

# Pupil premium strategy statement (secondary)

1. Summary information					
School	Kings International College				
Academic Year	17/18	Total PP budget	£88,133 (to 31.03.18)	Date of most recent PP Review	Sept 2017
Total number of pupils	603	Number of pupils eligible for PP Year 8 -11 - 164		Date for next internal review of this strategy	July 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 4+ in English & Maths	11/21 = 52%	41/67 = 61%
% achieving expected progress in English / Maths	7/21 = 33%	Eng = 63% Ma = 46%
Progress 8 score average	TBC	TBC
Attainment 8 score average	32.43	48.14

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	Potentially high ability pupils do not make as rapid progress as non-disadvantaged pupils, limiting access to higher grades.
B.	Literacy skills and range of language is generally lower with disadvantaged pupils, preventing the articulation of key terms.
C.	Aspiration levels of pupils can be lower, with parents not always driving children on to maximise their potential across all subjects.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance of disadvantaged pupils can be lower than non-disadvantaged pupils

4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
A.	Increase literacy levels for all pupils, including disadvantaged pupils, across all subjects. Measured through observation, pupil feedback and the Accelerated Reading Programme.	All teams to have a literacy focus in SOW and in lessons; all pupils, including disadvantaged pupils, to be able to articulate progress made and challenges faced regarding their work; more Yr7-9 pupils participating in the Accelerated Reading Programme; expected pupil progress in ks3 for disadvantaged pupils to be green against national comparator; 100% of disadvantaged pupils to meet their English FFT20 target grade by end of Yr11.

<b>B.</b>	Increase the rate of progress in Years 8 & 9 English and Maths for potentially high ability disadvantaged pupils.	100% of disadvantaged high ability pupils to make 4 levels of progress in English and Maths by the end of Year 9; 100% of disadvantaged high ability pupils to make 3 levels of progress in English and Maths by the end of Year 8.
<b>C.</b>	Improve attendance rates for disadvantaged pupils.	Continue to raise attendance for disadvantaged pupils across the College from 91% - 92%

5. Planned expenditure					
Academic year		17/18			
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?
Smaller classes allow more opportunity for effective and impartial feedback to learners	Provision of extra teachers to reduce class sizes in lower school.	Good practice within the school suggests that quality feedback is established and high proportion of students respond effectively to improve the depth of their work.	Data tracking of students' progress and achievement at KS3. Regular assessment points Robust quality assurance	TBU/NTA	Assessment points throughout academic year.
Achievement in progress will be accelerated throughout the academic year	Additional classes in Year 11 for Maths English & Science	Due to broad range of students' ability, the demand for specialised staff within core subjects allows for appropriate personalised challenge disseminated across all levels of learning.	Lesson observations Data tracking of students' progress	TBU Heads of Faculty	Assessment points throughout academic year.
<b>Total budgeted cost</b>					£62,984

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Promote healthy relationships in Year 7 for identified pupils	To provide a curriculum covering topics such as– self-esteem, peer pressure and health education.	<p>Yr7 Citizenship day, with various outside agencies.</p> <p>1:1 Behaviour and social awareness including Anger management. Year 6 Induction and early intervention of highlighted students.</p> <p>A tailored PHSE Programme delivered within tutorial periods.</p> <p>Targeted assemblies at both SLT and HOH level.</p>	<p>Liaise with outside agencies and JBA.</p> <p>Liaise with members of staff and HOH's and Primary schools with regards more vulnerable students for early intervention.</p> <p>Tutorial walks with lesson observations of the PHSE programme. And liaison with the PHSE coordinator.</p> <p>Assembly rota at both SLT and HOH and also tutorial assemblies so that research and delivery is conducted by students.</p>	NEA	<p>At the end of each Citizenship session – student voice with staff involved.</p> <p>Half termly with the identified students During Quality Assurance for PSHE. Twice a year as calendared.</p>

