

## Pupil premium strategy statement (secondary) (to be revised February 2018)

1. Summary information					
School	The King's School				
Academic Year (all figures in blue are for 2016/17)	2016/17 2017/18	Total PP budget	£228,770 £229,525	Date of most recent PP Review	June 2017
Total number of students	1040	Number of students eligible for PP	242 224 (2017/18)	Date for next internal review of this strategy	tbc
2. Current attainment					
		Students eligible for PP (your school)		Students not eligible for PP (national average 2015/16)	
% achieving 5A* - C incl. EM (2015-16 only)		30% (Not actually an official measure that year)		64.7%	
% achieving expected progress in English / Maths (2015-16 only) % achieving A*-C En+Ma (2016/17) 4+ % achieving A*-C En+Ma (2016/17) 5+		28%/ 28% 41.3% 20%		75.8% / 73.4%	
Progress 8 score average 2015/16 Progress 8 score average 2016/17		-0.36 -0.24		0.12	
Attainment 8 score average 2015/16 Attainment 8 score average 2016/17		39.31 36.41		52	
3. Barriers to future attainment (for students eligible for PP)					
In-school barriers (issues to be addressed in school, such as poor literacy skills)					
A.	Literacy skills for disadvantaged students entering school in year 7 are lower than for the non-disadvantaged, many have low reading ages including 14 in that are non-functional readers and 3 that are only 0.2 years above being non-functional.				
B.	Behaviour issues for a small group of Year 10 and 11 students (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.				

C.	Low, middle, upper attaining students who are eligible for PP are making less progress than low and middle attaining non PP students across years 7, 8 and 9. This then prevents sustained progress through KS4 and was reflected in lower progress and attainment of these children in GCSE 2017.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	Attendance rates for students eligible for PP are 93.16% and for FSM 92.16% (below the current figure for all which is 96% and end of year target for all children of 95%). This reduces their school hours and causes them to fall behind on average. PA rates for PP and FSM students show the same issue and are at 25.43% for PP, 27.83% for FSM and 14.11% for all students at the beginning of 2017/18.	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
A.	High levels of progress in literacy and numeracy for Year 7 students eligible for PP.	Improved % of PP students who are functional readers in Year 7. Improved reading ages for PP students whose reading ages are 3 years or more below their chronological ages. Students eligible for PP in Year 7 make more progress with reading ages and English measures by the end of the year than 'other' students so that at least 75% exceed expected progress and 95% make expected progress. Other students still make at least the expected progress. This will be evidenced using accelerated reading age assessments, and English written assessments in October, March and June.
B.	Behavioural issues of the targeted groups of Year 10 and 11 addressed.	Fewer behaviour incidents recorded for these students on the school system (without reducing standards and expectations). Reduced FTEs for disadvantaged students.
C.	Improved rates of progress across KS3 and KS4 for upper, middle and low attaining students eligible for PP.  <u>This is a key focus for us as it is one of our AFIs following our recent Ofsted inspection in June 2017.</u>	Students eligible for PP identified as upper, middle and low attaining from KS2 information make as much progress as 'other/non PP' students identified as upper, middle and low attaining, across Key Stage 3. This should mean that 80% are meeting minimum P8 expectations by the end of KS4 and 50% make better than P8 expectations. Where they are not, departments are putting in place wave 1 and 2 interventions, monitored by heads of departments (HOD) and senior team.
D.	Increased attendance rates for students eligible for PP and FSM. Reduced PA rates for PP and FSM students.  <u>This is a key focus for us as it is one of our AFIs following our recent Ofsted inspection in June 2017.</u>	Reduce the number of persistent absentees (PA) among students eligible for FSM and PP to 20% in line with NA or below. Overall attendance among students eligible for FSM/PP improves from 88%/90% to 90%/92%, more in line with the whole school target.

