

## **Pupil Premium Review- 2019/20**

**SIP Link:**  
4.1 Pupil Premium



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### **Introduction**

In 2020/21, at the time of writing, The King's CE School has 54% of pupils eligible for Pupil Premium funding which is significantly higher than the 2019-20 National Average (25%). The King's CE School uses Pupil Premium funding to support the education of disadvantaged pupils. Disadvantaged pupils can face many barriers to educational achievement and our Pupil Premium Strategy is designed to overcome these barriers, and ensure all pupils achieve. Due to significant disruption to the operation of the school during the 2019-20 academic year, many of the strategies that were being implemented, or scheduled to be implemented, were either paused, or significantly amended to adapt to the changing local and national situation. Our 2020/21 Pupil Premium Strategy is focussed on addressing the barriers that we have identified in our September 2020 Pupil Premium Barriers Analysis, to ensure that all of our pupils are able to move forward with their learning.

### **Additional Information: March 2020- July 2020**

The King's CE School adapted quickly to the significant local and national challenges during the ongoing pandemic. Resources, both academic and pastoral, were harnessed to ensure that our disadvantaged pupils were not as adversely affected compared to their non-disadvantaged peers. A few examples of additional support put in place during this time are:

- Additional ICT resources provided to pupils without computer access at home. Work and additional resources posted home to pupils without access.
- Regular contact from our pastoral teams.
- Over £70,000 worth of FSM support provided to our pupils. Through close collaboration with Wolverhampton Local Authority, our team monitored and helped to identify an additional 10% of families eligible for FSM support.
- Regular communication with parents and pupils, included a survey for pupils and parents in which- 100% of PP pupils and families completing the May survey 'happy with overall support from the school'.


### **Looking Ahead: Pupil Premium Strategy 2020/21**

Our Pupil Premium Strategy is reviewed annually and the impact on individual pupils' educational attainment, as a result of Pupil Premium expenditure and our strategy, is measured, monitored and evaluated robustly. This enables us to ensure that year on year, support systems and processes are in place to improve and accelerate progress and academic achievement for individual pupils. Continual review ensures we are always developing and evaluating programmes and initiatives which will support the engagement and involvement of disadvantaged pupils most effectively.

We recognise that the disruption to our disadvantaged pupils' education from their extended time outside of the classroom will, for many, have increased the attainment gap between their non-disadvantaged peers. However, we also know that our pupils will require additional support, other than academic intervention, to support them with their return to education.

### **Barriers Analysis**

Work has already begun on identifying key situational, dispositional and institutional barriers to learning for our disadvantaged pupils since returning from an extended period away from school. This information, and the review below, has informed our Pupil Premium Strategy 2020/21.

