

## Pupil premium strategy statement (secondary)

1. Summary information					
School	Kings International College				
Academic Year	19/20	Total PP budget	£137,910 (estimate)	Date of most recent PP Review	July 2019
Total number of pupils	675	Number of pupils eligible for PP	154	Date for next internal review of this strategy	Sept 2020

2. Review of attainment: 2018 Yr11 Leavers' outcomes		
(cohort of 26 disadvantaged pupils)	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score	-0.61	-0.06 (0.13)
Attainment 8 score	34.63	45.43 (50.15)
% of pupils achieving a 5+ in both English & Maths	8	43 (50)
% of pupils achieving a 4+ in both English & Maths	27	61 (72)
% of pupils achieving a 4+ in English	62	68 (81)
% of pupils achieving a 4+ in Maths	38	69 (77)

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.	Lower reading ability for some of our PP learners, resulting in a lower range of vocabulary and understanding of key terms across the curriculum.
B.	Some PP learners lack confidence and belief in their ability to succeed. It is evident that a number of PP learners have lower expectations of themselves in what they can do and what they can achieve.
C.	Inconsistent quality of teaching in some areas of the curriculum, resulting in gaps in knowledge and gaps in work. This is then accentuated by low attendance.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Lower levels of attendance to school, limiting the time pupils can actually be taught and make progress.

4. Desired outcomes for 2019/20 <i>(desired outcomes and how they will be measured)</i>		Success criteria for 2019/20
<b>A.</b>	Raise the % attendance up for PP pupils by 4%, from 93.5% to 97.5%.	<ul style="list-style-type: none"> <li>• Attendance of the PP cohort increased by 4% and therefore above national levels.</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> <li>• Number of PP pupils with &lt;85% attendance drops by 5 pupils across the College.</li> </ul>
<b>B.</b>	To ensure that the expectation of PP pupils is equally as high as other pupils.	<ul style="list-style-type: none"> <li>• Staff routinely compare the quality of work being produced by PP pupils and other learners of similar starting points e.g. pupils targeted grade 7.</li> <li>• Staff to challenge PP pupils who produce a lower than expected standard of work.</li> <li>• The quality of work produced by PP pupils is at least equal to their non-PP peers.</li> <li>• PP pupils achieve outcomes appropriate to their ability level.</li> </ul>
<b>C.</b>	All staff to be fully aware of the PP pupils that they teach.	<ul style="list-style-type: none"> <li>• All teachers to complete Mintclass profiles and place PP pupils appropriately.</li> <li>• PP pupils within the profile known by the teacher. If required, teachers can articulate planning behind their seating plans.</li> <li>• The positioning of PP pupils within lessons maximises their learning opportunities.</li> <li>• Teachers plan expertly, based on their knowledge of the children.</li> </ul>
<b>D.</b>	Diminish the difference between PP outcomes and non-PP outcomes.	<ul style="list-style-type: none"> <li>• Introduction and implementation of a PP pupil mentor scheme.</li> <li>• Regular subject specific progress review meetings, identifying barriers to learning for PP pupils and finding solutions to removing these barriers.</li> <li>• High quality CPD provided for all staff, explicitly strengthening the capacity of leadership, improving the ability to plan and teach pupils with SEND, and raising the consistency of quality first learning &amp; teaching within the classroom.</li> </ul>

