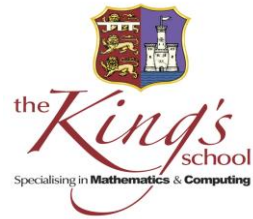


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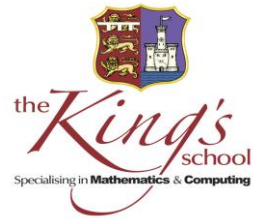
The Pupil Premium Grant is calculated by the number of pupils who are: recorded as being eligible for Free School Meals in the last 6 years, pupils who have been in local authority care for one day or more or who have left due to adoption or guardian orders, pupils who are still 'Looked After' by the local authority or who have a parent serving in the armed forces.

In the academic year 2016-17, The King's School intends to spend the Pupil Premium of approximately £228,000 on the following:

- Key staff including Senior Leaders working with a target group of vulnerable/disadvantaged pupils in year 11 to ensure progress and attainment in line with or better than targets.
- Extended school day provision for a target group of disadvantaged pupils in year 11.
- NEETS and vulnerable pupil mentoring from the School Mentoring team
- Advice, guidance and support for pupils by additional external agencies such as Connexions
- School Police Officer support - a shared Safer Schools Police officer to work with pupils and parents
- Intervention for pupils at KS4 (English and Mathematics)
- Small groups withdrawal at KS3 for literacy support
- Master classes at KS4 in key subjects
- Reading Age testing and re-testing for all years to identify needs and a Breakfast reading club to improve literacy
- Visits/Residential visits/GT visits, theatre, etc including visits abroad
- Extracurricular support to ensure participation by pupil premium pupils eg music lessons and equipment and sports equipment/school sports wear
- Uniform and school equipment support, these can be loaned temporarily from a stock kept in school or be provided by the school when needed long term i.e. School Blazer and Tie, School shoes, PE kit, Art books, Aprons, Ingredients for Food etc The School provides Design & Technology material and other consumables for PP pupils where needed, so that they are not disadvantaged in the learning and making of products.

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- Curriculum support and provision of alternative curriculum where needed eg. Off-site learning such as Forest School and Young Fire Fighters, ECT, TLG, BSS at St Mary's and Occupational College course expenses.
- Additional ICT support for learning such as Read Write Gold and access to lap tops.
- SEN Breakfast Reading Club every morning provides breakfast for pupils to ensure they are prepared for the day as well as literacy and reading support.
- Continuation of a new Online (Vivo) rewards system to further motivate and engage pupils in their learning with particular focus upon disadvantaged/pupil premium pupils.

Our Principles

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the School environment.

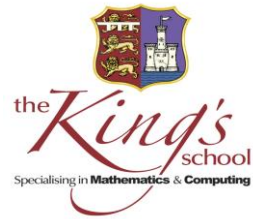
The School is committed to 'Closing the Gap' for vulnerable or disadvantaged pupils and the Pupil Premium will form a vital part of that process.

Provision will be made through:

- Facilitating pupils' access to education, good quality teaching and learning
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the school environment
- Facilitating pupil access to enrichment activities to support learning

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Reporting Pupil Premium

It is the responsibility of the Headteachers to explain Pupil Premium expenditure to parents in the form of an annual statement. The King's School has published details of a report online from September 2012 onwards. This report aims to detail information on how Pupil Premium has been used within the School. It will also report the impact on the attainment and progress of pupils who are covered by the Premium and the intervention that has been supported by the additional funding.

The School is using the 'Sutton Trust and the Education Endowment Foundation (EEF) Teaching and Learning Toolkit' research findings to help to direct resource decisions and thus have a firm research base to ensure value for money, (in summary - greater gains in the attainment of disadvantaged pupils have been seen to come from ensuring quality first teaching and Learning, improving feedback, peer tutoring, mentoring, 1 to 1 tuition etc. than for example in a general reduction in class sizes).

Regular reports will be presented on the progress of pupils supported by Pupil Premium to the Behaviour & Discipline, Curriculum and Finance Committees and then to Full Governors at The King's School.

Reporting to Parents

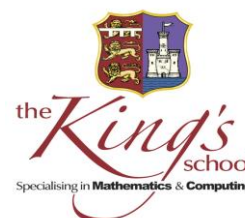
Parents will be able to access and obtain information on the Pupil Premium via the website as described above. This will be updated annually.