Appendix A: Pupil Premium Review 2019/20				
Review of Academic year	2019/20			
Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated Impact *CV-19 Estimate	Lessons Learned	
D. Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that “Approach to Learning” ratios are in line with other pupils  Improved attainment and progress of PP pupils in external examinations in order to continue to reduce attainment gap between PP and other pupils.	<ul style="list-style-type: none"><li>• Marking and feedback is of a consistently high standard (as detailed in SIP). Opportunities given to pupils off-timetable (100<sup>th</sup> lesson) to respond to teachers’ feedback.</li><li>• Consistent use of protocol allow pupils to develop their own understanding and include elements of self-regulation (SDfL) and collaborative learning (as detailed in SIP).</li><li>• Heads of year to focus on the tracking and monitoring of academic progress identifying links between poor attendance, behaviour and achievement.</li></ul>	<ul style="list-style-type: none"><li>• EEF + 2-3 months/ *1 month actual- embedding formative assessment within our feedback and assessment routines have helped to ensure that pupils are aware of how to improve their learning. QA evidence supports this impact.</li><li>• EEF + 5- 7 months/ *2-3month actual- promotion of self-regulation and collaborative learning in and around school s is helping to support and build our PP pupils’ confidence and engagement in lessons. Pupil Voice data supports this assessment.</li><li>• Focussed monitoring from HOY has supported improvement in pupil PP KS4 outcomes.</li><li>• AP/ HOY monitored and tracked revision sessions for Year 11 ensuring that all pupils attended and received timely support. Attendance at revision sessions tracked and links to improved school results.</li></ul>	<ul style="list-style-type: none"><li>• Through SIP monitoring and evaluation ensuring that high impact assessment and feedback is consistently implemented into our routines. It has been useful to compare the quality and standard of work within PP work scrutinies and identify any in-faculty variation.</li><li>• SIP monitoring and evaluation indicates that more work can be done to build pupils’ metacognition and self-regulation in lessons.</li></ul> <p>Ensuring that subject intervention and other strategies takes place earlier in school year will aid improvement in this area.</p> <p>More regular update meetings involving SLT and Year 11 Head of Year will provide opportunities for shared dialogue and action.</p> <ul style="list-style-type: none"><li>• Regular assemblies with Year groups will provide opportunity for building momentum, engagement and communication with pupils. progress of their year group</li></ul>	
C. Extended Learning completed more consistently and completion viewed as an integral and necessary part of learning. Class Charts to be monitored. Average EL to be at least YR 8 – 1.2 YR 9 – 1.2 YR 10 – 1.3 YR 11 – 1.3 for PP pupils and in line with NPP	<ul style="list-style-type: none"><li>• Extended learning is used consistently and effectively to support learning in class and promote independent learning (as detailed in SIP)</li></ul>	<ul style="list-style-type: none"><li>• EEF +5 months/ *2 month actual- Our Class Charts partnership has supported all with their engagement and monitoring of extended learning. ATL scores in line with desired outcomes for early stage of 2019/20 (pre-lockdown).</li></ul>	<ul style="list-style-type: none"><li>• Through SIP monitoring and evaluation. Further development in staff CPD sessions.</li><li>• “Extended Learning” measures to be included on reports to strengthen partnership with parents.</li><li>• Setting of EL reviewed by HOFs through class charts on a more regular basis.</li></ul>	
Total budgeted cost			Appointment of heads of year	£10000
