



## Pupil Premium Strategy Statement (Secondary) for 2019-20 – The King's School

| 1. Summary information                                |   |                                      |   |   |           |
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| <b>School</b>   | The King's School                             |                                      | <b>SLT Member responsible</b>                     | Nicole Martinson – Assistant Head Teacher             |           |
| <b>Academic Year</b>                                  | 2019/2020                                     | <b>Total PP budget</b>               | £205,890  | <b>Date of most recent PP Review</b>                  | Oct 2019  |
| <b>Total number of students</b>                       | 1035<br>226<br>PP                             | <b>% of students eligible for PP</b> | 22  | <b>Date for next internal review of this strategy</b> | Sept 2020 |
| 2. Disadvantaged pupil performance overview (2018-19) |   |                                      |   |   |           |
|   | Students eligible for PP<br>The King's School |                                      | Students not eligible for PP<br>The King's School |   |           |
| <b>Progress 8</b>                                     | -0.50   |                                      | +0.11   |   |           |
| <b>Attainment 8</b>                                   | 32.82   |                                      | 51.26   |   |           |
| <b>% achieving 4+ in English and Maths</b>            | 47  |                                      | 70  |   |           |
| <b>% achieving 5+ in English and Maths</b>            | 23  |                                      | 43  |   |           |
| <b>Ebacc Entry</b>                                    | 4   |                                      | 40  |   |           |



| <b>3. Strategic Aims for disadvantaged pupils</b>  |  |   |
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|  | <b>Target</b>  | <b>Target Date</b>  |
| <b>Progress 8</b>  | -0.25  | September 2020  |
| <b>Attainment 8</b>  | 40.0   | September 2020  |
| <b>% achieving 4+ in English and Maths</b>   | 55   | September 2020  |
| <b>% achieving 5+ in English and Maths</b>   | 35   | September 2020  |
| <b>4. Quality of Education for disadvantaged pupils (Teaching Strategies)</b>            |  |   |
| <b>Expenditure: £122,075.50</b>  |  |   |
| <b>Objective</b>   | <b>Success criteria</b>                                  | <b>Evidence/Projected Spending</b>  |
| Facilitate high achievement for DP and successful entry into further education/training. | TKS achieves strategic targets for disadvantaged pupils. | <p>Attendance at 'Achieve' intervention sessions to be consistent with wider school, Implementation of PP strategy, pupil premium funding. DP intervention strategy with students placed in areas to improve confidence, subject performance and aspiration.</p> <p>Achieved through:</p> <ul style="list-style-type: none"> <li>• Provision of resources to enable DP students to achieve including revision guides and stationary</li> <li>• Achieve sessions Monday to Thursday during term time with specific targeting and individualised teaching of DP.</li> <li>• Vocational qualifications offered by external providers including Hair and Beauty.</li> <li>• Confidence and resilience classes for DP students through 'Positively Mad'</li> </ul> |



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|   |   | <ul style="list-style-type: none"> <li>• Small Group confidence and self-esteem building training with specialist coaching providers</li> <li>• SLO directed to work with DP students and improve outcomes and attendance for these students and provide pastoral support</li> <li>• Visits to employers to raise careers aspirations.</li> </ul>   |
| <p>Develop and implement effective teaching strategies that allows DP to embed knowledge and skills of the curriculum.</p>                            | <p>Outcomes for DP increases by at least 0.25.</p>  | <p>Staff CPD programme, Attendance at Achieve sessions, specialisms developed as part of the Lead Practitioner Team, Ongoing quality assurance including lesson observations, learning walks and work scrutiny as part of the A&amp;I cycle. This is further achieved through:</p> <ul style="list-style-type: none"> <li>• DP students all have individualised targets to ensure they achieve highly, as discussed in Achievement and Improvement meetings and all line management meetings</li> <li>• Providing Alternative Curriculum provision for students who struggle to access mainstream education</li> <li>• Herd Farm Maths intervention weekend to allow students to engage with core skills intensively in an alternative environment:</li> <li>• Access to Hegarty Maths and Educake to increase engagement for DP</li> <li>• Specific CPD for staff regarding strategies to ensure DP students achieve the highest outcomes possible</li> <li>• Additional Maths and English support in small groups.</li> </ul> |
| <p>Implement a literacy strategy that improves DP reading ability and wider literacy skills so that they can access the full range of curriculum.</p> | <p>All Year 7, 8 and 9 DP read 12 books in 2019-20. Accelerated Reader shows all PP students improve their chronological reading age.<br/>Ruth Miskin embedded at KS3 to all students who cannot access Lexia</p> | <p>TKS Literacy Strategy, RM embedded, Reading age data recorded and communicated to parents/carers.<br/>Increased literacy achieved through:</p> <ul style="list-style-type: none"> <li>• LRC available at lunch times and break times for reading and private study</li> <li>• Library book lending service so DP can read a wide range of texts at home</li> </ul>   |



