

Kings College Guildford - Pupil premium strategy review

All results compared to Autumn Term Target. All numerical values are given in whole GCSE grades. Positive values are indicative of performance above the autumn target grade.

Groups FFTB

	Year 10			Year 9			Year 8			Year 7		
	PP (27)	SEN (13)	PP HA (5)	PP (28)	SEN(22)	PP HA (5)	PP (24)	SEN (17)	PP HA (2)	PP (31)	SEN (20)	PP HA (2)
English Language	+0.30 (+0.50)	+0.58 (+0.50)	+0.40 (+0.50)	+0.21 (+0.37)	+0.48 (+0.37)	+0.08 (+0.37)	+0.53 (+0.46)	+0.18 (+0.46)	+1.1 (+0.46)	+0.39 (+0.38)	+0.34 (+0.38)	+0.55 (+0.38)
Maths	+0.26 (+0.39)	-0.03 (+0.39)	-0.14 (+0.39)	-0.02 (+0.40)	-0.05 (+0.40)	+0.43 (+0.37)	+0.42 (+0.49)	+0.11 (+0.49)	+1.05 (+0.49)	+0.39 (+0.49)	+0.24 (+0.49)	+0.9 (+0.49)
Science	+0.75 (+0.89)	+0.36 (+0.89)	+0.46 (+0.89)	+0.45 (+0.67)	+0.49 (+0.67)	+0.55 (+0.37)	+0.71 (+0.62)	+0.61 (+0.62)	+0.7 (+0.62)	+0.60 (+0.68)	+0.57 (+0.68)	+0.4 (+0.68)

Year 11 Data:

- Attainment 8 for PP taught students is 32.78 (Nat av. is 37 for disadvantaged)

	December Assessment Point (PP)	May Final Forecast Grades (PP)	May final forecast grades (All)
English Language	-0.7	-0.4	-0.2
English Literature	-3.3	-0.7	-0.6
Maths	-1.3	-0.2	-0.01
Science (Trilogy)	-0.3	-0.2	-0.3

Kings College Guildford - Pupil premium strategy review

1. 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

2. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria	Outcomes
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.	Progress has significantly improved (see data sheet – page 1).
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.	Progress has significantly improved (see data sheet – page 1).
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.	Progress has significantly improved (see data sheet – page 1).

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.	Attendance for PP students is higher than the national average data at 92.78 % (6.7.18). This is 3.54% higher than for the same period last academic year.
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.	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. All pupils were introduced to study skills in the lead up to the summer examinations through a workshop and during every lesson.
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.	The number of students who leave Kings College equipped and prepared for level 3 courses has increased. All students eligible for PPG participate in at least one aspiration activity.

Review of expenditure				
Previous Academic Year		2017-18		
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
A	Introduction of new literacy marking policy	Pupils eligible for PP the same progress as '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.	This approach will continue. Book scrutiny has evidenced that it has been implemented. More staff training is needed in order to implement this fully and consistently.	£0
B & C	Introduction of new feedback policy	Core lesson observations and book scrutiny show an improvement in the quality of completed work. Appropriate levels of challenge evident through lesson observations and book scrutiny.	New feedback policy has been introduced. DART time was a focus for Jan INSET and ensuring that the school use DART time to improve work. All students have been given an improvement pen. This has had a significant impact on pupils making progress. Summer term assessment data shows the difference has significantly diminished between PP and whole school data.	£1000
B & C	Individual CPD plans for staff based on three priority strands	Core lesson observations and book scrutiny show an improvement in the quality of completed work. 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.	Approach to continue. Departments are responsible for organising their Monday night training sessions based on specific training needs. There have been no subject knowledge concerns raised during internal or external observations. Staff have spoken positively about this time. Summer term assessment data shows the difference has significantly diminished between PP and whole school data.	£10000

A, B & C	Introduction of 100 minute lessons	<p>Pupils eligible for PP the same progress as 'other' pupils so that 100% meet expected progress targets and 50% exceed progress targets.</p> <p>Core lesson observations and book scrutiny show an improvement in the quality of completed work.</p> <p>Appropriate levels of challenge evident through lesson observations and book scrutiny.</p> <p>Maths and English curriculum sufficiently challenging for the most able from Year 7.</p>	<p>Approach to continue. Quality assurance processes have evidenced an improvement in the quality of work in student books.</p> <p>Summer term assessment data shows the difference has significantly diminished between PP and whole school data.</p>	£1500
				£12500

