



King Edward VI School Review of Pupil Premium spending: 2019-2021 (for website)

Covid Changes to Reporting Requirements:

DFE Guidance 14 September 2020 states the due to coronavirus and school closures, it understands that schools won't be able to evaluate the impact of pupil premium for all of the 2019/20 academic year.

Instead, it says the school should monitor and report on the grant's impact at the end of the 2020/21 financial year. The report should cover the whole period between September 2019 and March 2021 but you can give most detail about the grant's use and impact for the period between September 2020 and March 2021 (Note: schools can include any changes made to pupil premium spending due to coronavirus).

Purpose

The main purpose of the online statement for parents and governors, is that it is:

- **Not intended as an accounting tool**
- Not intended to monitor within-class or with-in school attainment gaps
- Not used by DfE to monitor how effectively you're using the PP
- Not used by DfE to allocate future funding
- Only used by Ofsted to help them prepare for their visit and not for any other purpose.

Current attainment against National data:									
	Students eligible for PP at King Edward VI School			National for all students			National for students not eligible for PP		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Progress 8 score average	-0.11	0.10	-0.10	-0.03	-0.03	n/a	0.13	0.13	n/a
Attainment 8 score average	42	39	45	44.3	46.7	n/a	50.0	50.3	n/a

1. Summary information					
School	King Edward VI School				
Academic Year	2019-21	Total PP budget (inc c/f) 2019 Total PP budget (inc c/f) 2020 - 21	£227,265	Date of most recent PP Reviews	Reviewed Nov 2020 Reviewed Mar 2021
Total number of pupils 2020	1226	Number of pupils eligible for PP	286	Review of this strategy took place on: (next interim review Nov 2021)	June 2021

1. Historic attainment	2019/ 2020		2018/ 2019		2017/ 2018		2016/ 2017	
	<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	68%	77%	52%	69%	59%	75%	48%	68%
% achieving grades 5-9 in both English and Maths	43%	52%	22%	48%	35%	47%	22%	43%
Average Progress 8 Score	-0.10	0.60	0.10	0.35	-0.11	0.4	-0.49	0.05
Progress 8 score Maths element / English element	-0.1/-0.3	0.6/0.2	0.18/ 0.22	0.4/ 0.2	0.1/ 0.0	0.3/ 0.3	-0.2/ -0.2	0 / 0.4
Attainment 8	45	53	39.0	47.7	42.0	50.0	35	46.2
Attendance	90.4%	94.6%	91.5%	94%	92%	94%	92%	96%
Persistent Absence rates	(6.5%)	(11.8%)	5.9%	4.8%	5.3%	6.9%	4.4%	5.7%
Fixed Term Exclusions	(68)	(15)	87	45	57	32	28	39
Internal Exclusions	(158)	(113)	216	174	162	126	169	171
Repeat lunchtime detentions by Student	(88)	(164)	119	221				
Repeat Afterschool detentions by Student	(31)	(44)	n/a	n/a				
Repeat Extended Afterschool Detentions by Student	(21)	(15)	n/a	n/a				

Note: Figures in 2020 are not reflective due to C19 and School Closure from March 2020. P8 2019/2020 are taken from G4S estimates.

Expenditure for Pupil Premium Budget for Academic Years 2019 to April 2021

Quality Teaching

	Purpose	Budgeted Cost	Desired Outcome	Estimated Impact	Actual Impact	Lessons Learned
Staffing - Teaching English Teacher	Reduce class sizes Greater support and more individual teaching time for vulnerable students	£50,000	1, 2, 6	Improved outcomes at KS3 and 4.	Improved outcomes at KS3 and 4. Reduced class sizes Impacts upon all students	Need to consider the allocation for funding for this post to continue
Maths Teacher	Reduce class sizes Greater support and more individual teaching time for vulnerable students	£50,000	2, 6	Improved outcomes at KS3 and 4.	Improved outcomes at KS3 and 4. Reduced class sizes that would impact upon all students	Need to consider the allocation of funding for this post to continue
	Budgeted Cost:	£100,000				Actual Expenditure: £100,000

