

Pupil premium strategy statement 2018-19

1. Summary information					
School	Kings College Guildford				
Academic Year	2018-19	Total PP budget	£130,900	Date of most recent PP Review	June 2018
Total number of pupils	305	Number of pupils eligible for PP	128	Date for next internal review of this strategy	Dec 2019

2. Current attainment		
	Pupils eligible for PP (Kings College)	All Pupils (provisional national average 17/18 data)
% achieving 4+ in EM (2017-18 only)	31%	65.2%
% achieving expected progress in English / Maths (2017-18 only)	English – 48% Maths – 35%	
Progress 8 score	-1.12	0.01
Attainment 8 score	30.33	47.2

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.	Gaps in previous poor teaching need to be addressed in English, Maths and Science in order to secure good progress.
B.	Transition to support continued progress for our vulnerable students.
C.	Higher attainers have previously not achieved as well as they should and this cohort has a higher number of high attainers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance for PP students is %. It needs to be at least % 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.

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4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	High levels of progress in literacy, numeracy and oracy 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.	Curriculum to ensure sustained progress from Year 6-7.	Curriculum review to ensure all subject leads are confident that curriculum for Year 7 appropriately compliments and continues learning from Year 6.
C.	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 95%.
D.	Students develop independent study skills and complete learning outside of the classroom to ensure they are fully prepared for continued success in post-16 learning and education.	Pupil Premium children will achieve an attainment 8 score which is in line with national averages. Homework club is well attended by students eligible for the PPG and homework is regularly completed by students eligible for the PPG. Metacognition strategies ensure classroom progress translates into outcomes. Core lesson observations and book scrutiny show an improvement in the consistency of low stakes quizzing, spaced retrieval, worked examples, practice testing etc.
E.	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.

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5. Planned expenditure					
Academic year		2018-19			
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	Whole school approach to literacy, numeracy and oracy developed.	EEF research shows that oral interventions consistently have a positive impact.	A lead team of staff to develop a strategy and implementation plan.	FER	July 2019
B	Subject leads to review their own curriculum to ensure smooth transition from Year 6 to 7.	Research Report DCSF-RR019	Subject leads to visit primary schools in order to gain knowledge of the Year 6 curriculum.	WAL	Dec 2019
D	A focus on metacognition strategies.	EEF research shows metacognition strategies as having one of the greatest impacts on student progress.	CPD based on metacognition strategies. Quality assuring the consistency of low stakes quizzing, spaced retrieval, worked examples, practice testing etc. Outcomes.	WAL/ FER	Dec 2018 and July 2019
D	Improving homework to ensure it is progress focused.	EEF research shows that homework amongst secondary age students has a positive effect on progress and learning if the homework is appropriate.	2 clear foci for homework: <ul style="list-style-type: none"> To practise what you have already learnt To pre load learning 	FER	January 2019
D	Ensure a wide range of extra-curricular opportunities in order to build cultural capital.	SecEd Research	Target students to ensure that all participate in extra-curricular activities.	WAL	Each term
Total budgeted cost					£10,000

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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	Small group Maths intervention	EEF toolkit suggests that small group tuition has positive impact on pupil progress.	Coordinated by the Head of Maths.	WIJ	Each term using test scores
A	SEND 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 term based on in school summative assessments.
A	English Intervention	EEF toolkit suggests that small group tuition has positive impact on pupil progress.	Coordinated by the Head of English	PIM	Each module using test scores
A	Year 7 and 8 additional literacy lessons.	Has proven to be effective.	Coordinated by Head of English.	PNK/ GIL	Reading test scores.
A	SpLD 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.	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.
A & D	Use of laptops in lessons	Available for students who qualify for this as their usual way of working.	Coordinated by SENCO	ROB/LAU	Impact measured each module through internal summative assessment data.

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C, D & E	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.
C, D & E	1:1 Wellbeing mentoring/ emotional mentoring with a trained psychologist	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.	HAM/ EIKON	Each intervention will be reviewed based on individual impact criteria each module.
A, D & E	Period 4 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.	COL	Participation to be monitored each module.
A, C & 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.	LAU/ ROB	Each module based on individual targets for each student.
Total budgeted cost					£115,000

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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?
C	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.	Weekly meetings with EWO.	MOU/PER	Attendance rates measured every two weeks with the EWO.
D	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.
E	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					£5000

