King Edward VII School – Pupil Premium Review 2018-2019

This document is a summary review of the impact of the 2018-2019 Pupil Premium Action Plan.

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

Some students have lower levels of literacy and numeracy than peers, particularly in terms of academic language (tier 2 vocabulary)

A. PP students access fewer opportunities in school, in terms of extra-curricular, potentially leading to lower engagement levels.
B. Attainment and progress gaps need to be closed, particularly in core subjects (English, Maths and Science).
C. Some parents have been identified as potentially hard to reach and find it difficult to access parents/information evening, lessening parental engagement with school.
D. Students understanding of what they need to do to make progress (metacognition) is inconsistent.
E. Some PP students are unaware of opportunities and progression routes P16 and may lack aspiration.
F. 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 Implemented 2018-2019

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, etc). Quality teaching supported through QA to ensure high standards. This will impact all students but can have a disproportionately positive effect on PP students (EEF). Work with Huntingdon School and Learn Sheffield to provide support for CPD.
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 through exploring online appointment system and follow up parents evening appointments with the Pastoral Team.
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 leadership and careers.
B	8	Keep students well informed about extra-curricular clubs, FT's to monitor who in their form is attending what club (half termly) and support PP students to attend.
F	11	Targeted careers advice, including raising the profile of careers at KS3.
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.
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, E	6	Trial an academic mentoring system that encourages teamwork and competition in order to raise standards.
C	9	Further develop the vocational offer 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 are diffident about 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.

Evaluation of the impact of the strategies implemented 2018-2019

	Success criteria/Measurement	Progress made
1	The gap between PP Progress 8 and national non-PP students will narrow and improve by at least 0.2.	Met – improvement of 0.3 predicted.
2	The percentage of PP students achieving 9-4EM will increase to 40%.	Met – 57% predicted.
3	PP attendance will be more in line with whole school attendance and at least 92%.	Not quite met – 91.8% achieved.
4	70% of students on Lexia will make better than expected progress.	Not quite met – 66% achieved.
5	The % of students in the Y7 and 8 able pupil programme at expectation or above will be in line with the expectations for the year group	Students on the programme have broadly met this target. In Y8 72% of students in the group are at expectation or above in Maths (compared with 75% in the year group) and 67% are at expectation or above in English (compared with 66% in the year group). In Y7 75% are at expectation or above in Maths (compared with 84% in the year group) and 50% are at expectation or above in English (compared with 48% in the year group).
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.	Students have had excellent attendance to the sessions and have been positive about being part of the program. The final student evaluations are currently being collated.
7	Quality assurance procedures will monitor the effectiveness of the core teaching strategies introduced through CPD.	Quality assurance processes show that 97% of lessons are at school standard and 35% of lessons are above school standard.
8	Student engagement in extra-curricular activities will be monitored.	Engagement in extra- curricular activities has been monitored at KS3, across the 3 year groups over half of students are involved in extra-curricular clubs on a regular basis. There is an apparent gap between PP & non-PP students attending clubs (45% against 63%). However the gap is not so wide in terms of attendance in sports related extra-curricular clubs (29% against 37%).
9	The new vocational offer will be in place.	The vocational offer is in place, ready to be delivered in 2019-20.
10	Engagement in parents' evenings and the parental engagement community events will be measured.	Whilst overall attendance at parents' evenings has been measured data has not been collected in terms of PP parents' attendance – this will remain a target for 2019-20.
11	Students make good choices at transition stages and NEETs remain low (less than 2%)	Met – 1.3% of students NEETs.