King Edward VII School – Pupil Premium Action Plan 2019-2020

Every child has a right to equal opportunities whilst at King Edward VII School and within the education system as a whole. Even though each individual student's personal circumstances differ, King Edward VII School strives to ensure that all students receive high quality education and opportunities during their time at the school. Pupil Premium is additional funding to help schools close the attainment gap between pupils from disadvantaged families and their peers. The school receives an amount per head within their budget if a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years, has been looked after for one day or more (Child Looked After) or has a parent in the armed forces

Rationale

King Edward VII is determined that all students are given the best possible chance to achieve their full potential through the highest standards of teaching and learning, focused support and pastoral care. The additional provision delivered through the Pupil Premium funding should be available to all students within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. There is no expectation that all Pupil Premium funded students will receive identical support and the allocation of the budget for each student feeds into the whole school budget as opposed to being ring-fenced. The school considers best ways to allocate Pupil Premium funding annually, following rigorous data analysis and the careful consideration of the needs of the students.

1. Staff continuing professional development (CPD): research shows that the biggest difference is made by applying consistently key teaching approaches such as: vocabulary development, clearly sequenced lessons with the teaching of key concepts, feedback, learning to learn and peer-working. Our staff training will revisit these areas.

2. Accountability: there needs to be accountability at all levels so there will be clear actions and expectations for the Leadership Team, middle managers and individual staff members through action plans and performance management targets.

3. Tracking progress: in order to support and intervene it is important that there is robust data-tracking which is accessible by all staff - this will be provided by our investment in data packages including SISRA and ALPs.

4. Parental and school engagement: the school needs to work in close partnership with parents to fully understand the needs of individual children.

5. External review: the school will work with a school improvement partner to review our practice and learn from the success of others.

6. Support in closing the gap: we will provide a range of interventions (option variations, intervention classes and one-to-one support) so that PP students leave school with the qualifications to progress onto positive post-16 choices.

7. Mentoring support: many of our students still have limited aspirations or do not know how to realise their aspirations, so we will provide a range of mentoring activities to counteract this.

8. Transition: it is important that we start early, with a focus on Y7s as they enter the school. An understanding off PP issues will inform transition activities, catch-up support and progress tracking. We are also introducing a programme to support able PP students throughout the course of Y7 who might otherwise begin to underachieve as they progress up the school.

9. Enrichment: we will continue to promote greater engagement in the school through extra-curricular activities.

Whole school context

Year group	***FSM 6***	***Total number of students in year group***	***FSM 6 as a percentage of cohort***	***LAC***	***Children of service personnel***	***Total number of Pupil Premium (PP) students***
7						
8	69	231	29	4	1	74
9	70	230	30	1	0	71
10	75	227	33	3	0	78
11	67	227	30	0	0	67
Total						

Barriers to future attainment (for pupils eligible for PP including high ability)

A. Some students have lower levels of literacy and numeracy than peers, particularly in terms of academic language (tier 2 vocabulary)
B. PP students access fewer extra-curricular opportunities in school, potentially leading to lower engagement levels.
C. Attainment and progress gaps need to be closed, particularly in core subjects (English, Maths and Science).
D. Some parents have been identified as potentially hard to reach and find it difficult to access parents/information evening, lessening parental engagement with school.
E. Students understanding of what they need to do to make progress (metacognition) is inconsistent.
F. Some PP students are unaware of opportunities and progression routes P16 and may lack aspiration.
G. There remains a gap between PP and non-PP attendance This reduces their school hours and causes them to fall behind with their learning.

Strategies

A 3 tier strategic approach for Pupil Premium funding provision is in place, which focuses on the following:

- Whole school strategies that impact on *all students*
- Focused support to target *underperforming students*
- Specific support targeting *pupil premium students*

