



KING'S LEADERSHIP
ACADEMY BOLTON

Pupil Premium Policy and Statement

Date of Next Review September 2022

Principal: David Crosby

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 Bolton
Number of pupils in school	540
Proportion (%) of pupil premium eligible pupils	30.7% (166)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	£955 + 1x (£2345)
Date this statement was published	2021/22 – 2020/21 (Review)
Date on which it will be reviewed	October 2022
Statement authorised by	Mr D Crosby
Pupil premium lead	Mr I Umarji
Governor / Trustee lead	Mr Ilyas Khoya

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,777
Recovery premium funding allocation this academic year	£19430
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£163,207

Part A: Pupil premium strategy plan

Statement of intent

What are our ultimate objectives for the disadvantaged pupils?

Our ultimate objective is to achieve excellence in all areas of our work by sharing good practice and expertise. Our aim is to work together to ensure 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.

How does the current pupil premium strategy plan work towards achieving those objectives?

At King's, our objective 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

What are our key principles of the strategy plan?

Strategic, Prospective & Targeted additional support which enables all pupil premium students, 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)

How will the pupil premium funding be allocated?

At King's Leadership Academy Bolton, 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 phased intervention is to take place each learning cycle at King's involving the Senior Leadership team and Team Around the Child (TAC). 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 team (SENCo). Furthermore, assessment data is used to determine the need for interventions and all interventions are recorded, monitored and reviewed using the schools tracking system.

Information about the Recovery premium funding

In February 2021, the government announced a one-off recovery premium as part of its package of funding to support education recovery.

1 The recovery premium provides additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the [pupil premium](#), this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

Mainstream schools will get:

- £145 for each eligible pupil in mainstream education

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium students who are transitioning from primary school tend to have low literacy levels especially in vocabulary. This can affect their learning across all subjects. Other areas of challenge include poor oracy, writing difficulties and retention of knowledge learnt. The gap in literacy in the upper year groups are still present mainly due to the closure of school during the pandemic.
2	There is a poor phonological awareness and reading fluency, particularly with disadvantaged students including our EAL students who are no longer in a nurture class. Currently there is an average reading gap of 9% between disadvantaged students and their peers .
3	Poor numeracy skills, poor general knowledge / limited life experiences, especially around academic / vocational progress have been identified as the school re-opened in September. This is a particular issue following longer school holidays and the effects of the pandemic which resulted in less exposure to tier 2 and tier 3 vocabulary.
4	Poor self-esteem and emotional wellbeing (including SEND) often leads to poor attendance and poor behaviour. Current attendance of pupil premium across the year groups (YTD) is 92.87%.

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.

Intended outcome	Success criteria
<ul style="list-style-type: none"> Children know, understand and use a wide range of words across the curriculum. Children speak with good pronunciation in accurate and effective sentences. 	<ul style="list-style-type: none"> Spellings will improve over the course of the year through the use of tests using GL assessments. Book looks will show students are writing the keywords from each subject. Look cover write check is used effectively when providing homework in Y7 and Y8. Children keep up with the expectations of the English curriculum. Conversations about work in children's books demonstrate understanding and are able to recall prior learning. Phonics assessments records show improvement in oracy. There is evidence of children enjoying the subject taught through pupil voice. <p>Medium to be used Classroom observation, LC assessment, NGRT and NGST tests, Star Maths, PASS Survey, Lexia, Tutoring service.</p>
<ul style="list-style-type: none"> Children write accurate and effective sentences. Children compose accurate and effective extended pieces of writing across the curriculum. All children are fluent readers. Children know, understand and use a wide range of words across the curriculum. Raise progress in reading Y7, Y8 and Y9 including SEND students. Raise progress in reading for Boys in Y9. 	