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.	Impact and Lessons learned (and whether you will continue with this approach)		Total cost for the year																	
A & B	Year 7 Maths small group SEND Intervention	<p>Attended by 3 PP students (5 total)</p> <p>Group support intervention to help students assess National Curriculum KS2 numeracy Intended outcome: Aim to close the gaps for PP and SEN students. Will be able to attain NC basic numeracy skills and to improve their test results.</p>	<table border="1"> <thead> <tr> <th></th> <th>Autumn Term Maths Assessment</th> <th>Summer Term Maths Assessment</th> </tr> </thead> <tbody> <tr> <td>Student A</td> <td>13</td> <td>19</td> </tr> <tr> <td>Student B</td> <td>8</td> <td>17</td> </tr> <tr> <td>Student C</td> <td>10</td> <td>19</td> </tr> <tr> <td>Student D</td> <td>2</td> <td>5</td> </tr> <tr> <td>Student E</td> <td>8</td> <td>5</td> </tr> </tbody> </table> <p>One student has been identified for ongoing 1:1 support</p>		Autumn Term Maths Assessment	Summer Term Maths Assessment	Student A	13	19	Student B	8	17	Student C	10	19	Student D	2	5	Student E	8	5	 £874
	Autumn Term Maths Assessment	Summer Term Maths Assessment																				
Student A	13	19																				
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Student D	2	5																				
Student E	8	5																				
A	Reading Intervention	8 PP students attended (15 total)	9 students have made significant progress. The work has been adjusted to include more 1:1 sessions with students who require intensive support.		 £1700																	
A	Year 7 dyslexia intervention	<p>Attended by 9 PP students. (13 total)</p> <p>Aims:</p> <ol style="list-style-type: none"> To improve spelling of common KS3 vocabulary. To further develop understanding of spelling rules. To improve reading accuracy, fluency and comprehension and to encourage reading per se. To deliver strategies for improving the structure of written work. <p>Students are assessed by reading and spelling tests.</p>	<p>Students reading and spelling scores have increased. This has been more rapid for some students than others. Two students were selected for 1:1 support mid-year in order to boost progress. Reading and spelling test scores are held on Edukey.</p> <p>N.B. It is worth noting that for dyslexic students, the path to accurate spelling involves a number of steps. Initially, students lose the traits which make their spelling formation dyslexic e.g. 'hosptalt for hospital', and only then will they learn to effectively use word patterns, letter strings, verb/tense endings, etc. The result is that their spelling may still be inaccurate, but it is a lot less inaccurate than it was e.g. 'thunderd for thundered.'</p> <table border="1"> <thead> <tr> <th></th> <th>Autumn Term English Assessment</th> <th>Summer Term English Assessment</th> </tr> </thead> <tbody> <tr> <td>Student A</td> <td>12</td> <td>20</td> </tr> <tr> <td>Student B</td> <td>20</td> <td>20</td> </tr> <tr> <td>Student C</td> <td>U</td> <td>13</td> </tr> <tr> <td>Student D</td> <td>U</td> <td>20</td> </tr> <tr> <td>Student E</td> <td>10</td> <td>7</td> </tr> </tbody> </table>		Autumn Term English Assessment	Summer Term English Assessment	Student A	12	20	Student B	20	20	Student C	U	13	Student D	U	20	Student E	10	7	 £2565
	Autumn Term English Assessment	Summer Term English Assessment																				
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A & B	Year 8 Maths small group SEND Intervention	<p>Attended by 8 PP students (9 total)</p> <p>Group support intervention to help students assess National Curriculum KS2 numeracy Intended outcome: Aim to close the gaps for PP and SEN students. Will be able to attain NC basic numeracy skills and to improve their test results.</p>	<p>Students were measured each term on KS2 NCT Paper 1: arithmetic scores. Interim scores showed student grades were improving except for one student.</p> <table border="1"> <thead> <tr> <th></th> <th>Autumn Term Maths Assessment</th> <th>Summer Term Maths Assessment</th> </tr> </thead> <tbody> <tr><td>Student A</td><td>7</td><td>12</td></tr> <tr><td>Student B</td><td>4</td><td>17</td></tr> <tr><td>Student C</td><td>6</td><td>5</td></tr> <tr><td>Student D</td><td>5</td><td>21</td></tr> <tr><td>Student E</td><td>8</td><td>13</td></tr> <tr><td>Student F</td><td>7</td><td>21</td></tr> <tr><td>Student G</td><td>9</td><td>14</td></tr> <tr><td>Student H</td><td>11</td><td>22</td></tr> <tr><td>Student I</td><td>12</td><td>28</td></tr> </tbody> </table>		Autumn Term Maths Assessment	Summer Term Maths Assessment	Student A	7	12	Student B	4	17	Student C	6	5	Student D	5	21	Student E	8	13	Student F	7	21	Student G	9	14	Student H	11	22	Student I	12	28	 £1829
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A & B	Year 8 Maths 1:1 SEND Intervention	<p>Attended by 1 PP students (1 total)</p> <p>Intervention to help students assess National Curriculum KS2 numeracy Intended outcome: Aim to close the gaps for PP and SEN students. Will be able to attain NC basic numeracy skills and to improve their test results.</p>	<p>Good progress has been made by the student with time being used to repeat timetables. This had led to an improvement in remembering them. This has not translated into the summative maths assessment however with the student making no progress.</p>	 £380																														