Targeted Academic Support

Covid Catchup Community Summer School (in place prior to National Catch up Premium Strategy was announced)	To support lost learning by identified PP students due to Lockdown, March – July 2020	£5,000	1,2,3,5,6	Emergency plan implemented to use Summer Holidays 2020 to support lost learning with target students	30 students identified by SV, 28 committed to 5 days of Maths or English tuition in groups of 6 students. Students reported improved confidence and understanding. Reports provided to parents/staff.	A good provision, locally. Company very organised and communicates well with staff, students, parents. Using this provision again, funds permitting and like the use of holiday time for students to remain engaged with their learning. Currently being used for COVID Catch Up Premium Strategy (separate funding)
Graduate Intern	To support students in lessons (in a TA capacity), and liaise with teachers/students in engaging children with their home learning (especially in Years 7-9)	£19,036	1,2,6	Improved outcomes at KS3 & 4.	Has been an excellent form of support both in and beyond the classroom. 1:1 and small group literacy and numeracy intervention to improve confidence. Commenced Dec halted until March. 14 students in total: 7 PP, 6 FSM. Confidence grown in Lit/Maths ability and social skills. Reduction in DT. Students survey reports positive feedback.	Impact restricted due to Lockdown March – July 2020 and again Jan – March 2021. Excellent provision and value for money. Lessons learned: have more high quality Interns to work with students as they build excellent relationships. To fund another Intern next year.

	Purpose	Budgeted Cost	Desired Outcome	Estimated Impact	Actual Impact	Lessons Learned
Targeted Literacy/Numeracy via Core Support scheme	Targeted timetabled intervention for Y7 and Y11 then Y9 students focusing on Literacy	£21,757	1,2,6	Improved outcomes in KS3 & 4	Literacy strategy working very well results of NGRT w/c 21.6.21 but early indications look very promising. Maths intervention less successful due to the issues with retirement of Maths tutor. New Grad Intern appointed to complete Maths (and literacy work) with early results showing good outcomes. Good value for money. Keen to continue this scheme. Better if all Core Support is run by GI to give better continuity.	Maths impact restricted by loss of tutor. As timetabled lessons meant that it continued during Lockdown which was beneficial for the students. For continuity it would be better (and better value for money) to employ a GI next year now that the scheme has been set up and resourced.
Intervention Centre Manager	Students referred by HoC and Case Conference.	£38,765	1,2,3,4,5,6	Increase engagement. Reduce repeat sanctions, FTE, PEx and Persistent absence	7 students (5 PP/FSM 1 LAC) accessing IC currently. 4 students moved to alt prov that would have been PEX at a cost of £24,000. The impact of these students remaining within classrooms on other students' behaviour and learning would have been significant. IC Manager now Thrive Trained.	Success in managing these students has reduced PEx but difficulties in moving them on due to lack of Alt Provision. IC has been very successful in evidencing the need for Alt Prov with Suffolk LA. Difficulties with capacity (and successive lockdowns) to do outreach with students who could benefit from earlier intervention. To be continued.
Intervention Centre Assistant	Support IC Manager with responsibility for setting up and providing timetables and interventions	£17,051	1,2,3,4,5,6	Increase engagement. Reduce repeat sanctions, FTE, PEx and Persistent absence	As above	To get Thrive trained in Summer term or Autumn 21.
Alternative Provision	To provide alternative academic support for PP students who are at risk of permanent exclusion or for whom Mainstream provision is not appropriate	£5,000	1,2,4,5,6	Improving engagement and reducing FTE and permanent exclusion for disaffected students	It is difficult to accurately budget for this area but we always need to be able to pay for alternative provision for students elsewhere. In this case, 4 students successfully attending college or alternative provision that may have otherwise been permanently excluded from school. 3 other students have bespoke provision via IC. No NEET students for 2020/21	The Intervention Centre has been very successful in securing alternative provision and bespoke provision for students. Expensive but the negative impact these students have on the learning of many other students has to be taken into careful consideration. Cost of permanent Exclusion for 4 students would be £24,000 from the school budget
Peripatetic support	To support the enrichment of those interested in pursuing music & to	£1000	3,5,6	We offer additional music lessons to all	13 students benefitted from financial support for their music.	Peripatetic support continued virtually during lockdown.

