

Pupil Premium Annual Review – October 2020

1. Summary Information

School	Kings College Guildford				
Academic Year	2019-20	Total PP budget	£117, 810	Date of most recent PP Review	Oct 2020
Total number of pupils	314	Number of pupils eligible for PP	126 (40%)	Date for next internal review	Sept 2021

1. Attainment

Year 11 Summer 2020 (CAGs)

	Progress 8	English Lang	Maths	Science
All	-0.06	-0.01	0.13	0.07
PP	-0.49	-0.44	-0.24	-0.24
All Boys	-0.13	-0.11	0.04	0.04
PP Boys	-0.77	-0.77	-0.4	-0.4

Pupil Premium – All Years

	Year 10 (Autumn)		Year 9 (Autumn)		Year 8 (Autumn)		Year 7 (Autumn)	
	20 students		28 students		19 students		26 students	
	Autumn FFT5	Autumn FFT50	Autumn FFT5	Autumn FFT50	Autumn FFT5	Autumn FFT50	Autumn FFT5	Autumn FFT50
Eng Lang	+0.23	+0.66	-0.12	+0.21	+0.18	+0.47	+0.03	+0.34
Maths	-0.06	+0.60	-0.33	+0.15	+0.21	+0.60	+0.21	+0.64
Science	-1.21	-0.22	+0.13	+0.60	+0.12	+0.46	+0.18	+0.59

Boys – All Years

	Year 10 (Autumn)		Year 9 (Autumn)		Year 8 (Autumn)		Year 7 (Autumn)	
	28 students		29 students		20 students		38 students	
	Autumn FFT5	Autumn FFT50	Autumn FFT5	Autumn FFT50	Autumn FFT5	Autumn FFT50	Autumn FFT5	Autumn FFT50
Eng Lang	+0.18	+0.62	-0.05	+0.25	+0.16	+0.48	+0.46	+0.78
Maths	-0.25	+0.33	-0.19	+0.29	+0.47	+0.82	+0.54	+0.96
Science	-0.99	-0.40	+0.30	+0.77	+0.11	+0.46	+0.04	+0.42

2. Barriers to future attainment

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 outperforming boys in some areas.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance for PP students is 90.6% (Mod 1 2019). It needs to be at least 92.4% to be in line with national average for PP and 95.2% to be in line with holistic national averages (2017-18).
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).

3. Overview of Desired Outcomes

	Desired Outcomes	Key Actions	Outcomes	Costings
A.	High levels of progress in literacy, numeracy and oracy for all students, including PP students. Measured by improvements in quality of classwork over time and PP assessment performance in line with peers nationally. Essentially high levels of progress for all.	Curriculum leaders perform a curriculum review and clarify their curriculum intent, implementation and desired impact. Curricula prioritise addressing gaps in knowledge, skills and vocabulary. Access arrangements provided to ensure level playing field for all.	Middle leaders undertook rigorous curriculum reviews and presented to SLT in Modules 4-5 to outline development plans and actioning plans. Curriculum plans for all departments have focus on key vocabulary. 41 KS4 pupils tested for access arrangements. See GCSE assessment data above.	£1000
B.	Curriculum to ensure sustained progress from Year 6-7.	Curriculum leaders to liaise with primary school feeders to ensure curriculum for Year 7 appropriately compliments and continues learning from Year 6.	Outcome of Middle Leaders' curriculum presentations was that relationships with primary feeder schools require cultivation. This target to roll forward to next year. See Year 7 data above.	N/A
C.	Boys making expected levels of progress from starting points.	CPD focus: research best-practice around teaching of boys in secondary schools.	Not achieved -- to remain as focus going forward.	N/A

		Ensure curriculum leaders are aware of how boys and girls are performing in their subject area.	Achieved in LM meetings and progress meetings. See boys' data above.	
D.	Improved 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%.	Attendance letters sent to pupils who meet threshold. Whole-school focus in assembly. Termly rewards.	PP attendance as of closure: 89.27% 86 students met the PA threshold, 47 of those students are PP (54.65%).	N/A
E.	Homework club well attended by students eligible for the PPG. PP homework logs not significantly less than non-PP homework logs. PP pupils make expected levels of progress.	Mandatory Homework Club for those struggling to complete. Lesson observations and book scrutiny show PP students completing regular homework and revision tasks. Continued explicit teaching of revision strategies in lessons.	Average of 121 pupils (average 31 PP) accessed HW club each module (modules 1-4). 55% of HW logs for PP students compared to 45% non-PP.	£2810
F.	Pupils are happy at school and able to focus on their learning. Pupils are able to cope with difficulty.	'5 Ways to Wellbeing' implemented within tutor programme for all pupils. Student Council Wellbeing and Diversity groups. Exam access arrangements to reduce stress. Year 11 Exam Stress seminars with trained psychologist. Lockdown Actions: Weekly virtual tutor-times and tutor emails. Weekly Challenges. Email contact with teachers. Weekly phone calls for more vulnerable pupils. 1-1 meetings with psychologist for those struggling. Single days in school for Years 7-9; face-to-face provision for Year 10s.	5 Ways to Wellbeing implemented in tutor programme (e.g. Year 10s Monday fitness; Friday Quiz, etc.) Student council met weekly in tutor time to work towards their objectives (e.g. revision packs for Year 11s). Student Voice Nov. 2019: 57% agree/strongly agree that Wellbeing Ambassadors help them learn more about looking after own wellbeing. 170 pupils qualified for access arrangements Years 7-11. 69/170 PP. N/A due to closure. 95% of students responded that they felt supported by school during lockdown.	N/A

