

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 International College
Number of pupils in school	768
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jo Luhman, Headteacher
Pupil premium lead	Martin Byrne, Assistant Headteacher
Governor / Trustee lead	Keith Dixon, Chair of LGB

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2022-23)	£158,585
Recovery premium funding allocation this academic year	£44, 436 yet to be confirmed at time of publication (Nov 22)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£28,331 (main funding) £6,724 (recovery funding)
<b>Total budget for this academic year</b>	<b>£238,076</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to effectively use the pupil premium and recovery premium to help **disadvantaged students at Kings to improve and maintain a sustained attainment in line with non-disadvantaged pupils nationally.**

Over the period of this strategic plan, we intend to focus on key challenges that are preventing our disadvantaged students from attaining well. These challenges include losses to their education during the global pandemic.

We intend to take a responsive approach which will address both individual needs and common challenges faced by students and their families, without judgement, based on robust diagnostic assessment of academic and wider social needs.

It is our intention that all students at King's, irrespective of their background or circumstance, will thrive. By giving them the tools to engage in every opportunity life offers, we will ensure they become interested in life; engaged members of their local, national and global communities who have a positive impact on those around them.

The approaches we have adopted will have a combined goal of helping our students to excel. These include:

- Prioritising attainment in literacy, to enable students to access the full curriculum.
- Ensuring disadvantaged students have full access to a broad curriculum.
- Ensuring disadvantaged students are challenged to take full advantage of every opportunity (curricular and extra-curricular) at Kings.
- Ensuring a whole school approach, whereby all staff take responsibilities for disadvantaged pupils' outcomes and aspire to maximise their achievements.

## Challenges

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

Challenge number	Detail of challenge
1	High levels of absence result in reduced access to curriculum and gaps in skills and knowledge. During academic year 2021-22 whole school Persistent Absence (inclusive of PP students) was 27.2%. Attendance amongst Pupil Premium students was 3.84% lower than non-pupil premium peers.
2	Our baseline assessments, observations and professional discussions show our disadvantaged students have <b>significantly lower standards of literacy and numeracy</b> (" <a href="#">the attainment gap</a> ") compared to more advantaged peers. The importance of literacy skills to <a href="#">academic achievement</a> , job acquisition, <a href="#">future success</a> and <a href="#">life chances</a> is well documented.
3	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by several <a href="#">national studies</a> . At secondary level, this has resulted in <b>significant knowledge gaps</b> resulting in disadvantaged students falling further behind age-related expectations.
4	Assessments, professional discussions and tracking of home learning show that many of our disadvantaged student's <b>participation and engagement in education</b> has been disproportionately impacted by school closures. These finding are supported by <a href="#">national studies</a> and by baseline testing showing wider gaps between higher and lower achieving students.
5	Staff have identified social and emotional issues have grown significantly amongst disadvantaged students. <b>Self-confidence and anxiety (mental wellbeing)</b> are <a href="#">specific areas of concern</a> since the Covid-19 pandemic.

## 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.

<b>Intended outcome</b>	<b>Success criteria</b>	<b>Addressed Challenge</b>
Students attend school frequently enough to access the curriculum offer without being disadvantaged.	Pupil Premium student attendance is in line with peers and at least the national average at end Spring term 2023.	1
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils. (Reading score data indicates same proportion of disadvantaged students at chronological reading age as more advantaged peers)	2
Improved self-regulatory skills among all pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding should be supported by quality homework completion, book scrutiny and improved assessment rates across all classes and subjects. Student voice indicates classroom experience has a sharp focus on learning with minimal disruption.	4,5
Disadvantaged students engage with all the school has to offer, over and above the general timetabled lessons.	School attendance amongst the disadvantaged is, at least, aligned with the national average.  Student voice surveys indicate the extracurricular offer is valued by students in all years.  Student voice surveys indicate the extracurricular offer is accessible to ALL students.  Extracurricular activities attendance records show 30% of attendees are disadvantaged students	4
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Number of broken weeks of attendance amongst disadvantaged students is decreased (comparison of PP attendance data between academic years 2021-22 and 2022-23).	5

