

The purpose of this report is to review current practice and to plan actions for the future implementation and actions around the support of students in receipt of pupil premium funding

# Pupil Premium report

The King's School

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# Pupil Premium Grant Expenditure:

as at Census January 2016

The purpose of this report is to review current practice and to plan actions for the future implementation and actions around the support of students in receipt of pupil premium funding. At The King's School we are committed to maximising the achievement, progress and wider development of all students, including disadvantaged students by 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. The aim is 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, and to support the higher aspirations of particularly able PP students.

Areas included in this review are

- Spend
- Progress and attainment
- Curriculum
- Attendance
- Transition
- Behaviour
- Extra curricular activities
- Future developments

## Overview of the school

A relatively small number of students are eligible for pupil premium with the number eligible for free school meals and the school deprivation index being at the bottom of the lowest 20<sup>th</sup> percentiles for school nationally. The numbers at the time of the January were highest in years 11 and 10. Our number of SEN students with a statement or EHCP however is in the 60<sup>th</sup> percentile so there is some cross over between the two groups.

We have a very small number of LAC – three in total and have eleven service children.

We are aware that there are a number of families who, for whatever reason, do not claim FSM but are living in significantly disadvantaged situations. These children will be prioritised for additional support along with those on the official PP DfE list.

Many initiatives are relevant for a number of students, not just PP children, but the school will ensure that PP students who are not making expected progress will always be included in those group activities. For a number of students they will fit into a number of categories simultaneously, e.g. may be PP but also SEN and or EAL. We will always aim to rationalise support so that the most appropriate and not just the quantity of support is given.

<b>Number of pupils and pupil premium grant (PPG) received in academic (census Jan 2016)</b>	
Total number of pupils on roll	1131
Total number of pupils eligible for full PPG	121
Amount of PPG received per pupil @ £935	95
Additional PPG for service children @ £300	7
Additional PPG for LAC children @ £1900	4
<b>Total amount of PPG received</b>	<b>£120,022</b>

The funding coming into school does not exactly match the figures publicised however for example for 4 LAC we would expect to receive £7600, but we received £9892. The remaining £110,130 was from the EFA which covers service children, and FSM Ever 6.

## Previously costed interventions (January 2016)

Initiative	How it works	Action to date	Impact	Cost pa	Cost/effec t
Additional support lessons for students in KS4 maths and English	<p>In English and maths the HoDs are deployed for 20 minutes each day to identify those in danger of not making expected progress.</p> <p>Very small groups of students withdrawn in English for specific intervention support. Qualified English teachers take the students for a time limited withdrawal and then they return to their classes.</p>	<p>HODs to liaise with class teachers to focus on those students at risk</p> <p>Six hours a week for interventions for identified Year 10 or 11 students who need additional support.</p>	<p>Students in particular who are not secure grade C at data tracking points show improved outputs.</p> <p>Students are more confident. Those at Foundation have received very specific support.</p> <p>Outcomes have ameliorated the impact of changes to GCSE grade boundaries. 78% 3+ in E and 80% 3+ in maths.</p>	<p>£4000</p> <p>£9000</p>	<p>High cost</p> <p>High impact</p>
Additional support during GCSEs	All departments offer additional support lessons for students.	<p>Lunchtimes drop in sessions and more formalised lunchtime lessons are provided across all subjects.</p> <p>After school sessions are provided in many subjects – Technology in particular run Friday evening sessions 3.30 – 5.30pm.</p>	Overall GCSE outcomes = high attaining 90% 5+ A*-C and 71% inc E+M	£0	<p>High impact</p> <p>Low cost</p>

