

Pupil premium strategy statement

1. Summary information					
School	The King's CE (A) School				
Academic Year	2017-2018	Total PP budget	£139,010	Date of most recent PP Review	26 th May 2017
Total number of pupils	406	Number of pupils eligible for PP	148	Date for next internal review of this strategy	Dec 2017

2. Current attainment (cohort 2017 – 45 pupils)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2017)	39%	64.7%
% achieving expected progress in English / Maths (2017)	-1.07 / -1.24	+0.14 / -0.26
Progress 8 score average	-0.97	0.12
Attainment 8 score average	36.47	52

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
A.	Literacy skills entering Y7 are generally below the national average, and in some cases significantly below the national average, preventing them from making good progress in Y7 in a range of subjects
B.	Numeracy skills of students are generally below the national average, preventing them from making good progress in mathematics in Yr 7 and increasing the likelihood of them falling behind as they progress through KS3 into KS4
C.	Lack of aspiration and engagement by disadvantaged pupils, particularly LATs and males
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance rates for pupils eligible for PP are 90% (below the target of 97%). This reduces their school hours and causes them to fall behind.
E.	Lack of home support and or provision for pupils completing homework activities or other independent study

4. Outcomes														
	Desired outcomes and how they will be measured	Success criteria												
A. £3000 + £3154 part salary fund £7099 UPS3 salary fund	Accelerated Reader (AR) programme will reduce the proportions of pupils requiring 'urgent intervention' or 'intervention' across KS3. Focused intervention groups will be established/ continue to operate targeting those pupils who are seen to be falling behind in their reading ages. Intervention groups will be: WW – generic JB – Year 7 Literacy Catch up AN – SEND Measuring tool – AR STAR testing	Proportions of pupils at 'urgent intervention' or 'intervention' will fall to below 5% of each cohort in KS3 by July 2018 Current baseline: <table border="1"> <thead> <tr> <th>Disadvantaged</th> <th>Year 7</th> <th>Year 8</th> <th>Year 9</th> </tr> </thead> <tbody> <tr> <td>Intervention</td> <td>4%</td> <td>5%</td> <td>3%</td> </tr> <tr> <td>Urgent Intervention</td> <td>2%</td> <td>15%</td> <td>13%</td> </tr> </tbody> </table> Pupils targeted for intervention groups will increase their reading ages by 7months+ at January 2018 and 13months+ at July 2018	Disadvantaged	Year 7	Year 8	Year 9	Intervention	4%	5%	3%	Urgent Intervention	2%	15%	13%
	Disadvantaged	Year 7	Year 8	Year 9										
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	Literacy Coordinator role will be developed to oversee and develop a strategic approach to improve literacy outcomes Measuring tool – Performance Management	TBC but likely												