	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>Decrease in numbers of students reequiring referral for wellbeing support triage (Aut 2 2022 v Summer 2 2023)</p>	
<p>Attainment gaps between disadvantaged and non-disadvantaged are equal to or above national average.</p>	<p>At least 46% of disadvantaged students attain 5+ GCSE grade 4 including E&amp;M in line with FFT50 target for the cohort.</p> <p>Attainment 8 score for the cohort will be at least 37.</p>	2,3,4

## 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: £34,767

Activity	Evidence that supports this approach	Challenge number(s) addressed
CAT testing for all year7 Students	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2,4
Recruitment and retention of key specialist teachers - Making sure students have teachers who are specialists	<p>Research reported by the DFE (2016) suggests that student attainment in core subjects such as maths is greater when delivered by a specialist teacher</p>	2,3,4
Provide high quality staff CPD on the delivery of 10 minute lesson to improve the quality and consistency of delivering these.	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	2,4
4Matrix and FFT tracking and reporting	<p>Tracking student progress through assessment is an incredibly effective tool for accelerating learning and engaging students in monitoring their own progress.</p>	1,2,3

	<a href="https://www.learningsciences.com/blog/tracking-student-progress-district-leaders/">https://www.learningsciences.com/blog/tracking-student-progress-district-leaders/</a>	
Regular assessments using standardised marking criteria (APP grids) to identify underperforming students and to signpost interventions.	Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims effective assessment has a significant improvement in learning i.e. +7 months impact	2,3
Introduce, implement and sustain explicit teaching of disciplinary literacy and use of COP proof-reading system.	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a>	1
Provide Lexia for students with reading ages below chronological age and introduce quick reads So that all students can read in line with chronological age	Develop student's ability to read complex academic texts. Language and literacy provide us with the <u>building blocks</u> not just for academic success. <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a>	1,2

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 36,716

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group, school led tuition, eg Y11 "Learning Pods" facilitated by Captial Tuiton and hiring Maths specialist to support lower attaining in other cohorts	EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months	3
Providing targeted academic intervention	Engagement scores for PP students during lockdown was lower than that of	3, 4

E.g. Targeted Y10 & 11 parents evening & mentoring, Head teacher Subject Reviews (students of concern identified and tracked), Learning Pods, Departmental sessions, Providing specific revision material e.g. revision guides	<p>their peers, suggesting larger gaps in knowledge.</p> <p>In house assessment data suggests that targeted academic intervention of grade 4/5 students has had a significant impact in mocks in previous years. This is supported by the EEF Toolkit (2021) which reports that extending school day has an effect of + 3 Months.</p>	
Targeted individual and small group interventions through Revision sessions, afterschool support and topic specific focussed sessions	EEF report into Literacy programmes (Baye, Slavin, & Haslam, 2019) suggest that they have a significant positive effect	3
Increased career adviser support through in school provision, all students entered on Unifrog and additional careers interviews for disadvantaged students, Young Entrepreneurs programme (select Y10 students)	CEC report (2020): <u>highlights importance of careers guidance.</u> Effect sizes reported by Hattie (2016) show that Careers interventions have an effect size of +0.38 and are likely to have positive effect on student achievement	4

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £109,024

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality pastoral care including mentoring and support of vulnerable students by Behaviour Managers such as Wey Valley	EEF Toolkit (2021) reports that mentoring has a +2 months benefit to students	1,4,5



Interventions and East to West		
Further develop the alternative provision provided through colleges and partner providers for those most at risk.	Hattie (2016) show that behavioural intervention programmes have a positive effect when linked to needs.	4
Attendance officer to provide tracking and monitoring and implementation of attendance policy and collaborate with Heads of Year in engaging families.	Evidence has shown that tackling absence can be most effective when a number of different approaches are adopted.  When a child attends school on a regular basis, they take an important step towards reaching their full potential. <a href="http://new.wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/schools/339214-wag/?lang=en">http://new.wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/schools/339214-wag/?lang=en</a>	1, 4
Personal Development days to provide additional needs in relation to cultural capital and SEMH, delivered through experiences which include Medical Mavericks, Shakespeare Days, Science trips, Artist visits, and Stem activities.	To enable student to build character. By 'Character', we mean a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a>	4, 5

<p>Support through purchase of resources, ingredients, external music lessons, uniform and equipment to allow the disadvantaged to engage fully and not less than equally to their non-disadvantaged peers.</p>	<p>Enriching education has intrinsic benefits Children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	<p>4</p>
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**Total budgeted cost: £ 180,507**

## Part B: Review of outcomes in the previous academic year (2021-22)

### Pupil premium strategy outcomes

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

Due to the effect of Covid-19 and despite being on track during the first year (2019/2020), the outcomes we aimed to achieve by the end of 2020/21 were not fully realised.