<ul style="list-style-type: none"> • All children have a wide and increasingly deep general knowledge. • Children know, understand and use a wide range of words across the curriculum. • Children have positive experiences within the school environment and outside of school through trips and clubs. • Children are confident in speaking in front of audiences. 	<ul style="list-style-type: none"> • Children keep up with the demands of the curriculum as shown in their books and subject assessments. • All children in receipt of pupil premium funding attend all school trips. • All children in receipt of pupil premium funding participate in at least 1 school club per term. • There is a triangulation of observation, conversations about work in children's books and assessment results. <p>Medium to be used Classroom observation, LC assessment, NGRT and NGST tests, Star Maths, PASS Survey, Lexia, Tutoring service, and behaviour and rewards system.</p>
<ul style="list-style-type: none"> • Children have positive attitudes towards learning and school. • Maintaining attendance at 97% • Children regularly exhibit positive ASPIRE and Leadership Character values. • Refining the cohort on the SEND register for social, emotional and mental needs. • Using the SEND HUB to develop TA's understanding to vulnerabilities. • Incidents of bullying are rare and dealt with swiftly. • Reduce incidents of negative behaviour. • Children exhibit increased independence. 	<ul style="list-style-type: none"> • Boxall profile assessment related to nurture group provide clarity in developing a child's emotional and social skills. • TA's are deployed effectively to support learning. • There is a swift process to resolving incidents • Regular conversations with staff and children result in improving overall attendance. • Reading ages and scores (STAR Reader and STAR Maths, Lexia) show steady progress over the course of the year • GETB scores of disadvantaged students are more aligned with their peers • There is a rise to students receiving ATL1 and craniums awards. • Termly review meetings are taking place for EHCP students. <p>Medium to be used Classroom observation, LC assessment, NGRT and NGST tests, Star Maths, PASS Survey, Lexia, Tutoring service, and behaviour and rewards system, provision mapping tool for Inclusion.</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: £45,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum design, concept mapping and curriculum leadership development.	Book on Glass Ceiling by Sir Iain Hall, Leadership lessons by charter schools.	1, 4
Teachers' subject knowledge development through professional learning.	The guidance report is based on the best available international evidence, in addition to a review of current practice, and refined through consultation with teachers and other experts. It will help support the leadership team to establish a positive feedback culture amongst all members of the team. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	1, 3
Whole school approach to improving reading, spelling and maths. Reading strategy includes explicit vocabulary teaching, emphasis on fluency and prosody and on oral language comprehension.	This guidance report aims to help secondary schools improve literacy in all subject areas. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. This report states the benefits and the successes it has had from research. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2
Rosenshine's principles of instruction. To deliver CPD based on this pedagogy	Rosenshine formulated ten key principles, which he argued underpin any effective approach to instruction in lessons. This link provides how schools have implemented its strategies to increase learning in classrooms. https://www.futurelearn.com/info/courses/early-career-teachers/0/steps/164331	1,4
Systematic approach to embedding ASPIRE values and character development.	This EEF guidance report is designed to support senior leaders in secondary schools to make better-informed decisions about their behaviour strategies. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-	4

	<p>interventions</p> <p>Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. This research shows key findings when implementing the strategy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £51,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early intervention in year 7,8 and 9 during lesson 0 for reading, spelling and maths and general knowledge.</p>	<p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Reading comprehension strategies focuses on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. See link for further evidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1,2,4</p>
<p>Strategic deployment and development of Teaching Assistants.</p>	<p>Training the Teaching assistants to understand the importance of collaborative work and its impact. This report provides information on the benefits of collaborative work. We hope to implement this with our disadvantaged students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>There is an increase in the number of students that require support in classrooms due to the gap in learning caused by the pandemic. These students may not necessarily be allocated a Teaching Assistant. However, the interim measure would be to increase this level so that teachers can be further supported in class.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1,2,4</p>

Provide structured literacy programmes by using Lexia.	<p>Full information on how Lexia impacts of reading can be found on the link below.</p> <p>https://www.lexialearning.com/</p> <p>The delivery of Lexia is based on small group where trained teaching assistant or tutor is working with two to five pupils together in a group. See link below for full research.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2
Improve numeracy by setting homework and classwork in maths by using Hegarty Maths program	<p>Research and evidence has shown an increase in numeracy levels when students participate in using Hegarty Maths programmes.</p> <p>https://hegartymaths.com/</p>	3

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

Budgeted cost: £54,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
To attend educational trips including the voluntary residential trip.	<p>Identified children have limited opportunities outside of school to experience museums, residential trips away from home and outdoor learning environments.</p> <p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. The link below outlines the benefits from outdoor activities.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	3, 4
Ensuring that all children in receipt of pupil premium funding can attend at least one club a week.	<p>Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise. Students will be able to participate in such activities to develop their non-cognitive skills as well as improve their physical health.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	3,4
Parent review meetings to take place each learning cycle to support learning at home.	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. This will establish better communication between the school and home. Click on the link below to explore benefits of parental engagement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1,2,3
Every day essential items are available to ensure	<p>To positively affect a feeling of belonging and raise awareness of offer for parent of children without the correct uniform and equipment. Expectations and standards are part of the school's vision of ensuring ASPIRE values are embedded. Past experience</p>	4

family mental wellbeing is looked after.	has shown that students are more inclined to follow these expectations providing they are equipped with the right tools whilst in school.	
Counselling to support emotional health and wellbeing with greater focus on mental health and safeguarding.	SEL, Well being and mental health - 'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies outcomes from Bolton LA safeguarding Audits.	4