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|  |  | <ul style="list-style-type: none"> <li>• Purchasing of books for disadvantaged students in order to further facilitate home reading:</li> <li>• Accelerated reader programme ensures DP students are reading texts which will most improve their reading ability</li> <li>• Appointment of literacy coordinator to improve literacy for DP students</li> <li>• Use of Lexia for DP students most requiring literacy intervention</li> <li>• Remodelling of the LRC to ensure that DP students have a place to study and access to a wide range of texts.</li> <li>• Literacy a focus across all subject area.</li> <li>• Allocating a member of teaching staff a TLR to drive literacy improvements.</li> </ul> |
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**5. Behaviour and attitudes of disadvantaged pupils (Wider strategies)**  
Expenditure: £45,511.01

| <b>Objective</b>   | <b>Success criteria</b>   | <b>Evidence/Projected Spending</b>   |
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| <p>Improve the attendance of DP and reduce persistent absence.</p> | <p>Attendance is in line with national average of non-DP and there is a significant closing of the gap between DP and non-DP in school.</p> | <p>Improved attendance for DP students achieved through:</p> <ul style="list-style-type: none"> <li>• Recruitment of new EWO and Attendance Officer to act swiftly and follow-up non-attendance</li> <li>• creative pastoral work e.g. breakfast clubs etc. Weekly reviews (AHT, EWO/AO), DP intervention strategy with students placed in areas to improve confidence, subject performance and aspiration.</li> <li>• Student Liaison Officers are proactive in developing pastoral strategies to support DP.</li> <li>• Ensuring DPs are able to comply with uniform standards, thus improving self-esteem and attendance in school, by providing clothing where required:</li> <li>• Student transport funding where required to ensure DDP are able to attend school.</li> </ul> |



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| <b>6. Personal Development of disadvantaged pupils (Wider Strategies)</b><br><b>Expenditure: £38,100.00</b>  |  |  |
| <b>Objective</b>   | <b>Success criteria</b>  | <b>Evidence/Projected Spending</b>   |
| <p>The SMSC and Enrichment offer is clear, well-advertised and well attended by DP. This is to ensure students have opportunities to engage with cultural experiences that will develop core and employability skills.</p> | <p>The % of DP are equally represented on trips and clubs with the whole school %. All DP are offered the opportunity to experience something new e.g. Theatre trip etc. Free instrument lessons and reduction in the cost of trips.</p> | <p>The EEF toolkit shows that a range of social interventions has a positive impact on students. Arts Education (+2 months), Outdoor Education (+3 months) and social and emotional learning (+4 months). KS3 graduation feedback and new reporting on attendance moving to a Bromcom sign-up system whereby DP students can be supported to attend enrichment opportunities. .</p> <p>Achieved through:</p> <ul style="list-style-type: none"> <li>• Peripatetic music lessons for DP students and loan of musical instruments</li> <li>• Additional music support from outside consultants to assist with composition and music technology</li> <li>• Experience of live theatre including Blood Brothers theatre trips and visiting theatre companies</li> <li>• Experiences of different countries to broaden knowledge of culture, environment and historical events e.g. Iceland and Belgium battlefields.</li> <li>• Participation in sports for DP students including Sports Academy and purchasing of sports equipment to allow increased participation of DP students and participation in winter sports</li> <li>• Purchasing of resources to provide quality enrichment experiences which appeal to all students through offering a wide variety of activities on different days.</li> </ul> |



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|  |   | <ul style="list-style-type: none"> <li>• KS3 graduation to improve aspirations and encourage participation in enrichment activities and encouraging students to become involved in the wider school.</li> </ul>   |
| <p>Implement a careers programme which enables all DP to be fully prepared for post-16 life.</p> | <p>DP are well signposted in their transition from Year 11 to Post-16 and NEET figures improve on the previous year. Students have raised aspirations and a clearer understanding of post-16 options. 0% NEET and evidence to be provided by the in-school careers service.</p> | <p>DP intervention strategy with students placed in areas to improve confidence, subject performance and aspiration, self-esteem coaching, university trips for mid/upper ability DP, careers days focused on DP.</p> <p>Specifically through:</p> <ul style="list-style-type: none"> <li>• Workshops with the school enterprise partner</li> <li>• Modern Apprenticeship workshops through agencies such as Job Centre Plus</li> <li>• Shine project with the University of York</li> <li>• Trips to the University of Leeds to raise aspirations for DP students</li> <li>• NEC skills show at Birmingham</li> <li>• Meetings with careers officer to enable DP students to be signposted in their transition to Post 16 and beyond</li> <li>• Work experience days whereby students are taken to employers to gain knowledge of employment opportunities which may be outside of their usual experience</li> <li>• Working with local employers to give bespoke advice to DP students which are tailored to their individual careers aspirations.</li> </ul> |
| <p><b>Total Expenditure: £205,686.51</b></p>   |   |   |