



King Edward VI School Review of Pupil Premium spending: 2018-2019

1. Summary information					
School	King Edward VI School				
Academic Year	2018/19	Total PP budget (actual)	£241,741.00	Date of most recent PP Review	June 2019
Total number of students	1209	Number of students eligible for PP	286	Date for next internal review of this strategy	Jan 2020

1. Historic attainment	2019		2018		2017		2016	
	<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	52%	69%	59%	75%	48%	68%	43%	72%
% achieving grades 5-9 in both English and Maths	22%	48%	35%	47%	22%	43%		
Average Progress 8 Score	0.10	0.35	-0.11	0.4	-0.49	0.05	-0.4	-0.01
Progress 8 score Maths element / English element	0.18/ 0.22	0.4/ 0.2	0.1/ 0.0	0.3/ 0.3	-0.2/ -0.2	0 / 0.4	-0.22 / - 0.22	-0.06 / 0.06
Attainment 8	39.0	47.7	42.0	50.0	35	46.2		
Attendance	91.5%	94%	92%	94%	92%	96%	92%	96%
Persistent Absence rates	5.9%	4.8%	5.3%	6.9%	4.4%	5.7%	4.3%	5.6%
Fixed Term Exclusions	87	45	57	32	28	39		
Internal Exclusions	216	174	162	126	169	171		

Repeat lunchtime detentions by Student	119	221						
Repeat Afterschool detentions by Student	n/a	n/a						
Repeat Extended Afterschool Detentions by Student	n/a	n/a						

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6. Review of expenditure

Previous Academic Year 2018-19

i. Quality of Teaching for All

Staffing:

	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 successful – to be continued 2019/22
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 2019/22
Other Staffing Support: 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.	An important provision for alternative courses. Curriculum review underway. Review of SEN provision Oct/Nov 2019
Graduate Intern	To support students in Study Club and liaise with teachers/students in engaging children with their home learning (especially in Years 7-9) Portion of this shared with SEN dept Budget	£12,305	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. Intention is to increase capacity to help with literacy/numeracy catch-up 19/21.
Family Liaison Leader (formerly 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	Not providing the success or value for money required for expenditure, despite realignment of role from Achievement Leader to Family Liaison Leader.	Job description/title changed to focus on parental engagement and attendance: Family Liaison Leader the intention was for better links to be made with Attendance Officer and IAG Co-ordinator. This has happened in any case and PSM/HoC prefer to create improved relationships with PP students as part of their role. To be reviewed.
Pastoral Support Manager	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.
	Sub-total:	£192,805			

Targeted Support					
	Purpose	Cost	Desired Outcome	Estimated Impact	Lessons Learned
Study Club	To support students who work better at school or do not have the facilities to do so at home.	£3,898	A,C, D	By providing facilities for students to use (computers, printers, help), homework can be completed to a high standard	Next year we want to include the hours for study club, within the hours of the Graduate intern appointments so that interns either start early to cover Breakfast Club or late to support Study Club. Low cost and good impact.
Mytutor 1:1	Targeted Maths/English tuition for up to 20 students	5,000	C	Of 20 students at the start. Not all completed the course but of those that did 4 improved their predicted grades.	Requires after-school engagement for 1 hour each week for 12 weeks. Challenging to ensure reliability of student attendance. Unlikely to repeat this 2019-2020 due low impact vs high input.
Initiatives:					
4YP Counselling, drop ins and workshops	Supporting mental health for PP students	£1,500	A,B,C, D,E,F	Essential. Improved performance across year groups demonstrates success of this provision	
Revision & Study Guides	To provide additional course support and facilitate independent learning	£500	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	£1,000	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. 2019 - 2020 uniform relief will be given prorata to good attendance.
Equipment	To allow students to be fully resourced for their courses	£1,000	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)	£1,000	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)	£500	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.
	Purpose	Cost	Desired Outcome	Estimated Impact	Lessons Learned
Peripatetic support	To support the enrichment of those interested in pursuing music & to support the academic outcomes of KS4/5 musicians.	£698	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.
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.
Alternative Provision	To support PP students who are at risk of permanent exclusion and for whom Mainstream provision is not appropriate	£3,000	C, D, E,F	Reducing FTE and permanent exclusion for disaffected students	More alternative provision pathways will be required in 2019 -2022 due to the lack of access to Local Authority provision.
	Sub-total:	£ 18,369			
Actual Income	£241,741	Actual Expenditure	£211,201	C/F: £30,540	To be used in conjunction with savings next year for staffing and set up of intended Alternative Provision – Second Base

Key to Codes in tables:

2. Barriers to future attainment (for students 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 students, which prevents them from making good progress in Year 7.
B.	High attaining students 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, although the gap is starting to narrow.
D.	Students who are eligible for PP have lower engagement rates in non-class based activities
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for students eligible for PP were 92% in 2018-2019 (below the school average of 94%). 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.	
3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher 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' students 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 identifying students and putting in interventions, monitored by Subject Leaders (SL) 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 Subject Leaders (SL) 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 students eligible for PP improves to 96% in line with 'other' students.
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.