



King Edward VI School Pupil Premium Strategy: King Edward VI School

1. Summary information					
School	King Edward VI School				
Academic Year	2018/19	Total PP budget	£256,190	Date of most recent PP Review	June 2018
Total number of pupils	1209	Number of pupils eligible for PP	286	Date for next internal review of this strategy	Jan 2019

2. Historic attainment	2018		2017		2016		2015	
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving grades 4-9 / A* - C in both English and Maths	63%	78%	46%	73%	43%	72%	39%	70%
% achieving grades 5-9 in both English and Maths	37%	49%						
Average Progress 8 Score	0.0	0.4	-0.4	0.05	-0.4	-0.01	n/a	
Progress 8 score Maths element / English element	0.1 / 0.0	0.3 / 0.3	-0.2 / -0.2	0 / 0.4	-0.22 / -0.22	-0.06 / 0.06		

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy skills entering Year 7 are lower for students eligible for PP than for other pupils, which prevents them from making good progress in Year 7.
B.	High attaining pupils who are eligible for PP are making less progress than other high attaining students across Key Stage 3. This prevents sustained high achievement through KS4.
C.	Students eligible for PP are making less progress than other students across Key Stage 4.
D.	Students who are eligible for PP have lower engagement rates in non-class based activities

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Attendance rates for pupils eligible for PP were 91.6% in 2017-2018 (below the school average of 95.3%). This reduces their school hours and, on average, causes them to fall behind.
F.	Parents of students eligible for PP are less engaged with the school than parents of other children.

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy for Year 7 students eligible for PP.	Students eligible for PP in Year 7 make more progress by the end of the year than 'other' students so that at least 80% meet expected targets.
B.	Improved rates of progress across KS3 for students eligible for PP with high prior attainment.	Students eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 85% or above meet expected targets at the end of the academic year. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and Senior Leadership Team.
C.	Improved outcomes for KS4 students eligible for PP.	Students eligible for PP make as much progress as 'other' students across Key Stage 4, so that the Progress 8 for PP students is similar to that of non-PP students. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and Senior Leadership Team.
D.	Increased participation and attendance to non-class based activities.	Participation in trips, visits, extra-curricular clubs, leadership roles to be at least in-line with that of 'other' students.
E.	Increased attendance rates for students eligible for PP.	Reduce the number of persistent absentees (PA) among students eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 91% to 96% in line with 'other' pupils.
F.	Increased parental engagement with school	Success in contacting parents through phone/email is increased. Parental response in attending parents evenings, information evenings, school visits is improved. Staff report a positive response in parental engagement with the school.
G.	Increased aspiration in students eligible for PP.	Improved attendance rates among students eligible for PP as above. Surveys indicate improved engagement in school. Improved motivation in school work resulting in students making progress similar to their peers.

5. Planned expenditure

Academic year

2018-2019

The three headings below enables the school to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved Year 7 literacy progress for all PP students	CPD on writing tasks within English; greater emphasis on language for learning across all subjects.	We want to offer high quality teaching to all pupils to drive up results. Increased emphasis on independent written tasks will help to improve writing across subjects. Language for learning developed to suit needs of students throughout Key Stage 3 in preparation for Key Stage 4 studies and beyond.	All Year 7 students to complete written tasks with moderated marking within English. Benchmarking and termly assessments to show outcomes and improvement.	Head of English/Literacy Co-ordinator	July 2019
A. Improved Year 7 literacy progress	Implementation on a wider scale of delivering literacy catch-up.	Components of language identified as an area of weakness from moderation INSET with EEF/Suffolk Raising the Bar have shown that literacy catch-up was highly effective.	Students identified as being 'in need' of literacy catch-up are in a tracked programme with clear start/end points.	SENCo and Head of English	January, March and June 19
A. Improved Year 7 literacy progress B. Improved progress for high prior-attainment students	All students undergo school library induction and are also taken to the County Library for induction there by our Librarian.	We want for all of our students to excel with their reading. We also want for our weakest readers to develop a love of reading and to engage with books to help with their progress.	Students to receive support and tasks to help them engage with their reading. English teaching staff and Literacy Coordinator to monitor progress and intervene where necessary. Library events promoting reading encourage literacy. Students have dedicated reading time in Tutor time every week	Head of English, Literacy Coordinator	Jan 19

