KING EDWARD VII SCHOOL

Pupil Premium Strategy 2025-28

King Edward VII School Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our School.

School overview

Detail	Data
School name	King Edward VII
Number of pupils in School	1736 (in Y7-11)
Proportion (%) of pupil premium eligible pupils	26.3%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2026
Date on which it will be reviewed	September 2026
Statement authorised by	Ms L Gooden
Pupil premium lead	Mrs L Warde
Governor lead	Mr P Dickson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£372360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£372360

Part A: Pupil Premium Strategy Plan

Statement of intent

King Edward VII School is determined that all students are given the best possible chance to achieve their full potential through the highest standards of teaching and learning, targeted and focused support and pastoral care, including wider strategies tailored to the needs of our students. The School is committed to ensuring that any students who are disadvantaged can access additional support as needed, to achieve equity for all. (provision delivered through the pupil premium funding should be available to all students within school who we know to be disadvantaged irrespective of whether they are eligible for additional funding.) During the three-year strategy we will focus on the key challenges that we have identified are preventing our students from attaining and progressing in their education, championing our School values of integrity, curiosity and resilience, through our knowledge and understanding of them: their backgrounds, contexts and particular strengths and needs. King Edward VII School celebrates the rich diversity within our student body and strongly believes that every single student is capable of success and fulfilment when supported to learn and thrive.

The key principles of the three-year strategy are:

1. **High quality teaching**: research shows that the greatest impact is made by consistently high standards of teaching within a carefully planned and sequenced curriculum; explicit teaching and imparting of key substantive and disciplinary knowledge in each subject domain.

Supporting students' development of literacy, numeracy and oracy through implementation of the 'KES 2.0' lesson structure with an explicit focus on adaptive teaching to cater for students' individual needs, ensures learning is both challenging and accessible. This is underpinned by our comprehensive three-year disciplinary literacy CPD programme which, specifically in 2025-6, will build on work completed on disciplinary vocabulary and reading to address the importance of speech and language development through oracy. We know that teaching that works for our most disadvantaged or vulnerable students benefit all students.

2. Targeted academic support: providing a range of interventions (timetable adaptations, intervention classes, Lexonic programme and one-to-one/small group support such as Action Tutoring work) so that pupil premium students leave School with the right qualifications for them to progress onto positive post-16 choices.

3. Wider strategies: continuing to promote greater engagement and a sense of belonging in school through enrichment and extra-curricular activities, relational practice and building community and prioritising relationships and connection within School

4. Inclusion of all students and the wider community: working in close partnership with students and families to fully understand the needs of individual children and young people. This is particularly important during **transitions:** with strong and early collaboration with schools, colleges and other agencies to ensure that transition activities support our most vulnerable students as they progress through their educational journey between key stages and to further/higher education.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	**Language** – literacy, oracy and background knowledge Our evidence shows that our Pupil Premium students have lower levels of literacy and oracy than their peers, particularly in terms of academic language (tier 2 vocabulary) which can be a barrier to accessing parts of the curriculum. At Key Stage 4, for example, 58% of our PP students also have EAL needs so the need for support with developing language skills is even more important. *Link to key principles 1, 2, 4*
2	**Home/School Engagement** Parents' Evenings and Information Evenings consistently show lower attendance in our disadvantaged families, for example in our current Y10 year group, we saw a 34.5% difference in attendance at Parents' Evening last academic year between Pupil Premium and non-Pupil Premium families. Parent voice surveys show that parents find these more accessible on School Cloud but work commitments and other siblings are cited as challenges to parents attending. *Link to key principles 3, 4*
3	**Readiness to learn** We know that our Pupil Premium students find it much more challenging to develop the skills and learning behaviours, such as organisation, and are not always provided with the tools and equipment needed to be successful. Out of our 319 Pupil Premium students, 120 have SEND needs also; 45 have EAL needs and 117 Pupil Premium students have both, demonstrating complex aggregated needs. At Key Stage 3, 44% of behaviour points for Pupil Premium students make up issues with readiness to learn, e.g. ID cards, homework, lateness to lessons, equipment. Low level disruption is another key area with 9% of behaviour points having this reason (with many 'on call' behaviour points also for instances of disruption so higher still). *Link to key principles ALL*
4	**Transition points – between all key stages** Information gathering has shown that our Pupil Premium students particularly can find transitions challenging. The disruption of learned and established routines can create anxiety about new social and academic environments, especially between Key Stages 2 and 3 and also Key Stages 3 and 4 with students demonstrating natural uncertainty which can result in attendance issues (below) and risk of students becoming "lost in transition". *Link to key principle 3, 4*
5	**Attendance and persistent absence - in School and in lessons** There remains a gap between pupil premium and non-pupil premium attendance (approx. 4%). Levels of persistence absence are higher in Pupil Premium students than non-Pupil Premium students and we saw a spike in this in Y9 to Y10 in some persistently absent students during transition. This dramatically reduces their teaching and learning time and causes significant gaps in learning. Pupil premium students also have higher numbers of

