



The King's School pupil premium strategy statement 2019-20

School overview

At The King's School we are committed to maximising the achievement, progress and wider development of disadvantaged pupils and narrowing the gap between their outcomes and those of their peers. The Pupil Premium is a fund which comes directly into school from the government to help us to achieve this aim. It is targeted at students who have received Free School Meals at any time in the last 6 years; been continuously looked after for at least six months; been adopted from care and children who have one or more parents in the British Armed Forces

Metric	Data
School name	The King's School
Pupils in school	910 (+217post 16)
Proportion of disadvantaged pupils	Y7-11 13.1% Y12-13 1.38% Overall 10.82%
Pupil premium allocation this academic year	£110731
Academic year or years covered by statement	2019-2020
Publish date	December 2020
Review date	December 2021
Statement authorised by	School leadership team
Pupil premium lead	Paula Farrand
Trustee lead	Petrina Tipping.

Disadvantaged pupil performance overview for last academic year

Due to COVID 19 student did not sit exams, and were awarded grades based on CAGs. There was no national data to make a comparison.

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Sept 22
Attainment 8	Achieve at least national average for attainment for all pupils	Sept 22
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Sept 22
Other	To narrow the gap between pp and non-pp within school	Sept 22
Ebacc entry	To encourage an increased number of PP students to enter	Sept 22

Objectives

- to ensure that any impacts from the COVID 19 pandemic are minimised for PP students, and that any gaps do not widen.
- to ensure that progress measures for PP students are in line with or better than that of the cohort;
- 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 access to the Aspire programme;
- 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 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 school intervention programme;
- 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

20120/2021 Projected Spend

There are currently 122 students on role who are eligible for the Pupil Premium giving an estimated funding of £108000. This is planned to be spent in a number of ways, including the employment of two learning coaches whose primary role is to identify and remove the barriers to learning in students identified as PP. This will be 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. Other staffing costs include time for a member of SLT to oversee and a teacher with an overview of the ASPIRE programme. Additional monies will provide specific interventions to include

- student support with emotional and behavioural difficulties including counselling
- Thrive support
- 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
- laptop for those students who are currently in receipt of free school meals

In addition the school provides an Aspire programme to raise the aspirations of the PP students.

Projected spend 2020-21

Staffing		2 learning coaches Thrive practitioners SLT (0.5 day per week) Teacher (0.5 day per week) Designated teacher (2 hours per week)
Photocopying	200.00	
Stationery & General Supplies	3,100.00	Includes 1500 for breakfast and homework club (increased numbers over the year)
Annual Subscriptions / Memberships	500.00	Thrive registration costs
Furniture & Equipment	100.00	New Thrive work space in Cabin
Student External Provider Fees	8,500.00	<ul style="list-style-type: none"> • 1:1 tuition for FSM/LAC year 11 • music lessons for FSM (might not all take this offer up) • Workshops done in school by external providers • Swimming lessons
Student Support Costs	3,900.00	<ul style="list-style-type: none"> • Project week, • department trips and visits (Zoo, Eden project, We the curious etc)
Student Rewards	200.00	
Transport	1,000.00	<ul style="list-style-type: none"> • Donkey sanctuary, • NEC, Men in white, • apprenticeship show, • Exeter college • swimming
Hospitality	100.00	Parental events- coffee afternoons, launches etc
ICT Equipment Edu	6,000.00	Laptops for new students /year 7 (Estimate on numbers)
ICT Contracts / Licenses Edu	2,275.00	Thrive, PASS, Boxhall profile, CPOMs
Clothing	300.00	PPE for food tech Year 10 fsm, gardening clothes, clothes for W/E

Teaching priorities for current academic year

Measure	Activity
Priority 1	Ensuring rigorous analysis of homework data from reports and directly target students for homework club. Due to COVID 19 restrictions priority must be given to those with the greatest need
Priority 2	To use the attendance data and engage the families of poor attenders to improve the attendance of PP students
Barriers to learning these priorities address	To maximise the input from the school on identified and targeted students

Targeted academic support for current academic year

Measure	Activity
Priority 1	To maximise the progress for year 11 PP students who are new to the school- ensuring access to 1:1 tuition
Priority 2	Narrowing the gap in maths- PP support on Wednesday after school.
Barriers to learning these priorities address	Ensure that students have access to 1:1 tuition EHCP applied for if necessary

Wider strategies for current academic year

Measure	Activity
Priority 1	To ensure that students adopted from care have additional needs and barriers identified and targeted provision is in place.
Priority 2	To look at the SEN needs of the PP cohort and ensure that EHCP assessment is requested if necessary
Barriers to learning these priorities address	Addressing the SEMH and SEN issues of this cohort

Monitoring and implementation

Area	Challenge	Mitigating action
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Teaching	Ensuring that staff have the necessary information about the students' wider needs	Edulink is used to inform needs
Targeted support	Ensuring that year 11 students and their families are aware of the additional support to include 1:1 tuition and to monitor take up.	Learning coaches to ensure that teaching and support staff are made aware of any changes in circumstances, which may impact on a student's learning.
Wider strategies	Ensuring the maximum attendance at parents' evening of parents/carers of PP students	Appointments open for PP students first. Learning coaches to phone home and support with the process.

Review: last year's aims and outcomes

The last academic year was unprecedented due to a global pandemic. Between March and July, there was a national lockdown, with schools being closed to the vast majority of students. This meant that many of the planned activities and Aspire programme could not happen as planned. Instead the focus was shifted to ensuring that PP students were supported, had regular communication, and resources provided through lockdown. The most vulnerable students continued to attend school to ensure that their basic needs could be met.

Families of students in receipt of free school meals received vouchers to support financially in the absence of school lunches.

Staff were either working in school to support those who could attend, or were working from home where they called or video-called both students and their families on a regular basis.

In addition to supporting school work, activities and resources were sent home to encourage families to engage in wider activities.

Prior to the lockdown we introduced specialist swimming lessons for those students who were unable to swim.

Due to the situation over the last year, the aims and objectives set last year will continue this year.