Outcomes		
Barriers to future attainment	***Success Criteria/ Measurement***	***Actions***
		Whole school strategies for all students
A, C, E	7	CPD – enquiry model to support high quality teaching and learning on key areas of need (vocabulary gap, metacognition, linearity, curriculum design etc). Quality teaching supported through quality assurance processes to ensure high standards. This will impact all students but can have a disproportionately positive effect on PP students. Curriculum design will be a focus of the whole school CPD route to focus on providing a curriculum that meets the needs of all students.
C	1, 2	Focus on the quality of attainment data that is used at KS3, ensuring the data is reliable. Look at "setting" within subjects, ensuring the set students are working in reflects their potential achievement.
G	3	Detailed attendance data of students circulated to Year Teams to support the structured attendance intervention plan. Regular strategic meetings held with Year Teams focused on support/intervention that can be put in place for students where needed, with extra focus on PP students. First day calling provision in place. Students referred to external agencies where necessary.
D	10	Parental engagement community events led throughout the year by LGO.
D	10	Increased engagement of PP families in terms of parents/information evenings. Follow up parents evening appointments with the Pastoral Team. Attendance data from parents evening available for PP parent attendance.
B	8	Inspiring Youth Award – Promoted via assemblies in partnership with South Yorkshire Police; PP students targeted to engage in the program.
F	11	Foundation Learning Programme – focused units in terms of community involvement, leadership and careers.
B	8	Keep students well informed about extra-curricular clubs. Staff running clubs to monitor attendance and this data will be available for FT's to monitor who in their form is attending what club (termly) and support PP students to attend.
F	11	Targeted careers advice, including raising the profile of careers at KS3, with more direct engagement with emplyers and universities. Implementing a 1 day work experience taster in Y8 ("Go to work with an adult day").
B	8	Promote DofE to PP students and offer support in order to access the award in terms of loaning kit, etc.
C	8	KS3 Homework club - PP students targeted.

Targeted strategies for underperforming students		
A, C	1, 2	Timetabled extra English/Maths option provided in Y10 and 11.
F, A	6	University students from Sheffield University to work with PP students within Y9 to provide both in lesson support and 1:1 mentoring.
E, F	1	Utilise P16 students to mentor and help raise aspirations of targeted groups of underperforming students.
A, C	1, 2	Early intervention at KS3 where underachievement is apparent in English & Maths.
C	1, 2	Development of the use of the tracking system (SISRA) to ensure all staff are aware of and acting on current data.
C	9	Further develop the vocational curriculum to provide a wider range of courses that are more personalized to student needs.
Targeted strategies for Pupil Premium students		
A, C	4	Y7 Catch up programme groups in English & Maths, including work with Lexia.
B, F, D	5	Y7 & Y8 “Stretch & Challenge” Programme – Small group intervention in both Y7/8 for high ability PP students to foster a culture where students believe in excelling in relation to their peer group. Provide extra support to maintain high attainment and engaging with school “beyond the classroom”.
A	11	KS2/3 Transition work to support PP students coming into KES, additional half day induction and close liaison with Primary Schools.
C	1, 2	1:1 tuition delivered by Action Tutoring for PP students in Y10 and Y11 in English and Maths
B	8	Financial assistance for events, trips, revision guides etc.

1. The gap between PP Progress 8 and national non-PP students will narrow and improve by at least 0.2 from 2018 baseline..
2. The percentage of PP students achieving 9-4EM will exceed 45%.
3. PP attendance will be more in line with whole school attendance and at least 92%.
4. 70% of students on Lexia to make better than expected progress.
5. Students in the Y7 and 8 able pupil programme will remain on-track for their expected progress or exceed it.
6. Students on the university mentoring scheme and the academic mentoring scheme will remain engaged throughout, receive strong evaluations at the end of the programme and have clear strategies for achieving their aspirations.
7. Quality assurance procedures will monitor the effectiveness of the core teaching strategies introduced through CPD.
8. Student engagement in extra-curricular activities will be monitored.
9. The new vocational offer will be in place.
10. Engagement in parents’ evenings and the parental engagement community events will be measured.
11. Students make good choices at transition stages and NEETs remain low (less than 2%)

Financial Summary

Total Funding 2017-18	358,780

King Edward VII School Pupil Premium	Amount	% of salary	Total
Curriculum Specialists			23,400
Staff costs for assertive/peer/Uni mentoring			7,200
Deputy Headteacher		20	18,740
Pupil Premium Lead			9,450
Y6 Transition cover & nurture groups	10 days		7600
3 x Assistant Head Key Stage/Inclusion		20	44,530
Learning Mentor, Behaviour Support, Safeguarding			31,174
Option English/Maths			16,000
Pastoral staff (PP time)		20	54,070
Community outreach; careers			13,300
Additional TA support			11,760
Vocational Skills Programme			22,000
Attendance support for PP		10	4,862
Lunch-time and out-of-hours study support			18,000
Literacy: staffing and software			14,966
Curriculum Resources			2,000
PP data support and intervention			6,460
Hardship (DofE, Sport, Music)			10,000
Foundation Learning and Inspiring Youth			21,200
Offsite visits eg to University, D.of E.			6,000
Staff Training			2,000
Exams: early entries and extra invigilators			1,100
Additional classes in Y7			18,000
	Total PP Spend		**£363,812**