<p>A</p>	<p>Year 8 dyslexia intervention</p>	<p>Attended by 6 PP students. (9 total) Aims: 1. To improve spelling of common KS3 vocabulary. 2. To further develop understanding of spelling rules. 3. To improve reading accuracy, fluency and comprehension and to encourage reading per se. 4. To deliver strategies for improving the structure of written work.</p>	<p>Spelling scores, reading scores and reading accuracy have improved for all students except for one who has gone to specialist provision.</p> <table border="1" data-bbox="1310 220 1899 630"> <thead> <tr> <th></th> <th>Autumn Term English Assessment</th> <th>Summer Term English Assessment</th> </tr> </thead> <tbody> <tr> <td>Student A</td> <td>19</td> <td>23</td> </tr> <tr> <td>Student B</td> <td>14</td> <td>33</td> </tr> <tr> <td>Student C</td> <td>21</td> <td>25</td> </tr> <tr> <td>Student D</td> <td>29</td> <td>24</td> </tr> <tr> <td>Student E</td> <td>11</td> <td>13</td> </tr> <tr> <td>Student F</td> <td>18</td> <td>23</td> </tr> <tr> <td>Student G</td> <td>11</td> <td>12</td> </tr> <tr> <td>Student H</td> <td>13</td> <td>20</td> </tr> <tr> <td>Student I</td> <td>0</td> <td>No longer attends</td> </tr> </tbody> </table>		Autumn Term English Assessment	Summer Term English Assessment	Student A	19	23	Student B	14	33	Student C	21	25	Student D	29	24	Student E	11	13	Student F	18	23	Student G	11	12	Student H	13	20	Student I	0	No longer attends	 £2030
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<p>A</p>	<p>Year 9 SEND Maths</p>	<p>Attended by 2 PP students (6 total) Aims: Group support intervention to help students assess National Curriculum KS2 numeracy.</p>	<p>Students were measured each term on KS2 NCT Paper 1: arithmetic scores. Interim scores showed student grades were improving. Summative assessment scores are shown below.</p> <table border="1" data-bbox="1310 769 1814 1072"> <thead> <tr> <th></th> <th>Autumn Term Maths Assessment</th> <th>Summer Term Maths Assessment</th> </tr> </thead> <tbody> <tr> <td>Student A</td> <td>10</td> <td>12</td> </tr> <tr> <td>Student B</td> <td>16</td> <td>11</td> </tr> <tr> <td>Student C</td> <td>15</td> <td>29</td> </tr> <tr> <td>Student D</td> <td>11</td> <td>19</td> </tr> <tr> <td>Student E</td> <td>14</td> <td>17</td> </tr> <tr> <td>Student F</td> <td>13</td> <td>13</td> </tr> </tbody> </table>		Autumn Term Maths Assessment	Summer Term Maths Assessment	Student A	10	12	Student B	16	11	Student C	15	29	Student D	11	19	Student E	14	17	Student F	13	13	 £767									
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<p>A</p>	<p>Year 9 dyslexia intervention</p>	<p>Attended by 7 PP students. (9 total) Aims: 1. To improve spelling of common KS3 vocabulary. 2. To further develop understanding of spelling rules. 3. To improve reading accuracy, fluency and comprehension and to encourage reading per se. 4. To deliver strategies for improving the structure of written work.</p>	<p>Spelling scores, reading scores and reading accuracy have improved for all students. Summative assessment scores are shown below.</p> <table border="1" data-bbox="1310 220 1823 628"> <thead> <tr> <th></th> <th>Autumn Term English Assessment</th> <th>Summer Term English Assessment</th> </tr> </thead> <tbody> <tr> <td>Student A</td> <td>23</td> <td>40</td> </tr> <tr> <td>Student B</td> <td>14</td> <td>38</td> </tr> <tr> <td>Student C</td> <td>15</td> <td>15</td> </tr> <tr> <td>Student D</td> <td>-</td> <td>20</td> </tr> <tr> <td>Student E</td> <td>16</td> <td>-</td> </tr> <tr> <td>Student F</td> <td>12</td> <td>15</td> </tr> <tr> <td>Student G</td> <td>10</td> <td>31</td> </tr> <tr> <td>Student H</td> <td>27</td> <td>44</td> </tr> <tr> <td>Student I</td> <td>13</td> <td>-</td> </tr> </tbody> </table>		Autumn Term English Assessment	Summer Term English Assessment	Student A	23	40	Student B	14	38	Student C	15	15	Student D	-	20	Student E	16	-	Student F	12	15	Student G	10	31	Student H	27	44	Student I	13	-	 £1762
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Student I	13	-																																
<p>A</p>	<p>Year 7, 8 and 9 writing skills intervention with a Primary specialist.</p>	<p>Attended by 26 PP students (45 total) Students take part in this intervention in place of language study. It involves 100 minutes per week.</p> <p>Intended outcomes: Students to develop their writing skills, as well as spelling. Students to continue to improve upon KS2 basic grammar and spelling.</p>	<p>All students have significantly improved upon their English attainment scores over the course of the year. Progress for 90% of students is in line with their target grades.</p>	 £35000																														