	internal truancy which can reveal concerns regarding aspirations, motivation and academic confidence and self-esteem. *Link to key principles 2, 3, 4*

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The gap between pupil premium Progress 8 and national non-pupil premium students will narrow. This will be looked at this academic year in terms of Attainment 8 until progress measures return in 2027.	Data – Students improve by at least 0.2 from baseline. Gap narrowed to <10 between PP and non PP students' Attainment 8.
Pupil premium students are able to engage positively in their learning with appropriate support and intervention where needed, resulting in improved achievement and behaviour point data and, ultimately, positive outcomes for students. The percentage of pupil premium students achieving 9-4EM will exceed 45%.	Increased numbers of achievement points and overall conduct point totals for Pupil Premium students compared to last academic year. 45%+ 9-4EM achieved.
Pupil premium attendance will be more in line with whole School attendance - maintaining positive attendance after transition with low numbers of persistently absent students.	Data – attendance gap = or <5% between for pupil premium and non pupil premium cohort across the School.
Teachers and teaching assistants will provide high quality teaching and learning using core and adaptive teaching strategies, and embedding oracy strategies into their practice to support students' speech and language skills.	High quality teaching and learning evident across the whole School and all curriculum areas, evidenced by Quality Assurance and Departmental Monitoring processes. Talk routines consistent across all classrooms, all students understanding talk roles, regardless of subject. Teachers able to adapt talk routines and student roles to their own subject (disciplinary oracy). More student talk in classrooms and less teacher talk. Students better able to articulate their opinions and emotions (linking to relational practice work).
Increased engagement of pupil premium families to parents' evenings and community events.	Engagement in parents' evenings and the parental engagement community events will be measured. Parents' evenings – compare attendance data to 2024-5; we will see a percentage increase in Pupil Premium parents/carers across all year groups.
Students make positive and well-informed choices at transition stages and NEETs remain low.	Progression data - NEETs are less than 2%.

Pupil Premium students are targeted for involvement in extracurricular activities with financial barriers addressed	Increased engagement in Pupil Premium students in extracurricular activities.
Pupil Premium students who need literacy support are identified promptly and receive systematic literacy-based intervention.	Equivalent or more progress in Lexonic made by Pupil Premium students compared to non-Pupil Premium students.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £109939

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: Year 3 of a three-year disciplinary literacy CPD programme is currently being undertaken: • Year one: disciplinary vocabulary • Year two: disciplinary reading • Year three: disciplinary oracy Year three (oracy) involves the school becoming part of the Voice 21 network. Staff will access relevant training, both in person and online, via Voice 21. Additional time and resources will be purchased to support and consolidate these developments.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation • The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. • These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content. Improving Literacy in Secondary Schools | EEF (educationendowmentfoundation.org.uk) • Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. • Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words. Quigley, Alex; Closing the vocabulary gap (2018) “By closing the vocabulary gaps for children in our classrooms with their peers, we can offer them the vital academic tools for school success, alongside the capability to communicate with confidence in the world beyond the school gates.”	1, 3, 4

Support and specific training for Early Career Teachers and ITT – regular calendared meetings.	• Training accessed externally via South Yorkshire Teaching hub and Education Development Trust (EDT) portal
	  • Statutory requirements provided, for example reduced timetable and weekly mentor support.
	  • DfE have made changes to induction program for NQT’s to increase teacher retention.
		1, 3, 4

