



THE KING'S  
SCHOOL

# The King's School

Pupil Premium Strategy  
Statement 2020-21

1. Summary Information					
<b>School</b>	The King's School		<b>SLT Member Responsible</b>		Nicole Martinson – Assistant Headteacher
<b>Academic Year</b>	2020/2021	<b>Total PP Budget</b>	£220,055	<b>Date of most recent PP Review</b>	September 2020
<b>Total number of students</b>	1030 242 PP	<b>% of students eligible for PP</b>	23%	<b>Date for next Internal Review of this Strategy</b>	September 2021
2. Disadvantaged Pupil Performance Overview (2019-20)					
	Students eligible for PP The King's School		Students not eligible for PP The King's School		
<b>Progress 8</b>	+0.15		+1.01		
<b>Attainment 8</b>	42.08		58.79		
<b>% achieving 4+ in English and Maths</b>	49%		88%		
<b>% achieving 5+ in English and Maths</b>	29%		70%		
<b>EBacc Entry</b>	18%		42%		
3. Strategic Aims for Disadvantaged Pupils					
	Target		Target Date		
<b>Progress 8</b>	0		September 2021		
<b>% achieving 4+ in English and Maths</b>	50%		September 2021		
<b>% achieving 5+ in English and Maths</b>	30%		September 2021		

<b>4. Quality of Education for Disadvantaged Pupils (Teaching Strategies)</b> <b>Expenditure: £128,262.87</b>		
<b>Objective</b>	<b>Success Criteria</b>	<b>Evidence/Projected Spending</b>
Facilitate high achievement for Disadvantaged Pupils (DP) and successful entry into Further Education / training.	TKS achieves strategic targets for Disadvantaged Pupils (DP).	Attendance at 'Achieve' intervention sessions to be consistent with wider school, implementation of PP Strategy, Pupil Premium funding and DP Intervention Strategy with students placed in areas to improve confidence, subject performance and aspiration. Achieved through: <ul style="list-style-type: none"> <li>Provision of resources to enable DP to achieve including revision guides and stationary.</li> <li>Achieve sessions Tuesday to Friday during term time with specific targeting and individualised teaching of DP.</li> <li>Raising attainment, aspirations and confidence sessions for DP through 'Positively Mad'.</li> <li>Small Group confidence and self-esteem building training with specialist coaching providers.</li> <li>Provision of revision guides to DP across a range of subjects.</li> <li>SLO directed to work with DP and improve outcomes and attendance for these students.</li> <li>Visits to employers to raise Careers aspirations when restrictions allow.</li> <li>Careers appointments for KS3 DP through Connexions to give clear Career pathways and raise aspirations.</li> <li>Individual mentoring of targeted DP by members of the SLT in order to identify academic interventions and raise aspirations.</li> </ul>
Develop and implement effective teaching strategies that allows DP to embed knowledge and skills of the curriculum.	Outcomes for DP increases from 2019 outcomes of -0.5 to a P8 score of at least 0.	Staff CPD programme, Attendance at Achieve sessions, specialisms developed as part of the Lead Practitioner Team, ongoing Quality Assurance including learning walks and work scrutiny as part of the A&I cycle. This is further achieved through: <ul style="list-style-type: none"> <li>DP all have individualised targets to ensure they achieve highly as discussed in Achievement and Improvement meetings and all Line Management meetings.</li> <li>All staff have Pen Portraits for DP highlighting strengths and barriers with strategies for how to address barriers.</li> <li>Provide Alternative Curriculum provision for students who struggle to access mainstream education.</li> </ul>