B. Improved progress at KS3 for high prior attainment students.	CPD, use of PiXL approaches to improve outcomes across subjects.	Being part of the PiXL partnership, our subject leaders are able to access practical strategies and ideas that will help to ensure our students with high prior attainment make progress, across all of their subjects.	Through discussion with SLT line managers, termly tracking of KS3 students and student progress meetings, subject leaders have transparent plans of action to show the strategies employed. Use of seating plans and identifying students using SMARTER strategy ensures teaching staff are identifying and supporting the progress of PP students.	Assistant Head, Student Progress.	Jan, April and June 2019
C. Improve outcomes at Key Stage 4.	SMARTER strategy implemented across all classrooms. Use of PiXL approaches/strategies through subject conferences.	We want to have an increased focus on who our disadvantaged students are, by knowing their individual barriers to learning and by helping each of them overcome them by high quality teaching, assessment and feedback.	Outcomes shown through tracking show that the predicted grades for our disadvantaged students are more in-line with the performance of their non-disadvantaged peers and gaps are closing.	Assistant Head, Student Progress	Nov 2018, Jan 2019, March 2019
B/C: Improved outcomes for High Attaining students at Key Stage 3 and all students at Key Stage 4.	Improved tracking, moderated predictions and communication of outcomes.	If we accurately know where our students 'are', we are in a stronger position to select the appropriate students and the most effective interventions.	Tracking information shows students in need of additional support and measures in place to address individual needs. Use of seating plans and identifying students using SMARTER strategy ensures teaching staff are identifying and supporting the progress of PP students.	Assistant Head, Student Progress	Jan, March & June 2019
F: Increased parental engagement with school	Monitor the use of Go4Schools with parents of PP students.	If we help parents to understand and engage with Go4schools they will be kept informed on the progress of their child. Conversations on progress at home help motivate students.	Half termly monitoring of online usage by parents. Followed up with opportunities to offer show/support parents during Parents Evenings and events in order to improve engagement with Go4Schools.	Assistant Head, Student Progress	After each half term
Total budgeted cost					£35,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

A. Year 7 students identified as having poor literacy skills via KS2 data and CAT data/reading tests. To improve their literacy in line with peers	1:1 and small group provision of Reading Catch up for struggling Y7 pupils.	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering have sufficient time to read and discuss story with students. Student feedback shows higher engagement levels with reading. Outcomes across all subjects continue to improve.	Assistant Head, SENCo	Nov 18, Jan 2019
B. Progress for high attaining pupils PP students in line with whole school HA progress data	Raising aspirations through visits to universities and targeted academic mentoring conversations. High quality IAG provision given 1:1.	We want to provide extra support to encourage and maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils and university visits.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Engage with parents and students before intervention begins to address any concerns. Track data in English and maths on a fortnightly basis (informally) and at 6 key points. HODs to lead on strategies at subject level, HoC to lead on 'whole picture' alongside Family Liaison Leader.	Assistant Head, Student Progress	Nov 18, Jan, March 19
C. Outcomes for PP students in line with whole school outcomes at KS4.	Small group and 1:1 tutoring to help students 'close the gap' at an accelerated rate compared to their peers.	Small group interventions / 1:1 covering specific skills and knowledge gaps. We want to combine this additional provision with the quality first teaching to narrow the gap between students eligible for PP and their peers. Additional interventions including supervised/supported homework club and coordinated interventions across all subjects.	Assessment outcomes and teacher predictions show a narrowing of the gap. Summer 2018 results show improved outcomes at GCSE.	Family Liaison Leader/ Assistant Head, Student Progress	Dec 2018/ March 2019
D: Increased participation in non-classroom based activities.	Personal invitations, financial support, targeted approach – through subjects and colleges.	We aim to ensure that our PP students engage with the school opportunities in line with their non-PP peers. We also want our PP students to have experiences that they may not ordinarily have or engage with without the additional intervention/support.	Participation rates in trips, clubs and other non-classroom based activities to be more in-line with that of their non-PP peers.	Family Liaison Leader/ Head of College.	Jan, May 2019
G: Increased aspiration in students eligible for PP.	Use GL Assessments to PASS test all PP students (and all Year 7 for comparable data)	Using PASS will inform the school of the students' emotional literacy to learning and their engagement with learning.	Tests conducted at the start of the year and when interventions have taken place in order to measure the impact of interventions. Enables targeted support to identified social and emotional areas.	Assistant Head, KS3	January 2019