			Marking and Feedback CPD	£1000

## Targeted support

Desired outcome	Chosen action/approach	Estimated Impact	Lessons Learned
<p>B. Improved attainment and achievement of PP pupils, <i>measured across all year groups through teacher assessment (moderated within and across departments, faculties and through school partnerships) and internal and external assessments.</i></p> <p>D. Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that "Approach to Learning" scores improve over time</p>	<ul style="list-style-type: none"> <li>• Small group sessions for Year 11 PP pupils with PLC support staff.</li> <li>• Small group intensive programme for PP pupils with low attainment in years 7 and 8 – Numeracy and literacy. <i>Catch-up</i> literacy programme to provide intervention through PLC. JON</li> <li>• Peer support of Year 7 PP pupils with Year 12 &amp; 13 DEAR mentors.</li> <li>• Peer mentoring from 6<sup>th</sup> form students offered and encouraged for all PP pupils in Year 11.</li> <li>• Revision guides supplemented (and/or printed) for PP pupils and BTEC exam resit fees waived.</li> <li>• <i>Additional support provided in lessons by intervention colleagues leading to smaller group tuition.</i></li> <li>• Raising aspirations and achievements of more able pupils in years 10 and 11 through:</li> </ul>	<ul style="list-style-type: none"> <li>• <i>EEF + 3-4/ *+1.5 month actual.</i></li> <li>• <i>Positive CAG outcomes, particularly in English.</i></li> <li>• <i>Feedback from pupils involved in the small group sessions suggest programme was impactful. Results indicate improvement for 75% of pupils involved in programme. Improved attendance &amp; behaviour outcomes for majority of initial PLC October cohort.</i> N/A</li> </ul> <p><i>MVP PP mentoring took place with Y9 pupils of concern. Positive impact noted from case studies- evaluation/ data summaries. 100% of pupils involved in mentoring have demonstrated significant behaviour improvements- 33% of pupils have sustained a 100% behavioural improvement. "The MVP has helped my behaviour and changed my approach to lessons."- Pupil Voice.</i></p> <p><i>All PP pupils provided with revision materials in preparation for exams. PP parent survey indicated that 96% 'very happy' with more support/ preparation for PPE exams'.</i></p> <ul style="list-style-type: none"> <li>• <i>EEF +3-4 months/ *1.5month actual - Staff placed on intervention timetable to provide support to PP pupils in maths and English lessons. Subject teachers indicated that this provided a positive support to pupils in lessons.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Review of pupil progress in English in subsequent assessments suggest pupils made positive progress compared with NPP pupils. More focus on PP maths intervention to secure further gains.</i></li> <li>• <i>Feedback/exam analysis by English mentor suggested this strategy was effective. Similar strategies to be used in maths next academic year.</i></li> </ul> <p><i>Ensure that peer support strategies are included in next academic year's programme of support to build relationships and improve outcomes.</i></p> <p><i>Further work to be completed to ensure that the school builds an effective mentoring process for 2020/21 that includes 6<sup>th</sup> form pupils and Year 11.</i></p> <p><i>Feedback from staff and pupils- revision materials to be provided earlier in the academic year to maximise impact.</i></p> <p><i>Ensure that this provision is tracked and monitored and intervention timetable amended to reflect current needs throughout the year. Proforma to be used for staff to record intervention.</i></p> <p><i>Continue to build this programme of support to include more opportunities for parental engagement. PP revision evenings to allow pupils and parents an opportunity to build relationships with SLT mentors.</i></p>