Impact of the Use of Pupil Premium

The Pupil Premium is designed to ensure that the gap is narrowed between the most and least disadvantaged pupils in our communities.

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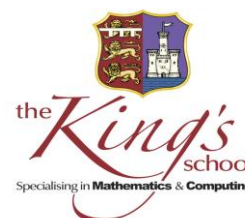
Pupil Premium Report for 2016/17

The King's School received a total of £229,675 for the period September 2015 to August 2016 and approximately £228,700 will be received between September 2016 and August 2017. Pupil Premium Funds have been allocated as follows and pupils receive the individual support appropriate to meet their need.

Approximate Cost	Provision	Measuring Impact
£3,500 +£1000 Staff TLR costs	Intensive mentoring/support of Year 11 disadvantaged students. Key staff including Senior Leaders working with a target group of vulnerable & disadvantaged pupils to ensure expected or better than expected progress and attainment. Extended school day provision for the target group of vulnerable/disadvantaged pupils.	2016/17 Improved ATL scores for all 19 students shown in Autumn grade collection.
£4000	Well Being Support & Guidance Range of advice, guidance and support for pupils on issues relating to wellbeing and health - eg. additional Educational Psychology and Pupil Services support etc.	Vulnerable pupils are supported to cope when there are emotional/mental/physical health issues which are impacting on their attendance/performance/behaviour at school.
£10,799 (Proportions of 3 staff salaries to support this work. £1,716, £1407 and £7,600)	Mentoring by adults Individual mentoring and support from internal and external adults which should result in more regular and detailed feedback on progress to enable short term target setting leading to greater independence in learning, motivation and progress. Peer Mentoring Year 9 pupils mentor Year 7 pupils as part of their transition and first year in school. Year 8 are Buddies to other pupils. Year 10 & 11 Pupils are trained as mentors and are linked to	Mentoring meetings continue to be well attended and pupils show improved self-esteem and emotional wellbeing which for most impact by showing improved progress in at least some curriculum areas and/or improved ATL and self-esteem. Disadvantaged pupils are targeted and participate as both mentors and mentees depending upon age and need. 33% of students who are involved in volunteer mentoring (volunteer/business mentees/peer mentors/peer mentees) are PP students. 100% report that their self- esteem and communication skills have improved whilst taking part in mentoring. (Student Evaluation) 100% of peer mentors reported

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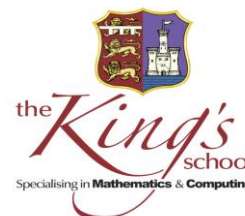
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	lower school individuals.	<p>improvements in communication, social skills and self -confidence. (Student Evaluation)</p> <p>88% of all mentees report that their attitude to learning has improved.</p> <p>GCSE results for 2016 show that PP students who took part in VM/BM/PM performed very well compared to whole school - 100% 5+A*-G; 86% 5+A*-C; 71% 5+A*-C inc. M&E.</p> <p>100% of PP students in Years 10/11 are on track to achieve grade C or above in English and/or Maths at GCSE.</p> <p>(see JT/JJ records for details)</p>
£1000	<p>Attendance Support & Intervention EWO funded. Attendance and punctuality encouraged by home visits from Educational Welfare Officer.</p>	<p>PP and other disadvantaged pupils are targeted and have shown improved attendance and/or reduced PA as a result</p> <p>Improved attendance/reduced PA for individuals/families with long term attendance issues. Autumn Term 2016/17 PP attendance data has shown a significant improvement from 91.66% in 2015/16 to 93.09% for the equivalent period. Autumn term 2016/17 PA Data for PP pupils has reduced to 23.48%.</p> <p>(Attendance data YHL, B & D minutes) Targeting vulnerable groups of pupils/vulnerable families and support given to those in need especially those concerning DV & CSE.</p>
£7,127	<p>Student Support Officer to visit homes and support with learning and issues and encourage vulnerable pupils to attend as soon as possible.</p>	<p>Home contact and visits carried out by Educational Welfare Officer and Safer School Police Officer - paid by the School to ensure that all families, including FSM/PP, hard to reach, vulnerable, CLA are contacted and communication is regular.</p>
£7,500	<p>Safer School Police Officer</p>	
£17,500	<p>New Post created and person recruited for a behaviour Support Role.</p>	<p>Approximately 80% of the pupils dealt with by the Safer School PO are PP pupils.</p>

