

Pupil premium strategy statement: The Kings CE School, Wolverhampton

1. Summary information					
School	The Kings CE School, Wolverhampton				
Academic Year	2019/20	PP budget	£247,775	Date of most recent PP Review	Sep 19
Total number of pupils (Yr 7-11)	Sept 19- 553 Sept 18 – 573	Number of pupils eligible for PP Sept 19- 265 (48%) Sept 18 - 269 (47%)		Date for next internal review of this strategy	April 20

2. Current attainment		
*2018/19 figures still require validation	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (school average)</i>
Progress 8 score average (from 2015/16)	-1.05	-0.82
Attainment 8 score average (from 2015/16)	40.3	42.27
Progress 8 score average (from 2016/17)	-0.42	+0.1
Attainment 8 score average (from 2016/17)	41.26	48.76
Progress 8 score average (from 2017/18)	-0.47	-0.16
Attainment 8 score average (from 2017/18)	36.1	49.8
Progress 8 score average (from 2018/19)	-0.48	+0.047
Attainment 8 score average (from 2018/19)	41.78	45.91

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Behaviour issues from a small number of pupils in each year group has a detrimental effect on the progress of themselves and others. 2018/19 behaviour data suggests 80% of 2018/19 FTEs recorded by PP pupils.
B.	2018/19 progress data suggests that middle and low attaining pupils who are eligible for PP make less progress than low and middle attaining pupils who are not eligible.
C.	Completion of Extended Learning is inconsistent, particularly for PP pupils; this means pupils in KS4 are unprepared for the quantity and depth of independent work required for success at GCSE level. School survey data indicates that many PP pupils have limited access to effective learning environment at home.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	

D.	Lack of opportunities to raise cultural capital and aspirations; particularly for PP pupils.
E.	Attendance and punctuality rates for PP pupils are lower than that of non-PP pupils and lower than national averages for all pupils. This reduces their school hours and causes them to fall behind on average.
F.	Barriers parental engagement and support for interventions. PP parental engagement has been a challenge with regard to attendance at parent evenings/ PTA and parent forum compared to non-PP pupils.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved behaviour for learning in all lessons and reduced number of behaviour incidents for all pupils; particularly PP pupils.	Proportion of behaviour incidents involving PP students is equal to or lower than proportion of NPP students in the school Total number of behaviour incidents is reduced and the number of PP pupils involved in behaviour incidents is reduced Learning walk, SSR and pupil voice all evidence improved behaviour for learning in all year groups
B.	Improved attainment and progress of PP pupils in external examinations	KS3 progress of PP pupils in line with those of NPP pupils and in line with their targets. Progress 8 scores of PP pupils in line with NPP pupils and national averages. Where PP pupils are falling behind, interventions are put in place, recorded and measured, overseen by CTLs, HOY and SLT
C.	Extended Learning is completed more consistently and its completion is viewed as an integral and necessary part of the learning progress. Class Charts' EL is monitored. "Extended Learning" measures on reports indicate completion and quality of extended learning is improved	"Extended Learning" measures for PP pupils show an increased proportion of "greens" to indicate completion is good and deadlines are met. Extended Learning is set, recorded and completed in all subjects using Class Charts. Learning walk, SSR, book monitoring and pupil voice all evidence improved completion of Extended Learning in all year groups
D.	Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that "Approach to Learning" ratio scores improve over time. Proportion of PP pupils retaining their SDfL behaviour points increases each time. Proportion of school leadership positions filled by PP pupils increases.	Average AtL ratios of PP pupils improve and are in line with non-PP pupils. Average AtL ratios improve for all pupils Proportion of PP pupils continuing into Post 16 education increases. Proportion of PP students moving on to universities/Russell Group universities increase. Proportion of PP pupils in the 20:20 SDfL Club increases each term. 50% PP aim for all pupil leadership positions.
E.	Improved attendance and punctuality records for PP pupils	Trends show that attendance and punctuality rates of PP pupils are improving and are in line with NPPP pupils in the school and national averages for all pupils

		The percentage of PP pupils who are persistent absentees is reduced Improved attendance and engagement of PP pupils at extra-curricular activities monitored through Class Charts. Rewards to be used to promote engagement.
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. Focused subject interventions to start earlier in the academic year with attendance compulsory for selected PP pupils.	Improved rates of attendance at parents' evenings All parents come into school to discuss the progress of their child when invited, either at a parents' evening or at an alternative date Parents feel more involved in their child's education as evidenced in parental surveys

