

## Pupil premium strategy statement (secondary)

1. Summary information					
School	Kings International College				
Academic Year	18/19	Total PP budget	£81,814 (to March 2019)	Date of most recent PP Review	
Total number of pupils	637	Number of pupils eligible for PP	150	Date for next internal review of this strategy	Sept 2019

2. Review of attainment: 2018 Yr11 Leavers' outcomes		
(cohort of 30 disadvantaged pupils)	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score	-0.55	-0.15 (0.13)
Attainment 8 score	40.72	45.38 (49.96)
% of pupils achieving a 5+ in both English & Maths	33	38 (50)
% of pupils achieving a 4+ in both English & Maths	63	63 (71)
% of pupils achieving a 4+ in English	67	72 (81)
% of pupils achieving a 4+ in Maths	77	77 (76)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	Literacy skills and range of language can be lower with disadvantaged pupils, preventing the articulation of key terms and being able to fully access literacy rich and literacy challenging exam questions.
B.	Limited curriculum that may not always meet the needs of PP learners.
C.	Future aspirations and expectations can be lower, from both the child and from the parent and potentially from staff.

External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	Lower levels of attendance to school, limiting the time pupils can actually be taught and make progress.	
4. Desired outcomes for 2018/19 <i>(desired outcomes and how they will be measured)</i>		Success criteria for 2018/19
<b>A.</b>	Raise literacy levels for all pupils, including PP pupils, across the College.	<ul style="list-style-type: none"> <li>• There is a clear provision map for literacy intervention that is reviewed and evaluated on a term by term basis.</li> <li>• Increase in the number of students meeting chronological reading age by the end of Year 8.</li> <li>• Disadvantaged gap is diminished by the end of Key stage 4.</li> </ul>
<b>B.</b>	Raise the % attendance up for PP pupils by 5%, from 90.5% to 95.5%.	<ul style="list-style-type: none"> <li>• Attendance of the PP cohort increased by 5%.</li> <li>• Clear tracking of attendance identifies trends in absence.</li> <li>• Potential barriers to attendance identified, removed and the support needed to improve attendance is implemented.</li> </ul>
<b>C.</b>	Plan, implement and then review a new curriculum for September 2018.	<ul style="list-style-type: none"> <li>• Restructure the College timetable in order to maximise teaching and learning opportunities.</li> <li>• Restructure the College curriculum to create flexibility and ownership for our learners e.g. Performing Arts options in Year 9.</li> <li>• Middle leaders to strategically allocate staff and resources to meet the needs of PP pupils.</li> </ul>
<b>D.</b>	Raise the aspirations of PP pupils and all other stakeholders.	<ul style="list-style-type: none"> <li>• Every PP child is given an enrichment opportunity to experience and attend e.g. Oxbridge talk.</li> <li>• Every PP child is recognised for their achievement through the Colleges reward system.</li> <li>• The sharing of effective practice for PP pupils is used to reduce within school variation.</li> <li>• A strategic careers programme for all pupils is implemented.</li> </ul>

5. Planned expenditure					
Academic year		18/19			
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?
Raise literacy levels for all pupils, including PP pupils, across the College.	High quality, ongoing CPD to enhance staff skills set in planning for, teaching and assessing literacy.	Exam analysis identifying that English reading was a weak component of 2018 pupil performance; lower chronological reading ages for a number of PP pupils across the College; increasingly challenging specifications and exam questions at GCSE; increasing numbers of Yr7 pupils arriving to Kings not making the expected progress in ks2 English reading SS.	Establish termly cycle (include the literacy lead, SENCo and Heads of KS3 & 4) to evaluate the impact of provision and intervention.	NTA.	December 2018; April 2019; July 2019.
<b>Total budgeted cost</b>					£3858