5. Planned expenditure					
Academic year 2017/18					
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. <b>Quality of teaching for all</b>					
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?
A. Improved Year 7 literacy progress.	<b>CPD - developing questioning techniques to aid understanding of text.</b> Staff training re annotating questions to aid cognition.	Offering high quality teaching to all these PP students to drive up their results.	Planning of CPD. QA and learning walks/lesson observations	Associate Senior Leader (Literacy)	See Literacy plan
	<b>Immediacy of Feedback:</b> Staff training re literacy focussed marking and feedback.  <b>Stamina for Writing:</b> CPD on self-regulated writing/developing writing skills and stamina.	The EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we continue to embed across the school. This will focus specifically on effective assessment of writing for a purpose.	QA and learning walks/lesson observations. Exercise book/work scrutiny - dept. and SLT.  Monitor progress in writing assessments in English.	Associate Senior Leader (Literacy)	See Literacy plan

<p>C. Improved rates of progress across KS3 and KS4 for upper, middle and low attaining students eligible for PP.</p>	<p><b>Developing a Supportive Culture:</b> Staff training re teaching and motivating disaffected/disadvantaged students. <b>Intelligent Sequencing:</b> schemes of learning, interleaving, spaced retrieval, quizzing, KOs</p>	<p>Improvements in ATL and progress grades shown by a small trial group in 2017.</p>	<p>Termly review of ATL and REG grades.</p>	<p>Assistant Headteachers (T&amp;L and Disadvantaged)</p>	<p>Termly Review</p>
	<p><b>Immediacy of Feedback:</b> Priority given to PP students with staff planning, in class support and wave 1 intervention. Priority given to marking books/work of PP students with detailed focussed feedback.</p>	<p>Offering high quality teaching to all PP students to drive up their results.</p>	<p>QA and learning walks/lesson observations. Exercise book/work scrutiny - dept and SLT.</p>	<p>Assistant Headteachers (T&amp;L and Disadvantaged)  STLs</p>	<p>Termly review of grades.</p>
	<p><b>Developing a supportive culture/equity and addressing the 'lack of':</b> Overstaffing in Science to facilitate expert teaching for 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.</p>	<p>Termly review of progress and achievement of these groups, ATLs and REGs.</p>	<p>Assistant Headteachers (T&amp;L and Disadvantaged)  Associate Senior Leader (Raising Achievement)</p>	<p>Summer 2018</p>
<p><b>Total budgeted cost</b></p>					<p><i>£169,500</i></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?
<b>A. Improved Year 7 literacy progress</b>	<p><b>Equity and addressing the 'Lack of':</b> 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</p>	<p>Sutton Trust/EEF Toolkit shows that small group interventions with highly qualified staff are known to be effective. Positive results and progress from similar interventions last year which now need to be PP focussed only. Some of the students need targeted literacy support to catch up. This has shown to be effective in other schools.</p>	<p>Monitor RA improvements after retests and review English progress.</p>	<p>Associate Senior Leader - Literacy  Literacy Team</p>	<p>(6 monthly intervals between RA tests)  Monitor progress in English termly.</p>
<b>B. Behavioural issues of the targeted groups of Year 10 and 11 addressed.</b>	<p><b>Developing a Supportive Culture:</b> Pastoral, social and emotional well-being mentoring and YAL intervention/support targeted at PP students. Mosaic project Year 9. Futures in Mind training for key staff.</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>Ensure identification of students is fair, transparent and properly recorded. Record starting points with ATLs and REGs.</p>	<p>Assistant Headteacher (Behaviour &amp; Welfare) Associate Senior Leader (Raising Achievement) Intervention Mentor</p>	<p>Review progress termly after each grade collection. Jan 2018 Easter 2018 Summer 2018</p>

