

Pupil premium strategy statement 2023-24

The King's School

School overview

Detail	Data
Number of pupils in school	922 (plus186 post16)
Proportion (%) of pupil premium eligible pupils	14.51%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	January 2025
Date on which it will be reviewed	January 2026
Statement authorised by	School Leadership team/trustees
Pupil premium lead	Paula Farrand
Governor / Trustee lead	Sally Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,532
Recovery premium funding allocation this academic year	£32,775
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£186,307

Part A: Pupil premium strategy plan

Statement of intent

The school's ethos of 'Achievement for ALL' runs through all we do at The King's School. In the spirit of the school core values of respect, resilience, integrity, creativity, and achievement we aim to ensure that every student can experience a rich and diverse curriculum, an engaging learning environment, and can experience a wide range of opportunities.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF has been used to support decisions around the usefulness of different strategies and their value for money.

The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- to ensure that any gap identified are minimised for PP students, and that any gaps do not widen.
- to accelerate the progress of PP students so that the attainment gap between disadvantaged and non-disadvantaged students is narrowed;
- to improve the literacy and numeracy of PP students in KS3;
- to monitor the progress of reading ability of disadvantaged pupils;
- to support the higher aspirations of particularly able PP students and ensure that they have opportunities to encourage high aspirations
- to ensure that PP students remain in education or training post 16 and that those who are able to take more demanding level 3 courses are supported to pursue these;
- to ensure that PP students receive planned independent advice and guidance (IAG) and are aware of Post 16 opportunities;
- to ensure that PP students participate fully in the rewards system and take full advantage of the opportunities for student leadership across the school;
- to ensure that staff have a high level of awareness of the needs of disadvantaged pupils in their classrooms;

- to target disadvantaged pupils who require catch-up through the subject based interventions;
- to increase the number of PP students participating in extra-curricular activities and in particular residential activities
- to increase engagement with the parents/carers of PP students

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Achieving these objectives:

The range of provision the trustees consider making for this group include but not be limited to

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Specialist tuition for those identified by the Head of department for tutoring as part of the school led tutoring programme in maths and English (year 11 priority)
- the employment of three learning coaches whose primary role is to identify and remove the barriers to learning in students identified as PP.
- targeted and bespoke provision based on need and will include improving literacy and numeracy at KS3 and raising attainment in Maths and English at KS4.
- a member of SLT to oversee the PP offer
- student support with emotional and behavioural difficulties including counselling
- Wellbeing support and outdoor school from forest school leader

- study skills including 1:1 tuition for maths/English in year 11
- support for attendance from the Educational Welfare Officer (EWO)
- breakfast and homework club
- financial support for curriculum visits, educational resources and enrichment
- support with uniform and equipment
- the provision of a laptop for all students in receipt of free school meals
- a programme of bespoke intervention based on need
- music lessons
- PPE for science/ tech
- Swimming lessons
- Girls on-board programme
- Empowering girls in PE
- Bikeability

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. The majority of these challenges are a continuation from last year as they are on-going priorities for this cohort of families.

Challenge number	Detail of challenge
1	Higher numbers of students who are presenting with SEMH needs and emotionally based school avoidance, leading to poor attendance who are in year admissions from other settings
2	Increased numbers of students displaying challenging behaviours, and in particular persistent disruptive behaviour
3	Engagement from families who do not always see school as a priority

4	Ensuring engagement with a broad range of opportunities by PP students
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
PP students who currently have poor attendance due to EBSA will have improved attendance	Increase in attendance and better engagement.
Decrease in PP students who are displaying poor behaviour	Fewer suspensions for PP students
Building on supportive working relationships with PP families	Parents/ cares of PP students are engaged and involved in school, and feel that barriers are removed
Learning coaches continue to be involved in relevant behaviour support plans, return from suspension meetings etc	Better engagement from students and parents with the processes around suspensions, behaviour and pastoral support plans.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy headteacher to oversee provision	Effective leadership to implement –, explore, prepare, deliver and sustain the plan	1,2,3,4,
3 Learning Coaches	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all	1,2,3,4,

	parents to avoid widening attainment gaps .(EEF Teaching and learning toolkit	
Homework club staff	Homework has a positive impact on average (+ 5 months), particularly with 1 6 pupils in secondary schools. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). (EEF Teaching and learning toolkit)	2,3,4
Breakfast club staff	Very well attended club.	1,2,3,4
Designated teacher	Feedback from the virtual school	1,2,3,4
CPD	High quality teaching and support to provide outstanding learning opportunities	4
Counsellor	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF Teaching and learning toolkit)	1,2
Outdoor school	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF Teaching and learning toolkit)	1,2,3,4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted quality first teaching	One to one intervention might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas	1,2
Intervention	Subject specific interventions are more likely to make an impact if it is additional to and explicitly linked with normal lessons. .(EEF Teaching and learning toolkit)	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)


Activity	Evidence that supports this approach	Challenge number(s) addressed
Photocopying for learning coach and Thrive resources for students and families, EPACs, Early Help document and educational resources		1,4,
Stationery & General Supplies (Includes 1500 for breakfast and homework club)		1,3,5
Annual Subscriptions / Memberships (Thrive registration costs)		1, 4
Student External Provider Fees (1:1 tuition for FSM/LAC	Evidence consistently shows the positive impact that targeted academic support can have, including	1,3,4,

year 11 and music lessons for Workshops done in school by external)	on those who are not making good progress across the spectrum of achievement .(EEF Teaching and learning toolkit)	
Student support costs Project week, department trips and visits (Zoo, Eden project, year 8 RPE trip etc)	Parents have said that this is really important as it removes a financial barrier which may otherwise prevent their children from joining certain activities.	1,3,4,
Student Rewards / Trophies		3
Transport Donkey sanctuary, show, Exeter college, swimming, WESC		1,3,
Hospitality Parental events, coffee afternoons, launches etc	Positive feedback from parents/carers and improved engagement	3
ICT Equipment Laptops for new students /year 6		1,4
ICT Contracts / Licences Thrive,PASS, Boxhall profile, CPOMs		1,3,4,
Clothing PPI for food tech Year 10 FSM, gardening clothes, clothes for W/E		1


Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Tutoring



23-24 Engagement



English	
Students engaged	23
Students not engaged	8
Total hours offered	133
Total hours accessed	104
Average hours offered per student	4.3
Average hours accessed per student	3.4

Maths	
Students engaged	38
Students not engaged	-
Students discontinued	2
Total hours offered	286
Total hours accessed	225
Average hours offered per student	7.15
Average hours accessed per student	5.6

Overall	
Students engaged	47
Students not engaged	8
Total hours offered	419
Total hours accessed	328
Average hours offered per student	7.6
Average hours accessed per student	5.9

Reasons for disengagement

- Low attendance or fixed-term suspension
- Didn't enjoy

Reasons for discontinuing

- Didn't feel necessary
- Didn't want to miss lessons
- Part-time timetables
- Permanent Exclusion

*Students who had both English and Maths are included in both sets of data.

KS4 outcomes

Of the 177 students who were entered for GCSEs at the end of year 11 at The King's School in summer 2024, 21 (12.2%) were disadvantaged.

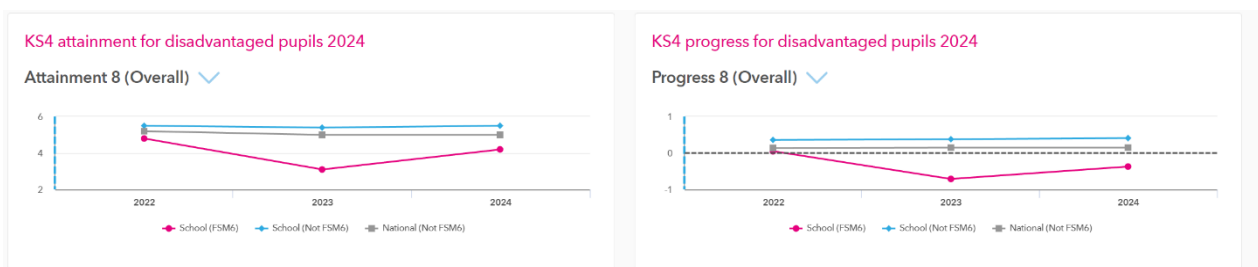
The mean KS2 Average Point Score for disadvantaged students was 102.5, compared with 106.6 for not-disadvantaged students.

The unadjusted progress 8 score for disadvantaged students was -0.29, compared with +0.37 for not-disadvantaged students (+0.3 for all students).

The mean Progress 8 score in state-funded schools in England in 2024 was -0.57 for disadvantaged students and +0.16 for not-disadvantaged students (-0.03 for all students).

The mean Progress 8 score for pupils from disadvantaged backgrounds in Devon in summer 2024 was -0.75, and in South West England as a whole was -0.65.

The mean Progress 8 score for all pupils in South West England was -0.02 in summer 2023 and -0.03 in 2024. (At The King’s School, the mean Progress 8 score overall was +0.31 in 2023 and +0.34 in 2024.)



Source: Average Progress 8 score - pupils from disadvantaged backgrounds in East Devon | LG Inform (local.gov.uk)
 Key stage 4 performance, Academic year 2022/23/24 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)
 Downloads | FFT Aspire

Attendance

Our FSM6 students attend better than the national average. It is interesting to note that we are significantly above the national attendance average for all FSM6 groups apart from Year 10. This is testament to the excellent work from the Learning Coaches. In terms of non FSM6 we are significantly above the national average in all year groups except Year 10. The Year 10 cohort pull down the overall FSM figure. This small number of students have very complex back stories which require considerable time and support.

FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	108	School	88.0%	89.3%	91.7%	86.1%	86.6%	85.8%
		FFT National	85.5%	89.2%	86.5%	84.6%	83.2%	82.7%
		Difference	+2.5%	+0.1%	+5.2%	+1.5%	+3.3%	+3.1%
Not FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not FSM6	795	School	93.2%	95.2%	93.5%	93.5%	91.7%	92.1%
		FFT National	92.7%	94.5%	93.2%	92.4%	91.9%	91.3%
		Difference	+0.5%	+0.6%	+0.2%	+1.2%	-0.1%	+0.8%

There are a small number of PP families where there is persistent absence. The deputy Headteacher (pastoral) and the learning coaches together with the pastoral team and any relevant external agencies are targeting PP students and are working with families to ensure attendance is a priority.

Externally provided programmes

Programme	Provider
NTP tuition for students identified by HODs	1:1 Mentoring

Review: last year's aims and outcomes

We are very pleased to see that our data is more in line with our expected outcomes following a dip in outcomes last year due to a complex cohort in year 11.

We continued to support students who had fallen behind due and offered catch-up tutoring to those identified by heads of departments. This face to face intervention was successful in supporting students to engage with the key subjects of English and maths.

Face to face meetings and were key to building strong supportive relationships with families: We were able to invite families in for Thrive assessments, coffee events, and our welcome sessions where we outline support available and provide a laptop to all year 7 FSM students. The Engage and Connect events were well attended and continue to go from strength to strength. In addition links with families from the local primary school are being built due to joint work in the learning community with PP families.

The outdoor provision continues to be a real strength with both individual and group sessions taking place.

Most of students who have ben adopted from care now have an active EPAC (or equivalent plan) and we continue to work on this. The virtual school is involved with many of our LAC/post adopted students.