		All these sessions are voluntary run by staff.			
Targeted revisions sessions	English and maths offer holiday additional support session for students.	PP or students in danger of underachieving targeted to attend.	Student feedback is increased examination confidence.  Examination results.	£2000	Low cost  High impact
Year 7 English and maths	One hour a week English is in 7 groups not four and targeted literacy input is scheduled.  Students extracted from lesson for one hour a week to have additional numeracy work.	A specific literacy curriculum is being developed to equip students with the demands of the whole curriculum. PP students in small groups specific work on increasing oracy/verbal literacy skills.  Numeracy catch up is targeting those with gaps in basic understanding.  All PP students below level 4a at KS2 in target groups.		£6000	Medium cost  High impact
Reduction in group sizes in key subjects.	The key subjects of E, M, S have smaller group sizes in KS3 and into KS4.	In maths setting creates two very small sets to accommodate students not making expected progress.  In English groups reduced to 24 maximum.  In science in Years 8 and 9 an extra set	Staff have more time for individual student feedback and support. All students more involved in active learning as they can be closely monitored.	£54 000  Cost is across year group so cannot be directly attributed to PP.	Very High Cost  High impact

		means students in groups of 25.			
Additional mentors	All students in KS4 have a mentor and any PP student in Year 10-11 have an intensive mentor if they are not making progress across the board.	Students seen half termly on a 1:1 basis. Intensive mentors see students every 3 weeks 1:1 and feedback after each session to parents.	Student progress is closely tracked. Data on progress levels, GCSE outcomes and attendance all show for 80% of students there is a positive impact.  Staff feedback = very positive re student progress and reduction in low level disruption.	£7500	Medium cost  Very high impact
Business Mentors	Students with particular barriers to learning such as attendance, punctuality etc mentored by members of the school's Business Forum.	This worked well during 2012-13. Due to the appointment of a new Careers Co-ordinator this has not yet resumed in 2013-14.	Various indicators including improved performance, better punctuality and attendance recorded.	£0	Low Cost High Impact
External Mentors	Underachieving students at the end of Year 9 are identified and mentored through Year 10.	Pilot group of four students set up who are mentored by two ex Deputy Heads once a month.	Significant improvement in performance evidenced in the first term for all students.	£0	Low Cost High Impact
Additional SLT mentoring	Yr 10 PP students identified as having 3 or more – effort or progress grades on any one report to be mentored by the Head.	Students seen and targets set, discussions about aspirations future careers – strategies etc. Parents contacted as needed.	Students have one to one opportunity and have clear focus for long and short term. Aim to reduce any – grades to less than 3.	@£1K in time	Medium cost – plan = high impact
Key working	Students who are on the SEN register S/SA+, LAC and ASD students as well as PP, where appropriate, have a TA key	Key worker meets with the student once a fortnight to discuss progress and set short term targets. Contacts	Parent feedback very positive. Students benefit from continual setting and reviewing of short term targets.	£10 732	Low cost High impact

	worker assigned.	parents and classroom teachers to provide feedback.			
Targeted literacy withdrawal groups	Students whose reading quotient is below 85 are withdrawn for literacy programme.	Students attend Skills for Learning for up to 3 hours per week for literacy intervention.	Student confidence and self-esteem improves. Raised scores.	£11 199	High cost Awaiting impact
Social skills group	Students with specific social skills needs	Students weekly 1 hr sessions	Students are better equipped to cope with the demands of school	£2333	High cost high impact
Careers South West	The school buys an additional two days of CSW PA time to target all our students and in particular those who are in danger of underachieving	All PP students in Yr 10 and 11 or in 9 at transition receive individual appointments with the CSW PA.	Very low level of NEETS. At most 1/2/year group. No PP student a NEET in 2012 or 2013.	£15 000	High cost High impact
Careers Support	The school employs a Careers Co-ordinator who supports students with issues related to careers.	Some students are targeted for support and others drop in for help when needed.	All students are able to access mock interviews, work experience and other careers related activities.	£17 000 (a proportion is targeted PP)	Medium cost High impact
EWO and attendance manager	All students whose attendance drops below 90% are monitored closely. Pupil Premium students are identified and specific interventions are put into place.	Pastoral Support Worker assigned to each house and intervenes with PP students at risk of becoming persistent absentees.	Targeted students improve attendance.	Cost of EWO is £880 approx.	Medium Cost High impact
School Survival course	Students who are struggling to come to terms with the	Groups take place in Year 7 (autumn term), Years 8	Reduction seen in LLD by some students and more positive	£2000	Medium Cost High Impact

