

Pupil premium strategy statement – The King's School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	907 (+206 post16)
Proportion (%) of pupil premium eligible pupils	13.74% (Increase 1.8%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	January 2023
Date on which it will be reviewed	January 2024
Statement authorised by	School Leadership team/trustees
Pupil premium lead	Paula Farrand
Governor / Trustee lead	Helena Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146 265
Recovery premium funding allocation this academic year	£32 000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	As of 01/09/2022 £10 030 Pupil premium £8 562 Catch-up premium
<i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
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>	£178 265 (not including CF)

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.

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

Challenges

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

Challenge number	Detail of challenge
1	Higher numbers of students who are adopted from care with significant needs
2	Delivery of school led tutoring to those identified by HODs
3	Family based work to develop relationships
4	Behaviour challenges especially in year 9
5	Ensuring engagement with a broad range of opportunities by PP students

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

All students who require tutoring to have offer	Students engaging with tuition
Build supportive working relationships with PP families	Parents/ cares of PP students are engaged and involved in school
Learning coaches 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	1,2,3,4,5
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 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	1

	pupils). .(EEF Teaching and learning toolkit)	
Breakfast club staff		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
Thrive practitioner	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
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)	1,3,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
School based tutoring	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

Intervention	Tuition is more likely to make an impact if it is additional to and explicitly linked with normal 1, 7 lessons. .(EEF Teaching and learning toolkit)	1
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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		1,4,5
Stationery & General Supplies (Includes 1500 for breakfast and homework club) 1,3,4		1,3,4
Annual Subscriptions / Memberships (Thrive registration costs) 1, 5		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		1,3,4,5

project, year 8 RPE trip etc)		
Student Rewards / Trophies		4
Transport Donkey sanctuary, show, Exeter college, swimming, WESC		1,3,4
Hospitality Parental events, coffee afternoons, launches etc		4
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
ICT Contracts / Licences Thrive,PASS, Boxhall profile, CPOMs		1,3,4,5
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

Seventy-nine students were offered tutoring, of these 91% (72) took up opportunity. Only 5 withdrew from the programme having started. 796 hours delivered, reported to DfE in May 2022

KS4 outcomes

Of the 176 students who were entered for GCSEs at the end of year 11 at The King's School in summer 2022, 22 (12%) were disadvantaged.

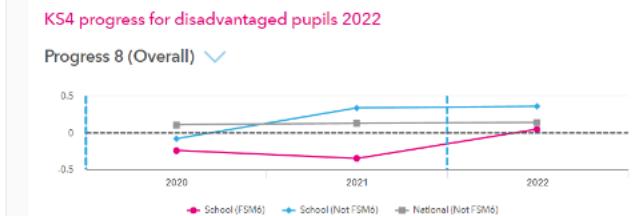
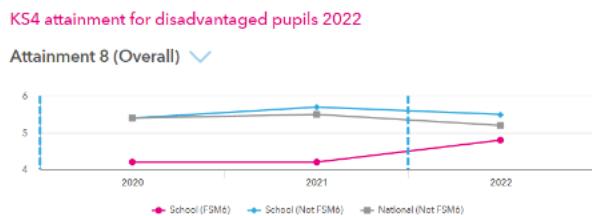
The mean KS2 Average Point Score for PP students was 103.84, compared with 104.97 for non-PP students.

The unadjusted progress 8 score for disadvantaged students was -0.01, compared with +0.32 for all students.

The mean Progress 8 scores in state-funded schools in England in 2022 was -0.55 for disadvantaged students and +0.15 for not disadvantaged students.

The mean Progress 8 score for pupils from disadvantaged backgrounds in East Devon in summer 2022 was -0.54, and in South West England as a whole was -0.73.

The mean Progress 8 score for all pupils in South West England was -0.06 in both 2019 and 2022. (At The King's School the mean Progress 8 score overall was +0.13 in 2019 and +0.32 in 2022.)



Attendance

Attendance last year was 86% which is significantly higher than national for PP. There are a small number of PP families where there is persistent absence. The deputy Headteacher (pastoral) is working hard to drive up attendance in all groups, however 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

Last year was the first year since the pandemic that there were no restrictions in place and therefore we could return to some of the more normal school supports and structures.

We continued to support students who had fallen behind due to the pandemic 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 events saw a welcome return and 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.

We had a change in our wellbeing provision, reducing the qualified Thrive practitioners and employing an Outdoor School practitioner to provide an alternative and complimentary intervention.

Many of students who have been adapted from care now have an active EPAC (or equivalent plan) and we continue to work on this.