

Pupil premium strategy statement (secondary)

1. Summary information					
School	The Kings School				
Academic Year	2018/19	Total PP budget	£214,115	Date of most recent PP Review	June 2017
Total number of students	1033	Number of students eligible for PP	229 (2018/19)	Date for next internal review of this strategy	TBC

2. Current attainment (2017-18 outcomes)		
Progress 8 data	Students eligible for PP (your school)	Students not eligible for PP (national average)
Overall	-0.07	+0.13
English	-0.02	+0.11
Maths	-0.18	+0.12
EBacc	0.00	+0.14
Open	-0.11	+0.12
Basics 4+	51%	71%
Basics 5+	27%	50%
EBacc 4+	10%	28%
EBacc 5+	8%	20%

3. Barriers to future attainment (for students eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A. Literacy and reading ages	A number of PP students arrive sig- in English. There is a disproportionate number of low prior attainers in the PP group and a very small proportion of high attainers. The high attainers underachieve in English compared with their middle and lower counterparts. Students who are eligible for PP often have reading ages lower than their chronological age and often have the lowest reading ages in school.
B. Pastoral support	Many of our PP students have emotional and behavioural difficulties alongside issues with social skills; incorrect uniform; a lack of support at home; don't eat breakfast; require additional pastoral care due to a range of external issues; need mentoring/counselling; have anger management issues. Such issues are often multi-faceted and have the potential to have a significant impact on progress if left unchallenged.
C. Numeracy	PP students are more likely to arrive sig- in Maths and are more likely to lack the basic mathematical skills. There is a disproportionate number of very low ability pupils eligible for PP who have not made enough progress in Maths.
D. Homework, Revision and Organisation	There is evidence within school that PP students are over-represented with regards to the non-completion of homework and there are clear links between homework completion and progress. Revision skills are often weaker for PP students and this has a significant impact on progress.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
A. Attendance and punctuality	There is a gap between the attendance of PP and non-PP students that has not closed significantly over previous years. PP students are also more likely to be persistently absent from school. There have been significant improvements in the punctuality of all students, but this has been slower for PP students.
B. Enrichment and Extra-curricular participation	A high number of our pupils eligible for PP do not have a wealth of life experiences beyond their local context. They are more likely to have lower standards of vocabulary and have lower 'cultural capital'.

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>	Success criteria
<p>The progress of our disadvantaged students is above National Others</p>	<ul style="list-style-type: none"> • Progress 8 score gap to National Others (KS4 outcomes 2019) with predictions in other year groups indicating similar trends. • Improved % of PP students who are functional readers with targeted activities to improve reading ages for PP students whose reading ages are 2 years or more below their chronological ages. • All PP students to receive a targeted literacy intervention (even if their reading age is close to their chronological) ensure that there are no gaps. At least 75% exceed expected progress and 95% make expected progress. • PP access to targeted numeracy interventions is in line with that of NPP students and as a result there are no gaps in terms of progress in Maths.
<p>The progress of our disadvantaged students in ALL their subjects is above National Others</p>	<ul style="list-style-type: none"> • Progress 8 score gap within baskets (KS4 outcomes 2019) with predictions in other year groups indicating similar trends. • Improved % of PP students who are functional readers with targeted activities to improve reading ages for PP students whose reading ages are 2 years or more below their chronological ages. • All PP students to receive a targeted literacy intervention (even if their reading age is close to their chronological) ensure that there are no gaps. At least 75% exceed expected progress and 95% make expected progress. • PP access to targeted numeracy interventions is in line with that of NPP students and as a result there are no gaps in terms of progress in Maths.
<p>Disadvantaged students attend regularly, behave well and complete homework/revision tasks</p>	<ul style="list-style-type: none"> • Fewer behaviour incidents recorded for PP students (without reducing standards and expectations). • Reduced FTEs for disadvantaged students (without reducing standards and expectations). • Reduce the number of persistent absentees (PA) among PP students to be in line with national average or below. • Overall attendance among students eligible for PP cohort improves and 2017-18 data and is closer to being in line with the whole school target. • Reduced number of behaviour incidents for failing to complete homework tasks within ClassCharts (termly)

	<ul style="list-style-type: none"> • Attendance of PP students at homework and revision based activities within school is, as a minimum, in line with and aiming to be above that of NPP students.
<p>Our Disadvantaged students experience a range of enrichment and extra-curricular opportunities. They have high aspirations for their future.</p>	<ul style="list-style-type: none"> • Enrichment and extra-curricular data indicates an increase in participation in as wider range as possible of activities beyond the curriculum. • NEET figures for school indicate PP students rates of participation Post-16 are above those of NPP students – further backed up by Y11 destinations data. Apprenticeship participation increases for PP students – ensuring greater participation in a range of Post-16 opportunities. • Targeted careers advice at a 1 to 1 level for every Y11 PP student from Careers officer (follow up appointments as needed).