<p>A & B</p>	<p>Year 10 Maths small group intervention (Intervention staff)</p>	<p>Attended by 22 PP students (23 total)</p> <p>Small group Maths tuition to support PP achievement.</p>	<p>19 students have improved their GCSE maths paper scores based on the summative assessments.</p> <table border="1" data-bbox="1310 252 1823 1129"> <thead> <tr> <th></th> <th>Autumn Term Maths Assessment</th> <th>Summer Term Maths Assessment</th> </tr> </thead> <tbody> <tr><td>Student A</td><td>42</td><td>47</td></tr> <tr><td>Student B</td><td>30</td><td>24</td></tr> <tr><td>Student C</td><td>34</td><td>37</td></tr> <tr><td>Student D</td><td>42</td><td>57</td></tr> <tr><td>Student E</td><td>48</td><td>57</td></tr> <tr><td>Student F</td><td>41</td><td>44</td></tr> <tr><td>Student G</td><td>30</td><td>42</td></tr> <tr><td>Student H</td><td>38</td><td>39</td></tr> <tr><td>Student I</td><td>27</td><td>31</td></tr> <tr><td>Student J</td><td>29</td><td>30</td></tr> <tr><td>Student K</td><td>32</td><td>27</td></tr> <tr><td>Student L</td><td>23</td><td>27</td></tr> <tr><td>Student M</td><td>36</td><td>52</td></tr> <tr><td>Student N</td><td>39</td><td>43</td></tr> <tr><td>Student O</td><td>13</td><td>19</td></tr> <tr><td>Student P</td><td>6</td><td>10</td></tr> <tr><td>Student Q</td><td>32</td><td>28</td></tr> <tr><td>Student R</td><td>26</td><td>18</td></tr> <tr><td>Student S</td><td>31</td><td>40</td></tr> <tr><td>Student T</td><td>29</td><td>32</td></tr> <tr><td>Student U</td><td>27</td><td>35</td></tr> <tr><td>Student V</td><td>36</td><td>45</td></tr> <tr><td>Student W</td><td>40</td><td>40</td></tr> </tbody> </table>		Autumn Term Maths Assessment	Summer Term Maths Assessment	Student A	42	47	Student B	30	24	Student C	34	37	Student D	42	57	Student E	48	57	Student F	41	44	Student G	30	42	Student H	38	39	Student I	27	31	Student J	29	30	Student K	32	27	Student L	23	27	Student M	36	52	Student N	39	43	Student O	13	19	Student P	6	10	Student Q	32	28	Student R	26	18	Student S	31	40	Student T	29	32	Student U	27	35	Student V	36	45	Student W	40	40	 <p>£2800</p>
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<p>A</p>	<p>Year 10 dyslexia intervention</p>	<p>Attended by 1 PP student (6 total)</p> <p>Aims: 1. To improve spelling of KS4 subject-specific vocabulary. 2. To improve reading fluency, accuracy and comprehension of appropriate level reading texts. 3. To improve spelling, content and structure of written answers.</p>	<p>Spelling scores, reading scores and reading accuracy have improved for all students. Summative assessment scores are shown below.</p> <table border="1" data-bbox="1312 221 1823 528"> <thead> <tr> <th></th> <th>Autumn Term English Assessment</th> <th>Summer Term English Assessment</th> </tr> </thead> <tbody> <tr> <td>Student A</td> <td>30</td> <td>-</td> </tr> <tr> <td>Student B</td> <td>14</td> <td>35</td> </tr> <tr> <td>Student C</td> <td>24</td> <td>50</td> </tr> <tr> <td>Student D</td> <td>0</td> <td>29</td> </tr> <tr> <td>Student E</td> <td>10</td> <td>29</td> </tr> <tr> <td>Student F</td> <td>28</td> <td>40</td> </tr> </tbody> </table>		Autumn Term English Assessment	Summer Term English Assessment	Student A	30	-	Student B	14	35	Student C	24	50	Student D	0	29	Student E	10	29	Student F	28	40	<p> £1073</p>									
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<p>A & B</p>	<p>Year 11 English Language Exam: AO2 (Analysis of Language, Form, and Structure).</p>	<p>Attended by 9 students (9 total)</p> <p>This intervention aims to improve students achievement in their English Language Exam Intended outcome: Improved grades in March PPEs against November Grade.</p>	<p>7/9 students have improved their English Language PPE results.</p> <table border="1" data-bbox="1312 625 1823 1034"> <thead> <tr> <th></th> <th>Autumn Term English Assessment</th> <th>Summer Term English Forecasts</th> </tr> </thead> <tbody> <tr> <td>Student A</td> <td>28</td> <td>38</td> </tr> <tr> <td>Student B</td> <td>32</td> <td>40</td> </tr> <tr> <td>Student C</td> <td>31</td> <td>31</td> </tr> <tr> <td>Student D</td> <td>65</td> <td>41</td> </tr> <tr> <td>Student E</td> <td>29</td> <td>38</td> </tr> <tr> <td>Student F</td> <td>25</td> <td>41</td> </tr> <tr> <td>Student G</td> <td>38</td> <td>50</td> </tr> <tr> <td>Student H</td> <td>31</td> <td>40</td> </tr> <tr> <td>Student I</td> <td>32</td> <td>40</td> </tr> </tbody> </table>		Autumn Term English Assessment	Summer Term English Forecasts	Student A	28	38	Student B	32	40	Student C	31	31	Student D	65	41	Student E	29	38	Student F	25	41	Student G	38	50	Student H	31	40	Student I	32	40	<p> £1250</p>
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<p>A</p>	<p>Year 11 group dyslexia intervention</p>	<p>Attended by 1 PP student (5 total)</p> <p>Aims: 1. To improve students' ability to answer AO1, AO2, AO3 and AO4 questions on both papers 1 and 2 of the English Language GCSE. 2. To improve students' spelling, punctuation and structure of written work.</p>	<p>All students have made improvements to spelling scores, Eng Lit and Lang examination attainment.</p> <table border="1" data-bbox="1312 1157 1823 1426"> <thead> <tr> <th></th> <th>Autumn Term English Assessment</th> <th>Summer Term English Forecast</th> </tr> </thead> <tbody> <tr> <td>Student A</td> <td>23</td> <td>36</td> </tr> <tr> <td>Student B</td> <td>28</td> <td>29</td> </tr> <tr> <td>Student C</td> <td>40</td> <td>43</td> </tr> <tr> <td>Student D</td> <td>50</td> <td>50</td> </tr> <tr> <td>Student E</td> <td>25</td> <td>30</td> </tr> </tbody> </table>		Autumn Term English Assessment	Summer Term English Forecast	Student A	23	36	Student B	28	29	Student C	40	43	Student D	50	50	Student E	25	30	<p> £760</p>												
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A & B	Year 11 Maths Intervention (Intervention staff)	Attended by 22 PP students Maths small group tuition to support PP student achievement.	Data used from Year 10 PPE and Year 11 December PPE: 8 students have made 15+ marks progress 9 students have made 5-14 marks progress 3 students have shown no progress 2 students have made less than expected progress Lessons learned: A more targeted approach needed with level specific questions in order to accelerate progress.	 £1500
B	Year 11 Science Trilogy Intervention	Attended by 15 PP students. Aims: To improve progress and attainment in Science. Assessed at formal assessment points set in the calendar.	Successful for 9/15 students. A direct correlation – where students have attended regularly they have made progress in summative assessments.	 £400
A & B	Reading Intervention	8 PP students attended (15 total)	9 students have made significant progress in their reading scores. The work has been adjusted this term to include more 1:1 sessions with students who require intensive support.	 £1700
A, B & C	Lexia	Attended by 10 PP students (18 total) An online reading programme with each student working on an individual, tailored programme. Lexia enables students of all ages and abilities to master essential reading skills. Intended outcome: Students work through levels of increasing difficulty, acquiring reading and spelling skills they may have missed or not mastered previously.	10 / 18 students have attended well and progressed through the units as a result. Too many children have not engaged well with this and as a result have not progressed.	 £379

