

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2020 to 2021 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The King's School
Number of pupils in school	918 (+192 post 16)
Proportion (%) of pupil premium eligible pupils	11.98% (increase 1.6%)
Academic year/years that our current pupil premium strategy plan covers	2019-2022
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	School Leadership team/ Trustees
Pupil premium lead	Paula Farrand
Governor / Trustee lead	Petrina Tipping

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 133688
Recovery premium funding allocation this academic year	£17400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£52000
	£203088

Part A: Pupil premium strategy plan

Statement of intent

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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the school led Tutoring Programme for pupils whose education has been worst affected.

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

Our ultimate objectives are:

- 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 the gap in progress measures for PP students no wider than pre-pandemic compared to the whole 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 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 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

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
- 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 and a teacher with an overview of the ASPIRE programme.
- student support with emotional and behavioural difficulties including counselling
- Thrive support from 2 qualified Thrive practitioners
- 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
- Bikeability

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

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Students who have failed to make the required progress due to the impact of COVID 19
2	Delivery of school led tutoring to those identified by HODs
3	Ensure high attendance of PP students
4	Due to COVID restrictions we have not been able to carry out family-based work to develop relationships
5	Higher numbers of students who are adopted from care with significant needs

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
All students who require tutoring to have offer	Students engaging with tuition
Improved attendance figures for PP group	Improved attendance figures for PP group
Build supportive working relationships with PP families	Parents/ cares of PP students are engaged and involved in school

Ensuring that all those who are adopted from care have Educational Plan for Adopted Children (EPAC)	EPACs in place
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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)

Budgeted cost: £ 97000

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	1,2,3,4,5
Teacher to lead on ASPIRE programme	Developing the students’ wider experiences to allow for fuller engagement in school	1,2
3 Learning Coachers	Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps .(EEF Teaching and learning toolkit)	1,2,3,4,5
Homework club staff	Homework has a positive impact on average (+ 5 months), particularly with 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)	1
Breakfast club staff		1,3

Designated teacher	Feedback from the virtual school	1,2,3
CPD	High quality teaching and support to provide outstanding learning opportunities	1,2
2 Thrive practitioners	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)	1,3,4

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

Budgeted cost £30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School based tutoring</i>	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition 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.(EEF Teaching and learning toolkit)	1,2
<i>Intervention</i>	Tuition is 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)

Budgeted cost: £37000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Photocopying for learning coach and Thrive resources for students and families,		1,4,5

EPACs, Early Help document and educational resources		
Stationery & General Supplies (Includes 1500 for breakfast and homework club)		1,3,4
Annual Subscriptions / Memberships (Thrive registration costs)		1,5
Student External Provider Fees (1:1 tuition for FSM/LAC year 11 and music lessons for Workshops done in school by external)	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement .(EEF Teaching and learning toolkit)	1,3,4,5
Student support costs Project week, department trips and visits (Zoo, Eden project, year 8 RPE trip etc)		1,3,4,5
Student Rewards / Trophies		4
Transport Donkey sanctuary, NEC, Men in white, apprenticeship show, Exeter college, swimming, WESC		1,3,4
Hospitality Parental events coffee afternoons, launches etc		4
ICT Contracts / Licences Thrive,PASS,		1.3.4.5

Boxhall profile, CPOMs		
ICT Equipment Laptops for new students /year 6 (Estimate on numbers- based on 35 year 7 as last year and 3-4 other in year PP)		1,4
Clothing PPI for food tech Year 10 fsm, gardening clothes, clothes for W/E		1

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Over 70 students accessed the national tutoring programme (15 sessions of individual / small group tuition in English or maths)

Learning coaches maintained regular contact with families during the lockdowns, ensuring that they had the necessary IT equipment, resources and books to learn. They also ensured that food parcels and /or vouchers were available to those in need,

Attendance for some PP students did decrease during the year and so strategies have been put in place to improve this including closer monitoring, rewards, and liaison with parents/EWO

Year & students who did not have the usual enhanced transition were picked up by the Thrive practitioners/learning coaches to ensure they felt safe and knew how to access support if needed.

Externally provided programmes

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

Review: last year's aims and outcomes programmes

The global pandemic continued to have a significant impact on school life over the last academic year. Between December and April, there was a second national lockdown, with schools being closed to the vast majority of students. This meant that for the second year 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 continued to receive vouchers/ food parcels to support financially in the event of absence.

All staff were working in school to support those who could attend, or were supporting those 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.

The National tutoring programme was delivered in school with over 60 students receiving 15 hours of tuition. This was done face to face in school, however some students wished to continue during the Easter break so did remote tutoring.

It was very positive in that as soon as restrictions were lifted we worked hard to allow some of the planned events take place, all be it in the very last part of the school year. A DAISI arts projects allowed year 10 students to take part in a professional led film workshop, and the year 7 students took part in a confidence/self-esteem building circus skills workshop,