Total budgeted cost: £151,680

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. Literacy and numeracy GL Assessment taken during 2020 – 2021:

Reading >100												
Year	Test	All	Yr7	F	M	PP	NPP	SEN EHCP/S	SEN K	NSEN	LAC	EAL
7	LC1 (%)	48.6%	48.6%	53.7%	45.3%	40.6%	53.8%	0.0%	10.3%	55.6%		73.8%
	LC4 (%)	59.40%	59.40%	67.1%	54.90%	47.70%	57.40%	0%	17%	67.80%		57%

Reading >100									
Year	Test	All	F	M	PP	NPP	SEN	NSEN	EAL
Y8	LC1	52%	47.9%	53.8%	49.3%	52.8%	27.8%	54.1%	36.5%
	LC4	62.0%	70.0%	41.0%	57.0%	65.0%	43.0%	64.0%	50.8%

Numeracy % >100												
Year	Test	All	Yr7	F	M	PP	NPP	SEN EHCP/S	SEN K	NSEN	LAC	EAL
Y7	LC1 (%)	73.4	73.4	76.2	71.6	65.0	78.6	0.0	30.8	81.1		82.7
	LC4 (%)	77.2	77.2	77.6	77.06	75	78.7	20	43.47	84.46		78

Numeracy % >100									
Year	Test	All	F	M	PP	NPP	SEN	NSEN	EAL
Y8	LC1 (%)	76.6	77.5	76	73.1	78.8	41.2	80.5	67.1
	LC4 (%)	77.0	80.3	75.7	75	79	41.2	80.1	64.38

The following priorities were highlighted in 2020-2021:

Teaching Priorities			
Priorities	Intended outcome	Impact – Did we meet the success criteria	EBI's/next steps
To improve the teaching of all staff to ensure that high quality learning is consistently takes place	The quality of 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 that have started in September 2021.
To embed the new GST knowledge curriculum with greater focus on knowledge depth, rational and improving student vocabulary.	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 areas that incorporates key learning from year 1.

Targeted academic support			
Priorities	Intended outcome	Impact – Did we meet the success criteria	EBI's/next steps
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.)	Disadvantage students to improve their literacy and numeracy and narrow the gap from their peers.	<p>The gap in numeracy has narrowed over the course of the for disadvantaged students, however, there is a gap of -13.6ppt in year 7 which will require further intervention.</p> <p>In literacy a gap of 13.2ppt remain to be a concern and therefore further intervention will be carried forward in to the next year.</p>	To continue strategies in Y2 with the introduction of new SoW, Lexia, and a wider use of tier 2 and 3 vocabulary.

<p>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.</p>	<p>Disadvantage students to improve their literacy and numeracy through specialist software</p>	<p>Priority has been met for numeracy, However, as mentioned above further implementation on literacy strategies are needed as we move forward in to a post covid era.</p> <p>From the analysis, boys in Y8 were - 16ppt behind their peers. A focus on this area will be looked at in the next year.</p>	<p>Continue with online resources for numeracy. Implement new SoW with greater focus on vocabulary.</p> <p>Additional focus on boys in Y8 will need to take place to narrow the gap in reading. Continuation of accelerated reader is paramount.</p>
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Wider Strategies

Priorities	Intended outcome	Impact – Did we meet the success criteria	EBI's/next steps
<p>Increase disadvantaged student participation in extracurricular clubs. Support disadvantaged students who have experienced difficulties during the lockdown period surrounding mental health and wellbeing.</p>	<p>Student to participate and enjoy school life and improve their attendance, behaviour and wellbeing</p>	<p>Attendance in the first and most of second term were exemplary. However, due the winter flu and covid 19 lockdown, attendance did sore.</p> <p>The school remained open for disadvantaged student throughout the lockdown period which supported student in their learning.</p>	<p>Continue support in to the second year.</p> <p>Increase time allocation from BSS. Increase time allocation with school counsellor. Trian further staff on Mental health first aid and arrange a monthly/weekly drop in with the school nurse.</p> <p>Provide opportunities for trips, residentials and extracurricular activities.</p>

To firmly embed the GST structures and routines throughout the school day for both year groups.	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 with the addition of a new year group.
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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
Lexia	https://www.lexialearning.com/
Hegaerty Maths	https://hegartymaths.com/
GL assessment	https://www.gl-assessment.co.uk/

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.