

Pupil premium strategy statement 2017-18

1. Summary information					
School	Kings College Guildford				
Academic Year	2017-18	Total PP budget	£135, 040	Date of most recent PP Review	May 2017
Total number of pupils	333	Number of pupils eligible for PP	150	Date for next internal review of this strategy	Dec 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2016-17 only)	14%	45.7%
% achieving expected progress in English / Maths (2016-17 only)	English – 37.5% Maths – 25%	English – 52.4% Maths – 63.4%
Progress 8 score average	-1.3	-0.63
Attainment 8 score average	24.11	36.49

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy and numeracy skills for PP students entering Year 11 are lower than for other pupils based on prior attainment.
B.	Gaps in previous poor teaching need to be addressed in English, Maths and Science in order to secure good progress.
C.	Higher attainers have not achieved as well as they should.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance for PP students is 91.04% (May 2017). It needs to be at least 91.5% to be in line with national average.
E.	Many students do not have a quiet space or equipment to aid learning at home.
F.	Low aspirations prevent some PP students from achieving their potential

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	High levels of progress in literacy and numeracy for all PP students.	Pupils eligible for PP make more progress than 'other' pupils so that 100% meet expected progress targets and 50% exceed progress targets. This will be evidenced using the two formal assessment periods in December and June.
B.	Secure good progress through classroom teaching and intervention in English, Maths and Science.	Core lesson observations and book scrutiny show an improvement in the quality of completed work. Interventions are measured using quantitative data.
C.	Improved rates of progress for higher attaining pupils eligible for PPG.	Appropriate levels of challenge evident through lesson observations and book scrutiny. All teachers confident in delivering the new specifications to the highest grades. Maths and English curriculum sufficiently challenging for the most able from Year 7.
D.	Increased attendance for pupils eligible for PPG.	Reduction in the number of PA amongst pupils eligible for PPG to below 10%. Attendance for the PP cohort at least in line with national averages.
E.	Students are able to develop independent study skills and complete learning outside of the classroom.	All students take responsibility for their own books. Homework is set regularly – every lesson, every day. Homework club is well attended by students eligible for the PPG. Homework is regularly completed by students eligible for the PPG.
F.	All stakeholders have high aspirations for all students leaving Kings College.	The number of students who leave Kings College equipped and prepared for level 3 courses is increased. All students eligible for PPG participate in an aspiration activity.

5. 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.

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 implementation?
A	Introduction of new literacy marking policy	Whole school approaches to literacy in every classroom are well recognised through educational research e.g. Allan Luke. Consistency in approach here is critical due the high number of SpLD students at Kings.	New policy launched as part of the feedback policy in July 2017. This allows staff time to prepare and plan over the summer. Book reviews and classroom observations to monitor the application of the policy. Continued review and refinement to ensure it is impactful on student progress.	WAL/ ENT	Ongoing
B & C	Introduction of new feedback policy	John Hattie's Visible Learning and the EEF toolkit suggests that high quality feedback is an effective way to improve attainment. This approach can be embedded across the school.	New policy launched in July 2017. This allows staff time to prepare and plan over the summer. Book reviews and classroom observations to monitor the application of the policy. Continued review and refinement to ensure it is impactful on student progress.	WAL/ ENT	Ongoing
B & C	Individual CPD plans for staff based on three priority strands	These offer a combination of pedagogical knowledge and subject knowledge which are said to be effective in The Teacher Development Trust research review on professional	Individual plans to be submitted centrally and created through discussion with Heads of Subject. CPD opportunities to be reviewed for impact measures.	TAY/ Heads of Subject	February 2018

A, B & C	Introduction of 100 minute lessons	P. Sammons et al. Key characteristics of effective schools. This research cites maximising learning time as a key characteristic of an effective school. Local research has been carried out at two schools.	Clear communication with evidence based rationale to all stakeholders. Staff training supplied by school staff already operating this in June 2017. A set lesson plan format provided to staff to ensure consistency in learning experience.	WAL/ SLT	Ongoing
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Total budgeted cost £5000