E/F: Increased attendance rates for students eligible for PP.	Raising aspiration workshops	Use of external agencies to give students aspiration and insight into the world of work	Arrange for high quality external provision	Deputy Head, Pastoral IAG Co-ordinator	January 2019
Total budgeted cost					£85,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E. Attendance rates improve to in line with whole school at 96%	College Heads and Family Liaison Leader employed to monitor students and follow up quickly on truancies. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Pastoral Support Managers, Family Liaison Leader, College Head, Attendance Officer will collaborate to ensure quality provision and standard school processes work smoothly together. Same day calls about progress for targeted students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Personalised support and assertive mentor assigned to each PA pupil eligible for PP. Attendance and progress discussed at least fortnightly with HoC and Family Liaison Leader. Letters about attendance to parents/guardians. PSM to visit all PA at home to discuss attendance with parents / guardian and explore barriers	Assistant Head, Pastoral/ Family Liaison Leader	Jan 2019 March 2019
F. Increased parental engagement with school	Increased positive contact, including through phone calls and emails Family Liaison Leader employed to liaise between the school and the parent. Encouraged attendance to all events especially exam preparation evenings with students/parents.	Evidence through the NET shows that parental engagement is a positive step in raising the aspirations and engagements of students.	Parental contact (two-way) is increased; increased parental numbers at parents' evenings and students/parent exam preparation evenings. Engagement from parents re: resources, uniform and trips is more forthcoming.	Family Liaison Leader	Feb 19

C. Closing gaps in line with whole school Key Stage 4	Quality Assurance Meetings with Subject Leaders and Heads of College to monitor/ensure strategies are in place to secure achievement of PP students. Improved communication with stakeholders (parents and Governors).	Having a transparent approach within the school (horizontal and vertical) at subject and pastoral level helps to ensure that students in need of additional support/at risk of underachieving will get fully supported. Governor and parental input helps to provide the challenge to ensure that our systems are in place and working.	Quality assurance meetings are calendared and 'happening'. Agreed actions are written up and circulated across middle/senior leaders. Parental conversations are recorded on central Go4Schools systems. Minutes from meetings with Governors are provided.	Assistant Head, Student Progress	Feb 19
E/F: Attendance rates improve to in line with whole school at 96% Increased parental engagement with school	Cost and survey need for Breakfast Club providing subsidised food to targeted PP students.	Survey of PP students in 2017/18 identified a need for breakfast provision. Survey indicates that attendance/punctuality may improve if breakfast is provided on the premises each day.	Costings will need to ensure that the breakfast club is self-financing over time. Costs will be met by paying staff and students with the exception of targeted PP students whose costs will be covered via PP funding.	Deputy Head, Pastoral	Jan 2019
E/F/G: Attendance rates improve to in line with whole school at 96% Increased parental engagement with school Increased aspiration in students eligible for PP.	Cost an external mentor/youth worker/youth minister type role to work with targeted PP students, parents and families to improve engagement, motivation, aspiration and attendance	Having a link between school and home in a non-threatening way will help to build bridges between families and school.	Poor attenders with improved attendance over time. Parent surveys report improved engagement from targeted students.	Deputy Head, Pastoral	June 2019
Total budgeted cost					£6 2,000