B & C	Year 11 Most Able 1:1 Maths Tuition	<p>Attended by 1 PP student (1 total)</p> <p>Stretch and challenge program: Studying Maths in more depth; tackling advanced concepts and topics; providing the basis it gives for higher study of Maths and Science. Also giving advice on examination techniques. Intended outcome: Gaining a better understanding of how to go about problem solving in Maths and an extra qualification; and improving grades in PPE.</p>	<p>Student gained a distinction in the Further Maths mock. Students is forecast a grade 8 for the Maths GCSE result</p>	 £1200
B & C	Year 11 Easter and May half term Revision Programmes	<p>Attended by all Year 11 PP students</p> <p>To provide focused revision and continuity of revision with students in Year 11.</p>	<p>These were well attended and received by students. All students attended.</p> <p>Student voice and attendance to sessions show a positive impact on revision skills for individual subjects and confidence building.</p>	 £4000
C	Year 11 Reader/ Scribe examination technique support	<p>Individual intervention for students to improve and practice techniques for working with Reader &/or Writer support or supportive technologies in their Exams Intended outcome: Improved Exam performance</p>	<p>PPE results have shown a significant improvement for 3/ 5 students with students accessing support from reader pens or readers. 2 students are struggling with decoding and topic fixation. This needs to be addressed separately to this intervention.</p>	 £380
E	Revision and independent study techniques for Year 11 EHCP students	<p>Attended by 1 PP student (2 total)</p> <p>SENCo delivered intervention supporting KS4 SEND students with revision techniques as part of a reduced timetable.</p> <p>Intended outcome: Students to be more prepared for their exams, with supervised revision sessions developing their learning.</p>	<p>Both students show an increase in grades in most recent assessments. Levels of anxiety show a decrease. Attendance to school has improved and a drop in behaviour logs has been noted.</p>	 £1400
B,D and E	Behaviour Intervention	<p>Attended by 8 PP students (14 total)</p> <p>Young people meet with the behaviour psychologist to discuss difficulties experienced during the week and strategies to overcome them.</p>	<p>All students have dramatically increased the number of behaviour logs between term 1 and 6.</p>	 £6317

E	Year 7 Memory Magic	<p>Attended by 4 PP students. (Total 4)</p> <p>Students experience using different strategies to develop their memory skills and find a way that works best for them. Students will find a way to remember more information that works best for them.</p>	<p>Intervention has not been regularly run due to other staffing commitments. This has meant that it has been unsuccessful.</p>	 £63
E	Year 10 Memory Magic	<p>Attended by 3 PP students. (Total 3)</p> <p>Students experience using different strategies to develop their memory skills and find a way that works best for them. Students will find a way to remember more information that works best for them.</p>	<p>Intervention has not been regularly run due to other staffing commitments. This has meant that it has been unsuccessful.</p>	 £63
D, E & F	1:1 Wellbeing mentoring	<p>Attended by 3 PP students</p> <p>The students will have learnt more about any triggers they have that may affect them negatively, as well as becoming more organised. Self-esteem will increase. This intervention will be measured by looking at behaviour logs, achievement points and attendance.</p>	<p>The mentoring has been a success and will continue.</p> <p>A reduction in behaviour logs and improved attendance has been achieved by all students.</p>	 £900
D, E & F	Eikon	<p>1:1 Support: 8 PP students (18 students in total)</p> <p>Measured using the Eikon 'What's Up?' questionnaire where students self-score using the following categories:</p> <ul style="list-style-type: none"> • Family relationships • Friendship Issues • Emotional health • Physical health • Self esteem • Behaviour at home <p>1:1 works on a rolling programme where not all students start and finish a course at the same time. It is judged to address their needs.</p>	<p>7 students have only had the initial assessment and begun to work with Eikon in this way so no impact can be measured as yet.</p> <p>Students have been working 1:1 with Eikon all report an improvement in scores for the categories initially identified. Attendance has improved for a few of the students although this has been less impactful.</p> <p>A number of referrals to outside agencies have been made as a result of identifying ongoing work with a student or family.</p>	 £15000
		<p>Lunch Club: Is designed to improve social skills and students a 'safe space' to complete a variety of communication and social skills activities.</p>	<p>Regularly attended by 13 PP students (24 total). Many of which are Year 7 and 8 students. Student voice is very positive about using this space as a 'safe space' and enjoy interacting and completing activities there.</p>	 £0

