

# Pupil premium strategy statement: John Kyrle High School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1299
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	23/9/2024
Date on which it will be reviewed	1/9/2025
Statement authorised by	Julian Morgan
Pupil premium lead	Julian Morgan Fiona Moore
Governor / Trustee lead	Paul Deneen

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 237,769
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 57,063
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	£294,832

# Part A: Pupil premium strategy plan

## Statement of intent

At John Kyrle High School and Sixth Form Centre, pupils who come to us from a disadvantaged background (as defined by the government), will be fully supported to ensure they reach their full potential in academic pursuits, as well as in their personal development. Contextually, the 'John Kyrle' area in Ross town is one of the 12 areas of the county in the 25 per cent most deprived in England although some adjacent areas are amongst the least deprived. Social deprivation for our John Kyrle families in the Ross town area means low income & employment deprivation access to housing (affordability, overcrowding, house condition, heating) and education, skills & training.

Our primary aim is to tackle the educational disadvantage of our PP learners in order to close the attainment gap that currently exists between disadvantaged and non-disadvantaged pupils. There is no guaranteed way or singular intervention that can close the gap and, nationally, the pandemic has widened a gap that was beginning to close. Therefore, the complexities of learning, progression and development combined with the domestic challenges our young people may face, means that we need to be more innovative, thorough, and resilient in supporting them. To achieve this, our Pupil Premium Strategy focuses on the whole child: academic progression, social and emotional development, engagement with school life, and understanding their personal circumstances.

We will strive to achieve this through:

- **Consistent 'quality first' teaching** that has **excellent relationships** with our learners and families at its heart.
- Behaviour systems should support a **disruption free** and motivating 'Wave 1' **learning experience for all**.
- Improve **attendance** to support all students achieving age-related expectations and 4+ at GCSE.
- Robust **tracking and monitoring** of progress and engagement so we can react quickly to emerging needs.
- Monitoring processes should identify those most in need and drive targeted **'Wave 2 and 3' interventions that support students to meet and exceed age-related expectations in language development/literacy and numeracy and social and emotional aspects of learning**.
- Positively advantaging PP learners by giving them **opportunities and experiences** that support them to become independent learners and aspire to achieve success in all its forms.

## Challenges

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

Challenge number	Detail of challenge
1	<b>ATTENDANCE:</b> ability, emotional resilience, poor mental health, lack of motivation to attend school.
2	<b>LOW/LOWER LEVELS OF LITERACY AND/OR NUMERACY</b> than their peers and limited exposure to reading/language.
3	<b>EQUIPMENT:</b> Lack of money for curriculum resources or essential tools for foundations in learning: few books in their home, lack of money for enrichment opportunities, cultural deficit.
4	<b>FUTURES:</b> Limited knowledge of how good attainment increases employment opportunities. Low aspiration.
5	<b>COMPLEX LEARNING NEEDS:</b> Mean accessing the curriculum is more challenging. These are often based on a language deficit but can be social/emotional and affect behaviour and relationships with staff.

## 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
1. <b>ATTENDANCE:</b> Increased attendance for all PP students.	<ul style="list-style-type: none"> <li>• Early intervention takes place before issues become embedded.</li> <li>• A tiered approach is taken to support families with appropriate interventions at each phase.</li> <li>• PP student attendance is in line with their Non PP peers.</li> </ul>
2. <b>LITERACY AND NUMERACY:</b> Students who come to the school with below age-related expectations in Maths and Reading catch up with their peers	<ul style="list-style-type: none"> <li>• Guided reading in tutor time supports fluency, comprehension and cultural capital.</li> <li>• Curriculum documents show where relevant tier 2 and tier 3 vocabulary is explicitly taught.</li> <li>• Staff know how to explicitly teach vocabulary for disciplinary literacy and these strategies are evident in work scrutiny and learning walks.</li> <li>• Oral language poverty is addressed through classroom routines that</li> </ul>