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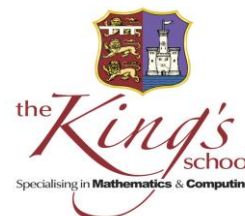
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<p>Salaries/ Surplus Staffing to support Interventions £19,890</p> <p>2 x HLTAs £41,200</p> <p>Approx £29,000 (proportions of salaries) £13,350, £6540, £10,353)</p> <p>RA Tests £2,845</p> <p>£600</p> <p>£2000</p>	<p>Numeracy & Literacy Support KS3 & KS4 Surplus staffing costs and funding of Maths HLTAs to allow interventions to happen. Key emphasis in English and Maths on Wave 1 intervention and within classroom support.</p> <p>Literacy & Numeracy Coordinators salaries.</p> <p>Reading age testing and sharing of data with staff.</p> <p>Small withdrawal groups for selected pupils in Key Stage 3.</p> <p>Numeracy and Literacy Breakfast Clubs</p> <p>SEN Breakfast Literacy Club</p> <p>Access to reading materials facilitated.</p> <p>‘Catch up’ for pupils who are not meeting expected levels of attainment on transition.</p>	<p>Monitored closely by STL Maths & English (see APC/MW records.) Improved progress by pupils receiving this intervention.</p> <p>Maths KS4 GCSE 2017: Autumn grade collection shows that 12% of PP students are achieving 8/9s. 62% PP students are achieving 4 or higher. Extended Provision in the mornings with APC has shown improved P8 scores: 11 were negative P8 but now all except 2 have positive P8 scores.</p> <p>Reading Age tests continue to be carried out in all years and these provide feedback to subject areas and parents in order to plan for learning/support needed (See RM/SVL Year 9 records for details)</p> <p>SEN Reading Club 12/32 pupils that attend are PP as well SEN. 11 of these 12 have good school attendance and all pupils attending SEN Breakfast Club have shown improved school attendance since joining. Library books purchased for use by disadvantaged pupils to ensure those pupils who do not have books at home have a wide range of reading materials. Library book fines for non-returned/damaged items are also funded by PP budget.</p> <p>All students invited to attend Numeracy Club. All apart from 4 students regularly attend. One to one work on both literacy and numeracy with LSAs. Literacy intervention with the Literacy Intervention Team. All students invited to attend Literacy Club. 19% of our 2020 ‘Catch Up’ Students in Reading are now working at L4 or above in English. 36% of our 2020 ‘Catch Up’ Students in Maths are now working at L4 or above in Maths. 93% of all our students ‘GCSE Cohort 2019’ are now working at L4 or above in English.</p>
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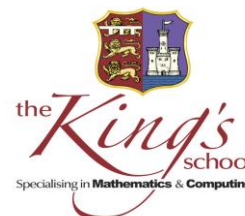
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		91% of all our students 'GCSE Cohort 2019' are now working at L4 or above in Maths.
£2000	<p>Laptops, CLICK and Read Write Gold software. Resources and equipment provided for PP and /or SEN pupils - access to Kindles in Kindle Corner group, laptops. Use of CLICK software by SEN staff and pupils.</p>	<p>Training is being provided for key stakeholders. LAC and other disadvantaged pupils have been provided with these to help with their studies. Pupils use these and show improved progress especially with those with literacy issues.</p>
£6,540	<p>Learning Support at KS4 Revision and Master classes for Core subjects at KS4, including ISSP projects with Science and Maths.</p>	<p>Master classes well attended by PP pupils. In 2014/15 67% and in 2015/16 71% of PP pupils attending revision days showed improvements in their grades. See APC/MW reports</p>
£2000	<p>Widening Educational Experience/Encouraging Extra Curricular Participation Visits out of School - support for pupils if PP/disadvantaged.</p>	<p>PP Participation is monitored and encouraged- subsidies or paid for in full, i.e. Theatre visits, Geography field trips. (see SB participation spreadsheets)</p>
£2,600	<p>Individual music lessons are partially funded by the school. School instruments are loaned.</p>	<p>Ensures that the disadvantaged are not discriminated against in terms of tuition and the purchase of any instruments. (see DE records).</p>
£3000	<p>Residential visits.</p>	<p>The School supported individuals up to 50% cost of residential/foreign trips. Support for pupils on FSM/PP, i.e. Alps trip.</p>
£2000	<p>Costs of extracurricular and enrichment activities such as careers events, theatre visits etc are fully or part funded.</p> <p>Additional support to aid with costs of relevant out of school hours' enrichment activities such as sporting activities or drama.</p>	<p>FSM/PP are not disadvantaged by not being able to be involved and participation is at a high level. (See SB's participation data)</p>
£12000	<p>Curriculum Changes/Support Curriculum Support at KS3 - extra group and reduced class</p>	<p>Improved curriculum experience for all pupils including disadvantaged who are</p>