<p>£1200</p>	<p>Purchase and use of 'Read/ Write/ Gold' software – to support access arrangements for internal and external assessments for pupils with an SAS score less than 85 – with weak reading and decoding skills (as per JCQ guidelines) How many PP will this affect ? Measuring tool – Pupil performance on internal and external assessments + pupil voice.</p>	<p>Coordinated approach to mentoring groups is established with timely identification of pupils and appropriate roll on roll off memberships Establishing model AR display boards to promote competitive element' making the AR work visible Explicit expectations for chapter leaders established for 1-1 support/ use of vertical mentoring in AR time. All chapter leaders compliant with this by July 2018 Explicit links made between the English KS3 SoL and the outcomes of the AR QLA ensuring that the provision matches even more closely pupil needs. SPAG expectations across faculties remain clear and are monitored. Faculty commitments to literacy are broadened beyond SPAG e.g. linking to pupils discussing/ explaining/ problem solving/ presenting/ synthesising/ defining, etc. Ensuring that faculty skinny plan priorities 2017-18 reflect the promotion of literacy – SPAG and beyond</p> <p>Pupils trained in the use of the software (external provider October 17) Pupils are able to access internal and external assessments. Internal assessment data is a better match to overall progress judgements (i.e. Grades 1 or 2 are applied for assessments 'matching' or 'exceeding' overall progress judgements Appropriate access arrangements secured for the Summer 2018 GCSE examination series</p>
<p>B. £16,586 Part fund HLTA £7,577 PP support salaries</p> <p>£9020 From catch up fund of £10,690</p>	<p>Maths provision across KS3, as part of quality first teaching, promotes: 1 the use of mental arithmetic wherever possible/ appropriate 2 pupils estimating solutions and reflecting upon the appropriateness of answers</p> <p>A booklet of standard/ recommended mental arithmetic techniques is shared with all staff – Autumn 2</p> <p>Measuring tool: Booklet established/ Faculty reviews/ lesson observations and drop ins/ pupil skill sets</p> <p>PETXi 5 day numeracy programme deliver on scaled score promise/ delivers an exciting and engaging programme that Year 7 pupils really enjoy/ build their 'maths esteem.</p> <p>Measuring tool: PETXi self evaluation – inc. pupil voice. Legacy effect internal data tracking</p> <p>PETXi cohort 2016-17 continue to be tracked and monitored. Where N strategies become necessary they are effective in addressing underperformance</p> <p>Measuring tool: PETXi self evaluation – inc. pupil voice. Legacy effect internal data tracking</p> <p>JB/CT build and deliver a 1-1/ 1-small group intervention programme focussed on the requirements of the 30 min KS2 mental arithmetic paper. Pupils are selected based on KS2 SAT QLA</p> <p>Measuring tool: JB/ CT logs + KS2 SAT 30 min assessment paper(s) + pupil voice</p>	<p>Maths lessons routinely provide opportunities for pupils to practice mental arithmetic skills, to estimate solutions and to reflect upon the appropriateness of solutions.</p> <p>Where appropriate subjects across KS3 are able to support and promote improvement in pupil's numeracy skills by encouraging application of standard/ recommended techniques</p> <p>PETXi 5 day numeracy programme delivers on scaled score promise PETXi pupil voice reflects strong pupil engagement – comments reflect enjoyment/ improvement with specified skills/ high levels of attendance (95%+)</p> <p>Internal tracking data shows that the vast majority of pupils who engaged with PETXi are making at least expected progress at all data drops 2017-18.</p> <p>The vast majority of PETXi cohort 2016-17 are making at least expected progress at all data drops 2017-18. Where N strategies have been employed they have been successful in getting pupils back on track</p> <p>Intervention programme written/ pupils identified/ programme live Autumn 2 JB/ CG learning logs for identified pupils reflect skills impact Post intervention assessments (KS2 style Mental Arithmetic 30 min paper) show for the large majority of pupils identifiable skill improvements and/ or improved test %.</p>

<p>£3000</p>	<p>A decision will have been made by Autumn 2 on whether to pursue maths intervention programmes 'Lexia' and 'Conquermaths'</p> <p>Maths fellowship Programme</p> <p>In class support across KS3 and KS4 with two fellows from the University of Keele</p> <p>Measuring tool: fellows skill impact logs + pupil voice + SIMS progress judgements</p>	<p>Targeted pupils identified</p> <p>Support requirements set out by class teacher – small scale and measurable</p> <p>Fellows support accordingly – in class 1-1/ small group</p> <p>Fellows log and capture evidence of impact</p> <p>Pupils supported are able to convert from N to 'Expected Progress' / develop a skill to a more advanced level than otherwise might have been the case (CAE)/ etc</p>
<p>C.</p> <p>£16,586 Send team part fund salaries</p> <p>£21,153 Part fund DM salary</p> <p>£3,308</p>	<p>Faculty office spaces zone a PP specific area and gather bright spot evidence, especially for those prolific underperformers in the faculty subject areas</p> <p>Science faculty leads best practice – using the PP working party as a tool to share and shape how best practice will look in other faculties</p> <p>Deputy Headteacher drop ins + faculty meeting minutes + Laser meetings 1 2 3 with HoFs/ DHoFs + Skinny Plan Reviews 1 and 2</p> <p>SEND working room creates a specific 'WOW' zone to gather bright spot evidence for SEND/ PP students, especially for those prolific underperformers and those receiving targeted support</p> <p>Inclusion team common document for recorded support becomes sharper in capturing impact of actions taken</p> <p>Measuring tool: 1 wall display + pupil voice</p> <p>All staff use data rich seating plans derived from the top trump cards and the PP/ SEND overlap list to inform planning and target PP students effectively in the classroom</p> <p>Measuring tool: faculty reviews/ SLT 'compliance' checks/ staff voice +</p> <p>Faculties devise termly assessments that better engage the very weakest pupil premium students (Grades 1/2 GCSE)</p> <p>Faculties better prepare the very weakest PP students for termly assessments with mini half termly 'open book' assessments</p> <p>Measuring tool: Laser meetings + pupil voice + termly assessment results</p> <p>DofE programme continues for year 11 cohort and engages new adventurers from year 10</p>	<p>Faculties routinely gather 'bright spot' evidence for PP underperformers and post to the faculty office</p> <p>Faculties are able to present case studies of 2 or more PP students each term for whom intervention has got them back on track (i.e. 'expected progress' judgements)</p> <p>Faculties develop a growing understanding of an effective pupil premium strategy that all members of the faculty are increasingly able to articulate and apply in their day to day work. The effective PP strategy is a live document on display in faculty offices</p> <p>Frequent clients to the SEND room are encouraged and motivated by the WOW displays; they understand the small positive steps they are making. Self-esteem and motivation is increased. In due course students themselves self-select bright spots for the WOW wall.</p> <p>Average ATL scores improve for these students over the data drops 1-6 and/ or improve in those subject areas directly connected to the bright spots gathered</p> <p>Data rich seating plans enable PP students to engage successfully with lessons because they are seated near the front or with an academic role model or with a social skills role model or</p> <p>The data manager updates top trump cards half termly and hard copy to staff termly</p> <p>Teachers ensure all cover supervisors/ supply teachers have access to and apply their data rich seating plans</p> <p>Termly assessments created</p> <p>Pupils show greater resilience and confidence under test conditions (e.g. pupils are quicker to engage/ more likely to attend/ apply themselves for longer or complete the assessment)</p> <p>Pupils demonstrate a positive attitude to assessments in the majority of the subjects they study</p> <p>5 year students to complete the bronze award by Summer 2018. Recruit circa 25 pupils onto the DofE programme from year 10 for 2017-18</p>

