

# Pupil Premium Strategy Statement Kings College

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Kings College Guildford
Number of pupils in school	<b><u>470</u></b>
Proportion (%) of pupil premium eligible pupils	<b><u>31%</u></b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mr Alastair McKenzie
Pupil premium lead	Mrs Mollie Robberts
Governor / Trustee lead	Mrs Christa Wijnja

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b><u>£ 138,632</u></b>
Recovery premium funding allocation this academic year	<b><u>£ 38088</u></b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b><u>£0</u></b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b><u>£176,720</u></b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Kings College, we believe that the highest possible standards can only be achieved by having the highest expectations of all pupils. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG). We insist that all our pupils and their families embrace our ethos of 'Work Hard and Be Kind' in order that their education enables them to have high aspirations, be happy with themselves and within the communities that they are part of, and make excellent progress to secure their successful futures.

Our key principles are that every young person receives the best possible education through the sharing of outstanding practice and professional development opportunities for staff. We continue to be small enough to know all our pupils, but large enough to give them access to every opportunity. This informs our approach to targeted academic support and wider strategies which are devised based on continuous analysis of student progress to ensure that we adopt research backed interventions and strategies that secure impactful outcomes for all pupils.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Gaps in prior knowledge in English, Maths and Science require bespoke curriculum planning in order to secure good progress from starting points.
2	Vulnerable pupils require significant transition support to secure continued progress from KS2.
3	<b>Attendance</b> for pupils eligible for PPG is below national average
4	External circumstances resulting in <b>negative well-being</b> impacting learning
5	Low self-esteem, aspiration and lack of resilience. Ensure pupils continue to have <b>high aspirations</b> (on-going work).
6	Material poverty in terms of resources for learning, space to work at home.
7	Broad and confident range of <b>vocabulary</b> skills are not secure amongst some disadvantaged pupils.
8	<b>Homework</b> and <b>revision habits</b> are not secure amongst some disadvantaged pupils.
9	Science outcomes for disadvantaged pupils were inconsistent (on-going work).
10	Emotional, social and behavioural needs can impact some pupils engagement with school

**Intended outcomes** This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>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.</p>	<p>Curriculum reflects changes to examinations and to prioritise addressing gaps.</p> <p>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.</p> <p>Improved reading and spelling progress data.</p>
<p>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.</p>	<p>Curriculum is planned using feedback from feeder schools to prioritise gaps.</p> <p>Thorough transition program involving all stakeholders to ensure support is in place for those that require it prior to transition via youth work and targeted support. Actions include SENCO/Pastoral visits, Parent and Child interviews with SLT, transition days and Summer School with all pupils attending.</p> <p>PSHE/RSE + Pastoral Curriculum are reviewed and designed to support students' progress and personal development</p>
<p>Improved attendance for pupils eligible for PPG measured through present % and PA's.</p>	<p>Attendance for student eligible for PPG 95%</p>
<p>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.</p>	<p>Wellbeing strategy embedded and offering opportunities for all pupils including Stamp Out Stress days.</p> <p>Wellbeing interventions run and re measured each term show positive impact for pupils.</p> <p>Enrichment registers show that they are well attended by pupils eligible of PPG.</p>
<p>Pupils have high aspirations which is measured by participation in events and opportunities over the course of the year.</p>	<p>All pupils take part in raising aspiration work.</p> <p>Aspiration work is adapted to allow work to continue despite pandemic restrictions.</p>
<p>Pupils have the equipment and funding they require to engage fully with school.</p>	<p>Pupils that required ICT, internet, uniform, stationary or funding for trips or enrichment activities are able to access support.</p> <p>All pupils have the equipment that they require.</p>

Vocabulary development for pupils eligible for PPG in line with those of peers which is reflected in the written communications during book reviews and observations.	Direct Vocabulary is evident in every lesson in every subjects.  Pupils with SLCN are supported through a whole school and targeted approach.
Homework club + Period 4 Revision Sessions well attended by eligible for the PPG, demonstrated through registers.	All pupil's homework is consistently completed.  All pupils are ready for examinations and make expected progress in examinations.
All pupils 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.
Pupils with SEMH needs are able to access early and specialist intervention when required.	Behaviour incidents for pupils eligible of PPG are proportional to % of All Pupils and show a decreasing picture including exclusions.  SEND Team support students with appropriate and timely support including intervention, referrals to agency, ALP and EHCPA Requests.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention) Budgeted cost: £48, 310.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruitment of Science subjects specialists including a new Head of Department to lead pedagogical layered approaches to improve and sustain outcomes in Science.</i>	<i>EEF refers to high-quality teaching being the lever to improve outcomes for pupils. Goes on to outline potential impact of metacognition and self-regulation approaches is high (+7 months' additional progress). Also EEF 6+ suggests Providing feedback is a well-evidenced and has a high impact on learning outcomes.</i>	9
<i>Continue to embed and QA classroom pedagogical strategies used in the classroom e.g. modelling, interleaving, metacognition, low stake quizzing. Feedback via training/CPD and QA.</i>		1
<i>Embed whole school Direct Vocabulary Instruction</i>	<i>Oral language interventions +5 EEF</i>	7