<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>
Raise the % attendance up for PP pupils by 5%, from 90.5% to 95.5%.	Appointment of an attendance officer to ensure accuracy of attendance figures; on-going and clear tracking of PP attendance, challenging absence and potential trends; appointment of Key Stage leaders to hold the overall picture of PP attendance and achievement.	In 2017/18 ISDR, the rate of overall absence (6.10%) was above the national average for schools with a similar level of deprivation (5.16%).	Through line management and sharing of progress at SLT.	RWE, AIN.	Fortnightly meetings; half termly updates at SLT; half termly review of strategies in place.
<b>Total budgeted cost</b>					£36463
<b>iii. Other approaches</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>
Create a broad, balanced and challenging curriculum that is designed to give all learners the knowledge and experience they need to succeed beyond Kings.	Plan, implement and then review a new curriculum for September 2018.	Limited pupil choice within options process; previously quick fix subjects within curriculum that were not appropriate or challenging for all learners; pupils with limited qualifications moving into post-16 provision.	Continuous review and feedback from staff and pupils.	JLU & BGU.	On-going but specifically January 2019.
<b>Total budgeted cost</b>					£107,410

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?
Raise the aspirations of PP pupils and all other stakeholders.	Every PP child is given enrichment opportunities; every PP child is recognised for their achievement; the sharing of effective practice for PP pupils is used to reduce within school variation; a strategic careers programme for all pupils is implemented.	Lack of co-ordinated approach to enrichment provision; lack of co-ordinated approach to recognising success; clear evidence of WSV; lack of a strategic careers programme; feedback from pupil questionnaires identifying a need for guidance.	Appointment of a Careers Co-Ordinator; tracking of opportunities by G&T Lead; tracking of rewards by LHA.	LBO, DNE, BGU, LHA.	Spring 2019.
<b>Total budgeted cost</b>					£4142

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 parental engagement and communication between school and home.	Implementation of Show My Homework, School Comms and Parents Evening Booking system.	History of low parental attendance to key events.  Evidence of mis-communication between school and home	Regular monitoring of systems by staff responsible plus feedback from parental questionnaires.	WDA, AIN, CDI, KCL, BGU.	On-going as all systems are in regular use across the College.
<b>Total budgeted cost</b>					£2147

6. Review of expenditure				
Previous Academic Year		17/18		
i. Quality of teaching for all				
Desired outcome	Chosen approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost of all programmes
Enhanced progress against target and grade thresholds met.	Reduced class sizes	<p>Improved disadvantaged P8 score from -0.60 to -0.55 and an increase in the disadvantaged A8 score from 32 to 40.75. Two PP pupils adversely impacted on the P8 score due to non-attendance. The results of PP pupils actually attending Kings is potentially -0.29, a significant difference and a result which the College feel is more reflective of the outcomes for this group of learners.</p> <p>With regards to improving pupils outcomes in English and Maths, at each threshold improvements were made.</p> <ul style="list-style-type: none"> <li>• 7% pupils achieving 9-7 in both English &amp; Maths – 2017 result = 0%.</li> <li>• 33% pupils achieving 9-5 in both English &amp; Maths – 2017 result = 5%.</li> <li>• 63% pupils achieving 9-4 in both English &amp; Maths – 2017 result = 46%.</li> </ul>	<p>The current Year 10 cohort have reduced class sizes in Maths, with the potential to add an additional class into English from September.</p> <p>How this approach impacts on the MA will be analysed and future decision making will consider how to best support our PP top end learners.</p>	£67,137

To provide greater support and contact time for (PP) learners; provide greater opportunities for stretch and challenge plus differentiation.	Additional Yr8 class	<p>An increasing number of PP pupils are making expected or more than expected progress across a range of subjects, including Art (70%), Dance &amp; Drama (100%), English (80%), French (86%), German (100%), Music (100%) and Science (70%).</p> <p>In English, there is a 19% positive gap between PP and non-PP pupils. In Maths, there is a small negative difference of 3% and in Science, there is a positive difference of 7%.</p>	Progress is measured against internally set expectations. Although aspirational, they are not fully robust as a comparator (in comparison to national data for example) and so it is important to annually review and quality assure such internal flight paths.	
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost of all programmes</b>
Improved pupil welfare; to support reintegration into mainstream school; provide a range of coping strategies to manage behaviour and emotions.	Nurture group	<p>Three examples of impact:</p> <p>Pupil A has far greater control of emotions and behaviour in school and at home has significantly improved; pupil B is accessing mainstream education and attending all classes after removal from primary education for two years.</p> <p>Pupil C has greater control of anger and successfully employs strategies to prevent loss of temper and altercations with other pupils.</p>	Moving forward, staff must track and compare both attendance and progress data before and after the interventions. This will provide explicit evidence of any impact made.	£65,018