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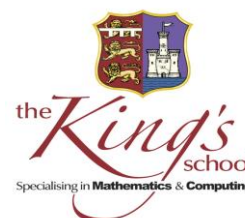
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<p>£25000 maximum Occupational College Courses, Early College Transfer Fees, Off Site learning, TLG, Transport & Staffing</p>	<p>sizes in Creative Arts years 7 to 8.</p> <p>Alternative Curriculum Alternative Curriculum funded to meet the needs of individual pupils. Offsite learning reduced where not effective (MVS). Engineering brought in to school. Still run Hair & Beauty and Firefighters.</p>	<p>targeted with in class support.</p> <p>Off-site learning and Early College Transfer courses attended by individuals where needed. Young Fire-fighters, Occupational College Courses attended. Forest School has provided an in school alternative curriculum for disadvantaged pupils and has been well attended with positive feedback. Improved attendance figures for disadvantaged students (see YHL reports) Needs further development to ensure improved Open P8 score.</p>
<p>£800</p>	<p>Uniform & Equipment Funding Uniform items purchased and provided for some pupils to ensure they can attend in the correct uniform.</p> <p>Increased provision of spare uniform in school for PP pupils. Uniform loan system in place for pupils struggling on certain days. Equipment borrowed from Form tutor box.</p>	<p>Improved attendance quickly for individuals affected. Improved relationship with families.</p> <p>PP pupils have required equipment for lessons and barrier to learning removed.</p>
<p>£430</p>	<p>School breakfasts and lunches subsidised/provided for disadvantaged/vulnerable pupils.</p>	<p>Ensures disadvantaged pupils can have a full lunch and a drink where the need has been identified.</p> <p>Improved concentration/learning by vulnerable/disadvantaged pupils. Improved social skills for vulnerable especially students with severe learning difficulties.</p>
<p>£8000</p>	<p>Supporting Achievement/Rewards Fund Vivo Miles Rewards, annual license cost and funding of online shop/items. Double attendance Vivos automatically awarded.</p>	<p>More pupils being rewarded and encouraged to achieve. PP pupils encouraged and targeted by Subject teachers/areas and Form Tutors. (See Vivo analysis) Improved attendance and reduced PA for disadvantaged and non-disadvantaged pupils.</p>
<p>£7,712 (£2,400 & £5,312)</p>	<p>Careers Advice & Guidance NEETS Mentoring by Connexions on a 1:1 basis.</p>	<p>All disadvantaged, LAC and SEN pupils in year 10 & 11 are targeted and receive 1:1 Connexions and careers advice to raise aspirations and plan for their future.</p>

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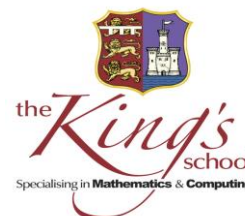
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	<p>Extra support and guidance where needed at key transition points in pupils' school career, Year 10, SEN focus and then between Years 11 and 12 for the whole cohort.</p> <p>Work Experience placements with Fire station funded for disadvantaged pupils.</p>	<p>Meetings are well attended and pupil feedback is positive. Additional careers advice to raise aspirations, motivation and attainment and reduce the chance of pupils being NEET when they leave us. (See very low NEET figures 2015/16 and predicted 2016/17).</p> <p>Work experience placement 2015/16 - 55 out of 58 PP pupils had placements. Predicted for 2016/17 - 17 out of 52 PP pupils have placements organised.</p>
<p>£600</p> <p>£2000 Extra £2000 for the extra 10 staff days needed.</p>	<p>Raising Aspirations for Further education G&T visits to Universities eg Shine & Future Scholars Scheme at York University, Oxford University Residential Visits. Shine project has been widened across all 5 year groups and has increased numbers of pupils participating. Salary of an Achievement Mentor and enrichment activities.</p>	<p>Subsidised to encourage pupils and raise aspirations - disadvantaged pupils supported and targeted. Pupils in Year 7, Year 9 and Year 10 have participated. These trips focus upon raising their aspirations and providing them with an opportunity to experience HE.</p>
<p>£5000</p>	<p>Administration support for identification of needs/allocation of PP funds.</p> <ul style="list-style-type: none"> • Tracking the prior attainment, current attainment and future predicted attainment of these pupils; Pupil premium spend and tracking of impact. (Data Officer, Year Achievement leaders) • Tracking and supporting good attendance (YALs, Attendance Officers and EWO). • Provision mapping for all pupils with Special Educational Needs to ensure they are supported in making 	<p>Supports the planning of intervention and measuring the impact of PP funding sends on individuals and targeted groups.</p>