<i>approach in every lesson to support language development and oracy and written confidence of pupils. Training/CPD and QA.</i>		
<i>English Curriculum to develop Oracy skills through Guildford Shakespeare sessions for every year group</i>		7
<i>Staff training by MAT links with Head of Year 6 to inform writing approaches and confirm curriculum understanding of curriculum at primary school.</i>	<i>EEF School Transition Tool: A Trio of challenges Research Report DCSF-RR019</i>	2
<i>Subject leads liaise with primary feeders to ensure effective curriculum transition from Year 6 to 7.</i>	<i>Research Report DCSF-RR019</i>	2,10
<i>Development of Professional Tutor to support and challenge teaching staff to ensure high quality teaching for staff in first 3 years of teaching or those new to Kings using incremental coaching model.</i>	<i>Ambition School Leadership report on Incremental Coaching found that 71% of respondents strongly believe that incremental coaching helps pupil progress and 82% of teachers surveyed strongly agree their practice had benefitted from incremental coaching</i>	1
<i>Further development of SEND Provision to increase to two SENCOs and sustain additional Teaching Assistant and Higher Level Teaching Assistants providing 'bridge building' roaming support to develop students independence</i>	<i>EEF refers to The average impact of the deployment of teaching assistants 4+ months</i>	1
<i>Continued focus on Curriculum development to ensure breadth and depth. SPD focus on embedding new PSHE structure, RSE structure, Pastoral Curriculum redesign, increased language provision and cross curricular Maths approach. Additional Pastoral Leads appointed to develop delivery of pastoral provision within the school.</i>	<i>A school's curriculum drives the progress of all pupils. The better the curriculum, the better the progress.</i>	1
<i>Explicit focus on high standards of Homework and Revision for all pupils via high expectations and structures around homework in every lesson. Homework club offer</i>	<i>EEF Research suggests homework in secondary can add +5 months in progress. Revision skills have a strong positive correlation with exam achievement.</i>	7

<i>for all years with all pupils attending Yr11 homework club over the course of the year to review independence skills.</i>		
<i>Arts Mark Award to further develop Arts offer for pupils and development of resources to increase pupils experience of the Arts including development of music resources, trips and artist visits.</i>	<i>EEF Research suggests Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</i>	1,4

**Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £197,819**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Screening offer to include digital SLCN, Dyslexia, Dyscalculia, Annual reading and spelling + SEMH</i>	<i>Code of Practice outlines Assess, Plan, Do, Review process to student need. Highlights traits and strategies to use for Pupil Passports and interventions.</i>	1
<i>Further development of SLCN intervention and increased offer</i>	<i>EEF toolkit suggests that small group tuition has an average impact of four months' additional progress over the course of a year</i>	1,6
<i>Dyslexia Lead HLTA appointed and trained in SPLD Intervention to screen and work with pupils 1:1 and small groups.</i>		1,6
<i>Rapid Reading sessions for pupils with weak comprehension.</i>	<i>EEF refers to Reading comprehension strategies are high impact on average. From previous experience at Kings average gains are 22 months</i>	1,6
<i>EAA training approach to ensure pupils feel confident to effectively use EAA in examinations.</i>	<i>Ensure level playing field for all.</i>	4
<i>Literacy Circuits for targeted SEND Yr7,8,9</i>	<i>EEF toolkit suggests that small group tuition has positive impact on pupil progress. Has proven to be effective</i>	1,6
<i>Handwriting and touch typing</i>	<i>Ensure pride, independence and speed to avoid scribes at examinations. This has been successful to ensure that appropriate EAA can be adopted/</i>	4
<i>Exam Stress Seminars lead by Art Therapist and CWP staff.</i>	<i>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. Social and Emotional Learning +4 EEF</i>	4
<i>Wellbeing interventions of CWP, Art Therapy, Eikon Youth Work used as early-stage intervention to support pupils.</i>		4,9

<i>Employ fulltime CWP worker to support with early intervention for students to improve attendance and engagement</i>		
<i>Embed Mindwork clinicians in the school as part of the early intervention team to offer individual, group, parent and staff support to improve wellbeing and remove barriers for attendance and engagement.</i>		
<i>HLTA Responsible for Wellbeing appointed and trained to run small group, 1:1 and tutor time activities.</i>		4,9
<i>Additional ELSA trained to increase targeted intervention.</i>		4,9
<i>Eikon and University mentoring for students showing reduced progress or initial behaviour concerns</i>	<i>EEF refers to 2+ months and encourage a focus on sustaining impact.</i>	4,9
<i>Maths Tuition 1:1 and small group</i>	<i>1:1 tuition has proven to be a successful tool in accelerating student progress.</i>	1
<i>Period 4 provision and additional holiday targeted revision sessions for students.</i>	<i>Extending the school day is cited as an effective method of raising attainment in the EEF toolkit.</i>	1,7
<i>Use of alternative learning provisions for targeted students</i>	<i>Previous involvement of students in quality ALP courses has proved to be successful.</i>	9

**Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £ 12,618**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Embed Wellbeing strategy for staff and students to improve happiness and attendance</i>	<i>EEF Outlines Social and emotional skills' are essential for children's development— they support effective learning The NHS promote the '5 Ways to Wellbeing' which will continue to map against pastoral curriculum.</i>	4,9
<i>Embed Stamp out stress days to provide 5 sessions a year for all students to promote resilience</i>	<i>The NHS promote the '5 Ways to Wellbeing' which will continue to map against pastoral curriculum.</i>	4,9
<i>Support Pathways developed for staff confidence to support early intervention.</i>	<i>World Health Organisation outlines early intervention as being key for the Prevention of Mental Disorders.</i>	4,9
<i>Homework club</i>	<i>EEF Research suggests Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</i>	7

<i>Increased admin support for attendance to ensure daily follow approach is delivered.</i>	<i>Improving attendance for students is crucial to improving their attainment. NfER briefing for school leaders identifies addressing attendance as a key step.</i>	2
<i>Pastoral Leads to take lead role in attendance to challenge early stage of non-attendance in order to maintain 95%</i>		2
<i>Support pupils with wider resourcing needs e.g. uniform, revision guides, equipment</i>	<i>The pandemic has caused unmeasurable financial impact to all and in particular those eligible for PPG.</i>	5
<i>Provide every child with opportunities to raise their aspirations through the University backed Aspiration Program and Futures Days</i>	<i>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.</i>	4
<i>Pupils eligible for PPG are over represented at enrichment's (1/3)</i>		4
<i>Provide opportunities for pupils eligible for PPG to take part in trips and cultural opportunities</i>		1,4

**Total budgeted cost: £ 258,747.50**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

<b>GCSE Data for Pupils eligible for PPG</b>	<b>Pupils Eligible for PPG (34%)</b>	<b>Pupils NOT Eligible for PPG</b>	<b>Gap</b>	<i>National Average 2021 Eligible</i>	<i>National Average 2021 NOT eligible</i>	<b>Gap</b>
<b>Progress 8</b>	<b>-0.49</b>	<b>0.27</b>	0.71	-0.55	0.15	0.70
<b>Attainment 8</b>	30.11	46.93	15.82	37.5	52.6	15.1

<b>Core Subject Breakdown</b>	<p>English Lang P8 for pupils eligible for PPG <b>-0.42</b></p> <p>English Lit P8 for pupils eligible for PPG <b>-0.25</b></p> <p>Maths P8 for pupils eligible for PPG <b>0.03</b></p> <p>Science P8 for pupils eligible for PPG <b>-0.11</b></p> <p>Boys P8 in Science for pupils eligible for PPG <b>-0.21</b></p>
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<b>Internal Data for Pupils eligible for PPG</b>	<b>Year 10</b>	<b>Year 9</b>	<b>Year 8</b>	<b>Year 7</b>
	Summer to FFT50 (16)	Summer to FFT50 (17)	Summer to FFT50 (32)	Summer to FFT50 (38)
Eng Lang	<b>-0.44</b>	<b>+0.16</b>	<b>+0.95</b>	<b>+0.29</b>
Maths	-0.72	<b>+0.07</b>	<b>+0.28</b>	<b>+0.18</b>
Science Tri 1	<b>-0.45</b>	<b>-0.40</b>	<b>-0.48</b>	<b>-0.45</b>

<b>Internal Assessment</b>	<p>Pupils eligible for PPG increased their Reading Ages by an average of 14.3 months</p> <p>Pupils eligible for PPG increased their Spelling Ages by an average of 19.4 months</p>
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We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.49. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 30.11. DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils. The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15. Key stage 4 data and our internal assessments suggest that, the progress and of the school's disadvantaged pupils is strong.

The gap between the Progress 8 has decreased but the Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has grown since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils was -0.27, and the Attainment 8 score was 46.93. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19 on attendance, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils.

Absence among disadvantaged pupils was 8.76% higher than their peers in 2021/22 and persistent absence for those eligible for PPG was 23% higher for the academic year. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our strategy indicated that targeted intervention would be required to ensure that the gap between disadvantaged pupils and non was reduced, this resulted in pupils eligible for PPG taking part in 109 targeted learning intervention opportunities and 141 wellbeing intervention opportunities. The University of Surrey Widening Participation Program resulted in 100% disadvantaged pupils in Year 9-11 and 96% of disadvantaged pupils in Years 7+8 taking part in 5+ activities.

These results mean that we are on course to achieve most of the outcomes that we set out to achieve by 2024/25 but there are areas of prioritised focus to ensure complete success, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.