As with all schools, the legacy of the pandemic has meant that there is little in the way of comparable data sets from which we might draw substantive conclusions about the impact our Pupil Premium strategy has had to date.

The fullest extent of the pandemic legacy might have had on our pupil premium cohorts was, we hope, mitigated by our resolution to always maintain a high-quality curriculum. This included during periods of partial closure during which disadvantaged students and children of key workers continued to attend on site provision and has been further supported by ensuring every student has appropriate access to technology to access the curriculum as needed.

Quantitative measures of the impact of our Pupil Premium strategy for the last academic year that are available include...

#### Attendance

- School attendance of 91.1% was 1.5% above national averages for the academic year 2021-2022 (including Y11 at 26<sup>th</sup> May 2022)\*. Further, Post Looked After Children's attendance of 92.2% exceeded school averages by 1.1%.
- Attendance of Pupil Premium cohort during 2021-22 increased by 1.2% to 88.7% when comparing 2020-21 attendance. This is a gap of -0.9% when compared to national averages.

\*Source: [Attendance in education and early years settings during the coronavirus \(COVID-19\) pandemic, Week 30 2022 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

#### Y11 Leavers (2022) Outcomes

Y11 Progress 8 score is forecast to be -0.07 at time of publication (subject to DfE confirmation)

- E&M Threshold (4+) 62% (FFT50 67%)
- 5 GCSE (5+) inc E&M 42.52% (FFT50 39.2%)
- English Language 9-4 = 76% (FFT50 target 74)%
- NB English exceeded FFT20 target for PP students attaining Strong pass by 14%
- Maths 9-4 = 67% (FFT50 target 69%)

This cohort achieved highest attainment 8 score (46.4) for over 5 years. NB this is higher even than the outcomes during the pandemic that were assessed using TAGs/CAGs processes when the national picture suggested grade inflation amongst some schools.

Against this backdrop PP leavers in 2022 achieved the highest Attainment 8 score (37.99) for such a cohort since 2018.

#### **Literacy progress:**

- 99/177 (current Year 9 students) improved chronological reading age (CRA) by 2 months or more. This included 21/38 disadvantaged students.
- 61 students participated in the Lexia programme during 2021-22 and 53 improved their CRA by 12 months or more, including 9 disadvantaged students.
- Disadvantaged progress in closing reading gap (against chronological reading age expected) is proportional with wider cohort.

#### **Post 16 Progression**

2022 leavers Not in Education Employment or Training (NEET) 98.45% compared to national average of 95.7%

- 125 Y11 leavers transferred to FE (included 100% of Pupil Premium cohort and 100% of PLAC)
- 2 Training
- 1 Employment
- 2 Unknown

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
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Lexia "Power Up" literacy development software	Lexia
Heggarty Maths	Heggarty online
Tassomai	Tassomai
Social, Emotional & Mental Health; Therapeutic 1;1 student led provision	Wey Valley
Relational Support Worker	East to West
School led tuition "Learning Pods"	Capital Tuition
Small Group Tuition	Lauren Tutors (English): Brian Rodicks: (Maths)

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Service funding was used to augment provision of a dedicated attendance officer, on-site student welfare service and to release time for pastoral support staff attached to each year group.</p> <p>Additionally, where appropriate, access to peripatetic teachers for aspiring musicians amongst the service children cohort was funded.</p>
What was the impact of that spending on service pupil premium eligible pupils?	Service pupil premium students were able to access enhanced levels of pastoral support to integrate with the Kings community and socialise with their peers outside of the classroom environment.