<p>Achieve appropriate outcomes for vulnerable students</p>	<p>To provide and resource an Inclusive Learning Centre f</p>	<p>Continue the good practice of previous year:  The Inclusive Learning Centre (ILC) specifically supports students who have, for various reasons, disengaged with their learning. This may present itself as challenging behaviour and or attendance issues and or poor punctuality.  Support offered by the ILC includes: ELSA support, social skills, anger management and in class/curriculum support.  Numerous students have attended the ILC; their needs are largely based on anxiety, bereavement, school phobia and their special educational needs (for example ASD which makes accessing the curriculum difficult).</p> <p>The ILC has helped improve the attendance of students with a history of not attending school and the reintegration of these students into mainstream lessons.  Year 7 students who were attending the ILC due to anxiety have been successfully re-integrated into lessons.  Academic progress of students attending the ILC is monitored regularly and the interventions of the ILC manager continues to have a positive effect on achievement.</p>	<p>Close liaison with SENco, HoH and Assistant Head teacher to identify students.</p> <p>Formal and informal assessments to track progress and Behaviour for learning.</p>	<p>GGL</p>	<p>Calendared SLT meetings and Governor Staff and Student Committees</p>
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<p>Improve outcomes in Maths and English</p>	<p>121 tuition and small group intervention</p>	<p>71.4% of pupils in Maths 1:1 tuition were accurately tracked, with 57% of disadvantaged pupils within the programme achieving a 4+.</p> <p>Without this tuition, we would argue that less pupils would have achieved a 4+ as it helped to support the progress of some vulnerable pupils.</p> <p>50% (2/4) of disadvantaged pupils receiving small group intervention met their target grade in Maths.</p> <p>The other pupils did not regularly attend school and so the two pupils who did attend lessons both met their target grade.</p>	<p>Strategic planning of the programme, supported by clear lines of communication between all stakeholders.</p> <p>Regular monitoring of pupil progress and the impact of the tuition.</p> <p>Sharing of data with stakeholders so that all parties can contribute to the progress of the child.</p> <p>Review of effectiveness in December 2017 with the potential to implement new strategic projects.</p>	<p>BGU</p>	<p>Liaison with 1:1 tutor, Maths HOF, pupils and parents.</p> <p>Analysis of data collection e.g. 11.1.1</p> <p>Invite feedback on a regular basis as to how the programme can improve in terms of strategy and effectiveness.</p> <p>Sharing of opportunities and current educational research at SSG.</p>
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<p>Improve outcomes in Maths, English and Science</p>	<p>Support for students during tutor times in English, Maths &amp; Science</p>	<p>10 disadvantaged students took part in the maths tutor sessions. 70% met or exceeded their target, 70% achieved a 4+ and 50% achieved their expected progress. 8 disadvantaged students took part in the science tutor sessions. 67% met or exceeded their target grade.</p> <p>8 disadvantaged students were amongst those who took part in English sessions. 75% achieved a Level 4 in English Language and 50% in Literature. 50% met their target grades.</p> <p>We would argue that these regular small group sessions were beneficial and helped support our more vulnerable pupils who would not have made their achievements without them.</p>	<p>Regular monitoring of pupil progress and the impact of the tutor sessions.</p> <p>Review of impact on formal assessments.</p>	<p>SHE LWE AEA</p>	<p>Analysis of formal assessments e.g. mock examinations.</p> <p>Liaison with maths and science teachers implementing the tutor programme and line manager.</p> <p>Programme refocused in Autumn Term to reflect lessons learned from new 9-1 exams and comments of chief examiners.</p>
<p>Improve Literacy and Numeracy</p>	<p>TA to provide class withdrawal/reintegration in Maths and Literacy</p>	<p>See tracking documents for improved outcomes for EHCP students.</p>	<p>Tracking documents</p>	<p>GGL ASI</p>	<p>Calendared assessments throughout the year</p>

