Pupil premium strategy statement King Edward VI High School

1. Summary information					
School	King Edward VI High School				
Academic Year	2015-16	**Total PP budget**	£175,110	**Date of most recent PP External Review**	May 2014
Total number of pupils	626	**Number of pupils eligible for PP**	155	**Date for next internal review of this strategy**	July 2017

2. Current attainment			
	Pupils eligible for PP (King Edward VI High)	Pupils not eligible for PP (King Edward VI High)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	**25%**	50 %	64.7%
% achieving expected progress in English / Maths (2015-16 only)	**En 51%** **Ma 37%**	En 74.7% Ma 53.4%	En 75.8% Ma 73.4%
Progress 8 score average	**-0.52**	-0.37	0.12
Attainment 8 score average	**35**	48	52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.	Prior attainment. PP students in general have a lower prior attainment than non PP students and so need to make accelerated progress in order to reach higher attainment levels.
B.	Literacy – (reading age). In 2015 44% of year 7 students eligible for PP were at or above their age related expected reading age.
C.	Aspirations and attitudes to school. PASS tests show that students eligible for PP are less self-regard as learners, poorer perceptions of their relationships with teachers and less confidence in learning and perseverance with challenging tasks.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Attendance. Our PP attendance has improved over recent years but continues to be a focus. PASS tests show students eligible for PP have poorer attitudes to attendance

4. Desired outcomes *(desired outcomes and how they will be measured)*		Success criteria
A.	Diminishing differences between academic outcomes of PP and non PP students	Attainment and progress of PP students is close to or moving towards national average for non PP students
B.	Reading age of PP students increases	Reading ages on a par with non PP students
C.	Diminishing differences between academic outcomes of PP and non PP students Diminishing differences between pastoral and behavioural outcomes of PP and non PP students	PASS tests and pastoral data show improved attitudes to themselves and school following support from Learning Mentors and pastoral staff.
D.	Increased attendance of PP students	Attendance rates on a par with non PP students

5. Planned expenditure					

Academic year	**2016/17**				

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?
Improved feedback for students leading to more personalised approach to teaching and learning	Whole school approach to marking and feedback	EEF Teaching and Learning toolkit puts Feedback as high impact	Regular monitoring by subject leaders. Use of Lessons Learned Software to collage all monitoring and feedback to staff Bespoke CPD programme for staff based on learning walks and lesson observations	AJH	July 2017
Improve the quality of teaching and learning and improve strategies for tracking and intervening with students	Join PIXL and use PIXL toolkit strategies across the school. (Tracking, personal learning checklists, DTT approach to intervention)	Individual tracking of students is key to understanding which students are making progress and which students need support. Ofsted 2014 reports states Schools that are committed to 'closing the gap' and that have robust tracking systems are showing most improvement	Regular monitoring of PIXL strategies within departments by LG line managers. Assessment data 5x a year at KS4 and 3x a year at KS3	EJK	Aug 2017
Improve the quality of teaching and learning and improve strategies for personalised learning for students	Small amount of money put aside for CPD for staff, either external or internal	EEF Teaching and Learning toolkit puts meta-cognition as a high impact strategy. For this to work, staff need high quality CPD on meta cognition strategies.	Feedback from Learning Walks and Lesson observations CPD feedback	AJH	July 2017
Diminishing differences between academic outcomes of PP and non PP students	New KS3 and Assessment without Levels has Mastery Curriculum at its' centre.	EEF Teaching and Learning toolkit puts Mastery learning as a potential high impact strategy. New National Curriculum supports Mastery Learning	Feedback from Learning Walks and Lesson observations Assessment data Monitoring from subject leaders	EJK / AJH	July 2017

Increase the reading ages of students	Accelerated Reader Scheme implemented throughout the school. Daily reading for all students. At KS3 a dedicated reading lesson each work working on skills identified by accelerated reader activities, supported by a learning mentor focussing on reading techniques.	EEF Teaching and Learning toolkit puts reading comprehension activities as moderate impact. At King Edwards in 2015 just 44% of year 7 students eligible for PP were at or above their age related expected reading age.	Reading age assessment data Learning walks of reading lessons Learning walks of daily reading in tutor lessons	SAL AJH	July 2017
			Total budgeted cost		**£6,500**

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?
Diminishing differences between academic outcomes of PP and non PP students	Employment of specific Learning Mentors to support PP students across the school both in class and out of class in small groups.	EEF puts small group tuition as a moderate impact strategy. Internal PASS tests data shows PP students are less resilient and are less confident in their learning than non PP students.	Assessment data Learning walks Feedback from Learning Mentors Feedback from Subject Leaders	EJK	July 2017
Diminishing differences between pastoral and behavioural outcomes of PP and non PP students	Employment of specific Learning Mentors to support PP students in behaviour and pastoral aspects.	EEF puts social and emotional learning tuition as a moderate impact strategy. Internal PASS tests data shows PP students are less resilient and are less confident in their learning than non PP students. Internal behaviour and pastoral data shows PP students are more likely to have conduct logs and exclusions.	Assessment data Learning walks Feedback from Learning Mentors Feedback from Subject Leaders Internal behaviour and pastoral data	DSD	July 2017