		<ul style="list-style-type: none"> <li>• Herd Farm Maths intervention weekend to allow students to engage with core skills intensively in an alternative environment – dependent on restrictions.</li> <li>• Access to Hegarty Maths and Educake to increase engagement for DP.</li> <li>• Specific CPD for staff regarding strategies to ensure DP achieve highly.</li> <li>• Additional subject specific support in small groups through tutoring.</li> <li>• One to one tutoring for identifies DP who require subject specific catch-up or intervention.</li> <li>• Purchase of devices for loan to DP to enable home learning.</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>	<ul style="list-style-type: none"> <li>• All Year 7, 8 and 9 DP read 12 books in 2020-21.</li> <li>• Accelerated Reader shows all DP improve their chronological reading age.</li> <li>• Ruth Miskin embedded at KS3 to all students who cannot access Lexia</li> </ul>	<p>TKS Literacy Strategy, RM embedded, Reading age data recorded and communicated to parents/carers.</p> <p>Achieved through:</p> <ul style="list-style-type: none"> <li>• LRC available at lunch times and break times for reading and private study when restrictions allow.</li> <li>• Library book lending service so DP can read a wide range of texts at home.</li> <li>• Purchasing of books for all DP in order to further facilitate home reading.</li> <li>• Accelerated Reader programme ensures DP are reading texts which will most improve their reading ability.</li> <li>• Reading ages of all KS3 students established through testing to ensure reading material is appropriate and drives improvement in reading.</li> <li>• Literacy Co-ordinator employed to improve literacy for DP.</li> <li>• Use of Lexia for DP most requiring literacy intervention.</li> <li>• Literacy a focus across all subject areas and implemented into the Curriculum plans for each subject area.</li> <li>• Allocating a member of teaching staff to drive literacy improvements.</li> <li>• Devices available in school to enable DP to access literacy software.</li> <li>• Tutor Time Literacy Strategy based upon oral literacy and the 'Diamond Reading' programme.</li> </ul>

5. Behaviour and attitudes of Disadvantaged Pupils (Wider Strategies) Expenditure: £44,580.51		
Objective	Success Criteria	Evidence/Projected Spending
Improve the attendance of DP and reduce Persistent Absence.	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>Improved attendance for DP achieved through:</p> <ul style="list-style-type: none"> <li>• EWO and Attendance Officer to act swiftly and follow up non-attendance.</li> <li>• Creative pastoral work e.g. Breakfast Clubs when restrictions allow.</li> <li>• Weekly reviews (AHT, EWO/AO).</li> <li>• DP Intervention Strategy with students placed in areas to improve confidence, subject performance and careers aspirations.</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 DP are able to attend school.</li> </ul>
6. Personal Development of Disadvantaged Pupils (Wider Strategies) Expenditure: £47,202.00		
Objective	Success Criteria	Evidence/Projected Spending
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.	<ul style="list-style-type: none"> <li>• The % of DP are equally represented on trips and clubs with the whole school %.</li> <li>• All DP are offered the opportunity to experience something new e.g. Theatre trip etc.</li> <li>• Free instrument lessons and reduction in the cost of trips.</li> </ul>	<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 through the Bromcom sign-up system whereby DP can be supported to attend Enrichment opportunities.</p> <p>Achieved through:</p> <ul style="list-style-type: none"> <li>• Peripatetic Music lessons for DP and loan of musical instruments where required.</li> <li>• Employment of additional Music teacher to support with composition and Music technology to target DP who may not access classical instruments.</li> <li>• Visits out of school subsidised for DP to enable experience of culture, environment history and Geography.</li> </ul>

		<ul style="list-style-type: none"> <li>• DJ experience to broaden Career opportunities and gain a wider appreciation of modern Performing Arts techniques.</li> <li>• Experience of live Theatre including Blood Brothers Theatre trips and visiting acting companies, when restrictions allow.</li> <li>• Participation in sports for DP including the Sports Academy, purchasing of sports equipment to allow increased participation of DP and participation in winter sports when restrictions allow.</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> <li>• KS3 Graduation to improve aspirations and encourage participation in Enrichment activities and 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>	<ul style="list-style-type: none"> <li>• DP are well signposted in their transition from Year 11 to Post-16 and NEET figures improve on the previous year.</li> <li>• Students have raised aspirations and a clearer understanding of Post-16 options.</li> <li>• 0% NEET and evidence to be provided by the in-school Careers service.</li> </ul>	<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>Achieved through:</p> <ul style="list-style-type: none"> <li>• Workshops with the school enterprise partner Galliford Try</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 when restrictions allow</li> <li>• NEC skills show at Birmingham when restrictions allow</li> <li>• Meetings with careers officer to DP to be signposted in 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 when restrictions allow</li> <li>• Working with local employers to give bespoke advice to DP which are tailored to their individual careers aspirations.</li> <li>• Guest speakers from industries invited into school to speak with students and broaden knowledge and understanding of potential careers.</li> </ul>

**Expenditure: £220,045.38**