<p>To support outcomes for disadvantaged and high attaining vulnerable students</p>	<p>Gifted &amp; Talented Programme</p>	<p>In 2017 our disadvantaged high band students out performed non- disadvantaged high band students with a combined APS of 47.09 compared to 46.60. Disadvantaged high band students received small group tutorial/mentoring sessions twice a week to help plan and track revision and attendance at catch up sessions. The sessions also provided opportunities to identify and work through problems and concerns regarding individual subjects. The number of A*-C grades being predicted/achieved (on average) doubled from the end of year 10 to final results. This cohort also benefited from workshops and seminars at Wellington College including an 'unlocking your potential' day which explored career options and pathways, revision skills, growth mindset and wellbeing, as well as days exploring STEM subjects, Creative Writing and Creative Technology, Languages at work. Since 2014/15 the gap between disadvantaged and non-disadvantaged high band APS scores as closed from – 5.07 to + 0.49. In addition to the above the current high band year 11 cohort have attended an Oxford University taster day with 50% of disadvantaged students in attendance now considering Oxbridge or Russell Group University pathways. The current year 10 cohort have all been offered the opportunity to attend a 12 week 'catastrophe on Campus' Saturday programme at Surrey University, aimed at raising aspirations. Five out of the ten invited students have made applications.</p>	<p>Strategic planning of the programme, supported by clear lines of communication between all stakeholders.</p> <p>Regular monitoring of pupil progress and the impact of mentoring and wellington work.</p> <p>Review of effectiveness in July 2018 with the potential to implement new strategic projects.</p>	<p>DNE</p>	<p>Analysis of Year 11 mock result December 2017.</p> <p>Analysis of final GCSE results for 2018 cohort</p> <p>Explore possibility of data available from College's regarding future access to higher education for disadvantaged students.</p>
<b>Total budgeted cost</b>					£78,359
<p><b>iii. Other approaches</b></p>					

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?
<p>To improve the attendance of disadvantaged pupils</p> <p>Ensuring PA in disadvantaged pupils is in line with national</p>	<p>Early identification and strategic intervention put in place for disadvantaged pupils at risk of being PA</p>	<p>High percentage of PA pupils are disadvantaged.</p>	<ul style="list-style-type: none"> <li>• Regular Weekly attendance records.</li> <li>• Early identification of disadvantaged pupils at risk of PA</li> <li>• Early intervention from Welfare support officer/attendance officer/SLT</li> <li>• Ensuring parental support</li> <li>• Regular meetings with EWO</li> <li>• Attendance reports/impact</li> <li>• Assemblies used to highlight importance of attendance</li> <li>• Use of PSHCE/form time to question absence (role of form tutor)</li> <li>• Reward system for regular attendance.</li> </ul>	<p>AIN/JBA</p>	<p>On a termly basis with SLT and Governors</p>
<p>Ensure the vulnerable students feel confident in transition from primary to secondary school</p>	<p>Provision of teaching time to support the transition to Secondary school</p>	<p>Historically, both parental and student voice suggest a raised confidence within their move from primary to secondary school.</p>	<p>Parental feedback Student voice</p>	<p>DNE/SJA</p>	<p>September 2018</p>

<p>To re-engage students who for various reasons have disengaged from their learning</p>	<p>To provide and resource an Inclusive Learning Centre and Welfare Support Officer</p>	<p>The Inclusive Learning Centre (ILC) specifically supports students who have, for various reasons, disengaged with their learning. This may present itself as challenging behaviour and or attendance issues and or poor punctuality. Support offered by the ILC includes: ELSA support, social skills, anger management and in class/curriculum support. Numerous students have attended the ILC; their needs are largely based on anxiety, bereavement, school phobia and their special educational needs (for example ASD which makes accessing the curriculum difficult).  The ILC has helped improve the attendance of students with a history of not attending school and the reintegration of these students into mainstream lessons. Year 7 students who were attending the ILC due to anxiety have been successfully re-integrated into lessons. Academic progress of students attending the ILC is monitored regularly and the interventions of the ILC manager continues to have a positive effect on achievement.</p>	<p>The SENCo and ILC manager visited a similar provision at Bishop David Brown School. This experience helped ensure our ILC was suitably resourced and on a more strategic level gave us ideas on how data could be effectively shared and analysed to evaluate our outcomes and prevent information from being overlooked.  An 'official' referral process is in place to ensure rigor.  Each student has an individual pathway plan to monitor their progress and set specific targets. These can then be reviewed at an appropriate time with students (and where necessary parents/carers).  Review meetings between the ILC manager and SENCo and between the SENCo and appropriate member of SLT.</p>	<p>GGL</p>	<p>Student targets are reviewed termly. (ongoing)  Half termly meetings between the SENCo and ILC manager. (ongoing)  Monthly meetings between the SENCo and their line manager. (ongoing)  Termly reports on student attendance, achievement and progress. (ongoing)</p>
<b>Total budgeted cost</b>					<b>£13,445</b>