		<p>Raising Boys Self Esteem (year 8): 3 PP students (5 total)</p> <p>To improve confidence and self-esteem by working as a group and engaging in activities such as High Ashurst. To improve relationships with adults and peers.</p>	<p>Behaviour incidents for 4 boys have reduced. Attendance for two boys have improved. Self scoring system improved for all boys.</p>	 £0															
		<p>Young Carers: Attended by 17 PP students (23 total).</p> <p>Opportunity for young carers to get together during social time and interact.</p>	<p>Student voice report positively about this and are pleased to engage in additional opportunities through Eikon for young carers e.g. 9 students attending a young carer residential.</p>	 £0															
D & E	Targeted sports, arts and extra –curricular participation	Students regularly take part in arts or sports extra-curricular activities.	<p>Offer of clubs to continue.</p> <table border="1" data-bbox="1310 630 1982 726"> <tr> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> </tr> <tr> <td>23/30</td> <td>14/24</td> <td>24/31</td> <td>19/30</td> <td>9/25</td> </tr> <tr> <td>77%</td> <td>58%</td> <td>77%</td> <td>63%</td> <td>36%</td> </tr> </table> <p>The % of pp students involved in our extra-curricular arts and sports offer are shown above.</p>	7	8	9	10	11	23/30	14/24	24/31	19/30	9/25	77%	58%	77%	63%	36%	 £0
7	8	9	10	11															
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B, D & E	Use of alternative learning provisions for targeted students	Individualised curriculum for two yp. Including A2E provision.	Has allowed yp to continue studying for their GCSEs which would not have been possible without a personalised programme. Outcomes forecast however are poor.	 £1000															
B, D & E	Use of alternative learning provisions for targeted students	<p>Therapy Garden: 1 PP student</p> <p>Students work towards an entry level qualification in Horticulture.</p> <p>Student has attended well and is working positively towards gaining the qualification with a number of units already completed.</p>	<p>The provision is best suited to SEMH students, and to students that respond to practical work and 1:1 or small group setting.</p> <p>This provision will not continue as the student has moved out of the area.</p>	 £443															

B, D & E	Use of alternative learning provisions for targeted students	<p>Attended by 3 PP students (6 total)</p> <p>The Well Project - provides a small focused environment for our students that cannot access mainstream environment. At this placement they study English, Maths and Science GCSE along with studying PE, ICT and Functional Skills.</p>	This provision is extremely successful with students who would otherwise have been permanently excluded from school or become school refusers. Students engage and attend well and are working positively towards their GCSE examinations. All students are predicted grade 4 and above in English and Maths.	 £15,600
B, D & E	Use of alternative learning provisions for targeted students	<p>Attended by 1 PP student (1 total)</p> <p>Skilway - The course focuses on manual skills including woodwork, metalwork, basic engineering, stonework, fine art and stained glass. Skillway operates with two skill levels; foundation and masterclass. All courses are run by a team of dedicated and highly experienced crafts men and women in a workshop environment.</p>	BTEC qualification achieved. Attendance and engagement good.	 £900
E&F	Duke of Edinburgh Award Scheme	<p>Attended by 44 PP students (123 total)</p> <p>Students learn vital life skills e.g. cooking, navigation, nutrition as well as learning new skills.</p> <p>Students volunteer within the community and are physically active through the participation of the expeditions.</p>	90% completion rate.	 £5423.00
F	Widening Participation Events	<p>Attended by 32 PP students (56 total)</p> <p>Year 7 British Museum trip linked to the Science curriculum for Year 7. Students to get involved in some interactive workshops. Cultural experience of visiting London and a museum.</p> <p>To understand how Science in school can be applied to wider contexts.</p>	All students engaged well with the exhibits and were able to apply the Science to their discussions and activities.	 £0
	Widening Participation Events	<p>Attended by 1 PP student (8 total)</p> <p>Building with Biscuits Engineering</p> <p>Engineering and Mathematics taster looking at how equations are applied to building.</p> <p>Increased breadth and depth of subject knowledge.</p> <p>Increased knowledge and skills required for study at HE.</p>	<p>67% of students agreed or strongly agreed after this session that they have a better understanding of Engineering as a subject</p> <p>44% of students agreed after this session they have a better understanding of the importance of team working skills</p> <p>44% of students agreed after this session they feel more confident learning about new subjects</p> <p>44% of students agreed after this session they feel more confident in their team working skills</p> <p>100% of students said the session was good or very good</p>	 £0