5. Planned expenditure					
Academic year		2019/20			
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.					
i. 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?
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	<ul style="list-style-type: none">Marking and feedback is of a consistently high standard (as detailed in SIP). Opportunities given to pupils off-timetable (100th lesson) to respond to teachers’ feedback.	<ul style="list-style-type: none">EEF + 8 monthsEEF + 5 months	<ul style="list-style-type: none">Through SIP monitoring and evaluationThrough SIP monitoring and evaluation	LUD/SUT	Jan 20
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">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).Heads of year to focus on the tracking and monitoring of academic progress identifying links between poor attendance, behaviour and achievement.	<ul style="list-style-type: none">Positive outcomes from similar strategy used 2017/18 (Yr 11 HOY)Need to coordinate all intervention (and revision sessions for Year 11)	<ul style="list-style-type: none">Weekly update meetings involving SLT and Year 11 Head of YearRegular assemblies with Year groupsCalendared meetings for HOY to feedback to extended SLT regarding progress of their year group	LUD/ SUT	Jan 20
				SUT/LIN/H OY	

<p>C. Extended Learning completed more consistently and completion viewed as an integral and necessary part of learning. Class Charts to be monitored.</p> <p>Average EL to be at least</p> <p>YR 8 – 1.2</p> <p>YR 9 – 1.2</p> <p>YR 10 – 1.3</p> <p>YR 11 – 1.3 for PP pupils and in line with NPP</p>	<ul style="list-style-type: none"> Extended learning is used consistently and effectively to support learning in class and promote independent learning (as detailed in SIP) 	<ul style="list-style-type: none"> EEF + 5 months 	<ul style="list-style-type: none"> Through SIP monitoring and evaluation. “Extended Learning” measures on reports Setting of EL reviewed by SLT through Class Charts. 	GRE	after each data trawl
Total budgeted cost		Appointment of heads of year			£10000
		Marking and Feedback CPD			£1000
		Administrator to track interventions			£2000

ii. 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?
<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</p>	<ul style="list-style-type: none"> Small group sessions for Year 11 PP pupils with PLC support staff. 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 Peer support of Year 7 PP pupils with Year 12 & 13 DEAR mentors. 	<ul style="list-style-type: none"> EEF + 5 months Positive outcomes from similar strategy used last year Feedback from pupils involved in the small group sessions EEF +4 months Success of programme in school last year 	<ul style="list-style-type: none"> Review of pupil progress in subsequent assessments. Feedback/analysis by Maths mentor Feedback/analysis by AR lead Pupil voice Analysis of data in Maths and English Pupil voice, analysis of data and strategic pairings overseen by heads of year 	<p>MIT</p> <p>MIT/ JON</p> <p>KAU</p>	<p>Dec 2019+ March 2020+ June 2020</p> <p>Dec 2019</p> <p>Dec 2019+ March 2020+ June 2020</p>