6. Review of expenditure				
Previous Academic Year		16/17		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Accelerate the progress and attainment of students in KS3	Provision of extra teachers to reduce class sizes in lower school.	Tracking sheets for Year 7 and, 8 SEND, disadvantaged and EAL are positive against national targets. Progress made in these sub groups in Year 9.	We will continue with this approach.	136,312
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Promote healthy relationships in Year 7 for identified pupils	To provide a curriculum covering topics such as– self-esteem, peer pressure and health education.	Students individually tracked with improved outcomes for attendance, behaviour and progress.	We will continue this approach	6583

Improve results in Maths and English	121 tuition and small group intervention	<p>71.4% of pupils in Maths 1:1 tuition were accurately tracked, with 57% of disadvantaged pupils within the programme achieving a 4+.</p> <p>Without this tuition, we would argue that less pupils would have achieved a 4+ as it helped to support the progress of some vulnerable pupils.</p> <p>50% (2/4) of disadvantaged pupils receiving small group intervention met their target grade in Maths.</p> <p>The other pupils did not regularly attend school and so the two pupils who did attend lessons both met their target grade.</p>	We will continue this approach	12,458
Improve outcomes in Maths, English and Science	Support for students during tutor times in English, Maths & Science	<p>10 disadvantaged students took part in the maths tutor sessions. 70% met or exceeded their target, 70% achieved a 4+ and 50% achieved their expected progress. 8 disadvantaged students took part in the science tutor sessions. 67% met or exceeded their target grade.</p> <p>8 disadvantaged students were amongst those who took part in English sessions. 75% achieved a Level 4 in English Language and 50% in Literature. 50% met their target grades.</p> <p>We would argue that these regular small group sessions were beneficial and helped support our more vulnerable pupils who would not have made their achievements without them.</p>	We will continue this approach	19,512
Improve outcomes in identifies low ability students	TA to provide class withdrawal/reintegration in Maths	Five students who struggled in Maths become more confident and achieved their target grades	We will continue this approach	8,464

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved Literacy	Use of Accelerated Reader Programme to promote reading for pleasure to improve literacy and access to written material.	<p>All students in Years 7 &amp; 8 participated in the Star Reading programme. Assessments at the start of the year showed that a higher proportion of disadvantaged students in both Year groups had Reading Ages (RA) below their chronological age (71% 30/42 disadvantaged vs 54% 56/103 non-disadvantaged Y7) (88% 28/32 disadvantaged vs 60% 49/82 non-disadvantaged Y8). At the end of the year, similar progress had been made in both sub-groups in Years 7 &amp; 8. 46% of disadvantaged students in Y7 (74% Y8) still had an RA &lt; chronological age at the end of the summer term; progress of 25% vs 22% (disadv vs non-disadv) in Y7 and 14% vs 16% respectively in Y8. Progress made by students who started the year with RA at or above chronological age in both sub-groups followed a similar pattern in both year groups.</p> <p>RA for all students was assessed at the start and end of the academic year. The proportion of disadvantaged students making &gt;= expected progress in Y7 was similar to non-disadvantaged (78% vs 79%). A similar result was seen in Y8 (71% vs 76%).</p>	<p>The level of participation in the programme was consistently higher amongst all students in Year 7. However students in Year 8 who participated tended to have a higher success rate than those in Year 7.</p> <p>The differences in participation may be explained by a change in approach to the reading lessons this year and the introduction of reading passports for Year 7 students. Strategies to engage Year 8 students include reading challenges for all students and a reading club for the more able.</p> <p>Sufficient resources (length, complexity, variety) are critical to maintaining engagement particularly for Year 8 students and lower ability/ reluctant readers.</p>	2120
Ensure the vulnerable students feel confident in transition from primary to secondary school	Provision of teaching time to support the transition to Secondary school	Historically, both parental and student voice suggest a raised confidence within their move from primary to secondary school.	We will continue this approach	3901

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