	<p>promote academic language and language confidence for life.</p> <ul style="list-style-type: none"> <li>• Literacy and numeracy interventions mean that all students close the gap towards meeting age-related expectations by the end of key stage 3 – introduce period 0 for ‘catch up’ literacy and numeracy.</li> <li>• Disadvantaged students do not get a narrower curriculum entitlement than their peers. Where extra support is needed this is extra to the wider curriculum.</li> </ul>
<b>3. EQUIPMENT:</b>	<ul style="list-style-type: none"> <li>• Every educational trip and relevant experience to achieve 17% or above PP attendance.</li> <li>• Every PP student has at least one culturally enriching trip during their school career.</li> <li>• Students are supported with equipment in school and FSM families are supported in the purchase of essential school equipment.</li> </ul>
<b>4 FUTURES:</b>	<ul style="list-style-type: none"> <li>• 17% cohort of PP students enter the Sixth Form.</li> <li>• 100% of students receive a one-to-one careers interview. PP students are completed first.</li> <li>• All PP students given a meaningful aspiration raising experience.</li> </ul>
<b>5. COMPLEX LEARNING NEEDS:</b>	<ul style="list-style-type: none"> <li>• A consistent approach to classroom practice (the John Kyrle Way) secures a quality first learning experience for all.</li> <li>• Staff feel confident in supporting SEN (especially SEMH, ASD and SPLD) learners and implement this understanding in the classroom.</li> <li>• Assessments and tracking procedures identify underperformance and underachievement and staff put appropriate interventions in place to close the gaps.</li> <li>• PP students will feel they belong and have an adult advocate in school.</li> <li>• High levels of parental engagement with classcharts/parents’ evenings/webinars/‘Tea and Talk’ events.</li> </ul>

	<ul style="list-style-type: none"> <li>Fewer PP students of FTE/in the reflection room/in detention. Similar proportion of PP to Non-PP students accessing rewards events.</li> </ul>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce Instructional Coaching for staff £1775	<a href="#">EEF-Effective-Professional-Development-Guidance-Report kraft blazar hogan 2018 teacher coaching.pdf (harvard.edu)</a>	5
Embed Teacher Learning Communities work. Continue with increased focus on looking at the work that vulnerable learners produce in 'Research Lesson'.  Ensure teachers have time to do this well.	The EEF in their Professional Development Guidance Report recommends that CPD includes these 4 mechanisms:  A. Build knowledge B. Motivate teachers C. Develop teaching techniques D. Embed practice	5
Training of staff in supporting ASD, dyslexic, SEMH students and those with low language proficiency and how to build resilience in young people	EEF: The Teacher Toolkit	5, 1
Retention of TA for Ukrainian Students	EEF: The Teacher Toolkit	1

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and Numeracy 'Period 0' year 7 catch up groups. Year 10 'Period 0' adapted for lower literacy students.	Small group tuition   EEF (educationendowmentfoundation.org.uk)	2
Reading Plus Adaptive Literacy	EEF: The Teacher Toolkit	2
Year 6 Literacy Summer Project – John Kyrle Carnegie?	EEF: The Teacher Toolkit	2
Guided Reading Tutor Time package: The Literacy Engine	(Rosenshine, 1997; Oakhill et al., 2014; Davis, 2010; National Reading Panel, 2000; Stuart and Stainthorp, 2015).	2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips and Visits: Prioritise PP students – first choice of places for trips and visits. Financial Support – case by case	EEF: The Teacher Toolkit	3,4
Uniform/Access to technology support	EEF: The Teacher Toolkit	3,5
Summer School 25 for incoming year 7 vulnerable learners	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a>	2,5
Retention of second Attendance Officer	EEF: The Teacher Toolkit	1

Redeployment of ADCs as Making Change Leads. PP Team around key children	EEF: The Teacher Toolkit	5,4
PASS survey for year 7 to inform transition work PSO, HOY,	EEF: The Teacher Toolkit	1,2,5
Creation of the Haven (HIVE and HUB) Teaching of Social and Emotional curriculum Recruitment of HIVE lead	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2,5
Embed READY, RESPECTFUL, RESILIENT to ensure all students have a disruption free learning experience	EEF: The Teacher Toolkit  Both targeted interventions and universal approaches have positive overall effects (+ 4 months).	5
Lunchtime Enrichment Sessions	'These activities are memorable and provide motivation – which can help to support buy in to other areas of the curriculum.' <a href="https://publishing.service.gov.uk">Research to understand successful approaches to supporting the most academically able disadvantaged pupils (publishing.service.gov.uk)</a>	1,3,5