6. Review of expenditure

Previous Academic Year 2017-2018

Quality of Teaching for All

	Purpose	Cost	Desired Outcome	Estimated Impact	Lessons Learned
Staffing - Teaching English Teacher	Reduce class sizes Greater support and more individual teaching time for vulnerable students	£50,000	A, B, C	Improved outcomes at KS3 and 4.	This has been very successful – to be continued 2018/19
Maths Teacher	Reduce class sizes Greater support and more individual teaching time for vulnerable students	£50,000	B, C	Improved outcomes at KS3 and 4.	This has been successful- to be continued in 2018/19
Before/After School Tutors (Maths and English)	Opportunities to improve exam rubric and outcomes through small group support	£1200	C, D, F	Improved outcomes for KS4	A successful intervention. We aim to expand this intervention funds permitting.

Targeted Support

	Purpose	Cost	Desired Outcome	Estimated Impact	Lessons Learned
In-School intervention tutors	Intensive support to improve academic outcomes – exam preparation and confidence building. Use of PiXL Waves to work on specific weaknesses with a 1:3 ratio.	£20,000	C	Improved outcomes at KS4	A very successful intervention which we aim to keep and expand, funds permitting. In school interventions provide good value for money. Quality relationships are essential to ensure 'buy-in' from students.
Catch-Up Literacy and Numeracy	As recommended by the EEF, to improve numeracy and literacy levels for our weakest learners in Years 7 and 8	£3000	A	Literacy has been especially helpful (more staff, greater focus). Numeracy catch-up less so although improved since 2016-17	Need to use the same formula for this intervention as English. Used as a tool to provide baseline data and then to retest twice more in the year. Delivered in small groups rather than 1:1. Needs further staff training and 1:1 to increase staff capacity and improve impact. Numeracy for this year will be much more focused and progress will be measured accurately.
Teaching Assistant	To support our weakest and least successful learners with learning, exam prep and organisation. To support our youngest students with improving literacy, numeracy and reading.	£15,000	A, C	Has been an excellent support in nurturing and supporting weakest students and aiding improved literacy outcomes.	An extra TA helps provide further support to students at risk of falling behind. To examine if there scope to use more TA/Graduate interns for literacy catch-up – once PP funding is confirmed. All GIs and TAs are fully time-tabled, supporting our weakest students both in class and for Literacy and Numeracy Catch Up.

First Base Manager	To help with school engagement and improve attendance. To add to academic outcomes of our most vulnerable learners.	£12,500	A, C, E, F	Increased number of KS4 students working on alternative courses within FB. New appointment to further add to outcomes – review in 2019.	An important provision for alternative courses. Curriculum review underway. New FB Manager appointed.
Graduate Intern	To support students in lessons (in a TA capacity), to run study club and liaise with teachers/students in engaging children with their home learning (especially in Years 7-9)	£21,000	A, B, C, D	Has been an excellent form of support both in and beyond the classroom.	Interns run the Study Club which supports students with their homework and revision. Dependent on 2018-19 funding the intention is to increase capacity to help with literacy/numeracy catch-up
Achievement Leader	To strengthen home-school relationships and provide additional support with trips, resources etc. To support attendance officer in getting the students into school.	£29,000	A, B, C, D, E, F	Largely successful but job description needs to be reviewed to increase focus on attendance and raising aspirations/ expectations of staff and parents.	Successful in improving parental contact and engagement and removing barriers to students coming in to school. Job description/title changed to focus on parental engagement and attendance: Family Liaison Leader. Better links to be made with Attendance Officer and IAG Co-ordinator.
Pastoral Support	To provide support and improve wellbeing of students.	£39,000	D, E, F	Essential to wellbeing, attendance and school engagement.	To support students and remove barriers to their learning in school. Funded for next year.
Numicon	To improve numeracy and mathematical understanding of mathematical reasoning	£1000	B	Impact unclear – to be reviewed in Jan 2019.	Full programme less used 2017-18. Numicon sets available for use in bottom set Year 7, proved a successful intervention with TA support. More sets purchased and being used TA and Maths staff training required – to be expanded next year.
Reading-Pro	To encourage reading – supporting and engaging the weakest readers through to stretching the more able readers.	£3000	A, B, D	Impact VERY limited. This will not be continued next year.	Adjusted reading strategy to raise the profile of reading across the school. Reading-pro unsuccessful as the books were not challenging enough. Year 7 pupils all to take a NGRT reading test which will give us a more accurate picture of their abilities in reading and comprehension. The cost of this is £ 1,921.00 Pupils can be more easily tracked through the year – this has replaced Reading Pro.
Other Approaches					