F	Widening Participation Events	<p>Attended by 11 PP student (29 total) Year 9 University of Reading University Exchange to see the University of Reading. Intended Outcomes: To be able to compare the university of reading to the university of surrey. To have a better understanding of what is available to them in HE. To have a stronger understanding of what subjects are available and how to qualify for them e.g. gcse grades/A-levels</p>	<p>Positive exchange trip. Understood the differences between universities and explored what options were available via prospectuses.</p>	 £0
F	Widening Participation Events	<p>Attended by 10 PP student (22 total) Year 8 University Week A week-long non-residential exploring university including what it is, pathways, subject tasters, extracurricular opportunities and graduation. Intended outcomes: Understanding of what opportunities are available in HE • Understanding the variety of career opportunities available and the educational pathways to get there • Increased knowledge of skills required for study at HE • Increased sense of self belief and awareness • Increased confidence that HE is an achievable option (longitudinal study) • Increased confidence in their ability to make informed and independent decisions • Increased commitment to learning • Increased subject specific confidence • Increased confidence in applying the skills required for study at HE</p>	<p>All agreed or strongly agreed it had improved their understanding of university. All students engaged with the week and developed social skills through communication, working in groups and being with students from other schools.</p>	 £0
F	Widening Participation Events	<p>Attended by 31 PP student (60 total) Year 9 PIE: Steps to Success Assembly and workshop looking at options and choices and how students should make them. Linking to GCSE option choosing and future thinking.</p>	<p>All students positively engaged.</p>	 £0

F	Widening Participation Events	<p>Attended by 3 PP student (6 total)</p> <p>Fidessa Coding Club Weekly Coding Club with Fidessa offering 2 programmes; Beginner and Advanced. Students learn how to code and develop personal projects such as website, games and apps.</p>	Students attend the club each week and continue to develop skills. No official impact measuring.	
F	Widening Participation Events	<p>5 PP students (10 total)</p> <p>Greek Music Workshop - Trip to link in with the GCSE Music Spec. Students to have the opportunity to learn about ancient Greece, the use of music in this period and explore hip hop lyrics.</p> <p>Intended outcome: To experience a different university. To increase understanding of Greek culture. To be introduced to lyric writing and hip hop.</p>	91% of students agreed or strongly agreed that after the sessions they had a better understanding of Greek history and music.	 £0
F	Widening Participation Events	<p>25 PP students (52 total)</p> <p>University of Surrey Lacrosse Team delivering a 50 minute taster to all Y7 students in Lacrosse.</p> <p>Intended outcome: To understand the basics of Lacrosse To meet university students and ask them questions</p>	Students clearly understood the rules and skills needed for lacrosse and were able to take part in some basic practice drills by the end.	 £0
F	Widening Participation Events	<p>3 PP students (13 total)</p> <p>One Health Week A day exploring the biomedical sciences and what is involved in studying and working in them. Includes lab work.</p> <p>Intended outcome: Increased subject knowledge. Understanding the careers and pathways involve with the Biosciences.</p>	77% of students agreed they understood the careers and pathways Bioscience degrees could lead to. 100% had a better understanding of what it would be like to study Biosciences. 77% agreed it had made them think about going to university.	 £0

F	Widening Participation Events	<p>1 PP student (6 total) European Business Challenge Business Language Champions day involving students using their GCSE language (French or Spanish) to work within a business team to produce a brand of stilton and complete several business tasks as part of a competition.</p> <p>Intended outcome: To develop their communication skills in their GCSE subject in order to complete a series of business tasks</p>	Students won an award for communication in French during the presentation. All students were able to complete tasks and felt the event had given them confidence.	 £0
F	Widening Participation Events	<p>4 PP students (10 total) Women in STEM Y9 Event Opportunity for girls to see the work of women in STEM and try some STEM related career tasks including engineering.</p> <p>Intended outcome: Understand the variety of career opportunities a degree can lead to. Increased confidence that HE is an achievable option for them.</p>	85% of students have agreed after today they have a better knowledge of STEM. 85% agree that today has given them a better understanding of the careers a degree in STEM can lead to.	 £0
F	Widening Participation Events	7 PP students (14 total)	100% students agreed that the day has given them a better understanding of the types of careers a degree in social sciences can lead to. 73% of students agreed today has helped them think about going to university in the future.	 £0
F	Widening Participation Events	<p>6 PP students (7 total) Surrey SATRO Mentoring</p>	<p>Successful for 2 students.</p> <p>Inability for regular sessions to run or pairing with incompatible mentors meant that engagement for some was low.</p>	 £0
F	Widening Participation Events Module 2 Visiting Vets Parent Student	Attended by 4 PP students and parents	<p>100% of students agreed or strongly agreed after today they feel more confident in their understanding of Vet Science.</p> <p>Lessons learned: Consideration must be given as to how we can encourage more families to attend these events.</p>	 £0