	<ul style="list-style-type: none"> <li>○ Mentoring and guidance for most able PP pupils in year 11, including how to manage pressure, expectation and work load in the lead up to exams</li> <li>○ Underachieving PP pupils in year 11 have an allocated senior staff mentor</li> <li>○ Dinner time and after school small group work for PP pupils in year 11 targeted 8/9 in Maths/Eng/Sci</li> <li>○ University trips to motivate, inspire, raise aspirations and increase cultural capital for PP pupils. Including work through the 'Brilliant Club' and 'Scholars Programme' to involve academic work.</li> </ul> <p>Assistant Principal to have whole school responsibility to co-ordinate PP interventions and support. This will include: A provision map of interventions, implemented to monitor the effectiveness and value for money of all interventions.</p> <p>Provide alternative provision for those pupils who need ongoing, specific support. Use of school PLC to support with small group interventions.</p>	<p><i>Pupils, staff and parents suggested that pupils felt more secure and supported in the build-up and during their exams.</i> <i>N/A- Key pupils were met with and monitored by Y11 SLT link and HOY to provide academic and pastoral support throughout year. CAG data suggest positive outcome/ Case studies suggest that this had positive impact upon pupils' academic outcomes.</i> <i>Lunchtime revision sessions planned and organised. Pupils and staff report positive engagement and attendance at these session- pupil/ staff voice suggest these sessions had positive impact on CAG outcomes. Senior staff met with 8/9 Club pupils each term.</i></p> <p><i>Pupil voice and staff evolve trip evaluations suggest that this year's Brilliant Club/ University trips had positive impact upon Y9 PP pupils' aspirations. "The Scholars Programme is inspiring and has made me realise that there are different paths into university and further education" Pupil Voice.</i></p> <p><i>Assistant Principal able to monitor school wide PP interventions through the work of HOY/ HOFs during fortnightly meetings. This allowed closer monitoring of individual pupils and helped to bring together more joined up subject support where needed. Rigorous data tracking through departmental QLAs supported pupils to make increased progress across the curriculum.</i></p> <p><i>Pupil case studies showed that alternative provision and more targeted and bespoke support</i></p>	<p><i>Further strengthen this provision by ensuring that all PP pupils have an SLT mentor and that this support monitored and tracked throughout the year as per pupil need.</i></p> <p><i>Feedback suggests that attendance at these sessions need to be recorded and tracked more closely- use of Class Charts to aid this. Staff report that these subject intervention session could begin earlier in the year to improve impact.</i></p> <p><i>Ensure that all trips on evolve are regularly updated with PP evaluations to assess impact.</i></p> <p><i>Continue to build a provision map and overview of all PP support to ensure that provision is effective and monitored. Monitor parental support and engagement and link to pupil support strategy.</i></p> <p><i>Consider increasing the school's SLA provision to secure further support from Educational Psychologists for some pupils.</i></p> <p><i>Ensure that online subscription services more closely support the in class learning and assessment.</i></p>
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	Provide the services of an Educational Psychologist and specialist teacher for those pupils who need specific support.	<i>helped pupils to achieve positive exam outcomes.</i>	
	Year 11 subscription to SENECA and Corbett Maths provided PP pupils with additional subject support.	<i>Maths/ Science subject leads reported significant increase in engagement with Y11 EL following its implementation.</i>	
<b>Total budgeted cost</b>		<i>Maths mentors</i>	<b>£2000</b>
		<i>Workshops to reduce exam pressure/anxiety</i>	<b>£1000</b>
		<i>Allocated mentor for all PP pupils in yr 10 and 11</i>	<b>£4300</b>
		<i>Workshops for PP/More Able pupils in English/Maths and Science</i>	<b>£2000</b>
		<i>University Visits and running the 'Brilliant Club'</i>	<b>£500</b>
		<i>Assistant Principal to co-ordinate PP interventions and support</i>	<b>£17,500</b>
		<i>Vice Principal for management</i>	<b>£22,000</b>
		<i>Additional support in lessons resulting in smaller group tuition</i>	<b>£21,000</b>
		<i>Provide alternative provision for those pupils who need ongoing, specific support.</i>	<b>£33,500</b>
		<i>Additional private tuition</i>	<b>£8000</b>
		<i>Provide the services of an Educational Psychologist and specialist teacher for those pupils who need specific support.</i>	<b>£12,000</b>
		<i>Provide SEMH resource base (PLC) for pupils who require targeted support</i>	<b>£11,875</b>
<b><i>Other approaches</i></b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated Impact</b>	<b>Lessons Learned</b>