5. Planned expenditure					
Academic year		19/20			
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?
Diminish the difference between PP outcomes and non-PP outcomes.	<ul style="list-style-type: none"> <li>Introduction and implementation of a PP pupil mentor scheme.</li> <li>Regular subject specific progress review meetings, identifying barriers to learning for PP pupils and finding solutions to removing these barriers.</li> <li>High quality CPD provided for all staff, explicitly                             <ol style="list-style-type: none"> <li>Strengthening the capacity of leadership.</li> <li>Improving the ability to plan and teach pupils with SEND.</li> <li>Raising the consistency of quality first learning &amp; teaching within the classroom.</li> </ol> </li> <li>Extra class in Year 7 across the curriculum and in Science &amp; Maths for Yr8 &amp; 11.</li> </ul>	<ul style="list-style-type: none"> <li>PP learners too easily can get forgotten or lost. Mentoring raises their profile and pupil understanding that their progress is important to the School.</li> <li>Profile of PP progress within subjects has not been explicitly monitored, leading to a drop in outcomes.</li> <li>Lack of consistency in some areas of teaching identified which requires an investment in staff development.</li> </ul>	<p>Introduction of, then Line management of HO Yr11.</p> <p>DHT to QA 'laser meetings' focusing on the progress of PP pupils.</p> <p>DHT to work with AHT T&amp;L and SENCO to ensure an integrated and co-ordinated effective programme of staff CPD.</p>	<p>AME</p> <p>EBA / BGU</p> <p>BGU</p>	<p>Every fortnight in LM meetings.</p> <p>Every three weeks at SLT.</p> <p>Half termly with L&amp;T team and SENCO.</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 ensure that the expectation of PP pupils is equally as high as other pupils.</p>	<ul style="list-style-type: none"> <li>All staff to routinely compare the quality of work produced by PP pupils and other learners of similar starting points e.g. pupils targeted grade 7.</li> <li>Increase the challenge on PP pupils who produce a lower than expected standard of work.</li> <li>The quality of work produced by PP pupils is at least equal to their non-PP peers.</li> <li>PP pupils achieve outcomes appropriate to their ability level.</li> </ul>	<ul style="list-style-type: none"> <li>There is evidence to suggest that staff expect lower standards of work from PP pupils i.e. gaps in written work due to absence. This approach is designed to remove any difference in expectation.</li> <li>There is clear evidence that some PP pupils have low expectations of themselves and what they are able to achieve.</li> </ul>	<p>Learning walks &amp; lesson observations.</p> <p>Book looks and deep dives.</p> <p>Curriculum reviews.</p> <p>Through LM QA.</p>	<p>BGU</p> <p>BGU</p> <p>BGU</p> <p>SLT</p>	<p>Half termly.</p>
<b>Total budgeted cost</b>					£ 105,940

<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 3.3%, from 93.7% to 97.0%.	<ul style="list-style-type: none"> <li>Attendance officer, ensuring accuracy of attendance figures; on-going and clear tracking of PP attendance, challenging absence and potential trends; appointment of HOY, line managed by HOKs to hold the overall picture of PP attendance and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>In 2018/19 ISDR, the rate of overall absence (6.10%) was above the national average for schools with a similar level of deprivation (5.16%).</li> </ul>	Through line management and sharing of progress at SLT.	AIN	Fortnightly meetings; half termly updates at SLT; half termly review of strategies in place.
<b>Total budgeted cost</b>					£ 25514
<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>
All staff to be fully aware of the PP pupils that they teach.	<ul style="list-style-type: none"> <li>All teachers to complete Mintclass profiles and place PP pupils appropriately according to need.</li> <li>Teachers plan expertly, based on their knowledge of the children.</li> <li>Introduce Edukey Provision Mapping and 4Matrix.</li> </ul>	<ul style="list-style-type: none"> <li>There is evidence to suggest that staff do not always know how best to support the progress of PP learners.</li> <li>Research demonstrates that effective planning by staff enhances the progress made by learners.</li> </ul>	<p>Learning walks &amp; lesson observations.</p> <p>Book looks and deep dives.</p> <p>Through line management QA.</p>	MBY & BGU	<p>Every fortnight in LM meetings.</p> <p>Half termly with L&amp;T team.</p> <p>Half termly updates at SLT.</p>
<b>Total budgeted cost</b>					£ 3090