<p>to Learning” scores improve over time</p>	<ul style="list-style-type: none"> • Peer mentoring from 6th form students offered and encouraged for all PP pupils in Year 11. • Revision guides supplemented (and/or printed) for PP pupils and BTEC exam resit fees waived. • <i>Additional support provided in lessons by intervention colleagues leading to smaller group tuition.</i> • Raising aspirations and achievements of more able pupils in years 10 and 11 through: <ul style="list-style-type: none"> ○ 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 ○ Underachieving PP pupils in year 11 have an allocated senior staff mentor ○ Dinner time and after school small group work for PP pupils in year 11 targeted 8/9 in Maths/Eng/Sci ○ 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. <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>	<ul style="list-style-type: none"> • <i>EEF +5 months</i> • <i>EEF +5 months</i> • <i>EEF +4 months</i> • <i>EEF + 2 months</i> • <i>Success of programme in previous years in managing the stress and worry of most able in the run up to GCSE examinations</i> • <i>Raising aspiration together with significant academic component, shown to be effective.</i> 	<ul style="list-style-type: none"> • <i>Liaison with FEA to ensure strategic pairings</i> • <i>One-to-one interviews and follow-up with year 11 pupils (By SLT/HOY 11)</i> • <i>Feedback from teachers, pupil voice, tracking of progress</i> • <i>Feedback from teachers, pupil voice, tracking of progress</i> • <i>Analysis of more able data</i> • <i>Pupil voice</i> • <i>Tracking of progress</i> 	<p>ALN/K AU</p> <p>SUT/ LIN</p> <p>SUT</p> <p>SUT/K AU/LI N</p> <p>LIN/ SUT</p>	<p>Dec 2019+ March 2020+ June 2020</p> <p>DEC 19</p>
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	Provide alternative provision for those pupils who need ongoing, specific support. Use of school PLC to support with small group interventions. Provide the services of an Educational Psychologist and specialist teacher for those pupils who need specific support.				
Total budgeted cost		Maths mentors			£2000
		Workshops to reduce exam pressure/anxiety			£1000
		Allocated mentor for all PP pupils in Yr 10 and 11			£4300
		Workshops for PP/More Able pupils in English/Maths and Science			£2000
		University Visits and running the 'Brilliant Club'			£500
		Assistant Principal to co-ordinate PP interventions and support			£17,500
		Vice Principal for management			£22,000
		Additional support in lessons resulting in smaller group tuition			£21,000
		Provide alternative provision for those pupils who need ongoing, specific support.			£20,000
		Additional private tuition			£8000
		Provide the services of an Educational Psychologist and specialist teacher for those pupils who need specific support.			£12,000
		Provide SEMH resource base (PLC) for pupils who require targeted support			£11,875
iii. 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?
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.)	Full access to enrichment activities for PP pupils improves confidence, sense of belonging, staff/pupil relationships, motivation and outcomes.	EEF +3months	<ul style="list-style-type: none">Registers of attendance at extra-curricular clubs and enrichment events.Targeted invites for PP pupils to apply for school leadership roles (aim for 50%)Staff to encourage participation of PP pupils in extra-curricular sportsFor school trips, PP pupils to be made aware financial support is available	LIN/ PUG	Oct 19
	Invite PP students to attend after school, Saturday morning and holiday sessions.	EEF +2months		PUG	Dec 19
		EEF + 4 months		SUT	Oct 19
	Subsidise peripatetic music lessons to increase PP cultural capital.	EEF + 2 months			

E. Improved attendance and punctuality records for PP pupils	<ul style="list-style-type: none"> Rewards, sanctions and follow-ups put in place to improve attendance and punctuality (as detailed in the SIP) Improve attendance through improved engagement Employment of educational welfare officers to liaise and support parents to encourage good attendance. 	<ul style="list-style-type: none"> Strategies have worked in similar schools Engagement is key to pupils wanting to be in school 	<ul style="list-style-type: none"> Through SIP monitoring and evaluation Attendance officer 	SUT/ BAR	Dec 2019+ March 2020+ June 2020
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"> Whole school approach to improving parental engagement and reporting to parents (as detailed in SIP) 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. 	<ul style="list-style-type: none"> EEF +3 months EEF +3 months 	<ul style="list-style-type: none"> Through SIP monitoring and evaluation 	SUT	After each parents evening
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"> Improved reading ages for pupils in years 7 and 8 through use of targeted intervention. Book Bus funding to provide a reading book of choice for all PP pupils in years 7 and 8 Staff to use data analysis system SISRA to inform planning and future interventions. Ongoing training/CPD to ensure all staff can use SISRA effectively 	<ul style="list-style-type: none"> EEF +5 months Pupils who read for pleasure do better academically 	<ul style="list-style-type: none"> Regular monitoring of reading levels and targeting pupils as necessary 	SUT/ LIN/B LA	Dec 19
Total budgeted cost		After school and holiday sessions			£2000
		Subsidise peripatetic music lessons			£20000
		Subsidise visits and trips			£4000
		Weekly quiz			£400

	<i>Commission an external pupil premium review</i>	£800
	<i>Vice Principal to lead on behaviour</i>	£30,000
	<i>Restorative Practice co-ordinator</i>	£25,000
	<i>Attendance officer</i>	£14,000
	<i>Educational Welfare Officer</i>	£4000
	<i>Parents of PP pupils to be contacted by phone prior to parent evenings</i>	£3000
	<i>Minibus service to run of parents evenings</i>	£2000
	<i>School meals subsidy</i>	£4400
	<i>SISRA data analysis programme and ongoing related CPD</i>	£3000
	£247,775	