	support the academic outcomes of KS4/5 musicians.			PP students in particular study KS4 GCSE music. Peripatetic music lessons are subsidised by the school.	This is very important and helps to encourage PP students to take up music at KS4 and also supports KS4 Music GCSE. We contribute £100 per student.	It is important to continue to support this as wider enrichment activities improves school engagement. It is difficult to budget accurately in this area as depends on student uptake in Y7. There is likely to be a reduction in uptake next year due to the loss of lessons during Lockdown in the Primary schools.
	Budgeted Cost:	£107,609				Actual Expenditure: £97,202

Wider Strategies

	Purpose	Budgeted Cost	Desired Outcome	Estimated Impact	Actual Impact	Lessons Learned
Breakfast Club	Staff on duty to supervise and support students who are not able to access breakfast at home	2,000	3,4	Encouraging students to arrive punctually and start their day with some food or a hot drink to improve lates, attendance and focus in lessons.	Early signs showed good impact for small number of FSM students accessing breakfast. 3 students in particular, punctuality/attendance/behaviour improvements seen over 5 weeks accessing breakfast.	March – July closed due to Lockdown. Pilot would have been continued if not for Covid requirements. Have had to resort back to College bases supplying snacks in morning as required. However this may be an expensive long term provision that may be cheaper continued by targeted support from the College bases. Food to be provided to College bases next year. Not to be continued in this form.
4YP Counselling, drop ins and workshops	Supporting mental health for PP students including potential outreach work located off site.	£6,000	2,4,5,6	Improved performance across year groups demonstrates success of this provision. Support strengthened due to Lockdowns	Essential. Students who have had access to provision improve in behaviour and often attendance too. Reduction in detentions and students accessing 4YP have demonstrated improved attendance. Increased provision allowed for more students to access this post Lockdown 3. 36 students access Dropins. 25 PP students. 52 students accessed counselling: 22 PP students.	We need to work out a way to continue counselling if there is another localised or national Lockdown. 4YP counselling and workshops stopped during Lockdown 1, 2 & 3. Expansion of intervention Summer 2021 enabled by Covid Catch up Premium money. More money needed in for student mental health and wellbeing going forward.
Pastoral Support Manager	To provide support to improve academic engagement and improve wellbeing of students.	£40,770	3,4,5,6	Essential to wellbeing,	All PP/FSM students well catered for particularly during Lockdown. Receiving weekly pastoral phone	To support students and remove barriers to their learning in school. Funded for next year and ongoing