	demands of school are identified and work with Pastoral Support workers to look at positive strategies.	and 9 (in Spring Term). Individual follow up with some students.	effort grades on reports.		
Thrive	Students who show developmental problems are identified and the family is offered Thrive by Thrive trained staff.	Thrive works with the whole family to address areas of development that are hindering progress. Staff receive 15 days input to become a trainer.	Remedial work is carried out by the school and family to “plug” the developmental gaps.	£5,133	Medium cost – awaiting impact analysis
Data tracking staff	Heads of House and tutors identify students who are underachieving or have two or more negative effort/progress grades.	Students are identified and seen by tutor, HOH or member of SLT.	Reduction in number of subjects where there is underachievement or lack of effort.	£5000	Medium cost High Impact
Trips and visits support	Students on PP who wish to attend curricular related trips are funded and if necessary so is transport home via taxi.	Students are able to access same provision as non PP students.	Students benefit from the addition of these visits so are better able to access the curriculum fully.	£500	Low cost high impact
Support for students in expensive subjects such as catering/technology/sport.	Provision of specialist equipment.	Students are supported financially so are able to access the full curriculum and options available at KS4.	Equality of opportunity for PP students.	£500	Low cost – high impact
NCV	Students on PP directed towards the NCV opportunities.	Students able to take part on the NCV programme between Yr 11-12 and 12-13.	Students gain in self-esteem, take on responsibility, have a two week residential and make themselves	£0.0 cost	Low cost high impact

		Developing personal skills and their CV.	more marketable to employers /HE.		
Yr 7 camp	The Yr 7 residential designed to develop self-esteem, independence and team ethos.	Students attend a Yr 7 one night residential and in Yr 7, 8 and 9 a one week project.	High impact in terms of students develop sense of collegiality, develop self-esteem and learn a large number of personal skills. These memorable events create greater "commitment" to their school and education.	Low costs @ £1000	High impact as seen in student feedback on events
Police pilot	Targeted students mentored by local police	Regular meetings in and off site with those at risk. Intensive work with those also in danger of YISP/YOT	Students have an incentive to attend and behave and achieve.	£0	High impact – low cost
Counselling	Students experiencing major issues which cause barriers to learning are identified and referred to a counsellor.	Several students on PP have been seen.	Better able to cope with the potential barriers to learning.	£2000	High cost High impact
G+T access	Support G+T students financially to attend G+T events.	G+T students who are PP receive financial subsidy to attend G+T courses at university or Kilve Court.	Students are stretched academically and introduced to university life so raising aspirations.	£500	Medium cost High impact
Uniform	We provide the basics of school uniform to those on PP who request support.	Uniform. Shoes either bought by school or parents reimbursed.	Students are not embarrassed by their uniform so feel safer coming to school and less likely to have low attendance.	£300	Low cost high impact

Pastoral Team Interventions	Heads of House work with tutors and particularly Pastoral Support Workers to support students with issues inside and outside of school.	Significant numbers of students have been seen and supported including a large number of Pupil Premium students.	Feedback from students suggests that this is hugely supportive to them in helping them to resolve issues.	£47 000 (approx. 10% = pp)	High cost – high impact
School Nurse and other Health Support	School nurse and other external agencies such as CAMHS support students at school through a referral system.	School nurse has a full caseload and a waiting list of students to support. CAMHS is also involved with a number of our students.	Many students are able to resolve issues or learn coping strategies thus enabling them to function better in school.	£0	Low cost High Impact

The above costings have significant issues in that it is difficult to directly attribute any additional benefits as a direct effect of funding to individuals as historically the pupil premium grant was not disaggregated from the main school.

As a school with very low levels of deprivation (currently school deprivation index –RAISEonline 0.07 compared to 0.2 nationally, putting us at the bottom of the 20<sup>th</sup> percentile) the initial pupil premium funding was used to reduce class sizes in year 9 and to provide staff to provide interventions in maths and English, and provide holiday revision sessions for year 11. There are two main issues with this approach. The first is that now a large proportion of the pupil premium grant is ‘locked’ into staffing costs and as such is very difficult to disaggregate. Secondly, the interventions were set up to target PP students however were not exclusively accessed by these students. Teachers actually targeted all students who were failing to make progress and therefore it was very difficult to demonstrate that the gap was closing.

The school faces a huge challenge in the face of ever decreasing budgets to really ensure that the PPG is properly targeted at the appropriate students to ensure that we are doing all we can to close any progress gaps.