<p>Improve the progress of identified pupils in English or /and Maths.</p>	<p>1:1 support</p>	<p>As a result of this programme:</p> <ul style="list-style-type: none"> <li>• 50% of PP pupils achieved a 5+ in GCSE Maths, an improvement of 40.9% from 9.1% in 2017.</li> <li>• 43% of PP pupils achieved a 5+ in GCSE English, an improvement of 15.7% from 27.3% in 2017.</li> <li>• 76.7% of PP pupils achieved a 4+ in Maths, an improvement of 26.7% from 50% in 2017.</li> <li>• 66.7% of PP pupils achieved a 4+ in GCSE English, an improvement of 12.2% from 54.5% in 2017.</li> </ul> <p>At each threshold improvement s were made, reinforcing the decision making when planning support for PP learners.</p>	<p>To investigate the appointment of Eng &amp; Ma specialist graduates to target PP pupils in class and to run 1:1 support sessions (including the potential to mentor).</p> <p>To appoint an English NQT so that capacity to run English support sessions is created.</p>	
<p>Intended outcomes are to boost the learning and understanding pupils who are working below their TG.</p>	<p>Manglish</p>	<p>In English Language, support was targeted at the PP PHA.</p> <ul style="list-style-type: none"> <li>• At the 5+ level, 4/10 pupils who were targeted a 5+ met or exceeded their TG. The six other children achieved a grade 4.</li> <li>• At the 6+ level, 2/3 pupils who were targeted a 6+ met or exceeded their TG. One child achieved a grade 5.</li> <li>• The one child who was targeted a 7+, achieved a grade 6.</li> </ul> <p>In Maths, support was targeted at the PP PMA.</p> <ul style="list-style-type: none"> <li>• At the 4+ level, 15/20 pupils who were targeted a 4+ met or exceeded their TG. Four other children achieved a grade 3*.</li> <li>• At 5+ level, 15/31 pupils who were targeted a 5+ met or exceeded their TG. 13 pupil’s achieved a grade 4, two pupils a grade 3.</li> </ul> <p>In Science, support was targeted across all PP learners.</p> <ul style="list-style-type: none"> <li>• In Biology, 2/6 learners met or exceeded their TG (other learners achieved one grade lower); in Chemistry, 2/6 met or exceeded their TG (other learners achieved up to two grades lower); in Physics, 4/6 met or exceed their TG (learners achieved up to two grades lower).</li> </ul>	<p>Targeted support during tutor time will be selected pupils with a particular need. Barriers such as attendance will take priority and tracking of impact will be explicit.</p>	



