

## **Kings College Guildford - Pupil Premium Information for 2015-16**

For the academic year 2015-16 we have received £157,547 through the pupil premium grant. This group of students is referred to as 'disadvantaged' by the government and the funding is provided to close the attainment gap between these students and the rest of the cohort.

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of students on roll (current)	390
Total number of pupils eligible for pupil premium (current)	167
Amount of PPG received per pupil	£935
<b>Total amount of PPG received 2014-15 (based on 168.5 eligible pupils)</b>	<b>£157,547</b>

<b>Previous performance of disadvantaged pupils</b> (pupils eligible for free school meals, in local authority care for at least six months, or children of service personnel)	
	<b>Summer 2015 PP</b>
% of pupils making expected progress in English	43% (38%)
% of pupils making expected progress in Maths	38% (38%)
Average Year 11 BEO	73.67% (81.25%)

### **Profile of our Pupil Premium**

- 40% of our disadvantaged students have a SEND in comparison with the non-pupil premium students only 18% of whom have SEND.
- 60% of our students with statements for SEND are disadvantaged
- Only 5% of our EAL students are disadvantaged.
- A high proportion of our disadvantaged students entered with Level 3 or below grades for English.
- A high proportion of our disadvantaged students entered with Level 3 or below grades for Maths.
- A high proportion of our disadvantaged students are Midyis Band C or D on entry.
- 71% of our most vulnerable students (as listed on our Pyramid of Need) are disadvantaged students.

The funding for pupil premium is carefully allocated so that it is spent on supporting the students most eligible. Although a high proportion of our 'disadvantaged' students have low prior attainment, we do not put a ceiling on our expectations of their progress and attainment. Careful analysis of entry data is made to assess students' needs on an individual and group basis. Progress is monitored through termly analysis of progress data alongside prior attainment and contextual information about all of the students' wellbeing. The Laser Meetings and Care Committees ensure that we allocate funding to interventions that will have impact on improving achievement for key groups of students and individuals. We value the importance of quality first teaching in order to meet all of our learners needs. All teachers are aware of the students that are eligible for pupil premium funding and they are responsible for implementing strategies within their classrooms to improve their progress.

### **Objectives in spending PPG**

- Narrow the gap between pupil premium students and the rest of the cohort
- Improve levels of progress made by pupil premium students
- Develop literacy and numeracy skills for pupil premium students
- Develop the resilience and wellbeing of pupil premium students
- Provide tailored provision for pupil premium students with complex needs
- Provide opportunities to extend pupil experience and expectations

### **Summary of spending and actions taken and planned for the current academic year:**

Wellbeing Interventions: HSLW increased time and focus, mentoring schemes, Youth worker and Learning Support Mentor support of individuals and key groups, 1:1 tailored transition for the most disadvantaged.

Literacy Interventions; Literacy Circuit lessons, 3A Booster Year 7 Sessions, 4C Booster Year 7 Sessions, Reading Buddies for Red Readers, Yr8/9/11 Red Reader Guided Reading sessions and the appointment of a Literacy Coordinator.

Numeracy Interventions; Numeracy workshop lessons, 3A Booster Year 7 Sessions, 4C Booster Year 7 Sessions, C/D Borderline GCSE maths support sessions and the appointment of a Numeracy Coordinator.

Progress Interventions; LoP GCSE maths support sessions and Yr8 and Yr 9 Booster Sessions for students failing to achieve expected LoP. KS4 additional intervention sessions to support students not on target to make expected levels of progress. Additional support for year 11 students creating revision timetables and purchasing revision guides for them.

### **Further actions:**

- Greater focus on the development of interventions for students at KS3 not making expected levels of progress.
- Focus on year 10 students and early intervention during academic year to support progress during KS4.
- Ring-fenced bursary for students requiring financial support and student voice used to meet their needs.
- Intervention module to be repeated to monitor progress of groups and to allocate new provisions for the new academic year.
- Termly analysis of groups at Laser Meeting using intervention model focused on Prior Attainment Concerns, Needs Concerns and Progress Concerns to find sub-categories for tailored support.