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	progress with their learning (SENCo)	
<p>£50,000 Staffing of the Centre has increased due to increased numbers of students and staff requirements (£15000, £15000 and £20000) £1500 Resources</p>	<p>Inclusion Unit - The Caretakers A Key priority for the school and a resource for supporting vulnerable/disadvantaged and/or disaffected students.</p>	<p>Challenging and difficult students have been placed in the Caretakers either permanently or temporarily. Some were/are at risk of permanent exclusion and all except 1 has been prevented. Many have shown significant improvements in attendance of more than 5%. (See EM Report)</p>
<p>£53,000 (£15000, £21000 and £17000) Proportions of 3 SLT and other salaries to support Inclusion and work with Disadvantaged Pupils. £4,500 An extra 2 Associate SLT in place to focus upon disadvantaged pupils. Increased Staffing Costs</p>	<p>Whole School focus on high quality T& L including marking, assessment and feedback.</p> <p>Staff restructuring to increase capacity in order to facilitate all the above and other developments so that we can meet the needs of our pupils. For example increases in support staff teams, intervention teams and additions to the Senior Leadership Team.</p>	<p>Very positive feedback from external reviews that have evidenced significant improvements post Ofsted (see SEND review and ATL/AFA Review)</p> <p>Intensive and thorough QA by middle and senior staff including lesson obs and work scrutiny shows improved quality and consistency in marking, assessment and feedback. Improved Progress 8 and Attainment 8 measures for 2016 and predicted for 2017. (see MAR QA Summary & RoL figures)</p>

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Impact of the Use of Pupil Premium

The data below, taken from the analysis of our RAISE ON LINE (a document reflecting our examination performance over the year - these are produced for the Government on every school in the country) reflects the results gained by our Pupil Premium/disadvantaged pupils.

Achievement for all pupils improved from 2015 to 2016. Achievement for pupil premium pupils in 2016 has improved faster than achievement for non-pupil premium pupils; therefore, the achievement gap between pupil premium and non-pupil premium pupils did again narrow.

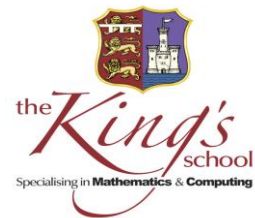
2015 Data Summary Report

Although the attainment gap has not reduced this year the value added scores for English and Maths have either been maintained or have improved. The non PP and PP gap for 3 Levels of Progress in English has narrowed this year and APS has been maintained at the same level.

2015	Whole School	Pupil Premium	Non-Pupil Premium
Cohort	206	45	161
5A*-C EM	53%	20%	63%
5A*-C	67%	38%	76%
5A*-G	97%	87%	99%
Overall value added	1004.6	981.8	1010.9
English value added	1000.0	998.0	1000.5
Maths value added	999.5	997.4	1000.1
3LP English	70	55	75
3LP Maths	64	39	71
APS English	39.7	33.2	41.5
APS Maths	38.0	28.7	40.6

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2016	Whole School	Pupil Premium	Non-Pupil Premium
Cohort	203	40	163
5A*-C EM	63	35	69
5A*-C	72	48	79
5A*-G	98	95	99
3LP English	76	48	83
3LP Maths	66	43	72
APS English	40.0	34.0	41.4
APS Maths	38.2	31.9	39.7

- 15 Pupils on target for English Language
- 2 Pupils above target for English Language
- 19 Pupils 3 levels or more progress for English Language
- 6 Pupils 4 levels progress for English Language
- 11 Pupils on target for Maths
- 5 Pupils above target for Maths
- 17 Pupils 3 levels or more progress for Maths
- 3 Pupils 4 levels progress for Maths
- 7 Pupils achieved the Ebacc