2019-2020 will include pupils on the January 2020 School Census known to have been eligible for Free School Meals (FSM) in any of the previous six years, as well as those first known to be eligible at January 2020. For the purposes of these grants' conditions, "Ever 6 FSM" means those pupils recorded on the January 2020 School Census who are recorded as known to be eligible for Free School Meals (FSM) on any of the termly censuses since May 2013, as well as those known to be eligible at January 2019 School Census. Each pupil will only be counted once.

The pupil premium for 2019 to 2020 will include pupils recorded in the January 2019 school census and

alternative provision census, who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

To enable your child's school to claim the Pupil Premium, you will need to inform the school about your child and provide supporting evidence, for example, show the school a photocopy of the original Adoption (Court) Order with sensitive information concealed, e.g. the names of the birth parents. You will need to self-declare for us to complete the annual School Census. This will then trigger the payment of the Pupil Premium to the school.

## **5. Pupil Premium Funding**

At King's Leadership Academy, PP Funding will be allocated according to need and taking into account individual circumstances:

1. Looked After Children in receipt of FSM
2. Looked After Children or adopted children
3. Children of families currently in receipt of FSM
4. Children of families who have previously been eligible for FSM (Ever 6)

In order to address the need to identify the correct interventions for pupils on FSM it is important that all staff address potential underperformance for pupils in their classroom and to record the steps they take to address this. They should make appropriate modifications to their own whole class teaching to suit individuals and ensure that it suits individual learning styles.

Should the need arise that an intervention is needed, where the above modifications have not succeeded, then further intervention should be considered according to the list below. To help address this, an Additional Intervention Meeting (AIM) takes place each learning cycle at King's involving the Senior Leadership team and Team Around the Child. At this meeting, SLT discuss, amongst others, pupils who received PP allocation and the appropriateness and success of interventions. Decisions are then made as to next steps and the funding of those steps. In all cases information about an intervention should be passed to the relevant representative within the AIM panel. Furthermore, assessment data is used to determine the need for interventions and all interventions are recorded, monitored and reviewed using the Whole School Provision Mapping System.

## **6. Allocation of Funding and Funding Requests**

Pupil Premium funds can be accessed for a number of initiatives dependent upon pupil needs as decided either at intervention meetings or PEP meetings. Requests for funding should be made using the appropriate proforma (either trips or targeted intervention) so that the provision map can be updated. Some funding will be allocated from the overall Pupil Premium budget for the provision of additional staff who will provide additional services in school, for example the recruitment of a trained counsellor. This funding will also support a universal entitlement to these services. Funding can also be requested for the following list of things (this is not exhaustive and will depend upon individual circumstances):

- Tuition in school (full cost)
- Mentoring/counselling (full cost)

- Emotional support (full costs)
- Learning support (SAP support)
- All small groups in Learning Support or Learning Mentor groups (full costs)
- Transport to/from college placement (50% contribution)
- Educational Psychology Assessment (full cost - £400)
- Other educational assessments (full costs)
- Internal educational assessments (full costs)
- Instrumental lessons (a contribution between 30 and 100% of the total cost dependent on need and in discussion with the Principal)
- Duke of Edinburgh Award (full course costs and additional, associated costs)
- ICT equipment (dependent on need and to a maximum of £200 contribution)
- Curriculum based trips (e.g. University visits, Field trips)

All interventions funded or part funded through the Pupil Premium Grant must be monitored and evaluated on an individual pupil basis through the Provision Mapping System.

## **7. Desired outcomes for strategic PP spending**

At King's, our key aim is to provide strategic and targeted additional support, which will enable all pupils, regardless of financial disadvantage, to succeed. Based on strategic spending of our Pupil Premium allocation, we aim to achieve the following:

- Improve FSM attainment
- Reduce attainment gaps
- Improve attendance
- Accelerate progress
- Improve any poor levels of behaviour
- Improve parental engagement
- Develop skills and personal qualities
- Extend opportunities
- Have good destination data

## **Expected Results through allocation of Pupil Premium**

*Strategic, Prospective & Targeted* additional support which enables all PP pupils, regardless of financial disadvantage, to be able to:

- Improve their levels of attainment and progress (Intellectual Habits)
- Close attainment gaps relative to school averages (Academic Skills)
- Have full access to our curriculum (Qualities of Leadership)
- Access our extra-curricular provision (Qualities of Character)

## 8. Pupil premium strategy statement for King's Leadership Academy Bolton 2020-2021.

KLAB pupil premium grant allocation amount = [\_\_\_\_\_]