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our Pupil Premium activity had on pupils over time

#### Academic Outcomes:

	2018/19 (non-pp + GAP)	2021/22 (non-pp + GAP)	2023/24 (non-pp + GAP)
Progress 8	-0.64 non-pp + GAP	-0.79 non-pp + GAP	-0.35 non-pp + GAP
Attainment 8	37.6 non-pp + GAP	32.5 non-pp + GAP	38.8 non-pp + GAP
4+ English & Maths	48% non-pp + GAP	32% non-pp + GAP	39% non-pp + GAP
5+ English & Maths	26% non-pp + GAP	21% non-pp + GAP	22% non-pp + GAP
% EBacc entry	28% non-pp + GAP	21% non-pp + GAP	29% non-pp + GAP
% Attendance	91.1% non-pp + GAP	85.8% non-pp + GAP	84% (VYED) 82.9% (internal) non-pp + GAP
% Persistent absence (Below 90%)	30.7% non-pp + GAP	41.3% non-pp + GAP	57.3% (VYED 11 <sup>th</sup> of out 15) 55.8% (internal) non-pp + GAP
Suspensions as a % of the cohort	0% non-pp + GAP	12% non-pp + GAP	28% non-pp + GAP



This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 Interventions (overview)

Effective teaching is the best lever for addressing educational disadvantage. The introduction of a Teaching and Learning Policy 'The John Kyrle Way' has established a common language of learning and routines for formative assessment. The introduction of Teacher Learning Communities and high quality CPD has been focused on inclusion, encouraging staff to see their teaching through the lens of a disadvantaged learner. This and the new RRR behaviour framework (Ready, Respectful, Resilient) has raised levels of student engagement and parental support with 93% PP students raising their ratio of achievement to behaviour points. Further work will continue in 24/25 to embed these new policies.

There has been an increased focus on literacy with the introduction of guided reading in tutor time for years 7-10 and Reading Plus at Key Stage 3 with a dedicated lesson once a fortnight. Tutor time Guided Reading (via The Literacy Engine) has meant that all Year 7-10 students have read non-fiction texts 3 times a fortnight with their tutor modelling reading and explicitly teaching at least 60 new words across the year. These texts were focused on building cultural capital on topics as diverse as animal cloning to respect for different faiths.

A Pupil Premium Team has also been piloted, made up of the Assistant Head of Year, Head of Year for the year group, Head of Year, Pastoral Support Officer, Attendance Officer, Key Stage Lead for Maths and English and Assistant Headteacher to ensure a coherent programme of support around our most vulnerable learners. This includes targeted SEN, literacy, numeracy and pastoral support. Additionally, we established Pupil Premium Champions for year 11 to act as mentors for some of our most disadvantaged pupils in our 'Challenge 50' group and will continue to grow these initiatives in 2024/2025. This has been a positive contribution to the school as it has helped broker contact with home more, but also given more targeted support to pupils. The introduction of a tiered approach to attendance and the employment of an Attendance Champion has meant that we have been able to engage with and support families to a greater degree than ever before through conducting 90 first IAP meetings with 37 students having had their follow up meeting. We have mentored groups of 10 students in years 7-10 for one half term, rewarding attendance weekly and half-termly. There was a ~2% positive impact on attendance across the cohort. We have improved our ranking for attendance in the LA from 12<sup>th</sup> to 9<sup>th</sup> and our data relative to the FFT Aspire cohort from -0.5% below to +0.6% above. FFT Aspire has us at 84.3%, 0.6% above FFT Aspire schools. VFED (DfE) has us at 84.3% which places us in the bottom 30-40% of schools. Our focus for next year is to

The introduction of 'World of Work Wednesdays' and targeted visits to alternative providers, employers and colleges has begun with the intention of raising aspirations and motivating all learners, but particularly those who are disaffected. We will be developing these enrichment opportunities through lunchtime sessions...