<p>Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that “Approach to Learning” scores improve over time</p> <p><i>(at least 2.5 and in line with other students.)</i></p> <p>B. Improved behaviour for learning in all lessons and reduced number of behaviour incidents for all pupils and PP pupils</p>	<p>Full access to enrichment activities for PP pupils improves confidence, sense of belonging, staff/pupil relationships, motivation and outcomes.</p> <p>Invite PP students to attend after school, Saturday morning and holiday sessions.</p> <p>Subsidise peripatetic music lessons to increase PP cultural capital.</p> <p>Weekly quiz on current affairs to promote PP pupils understanding of the world around them and increase cultural literacy.</p> <p>Encouragement of more PP pupils to take part in extra-curricular sports, including weekly inter-house sports competitions improve cultural capital.</p> <p>Use of class charts and provision map allows teachers to create strategic seating plans and know their students better.</p> <p>Subsidise school meals</p> <p>Commission a Pupil Premium review</p>	<p>EEF +2months/ *+1month actual Pupil Voice indicates that a number of PP pupils participate (52% compared to NPP) in extra-curricular trips and activities in and outside of school helping to build confidence, aspiration and relationships between staff and pupils. PP ATL scores in majority of Year groups have increased over time (except Y9) and are at least 2.0/ in line with or exceeding NPP pupils for the early stages of 2019/20. 10% more PP pupils achieved our school ‘silver’ award compared with NPP peers.</p> <p>PP Year 6 pupils invited to attend transition summer camp that aided pupil engagement and supported 6-7 transition.</p> <p>Music lessons have been subsidised for approx. 30 PP pupils ensuring that opportunities provided for all.</p> <p>Pupil voice suggests that form time supports them with developing knowledge and awareness of local, national and global issues.</p> <p>EEF + 2 months/ *+1month actual PP pupils encouraged to participate in more extra-curricular sporting activities, including weekly House games. Pupil voice/ staff feedback suggested that this helped to strengthen relationships between members of each House.</p> <p>QA activities show that all teachers use CC to organise/ plan their seating arrangements and know their PP pupils in lessons.</p> <p>School meals are subsidised for PP pupils allowing them to access lunch provision. PP pupils have lunch provided on extra-curricular trips.</p>	<ul style="list-style-type: none"> <li>• More effective/ accurate registers of attendance at extra-curricular clubs and enrichment events needs to take place to ensure that effective monitoring of PP participation takes place.</li> <li>• Staff to encourage participation of PP pupils in extra-curricular sports</li> <li>• For school trips, PP pupils to be made aware financial support is available.</li> <li>• For school trips/visits evaluation form to measure impact of trip/visit with a specific section for impact on PP pupils.</li> </ul> <p>Ensure that all eligible PP Y6 pupils are invited and informed about summer camp. Could invite past Y7 participants to help support the camp activities to promote peer relationships.</p> <p>Ensure that impact of these peripatetic lessons is evaluated. For PP pupils receiving tuition through school, ensure they receive a personalised progression report to be shared more frequently with parents.</p> <p>Encourage pupils to lead on these quizzes to promote literacy and leadership- reading aloud, organising and leading the quizzes in form time will help develop PP pupils’ confidence.</p> <p>More links to be made between House activities and school rewards system to ensure that pupils view activities as valid and seen as connected to whole school rewards systems.</p> <p>Ensure that this feature is fully embedded within classroom practice so that teachers are more able to identify PP pupils in classes and put in place more effective in class intervention.</p> <p>Ensure that trip PP meals are planned in advance and provided for pupils ahead of time to ensure the smooth running of trips.</p> <p>*Report available upon request. Feedback incorporated in school SIP.</p>
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		PP Review to be commissioned 2021	
A. Improved behaviour for learning in all lessons and reduced number of behaviour incidents for all pupils and PP pupils	<ul style="list-style-type: none"> <li>Whole school approach to improving behaviour for learning through provision of CPD, behaviour policy (SDfL) and behaviour interventions (as detailed in the SIP), IE.</li> <li>Led by Vice Principal, Assistant Principal &amp; HOY 11.</li> </ul>	<ul style="list-style-type: none"> <li>Focussed CPD sessions throughout the year provided an opportunity for staff to engage with and improve their classroom behaviour skills. Evidence of improvement through school QA activities and reduction of incidents involving PP pupils during early stage of 2019/20 (pre-lockdown). Whole school behaviour ratio 2019/20 improved by 5% compared to previous year.</li> <li>PP behaviour ratio has seen improved trajectory over the last three years:</li> <li>2017/18- 75%, 2018/19- 80%, 2019/20- 86%.</li> <li>Ratio gap between NPP/PP has narrowed by 2% from 2018/19 to 2020/21.</li> </ul>	<ul style="list-style-type: none"> <li>School QA activities to provide opportunities for follow-up and development with individual staff members.</li> <li>Further support required with staff and use of command language and common approach to behaviour in lessons- to be included in future INSET training.</li> </ul>
D. Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that "Approach to Learning" scores improve over time (at least 2.5 and in line with other students.)	<ul style="list-style-type: none"> <li>Individual pupil profile for all PP pupils, compiled by teachers and support staff, detailing barriers to learning and strategies that work for each PP pupil</li> <li>Develop strategy to record in class intervention using SIMS shared with colleagues. (identified after each data trawl)</li> </ul>	<ul style="list-style-type: none"> <li>Not all PP pupils have had a personalised profile created, however, HOY have worked hard to ensure that information regarding PP pupils is disseminated more effectively to staff through Year Team briefings. Case studies have been created by HOYs to demonstrate impact.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that all Y11 PP pupils are allocated SLT mentor moving forward with key strategies and information shared with staff on a weekly basis.</li> </ul>
E. Improved attendance and punctuality records for PP pupils	<ul style="list-style-type: none"> <li>Rewards, sanctions and follow-ups put in place to improve attendance and punctuality (as detailed in the SIP)</li> <li>Improve attendance through improved engagement</li> <li>Employment of educational welfare officers to liaise and support parents to encourage good attendance.</li> </ul>	<ul style="list-style-type: none"> <li>Rewards linked to improving attendance have helped to raise the profile of good attendance throughout the school. Pupil voice suggest that pupils are aware of importance of good attendance.</li> <li>Gap between PP and NPP pupils reduced slightly overall from 2018/19 to 2019/20 from 1.7%</li> </ul>	Continue to seek out opportunities for promoting good attendance and punctuality through whole school activities like attendance fortnight etc.