## Academic year 2016-17

Intervention	Cost
• Reducing class sizes in maths and English through years 7-11 – with some further decrease in year 7 for a targeted literacy lesson each week.	£60,000
• Buying in additional tutors to release key maths and English staff to provide small group targeted intervention.	£9,000
• We pay for a member of support staff to work for three days a week in maths to provide specific intervention work. In English we have two teachers each offering three hours a week intervention for targeted groups.	£4,000
• We have an Alternative Curriculum Manager who provides a highly personalised in-school package of support and qualifications for students. Within this provision, we now offer an entry level life skills qualification for specifically targeted students.	£2,000
• Buy additional mentor time to ensure the targeted students have a mentor in year 10 and 11.	£1,000
• Providing financial support to families to pay for subject specific materials or resources to enable students to access the full curriculum.	£400
• We provide one-to-one tuition for students in specific areas in which they are not making progress.	£4,500
• G+T students who are PP receive financial subsidy to attend G+T courses at university or Kilve Court.	£1,000
• Each student in care has a keyworker who they meet once a fortnight, to monitor progress, set and review short term targets. Carers are then contacted to maintain excellent communication.	£2,000
• In addition to a designated teacher, the school employs a member of staff to attend Personal Education Plan meetings and any other meeting (and maintain the necessary paperwork) relating to the student in care.	£1,500
• We purchased an enhanced Cognition Ability Test assessment package to provide staff with specific information on the best ways to support teaching and learning for pupil premium students.	£900
• We have trained pastoral care staff who offer “school survival” courses which incorporates targeted pupil premium students.	£2000
• Key workers are provided for specific PP students who are underachieving or identified as children needing this support.	£10,000
• We purchase additional EWO hours to support improved attendance for our disadvantaged students.	£800
• All trips and visits are funded for FSM students automatically	£1,500
• Staff now have the ability for SIMS to discretely mark the class lists to identify PP students	-
• Departments run a range of interventions targeted at PP students including ‘borrow me for breaktime’ in drama- a 20 minute 1:1 intervention, lunchtime support groups and intervention groups.	-
• Several departments provide complimentary copies of study guides and revision materials to pp students.	£500
• It is recommended that the books of PP students are marked first to ensure that they are given priority and the feedback is enhanced as it may be the case that this group of students have less support with homework at home	-
• Easter revision sessions for maths and English will be held and all pp students will be offered a place. Any spaces will them be offered to other students.	£5,000
• Progress of PP students is tracked across departments and should be discussed at line manager meetings with SLT	-
• Two Thrive practitioners work with students and importantly parents to try to re-engage	£5,000

some of our more 'difficult-to reach' families	
• Pupils attitude to self and school (PASS) licence has ben bought to run on PP students to help determine barriers to learning to enable a more targeted approach to support /	£600
•Direct individual phone calls inviting parents to parents evenings and events such as the year 11 'supporting your child with revision' evening	£200
•Teachers to prioritise parents evening slots for PP students- Invites to go out before general release of appointments	-
•Regular focus on PP students in class via SLT and middle leaders learning walks and lesson observations and in support management meetings	-
•A enhanced way of recording successes , contributions to school and community life, progress and achievements is being developed for students who have SEN or are disadvantaged.	£200
Total	£112,100

## Progress and attainment

### Key Performance Indicators for Students Eligible for Pupil Premium and Others Students in the School

	2013			2014			2015			2016			2017 Predicted			
	PPG	Others	Gap	PPG	Others	Gap	PPG	Others	Gap	PPG	Others	Gap	PPG	Others	Gap	
Prior attainment at Key Stage 2	26.4	29.9	3.5	27	29.8	2.8	28.3	29.5	1.2	27.9	29.2	0.3	26.7	29.5	2.8	
5 A*-C including English and mathematics	27	72	45	33	66	33	56	80	24	48	76	28	58	86	28	
English Average Points Score (6pts = 1 grade)	35.7	44.6	8.9	39.6	44.1	4.5	40	45	5	4.9	5.7	0.8				
Maths Average Points Score (6pts = 1 grade)	34	43.8	9.8	35.6	40.6	5	41	45	4	4.7	5.6	0.9				
Overall value added	968.1	1007.7	39.6	1006.3	1009.3	3	1001.5	1023.5	22	990.67	1024.82	34.22	1020.8	1011.9	8.9	
% of pupils making expected progress in English	53	81	28	53	81	28	73	84	11	54	88	34	66.7	84.6	17.9	
KS2-4 Value Added - English	999.4	1001.4	2	1000.9	1001.3	0.4	1000	1002.1	2.1							
% of pupils making expected progress in Maths	40	84	44	60	62	2	73	87	14	54	77	23	83.3	95.5	12.2	
KS2-4 Value Added - Maths	997	1000.4	3.4	998.4	997.8	0.6	999.8	1000.8	1							

