

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	833
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jo Luhman, Headteacher
Pupil premium lead	Susan Russell
Governor / Trustee lead	Keith Dixon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2023-24)	£180,090 (estimated)
Recovery premium funding allocation this academic year(2023-24)	£50,508 (estimated)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,610
Total budget for this academic year	£251,208

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	<p>High levels of absence result in reduced access to the curriculum and gaps in the students' knowledge and skills.</p> <p>In the academic year 2022-23 whole school attendance figures were 90.9%. The attendance for Pupil Premium Students was 87.6%. Our aim is that attendance of pupil premium students is in line with their non disadvantaged peers.</p>
2	<p>Our baseline assessments, observations and professional discussions show our disadvantaged students have significantly lower standards of literacy and numeracy ("the attainment gap") compared to more advantaged peers. The importance of literacy skills to academic achievement, job acquisition, future success and life chances is well documented.</p>
3	<p>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 national studies. At secondary level, this has resulted in significant knowledge gaps resulting in disadvantaged students falling further behind age-related expectations.</p>
4	<p>Assessments, professional discussions and tracking of home learning show that many of our disadvantaged student's participation and engagement in education has been disproportionately impacted by school closures. These finding are supported by national studies and by baseline testing showing wider gaps between higher and lower achieving students.</p>
5	<p>Staff have identified social and emotional issues have grown significantly amongst disadvantaged students. Self-confidence and anxiety (mental wellbeing) are specific areas of concern since the Covid-19 pandemic.</p>

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	Addressed Challenge
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). Sustained high levels of wellbeing from 2023/24 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.	5

	Decrease in numbers of students being referred for wellbeing support triage (Aut 2 2022 v Summer 2 2023)	
Attainment gaps between disadvantaged and non-disadvantaged are equal to or above national average.	<p>Disadvantaged students attain 5+ E&M at least in line with FFT50 as a cohort.</p> <p>Department and college wide tracking indicate disadvantaged students progress is “on track” to attain at least FFT50 targets and this is evidenced by work that is in line with subject specific APP descriptors for relevant grades.</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: £46,027

Activity	Evidence that supports this approach	Challenge number(s) addressed
CAT testing and National Group Reading Tests are taken by all year 7 Students	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2,4
Recruitment and retention of key specialist teachers - Making sure students have teachers who are specialists	Research reported by the DFE (2016) suggests that student attainment in core subjects such as maths is greater when delivered by a specialist teacher	2,3,4
Provide high quality staff CPD on the delivery of 100 minute lesson to improve the quality and consistency of delivering these.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2,4
4Matrix and FFT tracking and reporting	Tracking student progress through assessment is an incredibly effective tool for accelerating learning and engaging students in monitoring their own progress. https://www.learningsciences.com/blog/tracking-student-progress-district-leaders/	1,2,3

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 COPs proof-reading system.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	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 building blocks for learning and a fulfilled life, not just for academic success. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	1,2

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

Budgeted cost: £ 29,281

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 E.g. Targeted Y10 & 11 parents evening & mentoring, Head teacher Subject Reviews (students	Engagement scores for PP students during lockdown was lower than that of their peers, suggesting larger gaps in knowledge.	3, 4

of concern identified and tracked), Learning Pods, Departmental sessions, Providing specific revision material e.g. revision guides	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.	
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: £180,838

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

<p>Further develop the alternative provision provided through colleges and partner providers for those most at risk.</p>	<p>Hattie (2016) show that behavioural intervention programmes have a positive effect when linked to needs.</p>	<p>4</p>
<p>Attendance officer to provide tracking and monitoring and implementation of attendance policy and collaborate with Heads of Year in engaging families.</p>	<p>Evidence has shown that tackling absence can be most effective when a number of different approaches are adopted.</p> <p>When a child attends school on a regular basis, they take an important step towards reaching their full potential.</p> <p>http://new.wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/schools/339214-wag/?lang=en</p>	<p>1, 4</p>
<p>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.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	<p>4, 5</p>
<p>Support through purchase of resources, ingredients, external music lessons, uniform and equipment</p>	<p>Enriching education has intrinsic benefits Children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	<p>4</p>

to allow the disadvantaged to engage fully and not less than equally to their non-disadvantaged peers.		
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Total budgeted cost: £ 256,147

Part B: Review of outcomes in the previous academic year (2022-23)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Attainment

An analysis has been carried out on the performance of our schools' disadvantaged students during the previous academic year. Data has been taken from national assessment data and internal and summative assessments.

This data is summarised as follow:

Attainment measure	Non disadvantaged	Pupil Premium
Number of students	94	36
Attainment 8	48.73	33.08
Progress 8	0.09	-0.57
9 to 5	53.19%	22.22%
9 to 5 including English and Math's	43.62%	16.67%

This data shows that Pupil Premium Students are still not performing in line with non-disadvantaged students. The Pupil Premiums Attainment 8 score is 33.08 which is 4 points below the FFT50 target of 37.49. There is still a considerable gap between the results achieved by the pupil premium students and the non-disadvantaged students. When analysed more closely, this group of pupils is made up of two outliers who contributed just 5 attainment points to the Pupil Premium Attainment 8 score. This contributed to the attainment gap between pupil premium and non-disadvantaged students.

Some of our disadvantaged learners have complex educational and social barriers to learning that impact on their attainment. Examples from this group include two pupils moving schools and joining Kings late in Year 10, with both students starting GCSE courses almost a year behind as option choices and exam boards did not match what they had previously been studying.

Year 11 Leavers outcome (2023)

Of the 131 students leaving Kings in 2023, 123 went on to complete study at a range of Further Education Colleges. Two students went into employment and 5 students did not notify the school of their plans. Three of these students were Pupil Premium.

Attendance

We have also drawn upon school data and observations to assess the wider issues impacting on disadvantaged students' performance, including attendance.

During the academic year 2022-23, whole school persistent absence (PA) was 25.1%, below the national figure of 27.4%. Kings' absence rate was 8.5%, below the national figure of 9.2%. A significant level of this absence is due to student long-term illness, reinforced by the unauthorised absence rate of 1.8% which is below the national figure of 2.4%. Although these figures are above the national levels, there will be a sustained and strategic approach to working with all families, especially those of vulnerable students, as we emphasise the significance of excellent attendance.

Behaviour

A new behaviour strategy was implemented at the start of this academic year, Initial findings show that there is a decrease in the number of incidences of low-level disruption to lessons. Of the 48 exclusions this term 20 of them were pupil Premium students.

Literacy

Analysis from the data received from the National Reading Tests shows that Literacy will continue to be a focus There is strong evidence that students joining the school in year 7 have lower levels of literacy than students in previous intakes.

Externally provided programmes

Programme	Provider
Lexia "Power Up" literacy development software	Lexia
SENECA	Seneca
Sparks 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
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<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Service pupil premium funding was used to support individual students with specific interests, for example, giving students access to peripatetic music teachers.</p> <p>It was also used to support students with specific learning needs by paying for equipment and resources that support learning such as paying for groceries for student studying food tech.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>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 by providing food and refreshments at meeting held with the Army Welfare Service.</p>