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 implementation?
A & B	Year 11 small group Maths Intervention	EEF toolkit suggests that small group tuition has positive impact on pupil progress.	Coordinated by the Head of Maths. Planned communication between intervention team and classroom teachers.	PET/WIJ	Each module using test scores
A & B	Year 8 Maths small group SEND Intervention	The EEF toolkit suggests that small group tuition is a successful tool in supporting students with gaps in their knowledge to make more progress.	Organised and run by a specialist Maths HLTA. Regular intervention times. Students making less progress in Maths identified for intervention by SENCo	ROB/OLI/MAL	Use of KS2 NCT Paper1: arithmetic to measure impact each module
A & B	Year 9 Maths small group SEND Intervention	The EEF toolkit suggests that small group tuition is a successful tool in supporting students with gaps in their knowledge to make more progress.	Organised and run by a specialist Maths HLTA. Regular intervention times. Students making less progress in Maths identified for intervention by SENCo	ROB/OLI/MAL	Use of KS2 NCT Paper1: arithmetic to measure impact each module
A & B	Year 10 Maths small group SEND Intervention	The EEF toolkit suggests that small group tuition is a successful tool in supporting students with gaps in their knowledge to make more progress.	Organised and run by a specialist Maths HLTA. Regular intervention times. Students making less progress in Maths identified for intervention by SENCo/ Head of Maths	ROB/OLI/MAL	Use of KS2 NCT Paper1: arithmetic to measure impact each module

A & B	Year 11 Maths small group SEND Intervention	The EEF toolkit suggests that small group tuition is a successful tool in supporting students with gaps in their knowledge to make more progress.	Organised and run by a specialist Maths HLTA. Regular intervention times. Students making less progress in Maths identified for intervention by SENCo/ Head of Maths	ROB/OLI/MAL	Reviewed each module based on in school summative assessments.
B & C	Year 11 Most Able 1:1 Maths Tuition	1:1 tuition has proven to be a successful tool in accelerating student progress.	Organised and run by a specialist Maths HLTA. Regular intervention times. Students making less progress in Maths identified for intervention by SENCo/ Head of Maths	ROB/SYK/ OLI/MAL	Reviewed each module based on in school summative assessments.
B	Year 11 Maths and Science tutoring	The EEF toolkit suggests that small group tuition is a successful tool in supporting students with gaps in their knowledge to make more progress.	Most able students making least progress identified to work with volunteers from the University of Surrey. Regular times for intervention.	TRO/TAY/WIJ	Increased breadth and depth of subject knowledge (KO6) Increased knowledge of skills required for HE (KO7) Increased subject specific confidence (AO7) Increased confidence in applying the skills required for HE (AO8). Reviewed termly.
A	Year 7, 8 and 9 writing skills intervention with a Primary trained specialist	Has proven to be effective in other secondary schools and acts as training for the English department on transition from KS2 to KS3 English.	Coordinated by Head of English and GEP learning and teaching primary specialist.	PNK/ HEW	Measured each term: 1. All students to improve on baseline score for SPaG elements in initial writing assessment. 2. Students to have a total score of 27 or above (out of 34), by the end of the year. 3. All students to have improved score by 50%, against previous score, each term.
A	Lexia – mastering essential reading skills	Nationally recognised to have impact.	Delivered by a trained HLTA and monitored by the SENCo	ROB/OLI/SYK	Students reading age will increase to that expected of students at the end of Year 6. On completion of the course each student will have covered all the skills necessary to be

A & B	Reading and Spelling intervention	The EEF toolkit suggests that small group tuition is a successful tool in supporting students with gaps in their knowledge to make more progress.	Organised and run by a specialist HLTA. Regular intervention times. Students with low reading and spelling scores identified for intervention by SENCo.	ROB/OLI/SYK/GIL	Baseline testing using Single Word Spelling Tests each module. Baseline reading using a series of finely levelled books from Rapid Plus each module.
A	Improving Handwriting for SEND students	Essential skills building to ensure confident learners and legible work that students can feel proud of.	Organised and run by SENCo. Regular intervention times. Students with poor handwriting identified for intervention by SENCo.	ROB/OLI	Improved handwriting monitored each module following the course and evidenced through book scrutiny.
A & B	Year 11 English Language Exam: AO2 (Analysis of Language, Form, and Structure).	The EEF toolkit suggests that small group tuition is a successful tool in supporting students with gaps in their knowledge to make more progress.	Coordinated by the Head of English.	PNK	Students to improve raw score (out of 10) for AO2 English Language style questions. Students will be judged to have improved once they have scored a mark higher than 6 out of 10 for 3 consecutive tests. To be reviewed each module.
A	Year 9 girls group dyslexia intervention Main aims; 1. To improve spelling of common KS3 vocabulary 2. To encourage reading and to improve fluency and accuracy 3. To deliver strategies for improving the structure of writing	The EEF toolkit suggests that small group tuition is a successful tool in supporting students with gaps in their knowledge to make more progress.	Delivered and coordinated by a specialist trained HLTA.	ROB/FRA	Measured at the end of each course of intervention using spelling and reading test scores.
B	Year 11 Science Intervention lessons	The EEF toolkit suggests that small group tuition is a successful tool in supporting students with gaps in their knowledge to make more progress.	Coordinated by Year 11 Science raising achievement lead.	GAR/TAY	Impact measured each module through internal summative assessment data.
F	Year 9 American Football sport mentoring	Mentoring is an effective approach to raising aspirations and accelerating progress as cited in the EEF toolkit.	Organised by the WP coordinator	TROWAL	Dec 2017