	• https://www.gov.uk/government/publications/induction-for-early-career-teachers-england	
Embedding the work carried out in the previous academic year on adaptive teaching and "KES" structured autonomy 2.0. This approach is focused on the principle of equity to ensure that all students can access a challenging curriculum through high-quality adaptive teaching.	• The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective for all students but particularly those who face additional barriers to learning. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation • Further evidence indicates that explicit instruction involving the use of worked examples, visual aids and concrete examples can be effective. *Rosenshine, B. (2010). Principles of instruction; Educational practices series; Vol.:21; 2010. The International Academy of Education, 21(2010).*	1, 3, 4
Teaching and Learning group complete additional CPD via Voice 21 online modules. The group works collaboratively to create an oracy framework, in line with National Curriculum and Assessment Review guidelines.	"Oracy is also important for future study, life and work. Evidence suggests that oracy can support active learning, critical thinking, and enhance students' engagement and understanding." https://www.gov.uk/government/publications/curriculum-and-assessment-review-final-report	1, 3, 4
Alternative Provision – off-site placements leading to qualifications tailored to the needs of Pupil Premium. Foundation Learning groups for low ability Key Stage 4 students - often with aggregated needs and requiring a curriculum that equips them with vital study and life skills in order to achieve and be successful now and in the future.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment • For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. • This can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of their studies.	1, 2, 3, 4, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £122739

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 or small group tuition delivered by Action Tutoring and other approved providers for pupil premium students in Y10-11 in English and Mathematics.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition • Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. • One to one tuition and small group tuition are both effective interventions. • Providing training to the staff that deliver small group support is likely to increase the impact. • Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of the school's pupil premium strategy.	1, 2
Academic mentoring for targeted groups of pupil premium students in both Key Stage 3 and Key Stage 4 students to support them in tracking and monitoring their own progress, giving them accountability to a named member of staff and strengthening home/School links with communication with parents. Launch of the Aspire 14 programme-targeted academic support for a group of year 8 students- including enrolment on to The Brilliant Club Programme.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring • Programmes which have a clear structure and expectations, provide training and support for mentors, and recruit mentors who are volunteers, are associated with more successful outcomes. • While mentoring is not generally as effective in raising attainment outcomes as small group or one to one tuition, it is possible to target the approach to pupils from disadvantaged backgrounds and those with particular needs. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.	1, 2, 3, 4
Higher Level Teaching Assistants (HLTAs) employed as Curriculum Specialists in English and Mathematics to support individual students, within lessons or to provide focused group work alongside Maths and English lessons.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction • For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. • Several studies show that teaching assistants can support individualised instruction effectively. • Individualised instruction interventions can be delivered through a range of models including independent learning,	1,2

	classroom-based activities supported by a teacher or teaching assistant.	
Literacy Strategy: systematic intervention strand: Lexonik. Coordinated by the literacy co-ordinator.	National Literacy Trust (NLT) Evaluation found that students using Lexonik Advance improved their decoding skills significantly: • Average standardised score rose from 94.5 to 106.0 after the programme. • Gains were sustained months later (average score 105.8). • Students below the national average saw the greatest improvement, with scores increasing by 13.5 points compared to 11.5 for the overall cohort. Lexonik Leap: • Uses structured phonics, syllabification, and morphemic analysis—methods supported by research. • Validated by Northumbria University and endorsed by the National Literacy Trust as part of Lexonik's evidence-based approach. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies • It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text ad enough challenge to improve reading comprehension. • Providing training to the staff that deliver small group support is likely to increase impact.	1,2
Additional funding available for departments, in addition to departmental capitation to "bid" for to put specific interventions in place that are linked to the curriculum to increase the progress of pupil premium students and help to remove barriers for individual students engaging in education such as access to educational visits or resources that support learning.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment • EEF believes enriching education has intrinsic benefits. They think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. • It can be argued that enrichment approaches can directly improve pupils' attainment.	2, 3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £139777

