

Pupil Premium Strategy Statement 2020-2021

The pupil premium is a grant given by the government to schools in England to decrease the attainment gap for the most disadvantaged children, whether by income or by family upheaval. For each pupil who is eligible for free school meals, their school receives £1,320 (if a primary school) or £935 (if a secondary school). Our intent at Kings College is to enrich the lives of all our students, no matter their background or prior attainment. To that end, we aim to both raise achievement of all our learners, as well as ensuring that we close the gap between our student groups. At Kings College, we have a higher than national average number of students eligible for Pupil Premium funding. It is therefore right to ensure most of their needs are increasingly met through high quality teaching and learning.

1. Summary information					
School	Kings College Guildford				
Academic Year	2020-21	Total PP budget	£144,205	Date of most recent PP Review	June 2018
Total number of pupils	352	Number of pupils eligible for PP	151 (43%)	Date for next internal review of this strategy	July 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Progress 8	-0.44	0.13
Attainment 8	36.19	49.96
Percentage of Grade 5+ including English and Maths	33.33%	50%

In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Gaps in prior knowledge in English, Maths and Science require bespoke curriculum planning in order to secure good progress from starting points.
B.	Vulnerable students require significant transition support to secure continued progress from KS2.
C.	Girls outperform boys in Science at KS4.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance for PP students is below national averages. It needs to be at least 92.9% to be in line with national average for PP and 95.5% to be in line with holistic national averages.
E.	Homework and revision habits are not secure amongst some disadvantaged pupils.
F.	External circumstances resulting in negative well-being impacting learning.
G.	Oral communication skills are not secure amongst some disadvantaged pupils.
H.	Ensure pupils continue to have high aspirations (on-going work).
I.	Pupils eligible for PPG are likely to be disproportionately impacted by the pandemic .

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy, numeracy and oracy for all pupils. Measured by improvements in quality of classwork over time and assessment performance in line with peers nationally.	Curriculum reflects changes to examinations and to prioritise addressing gaps. Intervention Mapping shows all eligible for PPG that require additional support are involved in effective interventions. Research backed interventions are running and measured each term to show impact. Improved reading and spelling progress data.
B.	The curriculum is designed to ensure sustained progress from Year 6-7. School data shows rapid and sustained progress for Year 7 at examination points.	Curriculum is planned using feedback from feeder schools to prioritise gaps.
C.	All boys making expected levels of progress from starting points in Science demonstrated in internal and GCSE assessments.	Head of Science to develop department pedagogy to reduce attainment gaps and improve progress.
D.	Improved attendance for pupils eligible for PPG measured through present % and PAs.	Attendance for student eligible for PPG 95%.
E.	Homework club + Period 4 Revision Sessions well attended by eligible for the PPG, demonstrated through registers.	All pupil's homework is consistently completed.
F.	Pupils are happy at school and able to focus on their learning. All pupils are able to cope with difficulty. Measured through pupil voice activities.	Wellbeing strategy embedded and offering opportunities for all pupils. Wellbeing interventions run and re measured each term show positive impact for pupils.
G.	Oral communication skills of pupils eligible for PPG in line with those of peers which is reflected in the written communications during book reviews and observations.	All pupils take part in oracy activities over the year. Direct Vocabulary Instruction approach is embedded into the curriculum. Pupils with SLCN are supported through a whole school and targeted approach.
H.	Pupils have high aspirations which is measured by participation in events and opportunities over the course of the year.	All pupils take part in raising aspiration work. Aspiration work is adapted to allow work to continue despite pandemic restrictions.
I.	Pupils have the equipment and funding they require to engage fully with school.	Pupils that required ICT, internet, uniform, stationary or funding for trips or enrichment activities are able to access support. All pupils have the equipment that they require.

4. Planned expenditure

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	Curriculum review and development.	A school's curriculum drives the progress of all pupils. The better the curriculum, the better the progress.	FER to develop a strategy and implementation plan. HoDs to implement. SLT to QA.	FER	Termly
B	Subject leads liaise with primary feeders to ensure effective curriculum transition from Year 6 to 7.	Research Report DCSF-RR019	Subject leads to visit/contact primary schools in order to gain knowledge of the Year 6 curriculum.	FER	Termly
C	GEP Director working with curriculum lead to act as a coach	Coaching is recognised as impactful approach to CPD.	GEP Director working with curriculum lead to act as a coach for pedagogy.	GAR/WAL	Termly
D	Implementation of Study Bugs and quick response to pupils absent from school including nudge texts.	Attendance has strong positive correlation with achievement.	Attendance officer trained and effective. Regular reporting to SLT.	WAL	Termly
E	Explicit focus on high standards of Homework and Revision for all pupils.	Research suggests homework in secondary can add +5 months in progress. Revision skills have a strong positive correlation with exam achievement.	Monitor PP HW logs. Monitor PP HW Club attendance. Teach revision skills explicitly in lessons to all pupils. Provide revision resources.	FER	Termly
F	Implement 5 ways to wellbeing across the school.	Social and Emotional Learning +4 EEF	Tutor programme planned to support each way on a weekly basis. Additional standalone events organised to compliment. Eikon Pupil voice Drop down PSHE Days HLTA for Wellbeing	WAL	Termly