Ukrainian pupils who joined the school have made good progress through the support of a specialist Ukrainian speaking EAL TA.

Externally provided programmes Programme Providers

## Further information (optional)

<i>Impact Summary- further detail and next steps</i>				
<b>Objective</b>	<b>Actions</b>	<b>Impact</b>	<b>Evidence We know this because...</b>	<b>Next Our next step is...</b>
Provide quality first teaching for PP students.	<p>Introduced a teaching and learning policy 'The John Kyrle Way'.</p> <p>Provided training and resources in formative assessment mini-whiteboards, cold calling and hinge questions.</p> <p>Support Maths and English to improve outcomes for all learners through line management with 'Raising Standards Lead'.</p>	There is greater consistency in classrooms and a common language of learning amongst staff.	<p>191 lesson observations undertaken that demonstrate consistency with 'The John Kyrle Way'.</p> <p>Checking for Understanding focused HODs learning walks demonstrated 85% of staff using CFU routines effectively.</p> <p>Significantly narrowed the progress gap for PP learners at KS4: Attainment above pre-pandemic levels.</p> <p>Work still to do on outcomes of PP learners in Maths and English. See above</p>	<p>Create a team of coaches and an instructional coaching model to further embed effective practices.</p> <p>Train staff in supporting students with low language proficiency dyslexia.</p> <p>Training in ASD, SEMH and building resilience.</p> <p>Monitor the progress of PP students at as a whole school (as well as at dept level) through calendared analysis at data drops and promote dept intervention</p>

				and MCL/HOY/P SO intervention
Support students who arrive in school with reading abilities below age-related expectations to meet and exceed age-related expectations	<p>Small group bespoke tutor time reading intervention.</p> <p>Introduced a guided reading programme in tutor time.</p> <p>Creation of nurture group in English with adaptive curriculum prioritising literacy needs but maintaining curriculum focus in-line with peers. The literacy lead has implemented an extensive range of strategies to support pupils who are not confident readers. These include sixth-form student reading mentors and specialist teachers who rapidly address</p>		<p>15 students in years 7-9 were given tutor time intervention. These were identified based on reading age data. Students who were not already receiving support from the SEN department were prioritised.</p> <p>Reading intervention group: Students who attended regularly saw an average increase of 9 months progress in their reading age between October 23 and May 24. These students also saw an average of 30 wpm increase in the reading rate during this time.</p>	<p>Refine literacy interventions using the more purposeful data we now have from 'Reading Plus'.</p> <p>Improve attendance to interventions.</p> <p>Develop Tutor time reading with fiction as well as not fiction – Literacy Engine</p> <p>Train staff in the explicit teaching of disciplinary literacy – tier 2 and 3 vocabulary and how to 'Read like a (Subject specialist)'</p> <p>Improve oracy and confidence with</p>

	<p>weaknesses in phonics, grammar and comprehension</p> <p>Engagement with home via literacy engagement evening, year 6 summer reading gift packs.</p> <p>Investment in 'Reading Plus' 1 hour a fortnight for all KS3 students.</p> <p>SF mentors to support less confident readers.</p>			<p>language through 'Speak like a scholar'.</p> <p>Refocus on numeracy intervention.</p>
<p>Provide a disruption free learning experience for all students.</p>	<p>Introduced the 'Ready, Respectful, Resilient' behaviour policy.</p> <p>Introduced split lunches and 'Calm Corridors' to create a calmer atmosphere and reduce the potential for social problems.</p>	<p>PP students are experiencing less disruption to their lessons and their own behaviour has improved. The school is now calmer and more purposeful.</p> <p>Behaviour across the school is good and when unwanted behaviours are displayed there is a clear graduated, regulated and de-escalated approach.</p>	<p>43% of our students have a 100% behaviour ratio in class charts (1145 pupils in total)</p> <p>91% of our students have a 90%+ behaviour ratio in class charts (1145 pupils in total)</p> <p>89% of our year 7 students were invited to Reward event 1 in March</p> <p>94% of our year 7 students were invited to reward event 2 in May</p> <p>86% of our year 8 students were invited to Reward Event 1 in March</p> <p>90% of our year 8 students were invited to Reward Event 2 in May</p>	<p>Ensure all staff are consistently following the classroom routines to support BFL</p> <p>Ensure and train staff to de-escalate in approach and sanction, where appropriate</p> <p>Ensure all departments are rewarding pupils for effort, attainment</p>