The **RAISEonline** summary report 2016 makes comparisons between the progress of our PP students and all other students nationally ( as opposed to a similar pp national group) and as such reports that whilst a gap remains between the progress of PP students and others, it is only significant for our low ability disadvantaged students in maths.

The **Education Endowment Fund** analysis data from schools nationally and compares performance with schools with similar characteristics.

The King's School is placed in a family of similar schools, according to the characteristics of the pupils. The prior attainment of pupils, the percentage eligible for Pupil Premium, and the proportion with English as an additional language are all considered in grouping the families.

The data presents the average performance over three years.

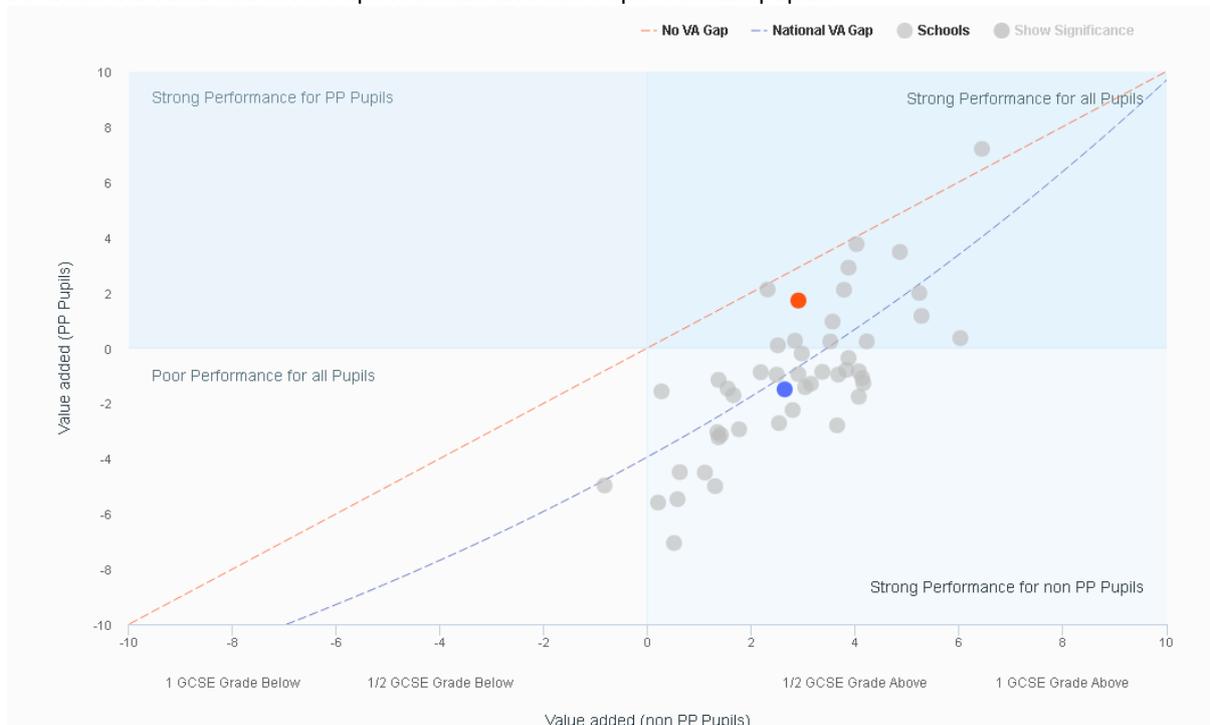
### Value added in your Family

The scattergraph plots the value added for non-Pupil Premium pupils against the value added for Pupil Premium pupils. Value added measures the attainment of pupils in their Best 8 GCSEs compared to their estimated or 'expected' attainment, calculated from their prior attainment score in KS2 national tests. A score of +4 would mean, on average, pupils achieved half a GCSE grade higher in each of the 8 GCSEs.

