# Pupil premium strategy statement King Edward VI High School

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| 1. **Summary information** | | | | | |
| **School** | King Edward VI High School | | | | |
| **Academic Year** | 2017-18 | **Total PP budget** | £172,640 | **Date of most recent PP External Review** | Mar 2017 |
| **Total number of pupils** | 608 | **Number of pupils eligible for PP** | 196 | **Date for next internal review of this strategy** | July 2018 |

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| 1. **Current attainment** | | | | | |
|  | | | Pupils eligible for PP (King Edward VI High) | Pupils not eligible for PP (King Edward VI High) | Pupils not eligible for PP (national average) |
| **% achieving 4+ EM (2015-16 only)** | | | **17%** | 41% | Tbc |
| **% achieving 5+ EM (2015-16 only)** | | | **26%** | 65% | Tbc |
| **Progress 8 score average** | | | **-0.36** | 0.01 | Tbc |
| **Attainment 8 score average** | | | **31.44** | 48.64 | Tbc |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor literacy skills)* | | | | | |
|  | | Prior attainment. PP students in general have a lower prior attainment than non PP students and so need to make accelerated progress in order to reach higher attainment levels. | | | |
|  | | Literacy – (reading age). In 2017 37% of year 7 students eligible for PP were at or above their age related expected reading age compared with 68% of their non PP peers | | | |
|  | | Aspirations and attitudes to school. PASS tests show that students eligible for PP are less self-regard as learners, poorer perceptions of their relationships with teachers and less confidence in learning and perseverance with challenging tasks. | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | |
| **D.** | Attendance. Our PP attendance has improved over recent years but continues to be a focus.  PASS tests show students eligible for PP have poorer attitudes to attendance | | | | |

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| 1. **Desired outcomes** *(desired outcomes and how they will be measured)* | | Success criteria |
|  | Diminishing differences between academic outcomes of PP and non PP students | Attainment and progress of PP students is close to or moving towards national average for non PP students |
|  | Reading age of PP students increases | Reading ages on a par with non PP students |
|  | Diminishing differences between academic outcomes of PP and non PP students  Diminishing differences between pastoral and behavioural outcomes of PP and non PP students | PASS tests and pastoral data show improved attitudes to themselves and school following support from Learning Mentors and pastoral staff. |
|  | Increased attendance of PP students | Attendance rates on a par with non PP students |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2017/18** | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Improved feedback for students leading to more personalised approach to teaching and learning | Whole school approach to marking and feedback | | EEF Teaching and Learning toolkit puts Feedback as high impact | Regular monitoring by subject leaders.  Use of Lessons Learned Software to collage all monitoring and feedback to staff  Bespoke CPD programme for staff based on learning walks and lesson observations | AJH | July 2018 |
| Improve the quality of teaching and learning and improve strategies for tracking and intervening with students | Use PIXL toolkit strategies across the school.  (Tracking, personal learning checklists, DTT approach to intervention) | | Individual tracking of students is key to understanding which students are making progress and which students need support. Ofsted 2014 reports states Schools that are committed to ‘closing the gap’ and that have robust tracking systems are showing most improvement | Regular monitoring of PIXL strategies within departments by LG line managers.  Assessment data 5x a year at KS4 and 3x a year at KS3 | RMS | Aug 2018 |
| Improve the quality of teaching and learning and improve strategies for personalised learning for students | CPD programme is personalised for teaching staff and the focus is on raising standards for PP students | | EEF Teaching and Learning toolkit puts meta-cognition as a high impact strategy. For this to work, staff need high quality CPD on meta cognition strategies. | Feedback from Learning Walks and Lesson observations  CPD feedback | AJH | July 2018 |
| Diminishing differences between academic outcomes of PP and non PP students | New KS3 and Assessment without Levels has Mastery Curriculum at its’ centre. | | EEF Teaching and Learning toolkit puts Mastery learning as a potential high impact strategy. New National Curriculum supports Mastery Learning | Feedback from Learning Walks and Lesson observations  Assessment data  Monitoring from subject leaders | EJK / AJH | July 2018 |
| Increase the reading ages of students | Accelerated Reader Scheme implemented throughout the school.  Daily reading for all students.  At KS3 a dedicated reading lesson each work working on skills identified by accelerated reader activities, supported by a learning mentor focussing on reading techniques. | | EEF Teaching and Learning toolkit puts reading comprehension activities as moderate impact.  At King Edwards in 2017 just 38% of year 7 students eligible for PP were at or above their age related expected reading age compared with 68% of their non PP peers | Reading age assessment data  Learning walks of reading lessons  Learning walks of daily reading in tutor lessons | DEK  AJH | July 2018 |
| **Total budgeted cost** | | | | | | **£7,840** |
| 1. **Targeted support** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Diminishing differences between academic outcomes of PP and non PP students | Employment of specific Learning Mentors to support PP students across the school both in class and out of class in small groups. | | EEF puts small group tuition as a moderate impact strategy. Internal PASS tests data shows PP students are less resilient and are less confident in their learning than non PP students. | Assessment data  Learning walks  Feedback from Learning Mentors  Feedback from Subject Leaders | EJK | July 2018 |
| Diminishing differences between pastoral and behavioural outcomes of PP and non PP students | Employment of specific Learning Mentors to support PP students in behaviour and pastoral aspects. | | EEF puts social and emotional learning tuition as a moderate impact strategy. Internal PASS tests data shows PP students are less resilient and are less confident in their learning than non PP students.  Internal behaviour and pastoral data shows PP students are more likely to have conduct logs and exclusions. | Assessment data  Learning walks  Feedback from Learning Mentors  Feedback from Subject Leaders  Internal behaviour and pastoral data | DSD | July 2018 |
| Diminishing differences between academic outcomes of PP and non PP students | Improve access to homework and online learning at home.  Subscriptions to Show My Homework, MyMaths, Sam Learning | | EEF Teaching and Learning toolkit puts Homework and Digital Technologies as moderate impact.  All these online services allow students to continue with lessons outside of school hours and staffed homework clubs support students to do this within the school building. | Assessment data  Reports of usage by students | EJK  DSD | July 2018 |
| Increased attendance of PP students | Employment of an attendance consultant to work with students and families to improve attendance. | | Attendance at school is required for improved academic outcomes. | Timesheets and tracking of attendance consultant  Attendance data | DSD | July 2018 |
| Diminishing differences between academic outcomes of PP and non PP students | Sum of money set aside to enable students to participate fully in after-school clubs and activities and to provide financial support for  educational visits | | Ofsted 2014 reports this as a strategy used in schools that use PP funding effectively. School PASS data shows students how a lower regard to themselves as learners so this funding is used to support students to take a full and active part in all aspects of school life, including extra-curricular | Record of attendances on school trips and extracurricular activities,  Feedback from learning mentors  School attendance rates  ‘Soft data’ on social and emotional improvements | EJK | July 2018 |
| Increased attendance of PP students.  Diminishing differences between academic outcomes of PP and non PP students | Provision of Breakfast club | | The provision of breakfast club promotes attendance, improves relationships between students and their mentors, encourages good social skills. | Attendance registers at breakfast club  Feedback from learning mentors  School attendance rates  ‘Soft data’ on social and emotional improvements | AJH | July 2018 |
| **Total budgeted cost** | | | | | | **£153,900** |

