

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	734
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	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	Roane Haywood, Assistant Headteacher
Governor / Trustee lead	Jennie Tuck, Chair of LGB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,890 (estimated)
Recovery premium funding allocation this academic year	£23200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£180,090 (estimated)

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 strategy 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 include individual needs and common challenges faced by both students and their families without judgement based on robust diagnostic assessment focused to impact disadvantage.

It is our intention that all students at King's, irrespective of their background or circumstance will thrive, thus giving them the tools to engage in everything life offers them. They will become both interested in life and interested citizens.

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

- Prioritise attainment in literacy to enable students to access the full curriculum offer.
- Ensure disadvantaged students have full access to a broad curriculum
- Are sufficiently challenged to take full advantage of everything at Kings
- Ensure a whole school approach, where staff take responsibilities for disadvantaged pupils' outcomes and raise what it is they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Our baseline assessments, observations and discussions show reading is low in our disadvantaged students. The importance of reading skills to academic achievement, job acquisition and future success is well documented.
2	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.
3	From assessments and discussions and tracking of home learning show that many of our disadvantaged student's 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 .
4	Staff have identified social and emotional issues have grown significantly in the disadvantaged with self-confidence and anxiety being a specific area of concern (mental wellbeing) since Covid-19

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
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by quality homework completion, book scrutiny and improved assessment rates across all classes and subjects.
Disadvantaged students engage with all the school has to offer over and above the general timetabled lessons and closer to or equal to pre-pandemic levels.	Student surveys and extracurricular activities show greater engagement by disadvantaged students
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2023/24 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Attainment gaps between disadvantaged and non-disadvantaged are equal to or above national average.	Department and collegewide tracking show improved attainment and demonstrated through book scrutiny and quality of homework.

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: £60,000 (estimated)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CAT testing for all year7 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, including online support through Edukey and The National College on what the Kings 7 looks like in the classroom and strategies 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.	1,2,3

	https://www.learningsciences.com/blog/tracking-student-progress-district-leaders/	
Regular assessments 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 use of COP 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 <u>building blocks</u> 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: £ 60,000 (estimated)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition using National Tutor Programme	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	1,2,3
Providing subject specific APP grids and intervention sessions. E.g.	Engagement scores for PP students during lockdown was lower than that	3,4

In school & lunchtime sessions Providing specific revision material e.g. revision guides	of their peers, suggesting larger gaps in knowledge. 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	1,2,4
Increased career adviser support and interviews	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: £60,000 (estimated)

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-month benefit to students	4

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.	3,4
Attendance officer to provide tracking and monitoring and implementation of attendance policy	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. http://new.wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/schools/339214-wag/?lang=en	4
Increased career adviser support and interviews	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
Personal Development days to provide additional needs in relation to cultural capital and 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. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	2,3,4

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.	Enriching education has intrinsic benefits Children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	4

Total budgeted cost: £ 180,000 (estimated)

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 2020 to 2021 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 in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes' points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by our provision of ICT in the form of laptops, Chromebooks, and internet dongles.

Our assessments demonstrated that wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was

particularly acute for disadvantaged pupils. We worked extremely hard to continue in-person lessons to the disadvantaged along with more regular pastoral check-ins through our online provisions using Teams and virtual using the parents evening systems. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Due to restrictions from the Covid-19 pandemic we were unable to provide a comprehensive program of pastoral support. We did however provide opportunities for social interaction though clubs and external providers for music and sporting sessions.
What was the impact of that spending on service pupil premium eligible pupils?	Service pupil premium students were able to socialise with their peers outside of the classroom environment.

Further information

In addition to using the pupil premium grant.

- We have been able to support our disadvantaged students by ensuring they are knowledgeable of cultural capital to help them become engaged in a wide range of culture, comfortable discussing its value and merits, and gives a vast array of experiences and access to skill development. We ensure this is delivered through ensuring our curriculum is accessible to all and launched through CPD supported by faculty and departmental Pupil Premium Champions who highlight the need to support our disadvantaged students during departmental meeting, policies and planning.
- During the summer of 2021 we were able to secure free bicycles for those in need at Kings.
- In addition to numerous clubs and extra-curricular activities and to help with building on our community we have launched 'Kings Club' based loosely on cub/brownies. The Club is intended to engage students in community-based projects to develop skills in communication and general life skills.