				attendance and school engagement.	calls. Post Lockdown, significant no of PP/FSM students in each college are struggling to adjust back into school routines. Reflected in DT/FTEs. PSMs are responsible for progressing support for these students.	
PSM moved to Safeguarding Officer	Safeguarding Officer to provide staff training, LAC support, document, track and monitor all safeguarding events as required by law and monitor using MyConcern. Liaison with multiagencies.	£41,558	4,5	Started October 2020 following appointment of replacement PSM. Essential supports pastoral team and ensures compliance	Significant increase in concerns reported during and after Lockdown. Commencement of documentation and risk assessments for peer on peer abuse. Increase in the number of incidents of this kind reported.	Use MyConcern to create and provide reports to SLT and Governors. Build this reporting mechanism into the termly cycle. Use this information to inform the annual Safeguarding review.
Go4Schools App for Parents	Enable our hard to reach parents to easily view student profile (attendance, behaviour and homework)	£1,000	3,4,5	To be continued due to the support it provides parents. Increased parental engagement	Use limited this year to reports, attendance and behaviour data (positive and negative) due to homework being set via Teams. However, parents do call the school when they see something reported on G4S.	Limitations: 1/3 of parents have not logged into G4S which means they have not picked up reports nor any behaviour information on their child. Y6 Induction/Success in Y7 evening next year and Library induction to cover use of G4S
MyConcern Safeguarding software	To reduce administrative time for recording safeguarding. Enable certainty for staff to remotely log any safeguarding concerns and enable progress and tracking of individual cases	£1,274	4, 5	Reduction in workload for recording safeguarding. More secure trail for timelining events and producing reports. Essential.	Since C19 and Lockdowns, this has proved an essential purchase to ensure staff are able to report safeguarding issues and keep Pupil Premium students safe (over 60% of our safeguarding concerns are PP)	Time needs to be spend training staff to use the correct flags when reporting a concern and also setting up the reporting side to maximise the impact of the package.
Revision & Study Guides	To provide additional course support and facilitate independent learning	£2,000	1,2,5,6	Essential. Works best through dialogue with students and parents - regarding purchasing and rather than blanket ordering. Books are loaned out via Library so costs should diminish as books are returned at the end of the year.	All books were logged with the library and put out on long-term loan to students in Years 10 and 11. At the start of Lockdown all PP students KS4 and KS3 were given a full set of the books they needed to take home. Limited funds for this next year. Other resources provided: files, sketchbooks, colouring pencils etc. All PP students in Year 11, 10 received revision books. Students without laptops in Lockdown 1 received workbooks.	Ensure that books (and now laptops) are fully collected/returned once students leave. Many of the revision guides we had intended to have back were not returned at the end of July or start of Sept.2020. Not a full return of books this year. Normally we get a good return when linked to access to the school prom but with no Prom in 2020 this had impact.

	Purpose	Budgeted Cost	Desired Outcome	Estimated Impact	Actual Impact	Lessons Learned
Uniform & kit Equipment	To allow students to engage with school and school activities in appropriate attire	£4,000	4,5	Essential – Aubyn Davies provide additional support by giving all PP orders a further 20% discount.	FSM parents value the chance to have a contribution towards uniform. It has been linked to attendance so that there is incentive for improved attendance (from unauthorised) in the form of an increased contribution. Removes barriers to school. Number of students that benefitted from uniform support from September 2019 – March 2020: 22+ students needed uniform	Attendance incentive (unauthorised) needs better publicity to PP (FSM) students/parents in order to encourage further. PP funding bought several students' school shoes, which is a challenge for some parents to provide. Budget will be decreased next academic year but need to be careful in this area as numbers of FSM students are likely to increase.
	To allow students to be fully resourced for their courses		2,4,5,6	Essential to aiding outcomes of the students. Works best through dialogue with students and parents to identify specific need. Now provided by College Bases.	Removal of barriers to learning: replacement planners provided, calculators, pencil cases plus specific revision resources identified by teachers. Impact on engagement at school and in specific lessons. Reusable masks were provided for PP students. Reusable water bottles provided for PP students to reduce their expenditure of FSM on drinks meaning they can spend more money on quality food in school. This needs to continue. 30+ for facemasks, 20+ for water bottles.	Due to Lockdown we removed barriers to learning via weekly pastoral calls. Deliveries were made of resources and students were encouraged to attend Inschool provision when they were not completing work at home.
Trips	To provide enrichment opportunities that support both learning and wellbeing (e.g. Bushcraft)	£2,000	3,4,5,6	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	Trips funded for Bushcraft (1 student) Germany Battlefield Trip (1 student) Paris (1 student) All booked to go on trips. All cancelled.	Reduced number of trips due to Lockdown March – July. However, not all companies have refunded, they have deferred the date to next year, so the credit will have to go to a different PP student potentially (than the original expenditure was allocated to). Trips are limited for remainder of 2020/21 but important to provide the support to students where needed.