Part fund DofEM salary	<p>Measuring tool – DofE certification + pupil voice</p> <p>Internal inclusion remodelled for 2017-18. On those occasions where a PP pupil finds themselves internally excluded the impact on their progress is minimised by ensuring that:</p> <ul style="list-style-type: none"> a) Internal inclusion code of conduct is adhered to b) Work is 'signed off' by the inclusion room supervising teacher using the appropriate sticker system c) Work is marked by the subject teacher and 'signed off' on the same sticker 	<p>Close supervision in internal exclusion ensures that PP students work productively i.e. work is 'signed off' – by both internal inclusion supervising teacher and the subject teacher</p> <p>Where pupils subject to internal exclusion were making expected progress in a subject they remain so</p>
£10,000 pot	<p>Measuring tool – Data Manager SIMS analysis + book scrutiny</p> <p>Subject Bidding continues to be available to enhance quality first teaching for PP students.</p> <p>Bid paperwork process simplified for 2017-18</p> <p>English: £207 – Cameras for Media coursework</p> <p>Geog: £205 – resources to develop practical skills in coursework</p> <p>DT: PD: £1500 – resources to aid pupils connect curriculum content to real life situations</p> <p>Maths: £570 – display materials to promote quality learning environment + online resource to promote independent learners</p> <p>English: £864 – theatre company production of a curriculum text to enhance pupils' understanding/ engagement</p>	<p>Subject bids deliver on their intended outcomes in the vast majority of cases – see individual subject bids.</p>
£5850 + £5500 fund IAG Manager + IAG	<p>Measuring tool – Subject bids impact measures</p> <p>IAG programme continues - ensuring that the school grows the network of external partners able to raise pupil aspirations.</p>	<p>Curriculum ICT supports IAG by ensuring all pupils routinely access their email accounts during the school day</p> <p>Pupils receive timely careers guidance and can produce a CV</p> <p>Pupils experience a range of further education, employment and training seminars/ workshops; Pupils take up and engage successfully with the IAG opportunities</p> <p>Pupils are able to articulate their aspirations post 16</p> <p>No pupil 2018 is NEET</p>
£13,847	<p>Measuring tool – IAG Manager event logs + pupil voice + NEET figure 2018</p> <p>ISP Programme continues with refinements to target setting through better links with the inclusion team. Impact logs are further refined so that actions taken link closely to targets set and result in a specific 'small step' impact</p>	<p>ISP programme continues to evidence reduction in significant underperformance for key students in each year group</p> <p>The ISP report continues to highlight case study examples for key groups – PP and PP male</p> <p>The ISP reports continue to be made widely available</p>
£1200 + postage costs	<p>Measuring tool – ISP Manager half termly and termly ISP reports</p> <p>The following are successful tools for emotional deposits into pupil's self-esteem bank accounts and also tools to engage parents with school through positive messages</p> <p>Praise postcards</p>	<p>Teachers send home two postcards each week highlighting a subject specific 'bright spot' for the chosen pupils</p>
£1,950 part salary fund	<p>Meet the Head teacher</p>	<p>The full range of staff engage with the strategy, selecting pupils to visit the head teacher to share a 'bright spot'. Pupils have a letter from the head teacher to take home and share with parents</p>