Record of PPG spending by item/project for 2014-15				
Item/project	Cost	New/ cont.	Objective	Outcome
Small class sizes	£126,000	Cont	Class sizes have been kept small for a third year for all middle and low ability classes to ensure that teacher ratio of time is high due to the needs of our learners.	Improved behaviour and engagement in lessons.  (170 students)
Tailored Timetable for students entering on level 3 and lower.	included above	Cont	Students with low prior attainment are supported by a tailored timetable of small group English and Math, Combined Humanities instead of separate subjects and additional literacy and numeracy lessons.	Targeted support and differentiation for these students to ensure progress.  (21 students)
3A &4C Booster Maths Intervention for Year 7	£2,360	Cont	There was a significant group of the Yr7 cohort that entered with low prior attainment levels so small group sessions with HLTA run over one term.	Students improved by an average of two sub levels during one term intervention.  (6 students)
3A &4C Booster English Intervention for Year 7	£2,808	Cont	There was a significant group of the Yr7 cohort that entered with low prior attainment levels so small group sessions with HLTA run over one term.	Students improved by an average of two sub levels during one term intervention.  (4 students)
Youth Worker	£3,000	Cont	The school employs a Matrix youth worker 3 days a week to support students that self-refer and those that are targeted for intervention.	Students feel comfortable to self-refer when needed.  (49 Students)
After School Maths Pod for LoP Year 8 and Year 9	£2,360	Cont	The Maths HLTA runs a weekly session for students identified as not making expected levels of progress despite prior attainment 4B+.	Students improved by an average of two sub levels and reported improved confidence when approaching previous gaps in their learning.  (9 students)
After School English Pod for LoP Year 8 and Year 9	£2,808	Cont	The English HLTA runs a weekly session for students identified as not making expected levels of progress despite prior attainment 4B+.	Students improved by an average of three sub levels and reported improved confidence when approaching previous gaps in their learning.  (4 students)
Year 7 English Booster	£2,560	New	Students are withdrawn from languages for one module to tackle literacy issues identified by their English teachers.	Improved student confidence with sentence structure, vocabulary and grammar.  (3 students)
Challenger Troop	£11,806	New	Students are withdrawn one day a week to work with an externally provided off-site uniformed provision with qualified instructors. Students develop self-control, interpersonal skills and self-discipline.	Behaviour data indicates improved conduct in school for some students.  (13 students)
Friendship Groups	£2,000	Cont	Students with potential issues making friends were targeted in year 7 during a 10 week friendship group to improve social skills.	Positive interactions with peers have been seen from these students since the groups ran.  (5 students)

GCSE Revision Sessions during easter and half term.	£2,500	Cont	All year 11 students are provided with Easter revision sessions to prepare them for their examinations.	(37 students)
HSLW	£5,029	Cont	Supports students 1:1 when identified with wellbeing needs. Including meetings with parents, access to other services and support in engaging with school.	Students feel comfortable to work with HSLW and Learning Mentor when needed and attendance and BEO have increased amongst these students.  (LM 49 students)  (HSLW 50 students)
Guided Reading for Red Readers Yr11, Yr7, Yr8 and Yr9.	£2,660	New	Small group sessions targeted at readers with reading ages below 10 years to improve their information retrieval skills and develop their ability to infer and deduce.	Improved reading ages for KS3 students; on average an increase of 9+ months during Christmas 2013 and Summer 2014.  (15 students)
GCSE Maths Sessions	£12,000	Cont	Small group maths intervention targeted at students to improve their LoP and C/D borderline students.	62% of students involved secured a C grade at the Easter mock. All students to continue over the run up to GCSEs (14 students)
Literacy Circuit Lessons.	£2,561	Cont	Guided reading sessions for students with low reading ages to improve their information retrieval skills and develop their ability to infer and deduce.	Improved reading ages for KS3 student on average an increase of 9+ months during Christmas 2013 and Summer 2014. Moving from an average reading age of 10 years 2 months to 10 years 11 months in Yr7 and from 10 year 5 months to 11 year and 3 months in Yr8.  (21 students)
Numeracy and Literacy Coordinators	£2,561	New	The school appointed a coordinator for literacy and one for numeracy to help coordinate additional opportunities for students to extend their understanding and to support staff in the delivery of core skills.	CPD sessions ran for staff to support students and focus weeks ran throughout the year with positive student engagement.
Sam Learning	£2,200	New	The school purchased Sam Learning to support year 11 students in their access and completion of revision materials. Completion is monitored on a regular basis to encourage students to revise.	Students are accessing SAM Learning to support with revision.  (29 students)

Revision Support Guides	£90	New	Using student voice, students identified revision guides that would support their revision.	(29) Students' feedback indicated that they felt supported and were happy to be given revision guides.
Youth Worker sessions for revision timetables.	As above	New	Small group, one off sessions with the youth worker to plan a revision timetable for preparation for their GCSEs	(29) Students requested and attended revision timetable sessions and fed back that they found it useful to be able to plan their revision with support.
Year 8&9 Maths Boost	As above	Cont	There was a significant group of the Yr8 & 9 cohort that entered with low prior attainment levels so small group sessions with HLTA ran over one term.	Students improved by an average of two sub levels and reported improved confidence when approaching previous gaps in their learning.  (9 students)

Year 8&9 English Boost	As above	Cont	There was a significant group of the Yr8 & 9 cohort that entered with low prior attainment levels so small group sessions with HLTA run over one term.	Students improved by an average of three sub levels and reported improved confidence when approaching previous gaps in their learning.  (9 students)
Year 10 Youth Worker and Learning Mentoring	As above	New	Year 10 Needs Students to be targeted for Summer Term.	Youth Worker met with students and continued 1:1 sessions with students that wanted to for regular support.
Pastoral Plan	No additional cost	New	Individual student plans to tailor support for the most vulnerable students identified through termly analysis	(43) Students have worked closely with Heads of House using Pastoral Plan to guide support and targets.
Surrey Youth Focus Projects	Funded by Partnership	New	Surrey Youth Focus project to work with 10 students over two half day sessions and plan a project for social change. Targeted at our Needs students. (10)	(10) Students in Year 7 completed SYF sessions. Student feedback was very positive as they felt it made them more aware of their communities and how they can have an impact within them. Projects to be taken forward into next academic year to be realised.