				make a contribution and the school provides funding for 1/3 of the amount.	2 students subsidised for DofE Bronze Award Some of the allocated funding went towards a debating workshop run in school: The Noisy Classroom cost £212.50. A very worthwhile workshop to improve confidence and communication skills	
Compulsory trips	To support educational trips as part of the GCSE courses (e.g. Geography)	£500	3,4,5,6	No student has been disadvantaged with regard to a required school trip.	Y8 Maths Trip (Norwich) – 3 students Jane Eyre Theatre Trip. Important provision for KS3 & 4 students in order to enhance curriculum or prepare for NEAs at GCSE eg trip to Warren Services (4 students)	Field trips were cancelled due to Lockdown. All trips cancelled for the foreseeable future. It is important that PP students have the opportunity to join trips to inspire and enhance curriculum provision. 1 workshop provided for a PP student in performing arts.
IAG - University Visits / skills workshops	To raise aspirations and knowledge of post-16 opportunities	£500	3,4,5,6	Fewer trips planned this year but previous year shows that students are more informed and more likely to consider university than without (15% up to 85%)	All trips in 2020/21 were cancelled. Many opportunities were brought to students during tutor time virtually.	Important to try and continue trips next year but will try to bid for NEACO funding if possible. Further use of virtual workshops and assemblies.
Admin costs for PP/set up of Intervention Centre	Costs associated with PP students: photocopying and set up of Intervention Centre/Resourced and Equipment/Training in Thrive/Purchase of IT and 50 NGRT	£5000	1,2,3,4,5,6	Purchase of Thrive/training, equipment and materials for IC students	Conducive learning environment for students suitably resourced with BSKB, Thrive and ASDAN courses to improve Lit/Num of students in IC. Progress seen in students who struggle to access mainstream. Diagnostics supported 4 successful referrals to Alt Prov. 2 more underway.	£2,000 allocated for further Thrive training next year and consumables for centre.
	Budgeted Costs:	£106,602				Actual Costs: £86,971
	Total Amended Budgeted Expenditure:	£314,211				Total Actual Expenditure: £284,173
	Projected income for 2020/21	241,025				
	Total carried forward from 2020/21:	£30,038				
	Total for 2021/2:	£271,063				

Key to Codes in tables:

Expected Outcomes for Pupil Premium Students at the end of each year (or by Keystage)		
<i>Desired outcomes</i>		<i>Desired Impact (Success criteria) and how this will be measured</i>
1.	High levels of progress in literacy for Year 7 students eligible for PP	Students able to progress by the end of the year and catch up with 'other' students. Identified students reach or exceed their individual targets in NGRT (identified as part of the catch-up plan) and improve their reading ability from their initial starting points and closing the gap between PP and Non PP eg to reading age 12.04 closing the gap by 0.69 months
2.	Improved rates of progress across KS3 for students eligible for PP with higher prior attainment	Students eligible for PP identified as HPA from KS2 levels/raw scores make as much progress as non-PP students identified as HPA, across KS3, by the end of Keystage 3. Students identified from the KS2 data will be eligible for intervention based on the strategy
3.	Increased participation and attendance to extra-curricular and enrichment activities	Increased participation evidenced in trips, visits, extra-curricular clubs and leadership roles to be proportionate to numbers of other students involved.
4.	Increased attendance rates for students eligible for PP	Reduce the number of persistent absentees (PA) among students eligible for PP to under 10%. Overall attendance amongst students eligible for PP improves from 91.2% to minimum of 94%, more in line with non-PP students but a minimum of 1% per year.
5.	Increased parental engagement with school	Parents involved in virtual or actual parents' evenings (% proportionate to attendance of student population eg 25%). Increased response to surveys, positive comments from parents and increased access to hard to reach parents resulting in improved student attendance and behaviour.
6.	Increased aspiration in students eligible for PP	Improved attendance rates from 91% to 94% but a minimum of 1% per year. Improved behaviour including reduced FTE, internal exclusions, repeated behaviour incidents from starting points. A proportionate % of the student population are PP students who are regularly attending a club during each year (eg 25%)