The aim is to move into the top right hand quadrant where value added is positive for all pupils. Schools in the bottom left hand quadrant have negative value added for both groups of pupils.

**The graph below plots the value added scores for Pupil Premium pupils against the Value added scores for non-Pupil Premium pupils.**

This shows how much progress the two groups of pupils make relative to each other. The black line shows the national average gap for value added. The orange line is the aspirational line where there is no difference between the value added for Pupil Premium and non-Pupil Premium pupils.



The orange dot is the King's school and the blue dot is the most similar school.

## **Future areas for review and development**

### **Curriculum**

The Curriculum is designed to offer all students a broad and balanced curriculum. Group sizes wherever possible are kept as small as possible and many classes are supported by teaching assistants. Key subjects of maths, English and science are smaller in both KS3 and 4. Maths is the only subject that is set by ability with the lower sets being much smaller. Subject teachers are aware of students who are pupil premium students and have a ranges of strategies to provide additional support.

### **Attendance**

Attendance is monitored by the deputy headteacher (pastoral) and his team. Students whose attendance is not where we would like, are targeted and additional EWO support is provided for students who are disadvantaged. A gap remains in attendance fro disadvantaged and other students.

### **Transition**

This is an area that we have not specifically identified previously in regard to disadvantaged students. Rather we have worked with our feeder primary schools to identify those students who are considered to be vulnerable or in need of an enhanced transition and provided a bespoke package for these students. For future transitions we aim to put together a more comprehensive packaged targeted specifically for disadvantaged students and their families, to include an additional visit with parents.

### **Behaviour**

Behaviour is tracked for all students and logged on SIMs in accordance to the school behaviour policy. Students who have higher levels of negative behaviour marks are dealt with in a stepped approach, firstly by subject teachers/form tutors, then by HODs or head of year. If there is no improvement the deputy headteacher pastoral may become involved. Where a student's behaviours are thought to be as a result of emotional or social issues, other support strategies may be included such as Thrive, school survival, social skills intervention or the involvement of the local PCSO. At the point of the January census disadvantaged students had an average of 10.94 behaviour logs each on SIMS compared to 10.80 for non-disadvantaged students. Positive behaviour logs were 16.99 for disadvantaged students and 17.16 for non disadvantaged . Although these figures demonstrate that generally behaviour of PP students is in line with others with the exception of a small minority (in both groups) this includes things such a lack of equipment and lateness and so we now look at the incidences of 2/3 strikes a as better measure of low level disruption.

In a report written by the deputy head teacher (pastoral) in October 2016, it can be seen that there is a gap, however this is closing.

### **Extra curricular activities**

We strive to encourage all students to take part in a rich and wide selection of activities. Where this may involve a cost, we aim to support disadvantaged students. This may include helping to provide equipment or contribute to costs if applicable.

## New initiatives

- **Breakfast club**- we are proposing to fund a small breakfast club ( in addition to canteen being available) as a targeted intervention. This would include time to prepare for the day and set some personal targets/goals as well as have a drink and toast.
- **Record of success document**- this is being developed for SEN students as a way of recording and celebrating successes both in school, but also in the wider community. This will be used then to identify areas where students may be lacking in experiences, such as leadership, and then directed to engagement in these areas. This could also be trialled with DISADVANTAGED students and supported by form tutors/mentors
- **Enhanced parent/carer support**- as part of the Thrive initiative, some families have benefitted from a home visit. We hope to continue this where necessary and to extend this to cover more PP families. We are also hosting coffee morning/drop in sessions for families to create a supportive network, about also to engage in some supported activities alongside their child.
- **Increased pro-active, targeted interventions for behaviour and attendance issues in PP students.** Whilst this currently takes place within the whole school monitoring processes, we could do more to ensure that a more holistic approach is developed. This may involve regular meeting time between Deputy head teachers (inclusion and pastoral) with the four HOHs to plan specific interventions for disadvantaged students.
- Use of PASS to identify barriers and then target support /interventions