Improved pupil aspirations and experience of developing key leadership skills for PHA.	Gifted Programme	<p>Potentially high achieving PP pupils (8 pupils) experienced a range of leadership and careers opportunities. The aim was to raise aspirations for pupils to achieve highly. This contributed in part to the following outcomes:</p> <ul style="list-style-type: none"> <li>• An Attainment 8 score of 57.69</li> <li>• A Progress 8 score of -0.16</li> <li>• Two pupils achieving a 7+ in both English &amp; Maths (target = 2).</li> <li>• Seven pupils achieving a 5+ in both English &amp; Maths (target = 8).</li> <li>• Seven pupils achieving a 4+ in both English &amp; Maths (target = 8).</li> </ul> <p>All eight pupils achieved a standard pass (4+) in two Sciences with four pupils achieving a strong pass (5+) in two Sciences.</p>	<p>For the 2018/19 cohort clearer tracking of the impact that this programme is potentially having is key.</p> <p>In addition to outcomes, success will be measured in attendance to school, successfully College application and selected course achieved and further forward, the number of PP learners applying and attending university.</p>	
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### 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	Cost of all programmes
Improved progress made by literacy weak pupils; improved attendance of vulnerable and school refusers; pupils move out of ILC and into a full curriculum.	Inclusion Room	<p>For the Year 11 learners that attended the ILC, their outcomes are as follows:</p> <ul style="list-style-type: none"> <li>• Pupil A was SEN E and EAL. They achieved a grade 4 in Citizenship (TG=2), a grade 2 in English (TG = 1), a grade 2 in Geography (TG = 2), a grade 1 in Maths (TG =1) a grade 2 in RS (TG=1) and a grade 32 in Combined Science (TG = 22).</li> </ul>	To sustain clear objectives for the ILC and to ensure it has an impact on the pupils attending, including impact on outcomes, attendance, and engagement in their TT.	£15,250

		<ul style="list-style-type: none"> <li>• Pupil B was PP and EAL. They achieved a grade 6 in Art (TG=5), a grade 2 in English (TG = 2), a grade Pass in Vocational Hair &amp; Beauty (TG = P), a grade 3 in Maths (TG =2) a grade 2 in RS (TG=1) and a grade 32 in Combined Science (TG = 22).</li> <li>• Pupil C was SEN K and PP. This learner joined Kings in September of Year 11, was dual registered and attended Kings for two days a week. Their results reflect this limited time attending our school. They achieved a grade 3 in Art (TG=4), a grade 2 in English (TG=3), a grade 1 in Maths (TG=3), a grade 21 in Combined Science (TG=33).</li> </ul>		
Greater academic progress made and a stronger understanding of core principles in Maths.	Numeracy Support	<p>Confidence levels of the learners has improved in almost all cases and as the year progresses pupils are reintegrated back into the full class sets.</p> <p>Not all learners return to their original class if deemed appropriate by the school SENCO and Head of Maths. Data for these learners is sensitive and discussed in regular meetings between the College and the parent / carer &amp; child.</p>	Clear measurement of the impact on the pupils' progress will be introduced from January 2019.	
Greater academic progress made and a stronger understanding of core principles in English.	Literacy Support	<p>Confidence levels of the learners has improved in almost all cases and as the year progresses pupils are reintegrated back into the full class sets.</p> <p>Not all learners return to their original class if deemed appropriate by the school SENCO and Head of English. Data for these learners is sensitive and discussed in regular meetings between the College and the parent / carer &amp; child.</p>	Clear measurement of the impact on the pupils' progress will be introduced from January 2019.	

<p>To ensure a smooth and successful transition from Yr6 to Yr7.</p>	<p>Yr6 - 7 Transition</p>	<p>There are clear procedures and welcoming activities that ensure that both the child and parents/carers enjoy a successful transition. These have been well attended, with very positive feedback provided.</p> <p>To ensure though that there is clear and robust evidence of the impact of our transition programme, dedicated staff have been tasked with managing and leading on this crucial element between ks2 and ks3.</p> <p>A Meet the Tutor evening runs in the first month of term and initial challenges being faced can be identified with agreed actions implemented.</p>	<p>Newly appointed Head of Key Stage 3 to oversee and co-ordinate the transition process.</p> <p>Head of Ks3 to track attendance to the transitional events, including the new Senior staff and Parents Welcome meetings.</p> <p>Introduce a 'Transitional Review' into the assessment calendar in advance for Meet the Tutor evening. Data will be attitudinal and behavioural as opposed to progress data and grades.</p> <p>Newly created WBB strategy to include transition.</p>	
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**7. Additional detail**

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

The College's Pupil Premium and Literacy & Numeracy Catch Up Premium Statement is also available on the website or available from [B.Guyett@kings-international.co.uk](mailto:B.Guyett@kings-international.co.uk) .