E	Memory Magic	A recognised course to help students who have working memory difficulties.	Coordinated by a specialist trained HLTA	ROB/LAU	At the end of each course using the Memory Magic impact tool
E	Strategies to improve working memory	Based upon educational research on working memory. Students will have a better understanding of work they are doing and they will find strategies to support them in retaining new	Coordinated by a specialist trained HLTA	ROB/LAU	At the end of each course using the Memory magic impact tool
D, E & F	ELSA	Social and emotional learning is a key aspect for a number of our most vulnerable students in receipt of the PPG. This is an intervention cited on the EEF Toolkit.	Coordinated by a specialist trained HLTA	ROB/LAU	Each module using a student start and end self-assessment.
D, E & F	1:1 Wellbeing mentoring	Social and emotional learning is a key aspect for a number of our most vulnerable students in receipt of the PPG. This is an intervention cited on the EEF Toolkit.	Coordinated by a specialist trained HLTA	ROB/LAU	Each module using a reduction in behavioural logs as a measure.
D, E & F	Eikon	Social and emotional learning is a key aspect for a number of our most vulnerable students in receipt of the PPG. This is an intervention cited on the EEF Toolkit.	Student referral system in place. Established successful intervention programmes to run. Coordination between EIKON and VP.	WAL/ EIKON	Each intervention will be reviewed based on individual impact criteria each module.
D	Surrey Education Welfare Buyback Service	Has previously proven to be successful at the school allowing for earlier intervention with poor attendance.	Organised by school attendance officer and overseen by VP.	GRA/PER	Attendance to be monitored every two weeks with EWO.
B & C	Period 6 provision and additional holiday targeted revision sessions for students.	Extending the school day is cited as an effective method of raising attainment in the EEF toolkit.	Coordinated by Year 11 SLT lead.	SIL	Participation to be monitored each module.
D & E	Targeted sports, arts and extra –curricular participation	EEF toolkit suggest an increase in educational engagement and attainment.	Promotion of after school provision to students and parents and clear monitoring of participation rates through Edukey software.	WAL	Participation rates monitored each module.
B & D	Use of alternative learning provisions for targeted students	Previous involvement of students in quality ALP courses has proved to be successful.	All students and parents to be involved in review of ALP each module.	SYK/ROB	Each module based on individual targets for each student.

F	Widening Participation Events	Although the EEF toolkit does not suggest that aspiration activities does not contribute to accelerating progress, Kings College sees this as a crucial educational engagement factor for both our pupils and families.	Organised by the WP coordinator	TRO	Each individual event to be impact measured.
Total budgeted cost					£122,000
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 implementation?
D	Surrey Education Welfare Buyback Service	Improving attendance for students is crucial to improving their attainment. NfER briefing for school leaders identifies addressing attendance as a key step.	Fortnightly meetings with EWO.	GRA/PER	Attendance rates measured every two weeks with the EWO.
E	Homework club	Meta Cognition and self-regulation strategies and homework score well on the EEF Toolkit. This is an important step for the school in ensuring that students engage within the learning process.	Register kept each week of participation. Students targeted based on incomplete homework data each week.	FER	Participation and completion rates monitored each module.
F	University of Surrey Widening Participation Coordinator	The University of Surrey have a bank of research on the impact of WP events with students who qualify for WP, including those in receipt of PPG.	Regular line management in school and at the University of the WP coordinator. A member of the governing body from the University of Surrey. Liaison regarding the selection of students for individual events.		Impact measurements of each event.
Total budgeted cost					£8000

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