### School overview

Metric	Data
School name	King's Leadership Academy Bolton
Pupils in school	360
Proportion of disadvantaged pupils	39.7% (69)
Pupil premium allocation this academic year	tbc
Academic year or years covered by statement	2019/20 – 2021/22
Publish date	October 2019
Review date	September 2020
Statement authorised by	Mr D Crosby
Pupil premium lead	Mr I Umarji
Governor lead	Mr Ilyas Khoya

### Disadvantaged pupil performance overview for last academic year

Progress 8	n/a
Ebacc entry	n/a
Attainment 8	n/a
Percentage of Grade 5+ in English and maths	n/a

### Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	n/a	n/a
Attainment 8	n/a	n/a
Percentage of Grade 5+ in English and maths	n/a	n/a
Other	n/a	n/a
Ebacc entry	n/a	n/a

## 9. Teaching priorities for current academic year (2019-2020) - Summary

Measure	Intent
Priority 1	To improve the teaching of all staff to ensure that high quality learning is consistently takes place
Priority 2	To embed the new GST knowledge curriculum with greater focus on knowledge depth, rational and improving student vocabulary.
Barriers to learning these priorities address	Staff recruited are new to the profession and school, therefore CPD will be kept at the heart of meeting the priorities. New staff recruited from Jan 2020 will require additional support to understand KLAB T&L strategies including pastoral support.
How we spend the pupil premium to overcome those barriers and the reasons for that approach	Resources for CPD programs will be tailored to meet the requirements of the school and to deliver the curriculum. The use of evidence base learning will be given great importance to build knowledge and understanding of teaching and learning.
Actions	<ul style="list-style-type: none"> <li>• Research in evidence based learning – e.g. Rosenshein</li> <li>• Deliver CPD sessions each Friday for 2hrs</li> <li>• QA teachers using the KLAB teacher toolkit</li> <li>• Organise opportunities for staff to observe each other</li> <li>• Implement mentoring sessions</li> <li>• Recruit teachers for new academic year to increase capacity</li> <li>• Sustain quality assurance for teaching and learning as capacity increases</li> <li>• Purchase resources to deliver the programme – books, CDs and stationary</li> <li>• Provide intervention sessions for students who require further support on the curriculum</li> <li>• Purchase further IT resources to support teachers in delivering the SoW and assessing students.</li> </ul>
How we measure the effect of the pupil premium – Success criteria	Quality of Teaching and learning measures will demonstrate high performance of teachers and increase in student progress. High standard of work produced by students during lessons.
Intended outcomes	90% of teachers judged good to outstanding Improve literacy and numeracy score for each student using GL assessments
Staff Lead	SLT – CHE, JHO
Date of next review	Termly
Projected spending	tbc

## 10. Targeted academic support for current academic year – Summary

Measure	Intent
Priority 1	To identify key development areas in Literacy and Numeracy by use of Progress tests. (Disadvantage students arriving from primary schools generally have much lower reading and maths scores compared to students who are non-Pupil Premium. The gap will further increase due to the COVID 19 lockdown that took place in March.)
Priority 2	To provide online Maths and English intervention for low ability disadvantaged pupils. After the review, there was a need to improve literacy across all subject areas by implementing a new SoW with specific focus on vocabulary.
Barriers to learning these priorities	Lack of engagement to online resources by students.
Actions	<ul style="list-style-type: none"> <li>• Deliver the lesson 0 programme</li> <li>• Use Hegarty Maths</li> <li>• Weekly spelling test</li> <li>• Use of etymology of keywords during lessons</li> <li>• Coordinate intervention sessions for small groups who require additional support to increase their reading, spellings and numeracy.</li> <li>• Purchase resources to implement the programme – iPads, laptops, headphones and books.</li> <li>• Create a library for students to use during and afterschool</li> </ul>
How we measure the effect of the pupil premium	<p>The outcomes from literacy and numeracy assessments will be used to see whether students are making progress</p> <p>Quality assure lesson 0 to improve standards of delivery</p>
Intended outcomes	<p><b>Literacy</b> 60% of the disadvantaged pupils achieved a score &gt;100 on their reading test. 70% of the disadvantage pupils are above their chronological age in reading.</p> <p><b>Spelling</b> 65% of the disadvantaged pupils achieve a score &gt;100 on their spelling test. 70% of the disadvantage pupils are above their chronological age in spelling.</p> <p><b>Numeracy</b> 75% of the disadvantage pupils achieve a score of 100 on their numeracy test.</p>
Staff Lead	SLT – KWI, LFR
Date of next review	Sept 2021
Projected spending	tbc