			<p>33% of our PP students have a 100% behaviour ratio in class charts (210 pupils in total)</p> <p>82% of our PP students have a 100% behaviour ratio in class charts (210 pupils)</p> <p>69% of PP students have shown a positive improvement since the RRR structure was introduced</p> <p>11% of PP students have shown a positive improvement of 25% or higher since the RRR structure was introduced</p>	<p>and behaviour.</p> <p>Focus on fewer PP students receiving FTE – invest in the PASS survey in year 7 to flag early issues. Promote positive relationship with students in year 6 – summer school project.</p>
<p>Increase the attendance of PP students.</p>	<p>Appointed an 'Attendance Champion'</p> <p>Creation of the role of 'Senior Attendance Champion' at Deputy Head Level to visibly lead on attendance.</p> <p>Rewritten attendance policy and procedures to create a 'tiered approach'.</p> <p>Invested in FFT Aspire to give more granular information to inform action.</p>	<p>This cohort continues to be less affected by our actions.</p> <p>Our attendance data shows there continue to be concerning differences in the attendance of vulnerable groups with FSM, EHCP, SEND &amp; PP students disproportionately more likely to be Persistently Absent.</p>	<p>There is an upward trend in attendance across the school (improving our Herefordshire ranking from 12<sup>th</sup>-9<sup>th</sup>) (June data)</p> <p>Whole cohort YTD data (June) improved against FFT Aspire cohort from -0.5 below to +0.6 above.</p>	<p>Introduce closer monitoring and tracking via redeployment of ADC role as 'Making Change Leads' with attendance as KPI.</p> <p>Refocus on PP cohort (and SEND).</p> <p>Accelerate work with primary schools – meet the tutor days and Attendance Champion to</p>

	<p>Pilot of 'focus 10 team' in year 9 (Then called PP Team) where key professionals (SEND/CO/Literacy Lead/Attendance Champion/HO Y shared information and assigned actions.</p>			<p>go out to schools to meet year 6 children.</p> <p>Yr7-8 transition work around attendance (historic drop seen here) Analyse data to identify students who are often absent on Fridays and engage in lunchtime activities.</p> <p>Embed and refine systems from this year.</p>
Equipment	<p>Year 6 students sent 'Reading Welcome Pack'</p> <p>Families supported in the purchase of uniform.</p> <p>Heads of Year provided with equipment to support PP students being 'Ready' to learn.</p>			
Life experience/futures	<p>Music lessons provided for PP students free.</p>		<p>15 weekly lessons are currently PP funded. Roughly 20% of all the</p>	<p>Actively promote attendance</p>

	<p>Students have had access to X number of trips and visits this year.</p> <p>New draft Trips and Visits Policy prioritises PP students when the trip is over-subscribed.</p>		<p>instrumental lessons each week.</p> <p>Many extra curricular clubs are attended by a higher proportion of PP students than might be expected, given our PP cohort of 17%. (Textiles 40%, Choir 19%, Music Tech 25%, Guitar 31%, Chess 20%, Boys' football 23%).</p> <p>60 PP students were financially supported to enable them to attend trips and visits – including: Pitt River Museum and Art Trip, Normandy trip, Germany trip, Macbeth Performance and Duke of Edinburgh Award.</p>	<p>of PP students at extra-curricular activities through the use of the Making Change Leads. Ensure consistent tracking of attendance.</p>
<p>Support complex learning needs</p>			<p>The Hub development aims to significantly reduce exclusions by addressing the emotional, sensory, and mental health needs of vulnerable students, particularly those with SEND, EBSA, and SEMH challenges. By creating designated spaces such as SEMH classrooms, ASD rooms, and decompression rooms, students will be provided with safe environments to regulate emotions and manage stress. This proactive approach aims to promote emotional well-being, enhance academic engagement, and prevent behavioural escalations, leading to fewer exclusions.</p>	