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| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Diminishing differences between academic outcomes of PP and non PP students.  Diminishing differences between pastoral and behavioural outcomes of PP and non PP students. | Provision of Alternative Curriculum activities such as Princes Trust and Forest School | EEF Teaching and Learning toolkit puts Mentoring, small group tuition, Social and Emotional Learning all at moderate impact and these are key features of our alternative curriculum programmes. They focus on pastoral and social aspects supporting students to become more resilient and raising self-esteem. This is turn will support learning in other curriculum areas. | Lesson observations  Learning walks  Attendance data  Assessment data  ‘Soft data’ on social and emotional improvements  PASS surveys | EJK | July 2018 |
| Diminishing differences between academic outcomes of PP and non PP students. | Funding set aside for subject areas to bid into | Subject areas have differing needs and having some funding set aside for subject areas to bid into allows some flexibility and responsiveness in the pupil premium strategy | Records of all bids made and the impact of all successful bids evidenced and reported. | EJK | July 2018 |
| Diminishing differences between academic outcomes of PP and non PP students. | Funding set aside for raising aspiration activities – these could be whole school or subject area based. | EEF Teaching and Learning toolkit puts Aspiration interventions as low impact however, internal PASS data shows that PP students have lower aspirations than non PP students so we believe that activities linked to IAG and additional curricular activities will support students in their learning. | Records of all bids made and the impact of all successful bids evidenced and reported. | EJK | July 2018 |
| **Total budgeted cost** | | | | | **£10,900** |

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| 1. **Additional detail** |
| **Strategies inside the classroom**   * Knowing your class – using data sheets to identify the PP students. * Building relationships with students * Praise * Quality First Teaching * Targeted Questioning / inclusive involvement in the lessons. Asking PP students questions early on in the lessons to make sure they are involved at the very start. * Seating plans / pairing with a ‘buddy’ of higher ability. * Differentiation within the classroom * Modelling work, talking about thought processes out loud. * Setting challenging and achievable tasks. * Supporting literacy of PP students * Highlighting key words – explaining what they mean. * Using specific and correct vocabulary when you are modelling work. * Having equipment available for students who may need to borrow it. * Supporting homework and having high expectations.   + Putting homework on Show My Homework so the homework is clear and accessible   + Discussing issues with homework with individual students   + Encouraging students to use homework club. * Providing missed work to students who were absent * Giving high quality feedback to students using SWaNS marking.   + Marking PP students books first in the pile so they get feedback when teachers are less tired. * Supporting whole school literacy such as 1:30 reading and supporting the accelerated reading programme * PP Learning mentors tracking the progress of all PP students across subjects. * PP students receiving additional support in the classroom.   **Strategies outside of the classroom**   * + 1-2-1 mentoring for specific students.   + Being aware of PP students when planning educational trips and apply for funding for them so they automatically go on educational visits.   + Funding ingredients for cooking / resources for lessons.   + Withdrawal / booster work, mainly based around literacy and numeracy but also based on Learning to Learn, revision and attitudes to school.   + Homework club and access to ICT facilities with support from Learning Mentors lunchtime and after school.   + After school support with SAM Learning encouraging students to complete 10 hours of SAM tasks and rewarding those who do.   + Provision of revision guides / workbooks   + Providing opportunities to have different experiences and raise aspirations. Motivational speakers, drama performances, subject workshops.   + Providing opportunities to have different learning experiences – Princes Trust, Outdoor Learning.   + Accrediting and Rewarding participation in school life and encouraging PP student to take part and get involved   + When timetabling teachers, assign the best, high performing teachers to the groups with the most PP students in. |

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