F	Widening Participation Events Module 2 Ready Steady Cook Challenge:	Attended by 2 PP students and parents	<ul style="list-style-type: none"> • 100% of students successfully completed the challenge of working in a professional kitchen. • 100% of students had an understanding of what professional kitchens were like at the end. • 100% of parents actively engaged in the task with their child. <p>Lessons learned: Consideration must be given as to how we can encourage more families to attend these events.</p>	 £0
F	Widening Participation Events Y8 CSPI Maths Trip	Attended by 10 PP students	<ul style="list-style-type: none"> • 75% of students agreed or strongly agreed after today they have a better knowledge of maths • 75% of students agreed or strongly agreed today has given them a better understanding of the types of careers a degree in Physics can lead to • 67% of students agreed or strongly agreed after today they feel more motivated to work hard at school to achieve their full potential • 67% of students agreed or strongly agreed after today they feel more confident in their understand of Physics • 83% said the perimeter & area session was good or very good • 82% said the coordinates session was good or very good • 58% said the time gravity artificial intelligence session was good or very good • 58% said the distance and Pythagoras session was good or very good • 80% said the shape session was good or very good • 73% said the codes and ciphers session was good or very good 	 £0
F	Widening Participation Events Year 9 Surrey Careers Fair	Attended by 28 PP students - Students to explore the wide range of training, education and employment opportunities available To gain further understanding on options available and how to access them.	Lessons learned: Students were able to explore opportunities available however for more impact follow up activities are needed and the number of schools in attendance were a hindrance.	 £0
F	Widening Participation Events Year 8 Planetarium visit	Attended by 19 PP students - To allow students the opportunity to experience a planetarium and develop their understanding of space.	Good experience with positive comments and feedback. Students experienced a planetarium and link their science work to real life space.	 £0

F	Year 9 Girls Sport Mentoring Programme Women's Rugby	Attended by 5 PP students A year-long mentoring programme involving students having a university mentor that plays rugby. Students will have mentoring sessions, learn rugby, engage with higher education and develop key academic skills throughout the year.	Students have shown commitment and attended their mentoring session regularly. They have been involved in participating in a rugby training session with their mentors at the Uni and been to watch them play in a match. Attendance of all girls has improved and behaviour has improved for all girls.	 £0
F	Widening Participation Events Year 9 Spoken Word Event	Attended by 6 PP students The event will tackle the topic of discrimination throughout history and in today's society through creative writing and performance. Pupils will be given an introduction to a Spoken Word and then given the opportunity to write and perform group pieces around the theme of discrimination and bullying.	*It was a beneficial experience for students and they showed real pride and emotion in engaging in writing personal and expressive pieces. <ul style="list-style-type: none"> • 100% agreed or strongly agreed what they learnt today will help their studies at school in English • 91% agreed or strongly agreed after today they had a better understanding of importance of good creative writing skills • 82% agreed or strongly agreed today helped them think about going to university in the future • 82% agreed or strongly agreed they feel more motivated to work hard at school to achieve their full potential • 73% agreed or strongly agreed today has helped build their confidence in creative writing • 73% agreed or strongly agreed they feel more confident in their creative writing skills 	 £0
F	Widening Participation Events Year 7 Physics of Science Fiction Event	Attended by 15 students To be able to understand scientific concepts. To be able to identify how science has been used as a basis for fiction. To be able to understand how science fiction is becoming a reality.	<ul style="list-style-type: none"> • 86% of students agreed or strongly agreed that after today they have a better understanding of the differences between school and university • 75% of students agreed or strongly agreed today has given them a better understanding of the types of careers a degree in Physics can lead to • 79% of students agreed or strongly agreed after today they have a better knowledge of Physics • 61% of students agreed or strongly agreed today has given them a better understanding of the types of careers a degree in Physics can lead to • 76% of students agreed or strongly agreed after today they feel more motivated to work hard at school to achieve their full potential • 83% of students agreed or strongly agreed after today 	 £0

			they feel more confident in their understand of Physics	
				£106641.00

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
D	Surrey Education Welfare Buyback Service and Parent Partnership	9 students (11 students total) Additional support given to families of pupils with low attendance with a family reward for those who meet attendance targets.	<ul style="list-style-type: none"> Overall school attendance has significantly improved. Attendance for PP students has significantly improved. Parent Partnership: Student A: Start grade: 87.31% End grade: 88.0% Student B: Start grade: 88.68% End grade: 90.8% Student C: Start grade: 86.46% End grade: 87.5% Student D: Start grade: 88.68% End grade: 89.9% Student E: Start grade: 83.85% End grade: 87.7% Student F: Start grade: 84.85% End grade: 85.7% Student G: Start grade: 77.27% End grade: 85% Student H: Start grade: 87.04% End grade: 85.5% Student I: Start grade: 71.73% End grade: 84.5% Student J: Start grade: 86.45% End grade: 92.6% Student K: Start grade: 88.03% End grade: 90.9%	 £4000
D	Community Link Worker	12 PP students (15 total) Provide support and make referrals for families to help improve attendance of students. Support families during transitions.	Attendance for 10/12 students have improved as a result of this work.	 £5482.00
E	Homework club	Module 1: 48 pp students have accessed this on a regular basis. Module 2: 34 pp students have accessed this on a regular basis. Spring Term: 35 pp students have accessed this on a regular basis. Summer Term: 10 pp students have accessed on a regular basis. 1 member of staff and LRC space provided to support students complete homework.	Students attending homework club have received no homework logs or have reduced their homework logs.	 £3600

F	University of Surrey Widening Participation Coordinator	See above programmes		 £0
				£13082.00

3. Additional detail