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance improvement strategy including focused and individual support for Pupil Premium students. 2xEducation Welfare Officers employed for targeted support and intervention such as First Day phonecalls for absences, home visits, completion of Extended Support Plans and mapping as appropriate.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement • It is crucial to consider how to engage with all parents to avoid widening attainment gaps. • Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment • Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). • Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). • Evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.	2, 5
Behaviour: Employment of 4 Behaviour Managers to support intensive work with students to re-engage with learning. The use of school behaviour monitoring systems and targeted interventions where needed, in line with the Consistent Conduct Policy and developing Inclusion Strategy.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions • When adopting behaviour interventions – whether targeted or universal – it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school. • Create a strong, positive classroom and school culture.	2, 3, 4, 5
Parental engagement: The use of services such as School Cloud to host parent consultation evenings to support parents in attending-	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement • It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	2, 4

removing barriers to attendance such as travel, childcare and work commitments. The use of Satchel at Key Stage 3 and Key Stage 4 to allow parents to track students' homework and achievement and behaviour points in real time. Parental engagement community events led throughout the year by the Headteacher.	• Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.	
Careers: Targeted careers advice including raising the profile of careers at Key Stage 3 with the use of weekly career focused form time activities and year 8/9 careers fair. At Key stage 4 students will receive targeted Post-16 options advice including college visits.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education • Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from disadvantaged backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. • High quality careers education can help them progress smoothly into further learning and work.	4
Transition point support: Focused, targeted work to support Pupil Premium students at each point of key stage transition: - KS2-3: extensive outreach and liaison work with primary schools by Key Stage 3 Leader, Assistant Headteacher and Y7 Pastoral Manager to get to know vulnerable PP cohorts and individuals, plant transition activities for vulnerable students, including providing bespoke induction days, SEND early intervention support and social/emotional support where appropriate - KS3-4 and 4-5: protected time for pastoral managers to meet and discuss vulnerable students, completing	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning • SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation https://www.ncb.org.uk/belongingmatters/literaturereview • Findings underscore the profound significance of belonging for academic engagement, motivation, and achievement, as well as for self-esteem, mental health, and overall wellbeing. • This is particularly crucial now, as school communities face unprecedented levels of mental distress among pupils, rising absenteeism, and increasing inequality and disadvantage. • A sense of belonging is vital for all pupils, especially those more vulnerable to feeling excluded, such as disabled children and those with special educational needs, who often experience higher mental health challenges and poorer academic outcomes.	2, 4

shared transition documents to plan phased transitions and share best practice. Additional work undertaken with pupil premium students who need support including additional visits to meet key staff, early transition for some individuals with personalised programmes created for final weeks before transition.		
Enrichment Programmes: Additional programmes in place to support engagement and well-being such as Duke of Edinburgh Award, Cutlers Ambassador Programme, Magdalen College Outreach trip.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning • SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	1, 2, 3, 4, 5

Total budgeted cost: £372454

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

<table>
<tr><th></th><th>Success criteria/Measurement</th><th>Progress made</th></tr>
<tr><td>1</td><td>The gap between pupil premium Progress 8 and national non-pupil premium students will narrow.
This will be looked at this year in terms of Attainment 8.

Gap narrowed to <10 between PP and non PP students' Attainment 8.</td><td>Gap narrowed to 9.59 - still work to be done to</td></tr>
<tr><td>2</td><td>The percentage of pupil premium students achieving 9-4EM will exceed 45%.</td><td>In 2025 57.4% of pupil premium students achieved 9-4EM.</td></tr>
<tr><td>3</td><td>Pupil premium attendance will be more in line with whole School attendance.</td><td>Whole cohort attendance was 92.3% (Sheffield average – 90.8%). PP attendance was 86.7%, (Sheffield average only reported as FSM not PP 83.5%).</td></tr>
<tr><td>4</td><td>Teachers and teaching assistants to provide high quality teaching and learning, including using core strategies for those who need it, to ensure equity for all students in terms of reducing barriers to learning and allowing all students to achieve.</td><td>Quality assurance processes show that the use of feedback, modelling and metacognition (learning strategies) are being implemented more consistently using the KES 2.0 lesson structure. Targeted support is in place for members of staff who want or need this, based on Quality Assurance, Departmental Monitoring or Leadership Team feedback. This includes a staff coaching system, set up in 2024.</td></tr>
<tr><td>5</td><td>Increased engagement of pupil premium families to parents' evenings and community events.