G	Oracy Development (explicitly extending pupils' spoken vocabulary + curriculum-focused dialogue and interaction)	Oral language interventions +5 EEF	CPD oracy group. Teaching and Learning focus.	FER	Termly
Total budgeted cost					£30,820

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	Baseline Assessments after the return from the pandemic.	We require an up to date record for student attainment to inform intervention planning.	HoD consulted to develop baseline to fit subject areas. In addition, Year 7 complete reading and spelling tests to support missing SATs information.	ROB	Autumn Term
A	Small group classes sizes in Yr11 Maths for targeted support.	EEF toolkit suggests that small group tuition has positive impact on pupil progress.	Coordinated by the Head of Maths. Lesson observations and book reviews.	WIJ	Termly
A	Maths tuition 1:1	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 twice a week. Students making less progress in Maths identified for intervention by SENDCo/ Head of Maths.	MAL/WIJ	Data drops

A	Year 7, 8 and 9 additional literacy lessons.	EEF toolkit suggests that small group tuition has positive impact on pupil progress. Has proven to be effective.	Yr 6 transition meetings with schools and parents. Baseline assessment to target students that require additional support. Reading tests to be repeated at the end of each term.	ROB/DEN	Termly
A	SpLD intervention using Lexia	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 TA. Termly review using Lexia data. Then measured at the end of intervention using spelling and reading test scores.	ROB/DEN	Module
A	Development of handwriting and touch typing to support students record their work.	KS3 pupils who need to improve presentation standards and lessen need for exam scribes long term. Students need to feel pride in their work and ensure that teachers/examiners are able to assess their work. This has been successful to ensure that appropriate EAA can be adopted.	Touch typing progress levels. DASH test repeated annually.	ROB/MAR	Module
F	ELSA support to improve student wellbeing.	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.	Measurement taken at the beginning and end of intervention linked to personal outcomes.	LAU/DON	Module
F	1:1 Wellbeing mentoring/emotional mentoring with a trained counsellor	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.	Review of behaviour logs, attendance and reward card to show positive changes in behaviours.	SENDCO	Module

F	Eikon Support Sessions and clubs.	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 to target changing student needs. Each intervention will be reviewed based on individual impact criteria each module	WAL/ EIKON	Module
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. Participation to be monitored each module.	STE	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	Each module based on individual targets for each student.
A	Rapid Reading. Targeted at pupils with below reading age of 10 years (all year groups).	The EEF toolkit suggests that small group tuition is a successful tool in supporting students with gaps in their knowledge to make more progress.	Coordination completed by SENDCOs using annual reading levels. Retested every term student are involved.	ROB/GIL/ TRO	Module
F	Social Skills Groups	Social and Emotional Learning +4 EEF.	Targeted at pupils with identified needs (e.g. high anxiety).	SENDCOs	Module
F	Wellbeing Mentoring	Social and Emotional Learning +4 EEF. Weekly check-ins with TAs to help with anxiety.	Planned and coordinated by SENDCO. Monitor attendance and behaviour data.	SENDCOs	Module
A, F	Exam Stress Seminars	Social and Emotional Learning +4 EEF	Run by trained counsellor. Open to all students and then follow up sessions for targeted students.	SENDCOs	Module
A	Access Arrangements	Levels the playing field for pupils with educational needs.	All SEND+ PP students have been screened. Underachieving PP pupils also screened.	SENDCOs	Module

A	EAL small group and 1:1 targeted work.	The EEF toolkit suggests that small group tuition is a successful tool in supporting students with gaps in their knowledge to make more progress.	Trained staff member in EAL Support Spring 2020 to target an increase in EAL students including those eligible for PPG.	GIL	Data drops Termly EAL Proficiency review
Total budgeted cost					£137,825

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.	WAL/OAK	Attendance rates measured every two weeks with the EWO.
H	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.	TRO	Termly
I	PPG Fund to provide required equipment and financial support to pupils and their families to enable them to fully participate in school.	The pandemic has caused unmeasurable financial impact to all and in particular those eligible for PPG.	Review of equipment logs on a weekly basis. Request feedback from Yr7 tutors on access to IT and internet during module 1.	ROB	Termly
Total budgeted cost					£3625