		<p>to 1.6% (measured until mid-March due to COVID-19)</p> <ul style="list-style-type: none"><li>• Overall attendance from 18/19 to 19/20 remained stable at 93.9% (measured to the point of study leave for 18/19 and to COVID-19 for 19/20)</li><li>• EWO attendance officer and school attendance officer have helped to support improvement in attendance of PP pupils.</li></ul>	Continue to secure EWO provision from SLA contracts to help target and improve PP 'hard to reach' pupils.	
F. Improved parental engagement so that attendance at Parents' Evenings and other events increases. Improved standard of written reports to parents and increased support for initiatives and interventions put in place to support pupils	<ul style="list-style-type: none"><li>• Whole school approach to improving parental engagement and reporting to parents (as detailed in SIP)</li><li>• Parent/carer of each PP pupil in a year group to be contacted, by phone, by a member of SLT to ensure attendance at parents' evening and, where they cannot attend, an alternative meeting arranged. Minibus will be provided for parents evening to encourage attendance.</li><li>• 3x Y11 PP Kickstarter Evenings provided for all pupils.</li></ul>	<ul style="list-style-type: none"><li>• EEF +3 months/ +1.5 month actual</li><li>• Data suggests improved PP parental attendance at parent evenings in all year groups to 90% average.</li><li>• EEF +3 months/ +1.5 month actual-persistent approach to ensuring the attendance of all PP pupils has helped to secure improved attendance rates at school evening events.</li><li>• Parents reported that these evenings were useful to support their children's exam preparation.</li></ul>	<p>Continue to ensure all parent evenings and events are high profile with opportunities for transport to and from the events offered to all pupils if needed to help increase attendance.</p> <p>Continue to maintain consistency of commitment across all Year groups to ensure that we maximise attendance at key events throughout the year.</p> <p>Ensure that Y11 PP specific evenings are not arranged too soon after the whole year group parents' evenings due to risk of reduced attendance.</p>	
B. Improved attainment and achievement of PP pupils, measured across all year groups through teacher assessment (moderated within and across departments) and internal and external assessments	<ul style="list-style-type: none"><li>• Improved reading ages for pupils in years 7 and 8 through use of targeted intervention.</li><li>• Book Bus funding to provide a reading book of choice for all PP pupils in years 7 and 8</li><li>• Staff to use data analysis system SISRA to inform planning and future interventions.</li><li>• Ongoing training/CPD to ensure all staff can use SISRA effectively</li></ul>	<ul style="list-style-type: none"><li>• A variety of reading activities/ strategies used to improve reading levels of targeted Year 7/8 PP pupils in PLC. Staff suggest positive impact upon pupils' reading and literacy. 75% of pupils involved in additional reading support have demonstrated improvement.</li></ul> <p>SISRA is fully embedded within faculties to help ensure that careful tracking and monitoring of PP pupils' progress takes place. Pupil interventions are informed by this programme.</p>	<p>Regular monitoring of reading levels and targeting pupils as necessary by key staff for all Y7/8 pupils.</p> <p>Through QA activities and monitoring ensure that SISRA is further embedded into ways of working.</p>	
Total budgeted cost		After school and holiday sessions		£2000
		Subsidise peripatetic music lessons		£20000

	<i>Subsidise visits and trips</i>	<b>£4000</b>
	<i>Weekly quiz</i>	<b>£400</b>
	<i>Commission an external pupil premium review</i>	<b>£800</b>
	<i>Vice Principal to lead on behaviour</i>	<b>£30,000</b>
	<i>Restorative Practice co-ordinator</i>	<b>£25,000</b>
	<i>Attendance officer</i>	<b>£14,000</b>
	<i>Educational Welfare Officer</i>	<b>£4000</b>
	<i>Parents of PP pupils to be contacted by phone prior to parent evenings</i>	<b>£3000</b>
	<i>Minibus service to run of parents evenings</i>	<b>£2000</b>
	<i>School meals subsidy</i>	<b>£4400</b>
	<i>SISRA data analysis programme and ongoing related CPD</i>	<b>£3000</b>