	<p><b>Equity and addressing the 'Lack of':</b> Target group in Year 10 and 11. Extended day and after school support provided to help with study skills/revision etc.</p>	<p>Small group interventions with highly qualified staff are known to be effective.</p>	<p>Use progress review day to engage with parents before intervention begins. Monitor behaviour/ATL grades but also monitor whether improvements in ATL translate into improved attainment. Rewards to be a focus for all staff through stamps and credits. Extra incentives for those attending</p>	<p>Assistant Headteacher (Disadvantaged)</p> <p>Associate Senior Leader (Raising Achievement)</p>	<p>Jan 2018 Easter 2018 Summer 2018</p>
<p><b>C. Improved rates of progress across KS3 and KS4 for upper, middle and low attaining students eligible for PP.</b></p>	<p><b>Developing a Supportive Culture/Equity and addressing the 'Lack of':</b> Student Achievement Mentoring for all PP students via form Tutors and attached staff in all year groups. Invitation/refreshment room on progress review day.</p>	<p>Experience and outcomes from other secondary schools.</p>	<p>Use progress review day to engage with parents before intervention begins. Monitor behaviour/ATL grades but also monitor whether improvements in ATL translate into improved attainment.</p>	<p>Assistant Headteacher (Disadvantaged)</p> <p>YALs</p>	<p>Jan 2018 Easter 2018 Summer 2018</p>
	<p><b>Developing a Supportive Culture/Equity and addressing the 'Lack of':</b> Targeted involvement of pp parents via tel calls and letters regarding events and provision in school. Extended meeting times at Progress Review Day.</p> <p>Revision guides and packs of stationary/equipment provided and given to parents.</p>	<p>National research carried out by AFA shows that parental engagement is a key factor in students' achievement. The Kings AFA project and analysis of outcomes.</p>	<p>Review progress termly after each grade collection.</p>	<p>Assistant Headteacher (Disadvantaged)</p> <p>Assistant Headteacher (KS4 outcomes)</p> <p>YALs</p>	<p>End of Autumn 2017</p>

	<p><b>Equity and addressing the 'Lack of':</b> Year 10 and 11 SLT Mentoring with a focus on Maths and English. Target group in Year 10 and 11. Extended day and after school support provided.</p>	<p>1:1 and small group interventions with highly qualified staff are known to be effective. Successful outcomes with small target group last year.</p>	<p>Planning by Assistant Headteacher (Disadvantaged) Ensure identification of students is fair, transparent and properly recorded. Record starting points with ATLs and REGs.</p>	<p>Assistant Headteacher (Disadvantaged)</p>	<p>Fortnightly review meeting for SLT mentored target students. Jan 2018 Easter 2018 Summer 2018</p>
	<p><b>Equity and addressing the 'Lack of':</b> PP students to be given priority access to Wave 2 Subject Interventions and extended provision/after school 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 withdrawal/target groups last year.</p>	<p>Planning and monitoring of the Interventions.</p>	<p>Assistant Headteacher (Disadvantaged)  Core STLs</p>	<p>Jan 2018 Easter 2018 Summer 2018</p>
	<p><b>Equity and addressing the 'Lack of':</b> 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 with ATLs and REGs</p>	<p>Assistant Headteacher (Disadvantaged)  STLs</p>	<p>Jan 2018 Easter 2018 Summer 2018</p>
<b>Total budgeted cost</b>					<b>£50,000</b>

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?
<b>D. Increased attendance rates for students eligible for PP and FSM. Reduced PA rates for PP and FSM students.</b>	<b>Equity and addressing the 'Lack of':</b> PAT EWO and Attendance Officer employed to monitor students and follow up quickly on truancies. First day response provision by personal contact rather than automatic.	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.	Thorough briefing of Attendance Officer about existing absence issues. PP SLT coordinator, Attendance Officer, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. 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 and mentoring for each PA pupil eligible for PP via attendance support, Form Tutor and YALs. Letters about attendance to parents/guardians. Attendance Officer and EWO/Safer School officer to visit PA students at home to discuss attendance with parents/guardian and explore barriers and possible solutions.	Assistant Headteacher (Disadvantaged)  Assistant Headteacher (Behaviour)	Jan 2018 Easter 2018 Summer 2018
<b>Total budgeted cost</b>					<b>£10,000</b>