5. Planned expenditure – 2018-19

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve literacy progress	<p>Equity and addressing the 'Lack of': Identified PP students need targeted literacy support to catch up. PP students attend extra literacy support before school and in form time with HLTAs. Numeracy and literacy Breakfast club and small group withdrawal with HLTAs. Rise and Read and after-school literacy interventions in place – targeted model for PP students.</p>	<p>Sutton Trust/EEF Toolkit shows that small group interventions with staff are known to be effective. Positive results from similar interventions last year, which now need to be PP focussed only. This has shown to be effective in other schools.</p>	<p>Monitor reading age improvements after retests and review English progress.</p>	<p>Curriculum Leader Literacy Literacy Team SLT link</p>	<p>Regular reading age assessments to ensure progress is above chronological age. Monitor progress in English. Improved 'curriculum engagement' of PP students</p>

<p>Improve rates of progress for all students eligible for PP – quality wave 1 teaching</p>	<p>Developing a Supportive Culture: Staff CPD reinforcing the basic principles of teaching and learning, which have a greater impact on PP students. Intelligent Sequencing: Long-term planning, interleaving, spaced retrieval, quizzing and KOs along with targeted revision activities including ‘Achieve sessions’.</p>	<p>Impact of such interventions on 2017-18 outcomes – build on success with previous GCSE cohort</p>	<p>Termly review of ATL and REG grades KS4 and KS3. Learning walk, lesson obs and work scrutiny (whole school QA)</p>	<p>Assistant Headteacher (T&L and Raising Achievement)</p>	<p>Termly Review by SLT</p>
	<p>Developing a supportive culture/equity and addressing the ‘lack of’: To reduce class sizes where possible to ensure that PP students and a better student/staff ratio for groups with a high proportion of PP students.</p>	<p>John Dunford model and research/results shared at ASCL Conference. Success of intervention in Science using GCSE outcomes</p>	<p>Termly review of progress and achievement of these group.</p>	<p>Assistant Headteachers (T&L and Raising Achievement)</p>	<p>Termly Review by SLT</p>
<p>Curriculum Leader Literacy TLR – 5,899.08 Breakfast Club funding – 1000.00 Lexia – 2242.00 Literacy HLTAs salary contribution – 20,344.22</p> <p style="text-align: right;">Total budgeted cost</p>					<p>£29,485.30</p>

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve literacy progress	<p>Equity and addressing the 'Lack of': Identified PP students need targeted literacy support to catch up. PP students attend extra literacy support before school and in form time with HLTAs. Numeracy and literacy Breakfast club and small group withdrawal with HLTAs. Rise and Read and after-school literacy interventions in place – targeted model for PP students.</p>	<p>Sutton Trust/EEF Toolkit shows that small group interventions with staff are known to be effective. Positive results from similar interventions last year, which now need to be PP focussed only. This has shown to be effective in other schools.</p>	<p>Monitor reading age improvements after retests and review English progress.</p>	<p>Associate Senior Leader –Literacy Literacy Team SLT link</p>	<p>Regular reading age assessments to ensure progress is above chronological age. Monitor progress in English. Improved 'curriculum engagement' of targeted students</p>

<p>Improve progress in basic mathematical skills (numeracy)</p>	<p>Equity and addressing the 'Lack of': Identified PP students need targeted numeracy support to catch up. Support from HLTAs within lessons. Use of ICT packages (Hegarty Maths and TimesTables Rockstars) as a strategy to increase levels of engagement</p>	<p>Sutton Trust/EEF Toolkit shows interventions with staff are proven to be effective. Positive increase in outcomes in Maths from similar interventions last year, which now need to be PP focussed only.</p>	<p>Monitor of progress in Maths with particular emphasis on PP students following each data collection.</p>	<p>Maths team SLT link</p>	<p>Regular assessments to ensure progress is being made. Monitor progress in Maths. Improved 'curriculum engagement' of targeted students</p>
<p>Pastoral Care enhanced within school through appropriate staffing that offers greater support for students</p>	<p>Developing a Supportive Culture: Pastoral, social and emotional well-being through SLO and PL intervention and support targeted at PP students.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older students.</p>	<p>Identification of students is completed in a methodical manner using data within ClassCharts – clear starting points with ATLS and REGs.</p>	<p>Assistant Headteacher (Behaviour and Welfare) SLT links PL/SLO team</p>	<p>Termly review of the system and regular reviews of BfL data through ClassCharts</p>
	<p>Equity and addressing the 'Lack of': Target groups of students across school who would benefit from small group or individual interventions to support BfL improvements.</p>	<p>Small group or individual interventions have proven impact.</p>	<p>Monitor behaviour and attitude to learning grades. Also, monitor if improvements in attitude to learning translate into improved progress. Rewards to be a focus for all staff through stamps and credits. Extra incentives for after school support, Achieve sessions</p>	<p>Assistant Headteacher (Behaviour and Welfare)</p>	<p>Jan 2018 Easter 2018 Summer 2018</p>