Diminishing differences between academic outcomes of PP and non PP students	Improve access to homework and online learning at home. Subscriptions to Show My Homework, MyMaths, Sam Learning	EEF Teaching and Learning toolkit puts Homework and Digital Technologies as moderate impact. All these online services allow students to continue with lessons outside of school hours and staffed homework clubs support students to do this within the school building.	Assessment data Reports of usage by students	EJK DSD	July 2017
Increased attendance of PP students	Employment of an attendance consultant to work with students and families to improve attendance.	Attendance at school is required for improved academic outcomes.	Timesheets and tracking of attendance consultant Attendance data	DSD	July 2017
Diminishing differences between academic outcomes of PP and non PP students	Sum of money set aside to enable students to participate fully in after-school clubs and activities and to provide financial support for educational visits	Ofsted 2014 reports this as a strategy used in schools that use PP funding effectively. School PASS data shows students how a lower regard to themselves as learners so this funding is used to support students to take a full and active part in all aspects of school life, including extra-curricular	Record of attendances on school trips and extracurricular activities, Feedback from learning mentors School attendance rates 'Soft data' on social and emotional improvements	EJK	July 2017
Increased attendance of PP students. Diminishing differences between academic outcomes of PP and non PP students	Provision of Breakfast club	The provision of breakfast club promotes attendance, improves relationships between students and their mentors, encourages good social skills.	Attendance registers at breakfast club Feedback from learning mentors School attendance rates 'Soft data' on social and emotional improvements	AJH	July 2017
				Total budgeted cost	**£157,000**

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?
Diminishing differences between academic outcomes of PP and non PP students. Diminishing differences between pastoral and behavioural outcomes of PP and non PP students.	Provision of Alternative Curriculum activities such as Princes Trust and Forest School	EEF Teaching and Learning toolkit puts Mentoring, small group tuition, Social and Emotional Learning all at moderate impact and these are key features of our alternative curriculum programmes. They focus on pastoral and social aspects supporting students to become more resilient and raising self-esteem. This is turn will support learning in other curriculum areas.	Lesson observations Learning walks Attendance data Assessment data 'Soft data' on social and emotional improvements	EJK	Juy 2017
Diminishing differences between academic outcomes of PP and non PP students.	Funding set aside for subject areas to bid into	Subject areas have differing needs and having some funding set aside for subject areas to bid into allows some flexibility and responsiveness in the pupil premium strategy	Records of all bids made and the impact of all successful bids evidenced and reported.	EJK	July 2017
Diminishing differences between academic outcomes of PP and non PP students.	Funding set aside for raising aspiration activities – these could be whole school or subject area based.	EEF Teaching and Learning toolkit puts Aspiration interventions as low impact however, internal PASS data shows that PP students have lower aspirations than non PP students so we believe that activities linked to IAG and additional curricular activities will support students in their learning.	Records of all bids made and the impact of all successful bids evidenced and reported.	EJK	July 2017
				Total budgeted cost	**£12,000**

6. Additional detail

Strategies inside the classroom

- ❖ Knowing your class – using data sheets to identify the PP students.
- ❖ Building relationships with students
- ❖ Praise
- ❖ Quality First Teaching
  - o Targeted Questioning / inclusive involvement in the lessons. Asking PP students questions early on in the lessons to make sure they are involved at the very start.
  - o Seating plans / pairing with a 'buddy' of higher ability.
  - o Differentiation within the classroom
  - o Modelling work, talking about thought processes out loud.
  - o Setting challenging and achievable tasks.
- ❖ Supporting literacy of PP students
  - o Highlighting key words – explaining what they mean.
  - o Using specific and correct vocabulary when you are modelling work.
- ❖ Having equipment available for students who may need to borrow it.
- ❖ Supporting homework and having high expectations.
  - o Putting homework on Show My Homework so the homework is clear and accessible
  - o Discussing issues with homework with individual students
  - o Encouraging students to use homework club. (Every lunchtime in M4 & C6 and after school Monday to Thursday in F2)
- ❖ Providing missed work to students who were absent
- ❖ Giving high quality feedback to students using SWaNS marking.
  - o Marking PP students books first in the pile so they get feedback when teachers are less tired.
- ❖ Supporting whole school literacy such as 1:30 reading and supporting the accelerated reading programme
- ❖ PP Learning mentors tracking the progress of all PP students across subjects.
- ❖ PP students receiving additional support in the classroom.

Strategies outside of the classroom

- 1-2-1 mentoring for specific students.
- Being aware of PP students when planning educational trips and apply for funding for them so they automatically go on educational visits.
- Funding ingredients for cooking / resources for lessons.
- Withdrawal / booster work, mainly based around literacy and numeracy but also based on Learning to Learn, revision and attitudes to school.
- Homework club and access to ICT facilities with support from Learning Mentors every lunchtime and after school Monday to Thursday.
- After school support with SAM Learning encouraging students to complete 10 hours of SAM tasks and rewarding those who do.
- Provision of revision guides / workbooks
- Providing opportunities to have different experiences and raise aspirations. Motivational speakers, drama performances, subject workshops.
- Providing opportunities to have different learning experiences – Princes Trust, Outdoor Learning.
- Accrediting and Rewarding participation in school life and encouraging PP student to take part and get involved
- When timetabling teachers, assign the best, high performing teachers to the groups with the most PP students in.