G.	Oral communication skills of students eligible for PPG in line with those of peers. PP students make good progress in their written communication.	CPD focus: research and trial best practice for embedding oracy in curriculum. PP students take part in oracy activities outside of lessons. Curriculum includes opportunities for oracy development in all departments.	Oracy book-group formed. Progress limited due to closure. Magistrates Mock Trial Competition to develop oral communication (5/13 PP); Student Leadership delivering assemblies. Oracy strategies trialled in Science and English linking to Direct Vocabulary Instruction.	N/A
H.	Continued high aspirations for all pupils, including those who are Pupil Premium.	University of Surrey Widening Participation Outreach Coordinator works in school and provides a variety of bespoke opportunities for students in all year groups. Virtual Work Experience Week.	100% of students engaged with at least one aspirations-related event before lockdown. 12 Year 10s engaged in the virtual work experience week (3/12 PP).	N/A
Total Expenditure:				£3810

4. 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?	Costings
A	Small group classes sizes in Maths for intervention groups	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	£20,000
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	MAL/WIJ	Reviewed each data drop based on in school summative assessments. Continued virtually during closure.	£8,500
A	Year 7, 8 and 9 additional literacy lessons.	Has proven to be effective.	Coordinated by Head of English.	GIL/DEN	Reading test scores.	£10,000
A	SpLD intervention	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.	ROB/DEN	Measured at the end of each course of intervention using spelling and reading test scores.	£2000

A	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.	£8000
F	ELSA (from Jan 2020)	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	SENDCOs	Reviewed every 6 weeks (Jan-Easter)	£2000
F	1:1 Wellbeing mentoring/emotional mentoring with Tony	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.	SENCOs review behaviour, attendance, etc.	SENDCOs	Each module using a reduction in behavioural logs as a measure.	£15,000
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.	N/A
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.	STE	Participation to be monitored each module.	£5000
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.	£28,633
G	External providers of oracy seminars for pupils	Oral language interventions +5 EEF	Chosen carefully.	FER	Yearly	N/A
A	Rapid Reading	The EEF toolkit suggests that small group tuition is a successful tool in supporting students with gaps in their knowledge to make more progress.	Targeted at pupils with below reading age of 9 years 6 months (all year groups).	SENDCOs	Termly	£1500
F	Social Skills Groups	Social and Emotional Learning +4 EEF	Targeted at pupils with identified needs (e.g. high anxiety)	SENDCOs	Termly	N/A

A	Handwriting groups		KS3 pupils who need to improve presentation standards and lessen need for exam scribes long term.	SENDCOs	Termly	N/A
A	'Memory Magic'	1:1 tuition has proven to be a successful tool in accelerating student progress.	To develop working memory. 3 identified pupils.		Yearly	N/A
F	Wellbeing Mentoring	Social and Emotional Learning +4 EEF	Weekly check-ins with TAs to help with anxiety.	SENDCOs	Termly	N/A
A, F	Exam Stress Seminars	Social and Emotional Learning +4 EEF	Run by Tony	SENDCOs	Termly	N/A
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	Termly	£5000
A	How to use your extra time in exams workshops	Metacognitive strategies ranks highly in the EEF toolkit for accelerating progress.	Helping students make the most of their extra time.	SENDCOs	Termly	£100
Total cost						£105, 733

5. COVID-19 Addendum

I.	Ensure all students have access to remote provision at home (Wi-Fi and device).	<p>Determine which students are without device/Wi-Fi at home.</p> <p>Provide devices and arrange internet provision for families unable to provide for their child.</p> <p>SEND team daily contact with students and families to support with home learning.</p>	<p>62 tablets/laptops/Wi-Fi connections provided to pupils to access remote education.</p> <p>SEND students accessed and completed remote provision in line with peers.</p>	£3000
J.	Ensure students who did not engage with remote learning caught up upon school opening.	Track student completion of work and intervene where necessary.		N/A

		Arrange for extended school day for those with significant amounts of incomplete work.	26 pupils caught up on all remote learning in either an extended school day or small-group learning outside of normal lessons.	£5000
K.	Ensure safety and welfare of all pupils during school closure.	Safeguarding team phone calls to vulnerable children. Safeguarding team home visits to unreachable families. Weekly tutor check-ins. Daily Eikon virtual lunch club. Teacher email contacts.	Students felt supported.	
L.	Ensure all students have exercise books and equipment at home to complete their work.	Supply as needed.	Hundreds of exercise books and other items provided.	£267
Total Expenditure:				£8267