<p>£880</p> <p>£200 contingency</p>	<p>Head teacher's Christmas lunch</p> <p>Annual Awards Evening</p> <p>Measuring tool – ISP Manager half termly analysis and/ or pupil voice</p> <p>The Birks year 9</p> <p>Support for purchasing school uniform, funding trips, funding clothing for residential trips</p> <p>6 week 'Strengthening Families' programme (2 sessions with 6/8 families)</p>	<p>Event takes place with proportional representation between PP and other students – selected on merit of progress made. (10/28)</p> <p>Event takes place with proportional representation between PP and other students – selected on merit of progress and or attainment made. (23/ 73)</p> <p>No PP student misses out on an educational opportunity due to lack of resource</p> <p>Targeted parents/ carers setting clearer boundaries and expectations at home that are congruent with school. Pupils from targeted families are more compliant with school expectations through a reduction in behaviour incidents; pupils are more accepting and understanding of 'actions have consequences.'</p>
<p>D.</p> <p>£18,000</p>	<p>The following events in combination, actioned by the intervention team, are designed to improve school attendance:</p> <p>Term 1-6 raffles for 100% attendance/ improved attendance/ 96% attendance and 97%+ attendance Celebration letters home for improved attendance Inclusion office 'bright spots' and skinny plan wall – to know/ highlight and track vulnerable pupils Weekly meeting between SME and ZW to analyse attendance data</p> <p>Preventative measures put in place: a)Funding of school uniform b) weekly meeting between ME and SME to analyse data and take appropriate action c) PP 'attendance clinic' @ 4 days of absence (98% specific trigger for PP) d) PP coordinator to receive half termly PP attendance updates e) 95% attendance triggers ' Early help assessment' to explore barriers/ meeting with parents (done on a 4 weekly cycle) f) 93% attendance pupil/ EWO attendance</p> <p>Measuring tool – Intervention team SIMS analysis</p> <p>Year 7+8 cohorts take part in self-esteem workshops on 13th December. Year 11 cohort take part in 'positive mental health': strategies for managing exam stress</p> <p>Inclusion team trained by CAMHS Jan – April 18 in mental health strategies for teenagers. Each team member to focus on a specialism</p>	<p>Consolidate the pupil premium cohort attendance within the range 94 – 96% for the academic year 2017-18. Ensure a reduction in persistent absence from xxxx to xxxx over the same time period</p> <p>Part of the pathway to 'Emotionally Healthy School' status (by xxxxxx)</p>

	Measuring tool – Intervention team SIMS analysis	
E. £200	Summer School - focussing on maths, science and English	Reduction in the education gap between academic years from 6 weeks to 4 week
£6,000	<p>Summer School 2018('Lions' funding secured in addition to PP allocation) (Note: 10% of school cohort (just under half FSM cohort) accessed a foodbank at least twice during the summer break 2017)</p> <p>Improved communication with parents:</p> <ol style="list-style-type: none"> 1. Half termly summary of C sanction information shared with parents and how they can support school with 3 target behaviour weaknesses 2. N strategy comments shared with parents and how they can support the school in their child achieving these subject specific target 3. Sharing extreme behaviour incidents with parents on the day and the consequences (including whether IE had been applied) <p>Measuring tool – Intervention team SIMS analysis + parent voice</p>	Ensures PP(FSM) – have a hot meal funded all year round. Develop pupil's ability to cook a healthy meal/ know what constitutes a healthy meal
£xxxx part salaries fund	<p>Compulsory Homework club (AN) – Tuesday/ Friday Lunch and Tues PM – all subjects; Mon lunch – exclusively maths</p> <p>Parents/ carers can refer a pupil into homework club or school. School threshold for referral into club is more than 10 C1 homework sanctions in a half term. Exit from the club is no C1 homework sanctions for a half term.</p> <p>Measuring tool – Intervention team SIMS analysis</p>	