Parents evening 2023/2024 data:

<table>
<tr><th>Year group</th><th>% Attendance (Non PP)</th><th>% Attendance (PP)</th><th>% Diff</th></tr>
<tr><td>7</td><td>80.7%</td><td>46.2%</td><td>34.5%</td></tr>
<tr><td>8</td><td>79.8%</td><td>54.4%</td><td>25.4%</td></tr>
<tr><td>9</td><td>76.5%</td><td>51.6%</td><td>24.9%</td></tr>
<tr><td>10</td><td>78.2%</td><td>48.6%</td><td>29.6%</td></tr>
<tr><td>11</td><td>73.0%</td><td>40.0%</td><td>33.0%</td></tr>
<tr><td>Average</td><td>77.6%</td><td>48.2%</td><td>29.4%</td></tr>
</table></td><td>Parents Evening 2024/2025 data:

<table>
<tr><th>Year group</th><th>% Attend-ance (Non PP)</th><th>% Attend-ance (PP)</th><th>% Diff</th></tr>
<tr><td>7</td><td>91.0%</td><td>56.2%</td><td>34.8%</td></tr>
<tr><td>8</td><td>90.1%</td><td>61.8%</td><td>28.3%</td></tr>
<tr><td>9</td><td>85.9%</td><td>43.7%</td><td>42.2%</td></tr>
<tr><td>10</td><td>89.5%</td><td>52.1%</td><td>37.5%</td></tr>
<tr><td>11</td><td>85.8%</td><td>26.5%</td><td>59.3%</td></tr>
<tr><td>Average</td><td>88.4%</td><td>48.0%</td><td>40.4%</td></tr>
</table></td></tr>
</table>

6	Students make positive and well-informed choices at transition stages and NEETs remain low.	NEETs figure is 1.7%: 2.5% below the Sheffield average of 4.2%.
7	Measure the engagement in extra- curricular activities.	Records of extra-curricular engagement are now taken, although this is more effective in some departments than others. The data shows PP students are underrepresented in these activities so work is underway to look at how we can meet the needs of PP students more in extracurricular activities.
8	Disadvantaged students that are selected to be part of Lexonik Leap or Advanced receive systematic literacy-based intervention.	37 students completed Lexonik Leap - 16 of those were in receipt of PP funding. Lexonik Advanced, average months (reading age) progress by all students involved was +28 months, average months progress in reading age by those who receive PP funding was +30 months. This is from a 6 hour intervention - 1 hour per week.
9	Students understand School's positive learning behaviours and are beginning to put these into practice.	Clear progress is evident with the KES learning behaviours being adopted as School values. Form tutor activities, assemblies, student voice activities and quality assurance procedures show that staff are incorporating these into many areas of School and students' understanding is good. Additional work to be done to fully embed these in policies, documents, curriculum – this has been started.

Further information

Additional activity:

The Pupil Premium Strategy will be supplemented by additional activity that is not being funded by pupil premium. This will include:

- The School commissioned Positive Regard, part of the Wellspring Academy group, who provide training and consultancy work on relational practice and school ethos and culture, to come into King Edward VII School to conduct a Behaviour Review. This will support leaders in identifying areas to focus on as we move forward with our work on Inclusion, embedding our vision and culture throughout the School
- The involvement of two members of Leadership Team in the collaboration between Learn Sheffield and Leeds Learning Alliance Leading Inclusive Cultures programme is spans across the whole academic year and focuses on researching and implementing relational practice into School, taking an evidence-informed approach, in an overall bid to be better able to engage all our students, particularly our most vulnerable for whom historical strategies is not always working effectively.
- We are part of the Compass Education Network: "a growing partnership of Sheffield schools united by a shared commitment to inclusion, collaboration, and innovation" - supporting inclusion work to lower/prevent suspensions and permanent exclusions with behaviour support for students, reflection and reintegration support, a programme of engagement for students from other schools where needed and provision in our inclusion/isolation resource for students from other schools where needed.