6. Review of expenditure				
Previous Academic Year 2016/17				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved rates of progress across KS3 and KS4 for the most able students eligible for PP.	Quality first teaching and learning focussed upon the Most Able. Staff training & CPD. Extra revision and study sessions were provided, staffed and targeted at the Most Able Disadvantaged.	Measures have changed from 2016 onwards but we have maintained an improving trend with gaps between disadvantaged and non-disadvantaged and between disadvantaged and national averages closing. Our main focus last year, based upon GCSE 2016 results, was the Most Able Disadvantaged group. Departments and teachers in all subject areas ensured quality first teaching and learning with these students. P8 gap and gap with NA for the Upper ability group improved massively.	Continue but need to focus upon middle and low ability PP students to close the gap for them as well as for the most able.	£19,700
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved rates of progress across KS3 and KS4 for students eligible for PP.	Intensive mentoring with a small number of male disadvantaged and disaffected students.	This showed significant impact and gains particularly in their Maths and English grades achieved. Even though negative P8 scores were still achieved overall, all except 2 of these students showed improvements in both their Maths and English scores (2 showed improvements in one but not both) All showed improved attendance from the beginning of the Year 11 intervention (see EG sheet).	Needs to be PP only included in the target intervention group.  Widen to include a larger cohort of PP students in the intensive intervention group.  More focus upon regular monitoring of impact/progress and fortnightly review and feedback.	

	<p>Withdrawal from Form Time for extra English and Maths intervention.</p> <p>Literacy and numeracy support/withdrawal with surplus staffing and HLTAs</p>	<p>P8 gap and gap with NA for the Upper ability group improved massively. APC and MW have subject intervention monitoring and impact evidence. High impact: observed increased progress amongst participating children compared to peers.</p> <p>For a cohort of 42 Pupil Premium students, from Autumn 2016 in Maths <i>9 students achieved positive P8 scores overall and a further 9 showed improvements in their P8 scores, ie became less negative.</i></p> <p>In English <i>20 students achieved positive P8 scores with 21 showing improved P8 scores.</i></p> <p><i>For Ebacc 20 gained positive P8 scores and 10 showed improved P8 scores.</i></p>	<p>Needs to be PP only included in the target intervention group.</p> <p>Widen to include a larger cohort of PP students in the intensive intervention group.</p> <p>Need to focus upon middle and low ability as well as the most able.</p>	£75,645
Improved rates of progress across KS3 and KS4 for the most able students eligible for PP	<p>Intervention Team Mentoring</p> <p>The Care Takers Inclusion Centre and staffing.</p>	<p>Mentoring Team (JR) had success with their target cohort. The whole mentoring group scored positive P8 as an average score and this would have been even higher had one individual not underperformed significantly which drags this down. Total score was <i>15.44</i> which gave an average of <i>+0.27</i>. Total Attainment 8 for the whole group is <i>3285, an average of 59.9</i>. <i>Disadvantaged students scored +0.17 and 54.1 respectively (See JR spreadsheet).</i></p>	<p>Needs to be PP only included in the target intervention group.</p> <p>Widen to include a larger cohort of PP students in the intensive intervention group.</p> <p>Need to focus upon middle and low ability as well as the most able.</p>	£92,299
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Improved attendance rates for students eligible for PP and FSM.	Identified a dip in FSM attendance at Christmas 2016. Targeted intervention with students and parents where attendance was just below PA threshold and could be raised by Easter. EWO, Safer Schools Officer to allow Home visits.	FSM PA % reduced by more than 10% by Easter. Attendance of FSM students improved significantly by Easter.	Monitor through first and second half term of Autumn Term 2017 and begin targeted intervention earlier.	£33,127
---	--	---	---	---------

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Progress 8 Measures	2016		2017	
	Disadvantaged	Gap Between School and NA	Disadvantaged	Gap Between School and NA
All	-0.35	-0.47	-0.24	-0.36
Lower ability	-0.15	-0.34	-0.55	-0.74
Middle ability	-0.38	-0.52	-0.19	-0.33
Upper ability	-0.92	-0.99	-0.11	0.04