		Purpose	Cost	Desired Outcome	Estimated Impact	Lessons Learned
Revision & Study Guides		To provide additional course support and facilitate independent learning	£1000	B, C	Essential. Works best through dialogue with students and parents - regarding purchasing and using instead of blanket ordering.	Engage parents in the process so that students. Feedback from students very positive so will be continued next year.
Uniform & kit		To allow students to engage with school and school activities in appropriate attire	£1000	D, E	Essential – Aubyn Davies provide additional support by giving all PP orders a further 20% discount.	Students are provided with school uniform at the point of need. Year 7 with entitlement will have uniform provided. Older students are supplied with high quality secondhand uniform where possible.
Equipment		To allow students to be fully resourced for their courses	£200	C, E	Essential to aiding outcomes of the students. Works best through dialogue with students and parents to identify specific need.	Equipment supplied to students at the point of need: calculators, books, pens etc.
Trips		To provide enrichment opportunities that support both learning and wellbeing (e.g. Bushcraft)	£3000	D	Students have the opportunity to access a wide range of curriculum essential trips and visits to engage and further them in their education. We ask parents to make a contribution and the school provides funding for 1/3 of the amount.	'Team Building' activities (Bushcraft etc) remain worthwhile but we agree that 'additional' trips such as the school ski trip and the Shanghai trip should not be funded through PP.
Compulsory trips		To support educational trips as part of the GCSE courses (e.g. Geography)	£800	C, D	No student has been disadvantaged with regard to a required school trip.	Students are not able to access aspects of their curriculum without this.
Peripatetic support		To support the enrichment of those interested in pursuing music & to support the academic outcomes of KS4/5 musicians.	£1000	C, D	We offer additional music lessons to students who study KS4/5 music. Peripatetic music lessons are subsidised by the school.	Students who opt for KS4/5 music are well supported with additional music lessons and the school is committed to continue with this.
Additional engagement opportunities		To provide enrichment opportunities that support both learning and wellbeing	£500	D, E, F	To be reviewed on a case by case basis usually with a requirement for parents to make a contribution if possible.	Students are encouraged to join extra-curricular clubs
University Visits / skills workshops		To raise aspirations and knowledge of post-16 opportunities	£300	C,D	Fewer trips this year but previous years show that students are more informed and more likely to consider university than without (15% up to 85%)	Links also established with NEACO to raise aspiration with students to consider Higher Education options. Strategy being developed with IAG Co-Ordinator in line with new Statutory IAG requirements. More funding needed in this area.
Actual Income	£251,000	Actual Expenditure	£251,500			

7. Additional detail

In the last school year there were approximately 287 students who attracted the Pupil Premium.

- 9 Boys were part of a raising aspirations group called Boys Club
- 41 students received 1 to 1 support in English and/or Mathematics *
- Sixth-form mentor for support with their Maths (12.5%) and Science (10%)
- 67 of them attended Study Club
- 38 students were supported with the cost of materials for practical lessons including ingredients/ materials
- 73 students received help with the purchase of school uniform
- 98 students were given books and revision guides
- 38 students have been supported with the costs of educational visits including trips abroad
- 9 students received support for their peripatetic lessons
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*Small groups of Intervention as follows: English 20/Maths 21

Additional support has been in place for our students, which includes transport, Careers guidance/IAG, activities out of school (where appropriate), in-school English and Maths additional tutoring, catering and academic mentoring.

In each case, the effectiveness and impact is measured and the strategy is reviewed half-termly