## 11. Wider strategies for current academic year - Summary

Measure	Activity
Priority 1	Increase disadvantaged student participation in extracurricular clubs. Support disadvantaged students who have experienced difficulties during the lockdown period surrounding mental health and wellbeing.
Priority 2	To firmly embed the GST structures and routines throughout the school day for both year groups.
Priority 3	To re-engage disadvantage students in to the school curriculum and improve attendance and punctuality.
Barriers to learning these priorities	Lack of engagement in our extracurricular programme due to many of the students attending Mosque School. May need to consider COVID 19 prevention measures for all afterschool extracurricular activities.
Actions	<ul style="list-style-type: none"> <li>• Embed activities within the curriculum by allowing students to access high impact activities such as martial arts and fencing.</li> <li>• Implement music sessions for all year groups within the curriculum.</li> <li>• Arrange a bootcamp period to embed school routines and learning from lockdown period.</li> <li>• Organise school counsellor sessions for disadvantaged students who have suffered during the lock down period.</li> <li>• Arrange external companies to deliver the extra-curricular sessions such as martial arts and fencing</li> <li>• Provide all students an instrument to take home and practice</li> <li>• Provide daily breakfast club</li> <li>• Provide daily homework club</li> <li>• Increase capacity in pastoral and SEND team</li> <li>• Organise rewards trip and prizes.</li> </ul>
How we measure the effect of the pupil premium	Number of students attending the-extracurricular provision. Attendance, punctuality and behaviour report along with the number of ATLs received. Positive feedback from students and parent surveys, along with areas for improvement.
Intended outcomes	Attendance, punctuality and behaviour to be outstanding. Parents of the disadvantaged pupil are engaged in school meetings and activities. Students to have highly personalised pastoral support including access to a counsellor.
Staff Lead	SLT – DCR, IUM, LFR
Date of next review	Termly
Projected spending	tbc

## 12. Review: last year's aims and outcomes – Allocation

Teaching Priorities				
Priorities	Intended outcome	Impact – Did we meet the success criteria	EBI's/next steps	Cost
To improve the teaching of all staff to ensure high quality learning consistently takes place: <ul style="list-style-type: none"> <li>- Lesson observations</li> <li>- CPD resources</li> <li>- Mentoring sessions</li> <li>- Peer observations</li> <li>- Developmental support plans</li> <li>- One to one meetings</li> <li>- External training</li> </ul>	The quality teaching and learning has improved through tailored CPD sessions delivered, along with the use of the teacher toolkit.	The milestone for year 1 was reached. The use of teacher toolkit and shared practices within the trust has given staff more opportunities to adopt the new pedagogy	Continue with the strategies and develop new staff.	<b>£15,300</b>
To embed the GST knowledge curriculum <ul style="list-style-type: none"> <li>- Whole school/Trust training</li> <li>- CPD resources</li> <li>-</li> </ul>	Students who are disadvantaged are able to access knowledge from all subjects	All students were able to access the curriculum including those with EAL and SEND.	Improve curriculum knowledge by creating new SoW for all subject area that incorporates key learning from year 1.	<b>£5,670</b>

Teaching academic support				
Priorities	Intended outcome	Impact – Did we meet the success criteria	EBI's/next steps	Cost
To identify key areas of student knowledge and understanding in Literacy and Numeracy by the use of Progress tests.	Disadvantage students to improve their literacy and numeracy and narrow the gap from their peers.	The gap in numeracy and literacy has narrowed. Literacy +1.3ppt and numeracy -4ppt. Although higher %ppt are achieved in numeracy than in literacy.	To continue strategies in Y2 with the introduction of new SoW.	<b>£14,520</b>
To provide online Maths and English intervention for low ability disadvantage pupils.	Disadvantage students to improve their literacy and numeracy through specialist software	Priority met for numeracy, further implementation on literacy strategies needed. However, the lockdown measures did allow students opportunities to develop their literacy skills.	Continue with online resources for numeracy. Implement new SoW with greater focus on vocabulary.	<b>£4,840</b>

<b>Wider Strategies</b>				
<b>Priorities</b>	<b>Intended outcome</b>	<b>Impact – Did we meet the success criteria</b>	<b>EBI's/next steps</b>	<b>Cost</b>
Increase participation for extracurricular clubs	Student to participate and enjoy school life and improve their attendance, behaviour and wellbeing	Attendance in the first and most of second term were exemplary. However, due the winter flu and covid 19 lockdown, attendance did sore.	Continue in to the second year.	£7,580
To firmly embed the GST structures and routines throughout the school day	Students to develop their character through leadership by demonstrating key ASPIRE values throughout the school day. Students to understand that high expectations are need to produce great outcomes	All students follow school routines such as, line ups, greeting, lesson start and end, family dining and expectations on uniform and homework.	Continue in to second year	£15,000

Principal: Mr. David Crosby

## KING'S LEADERSHIP ACADEMY

Lever Edge Lane, Bolton, BL3 3LA

[www.kingsbolton.com](http://www.kingsbolton.com)

[info@kingsbolton.com](mailto:info@kingsbolton.com)