	<p>Developing a Supportive Culture/Equity and addressing the 'Lack of': Targeted involvement of PP parents via telephone calls and letters regarding events and provision in school. Revision guides and packs of stationary/equipment provided and given to parents.</p>	<p>National research shows that parental engagement is a key factor in students' achievement. The Kings AFA project and analysis of outcomes from 2017-18.</p>	<p>Review progress termly after each grade collection.</p>	<p>Deputy Headteacher Assistant Headteacher (Raising Achievement) PI/SLO teams</p>	<p>Termly review by SLT</p>
	<p>Equity and addressing the 'Lack of': PP students to be given priority access to Wave 2 subject specific Interventions including extended provision and lesson 6 support especially in the Core subjects. Form time withdrawal for extra Maths and English and after school extra classes provided.</p>	<p>1:1 and small group interventions with highly qualified staff are known to be effective. Successful outcomes with similar groups in 2017-18.</p>	<p>Planning and monitoring of the Interventions.</p>	<p>PL and SLO teams Core CLs SLT links</p>	<p>November 2018 January 2019 Easter 2019 Summer 2019</p>
	<p>Equity and addressing the 'Lack of': Provision of key learning and revision resources, and support with how to make best use of these.</p>	<p>Subject Teams to identify the most useful texts, learning materials and revision guides for their Exam Board Specification and order as appropriate for their subject areas for all PP students.</p>	<p>Monitor impact before and after each data collection</p>	<p>Y11 PL and SLO teams Core CLs SLT links</p>	<p>November 2018 January 2019 Easter 2019 Summer 2019</p>

<p>Maths HLTAs salary contribution – 22,000.77</p> <p>Hegarty Maths – 550.00</p> <p>SLO salary contribution – 28,800.20</p> <p>Additional SLO – 39,703.23</p> <p>DSL salary contribution – 48,047.60</p> <p>Revision guides – 1,000.00</p> <p>Consumables/stationary – 1,000.00</p> <p>Alternative Curriculum – 10,000.00</p> <p>ClassCharts - 1,000.00</p>	£152,101.80
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iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Increased attendance rates for PP students alongside reduced levels of persistent absence within this cohort.</p>	<p>Equity and addressing the 'Lack of': School based EWO and Attendance Officer employed to monitor students and follow up quickly on any absences. First day response provision by personal contact rather than automatic text system. Moving towards a more bespoke model of monitoring of PP attendance on a daily basis.</p>	<p>Attainment for children cannot be improved if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Same day calls about attendance progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Personalised support for each PA student who is PP from Attendance Team, Form Tutor, SLO and PLs. Letters about attendance to parents/guardians. EWO and Safer School officer to visit PA students at home to discuss attendance with parents/guardian and explore barriers and possible solutions.</p>	<p>Assistant Headteacher (Behaviour and Attendance)</p>	<p>Termly data reports to SLT</p>

<p>PP students experience a range of enrichment and extra-curricular opportunities.</p>	<p>Equity and addressing the 'Lack of': Enrichment and extra-curricular data indicates an increase in participation in as wider range as possible of activities beyond the curriculum.</p>	<p>Research evidence indicates that PP students do not have a well-rounded 'cultural capital' experience and it is important that schools enhance this</p>	<p>Spending in a targeted way to ensure that every child has access to a wide range of experiences and that financial barriers are removed.</p>	<p>Deputy Headteacher</p>	<p>End of term data capture exercise regarding participation</p>
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<p>PP students have high aspirations for their future, know what opportunities are out there and how to access them</p>	<p>Equity and addressing the 'Lack of': Careers support and guidance provision for PP students to be the best it can be so that as a cohort on their journey through school they have as broad a range of experiences of Post-16 opportunities and beyond</p>	<p>Gatsby research and benchmarks</p>	<p>Spending in a targeted way to ensure that every child has access to a wide range of experiences of Posy-16 provision opportunities and beyond.</p>	<p>Assistant Headteacher (Raising Standards)</p>	<p>End of term data capture of 'experiences'</p>
<p>Safer School Officer salary contribution – 5,852.00 Attendance Officer salary contribution – 5,102.32 School EWO salary contribution - 6,091.28 Trips/extra-curricular funding – 6,500.00 Wardrobe/Uniform – 2,500.00 Music Tuition – 3,500.00 Careers Officer salary contribution – 2,832.00 Student transport support – 100.00 Postage costs – 50.00</p> <p style="text-align: right;">Total budgeted cost</p>					<p>£32,527.60</p>