iv. Individual Support					
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?
Provision of specific and targeted support.	<ul style="list-style-type: none"> <li>• Work Experience in Year 10.</li> <li>• Trips &amp; visits e.g. through PD days.</li> <li>• Extra-curricular activities.</li> <li>• Revision guides/equipment e.g. preparation for examinations or practical assessments.</li> <li>• School Uniform.</li> </ul>	<ul style="list-style-type: none"> <li>• The College supports the government’s drive that every child should have access to a high quality careers provision and experience.</li> <li>• All pupils should be provided the opportunity to build and develop their cultural capital by attending visits that enrich their education and wider life.</li> <li>• Provision of uniform when needed supports a family in times of need, reducing stress and potential anxiety by ensuring the child is fully integrated within the College.</li> </ul>	<ul style="list-style-type: none"> <li>• Through line management of Careers and staff training.</li> <li>• HOY and PP lead to track attendance on trips etc., intervening when needed.</li> <li>• Through line management of HOY and pastoral team meetings.</li> <li>• Hoks4 to monitor provision of resources.</li> </ul>	LBO	Fortnightly.
				EBA	Half termly.
				ARU/EBA	Fortnightly.
				EBA/BGU	Fortnightly.
<b>Total budgeted cost</b>					£ 5692

6. Review of expenditure				
Previous Academic Year		18/19		
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
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.	<ul style="list-style-type: none"> <li>Profile of literacy across the College has been raised, with teams SGP through inset and team time.</li> <li>2019 progress score for English improved from -0.27 up to -0.12, an improvement of +0.15. This contributed to the overall College P8 score improving from -0.25 to -0.09.</li> <li>70% of boys achieved a grade 4+ in English, up 9% from 2018.</li> </ul>	<ul style="list-style-type: none"> <li>Planning the timing of inset for staff is crucial, so that momentum and key messages are not lost over time.</li> <li>Greater focus on improving girls' progress in English and their literacy levels is a key target for 2019.</li> <li>Higher expectations of work rate and quality of work is needed across the College for disadvantaged learners.</li> <li>This approach to attendance will continue into 2019/20 but will not be explicit i.e. will be part of a wider L&amp;T strategy as opposed to begin the strategy.</li> </ul>	£1738

<b>ii. Targeted support</b>				
<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>
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; achievement; appointment of Ks leads.	<ul style="list-style-type: none"> <li>Attendance of pupils raised from 90.5% up to 93.5%. Quite simply, our PP learners are now in school more, meaning that that are in lessons more and available to learn.</li> <li>PP pupils entered and achieving the languages element of the EBacc at a strong pass level was 100%, 32% above the SISRA 'national'.</li> <li>This improved entry and attainment in MFL resulted in a positive languages VA of +1.63.</li> <li>Improved attendance has resulted in PP pupils remaining entered for all their GCSE examinations. 3/3 EBacc slots were filled, with 3/3 Open slots filled, both reported as above the 'SISRA 'national'.</li> </ul>	<ul style="list-style-type: none"> <li>Closer tracking and support in needed for PP SEN learners, whose attendance is lower than that of their peers.</li> <li>This approach to attendance will continue into 2019/20.</li> </ul>	£36463

<b>iii. Other approaches</b>				
<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>	<b>Cost of all programmes</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.	<ul style="list-style-type: none"> <li>Curriculum embedded so that all pupils are on an ambitious, coherent, adapted, broad and engaging curriculum.</li> <li>Ks3 pupils provided performing arts option for year 9 study, with ks4 pupils provided four options at GCSE. This better meets their needs and provides challenge across a broader selection of subject areas.</li> <li>Attendance has improved for all pupils and PP learners.</li> <li>Curriculum model identified as a strength by Ofsted, March 2019.</li> </ul>	<ul style="list-style-type: none"> <li>Conducting a straw poll in December of year 9 provides a sound basis on which to plan the following options model.</li> <li>Greater analysis and monitoring of SEN PP pupil attendance in certain lessons, so that support can be targeted.</li> </ul>	£107,410
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.	<ul style="list-style-type: none"> <li>Participation of PP pupils in enrichment activities has grown e.g. Catastrophe on Campus, Girls STEM visits which in turn raises personal aspirations of these pupils to achieve higher.</li> <li>Celebrating achievement has a stronger profile across the College, with PP pupils experiencing the feeling of doing well and this being recognised and celebrated.</li> <li>Careers Programme introduced and running e.g. the big interview, which has led to increased opportunities for PP pupils to receive careers guidance and feedback from industry.</li> <li>Although not explicitly linked, a raise in aspirations has led to an improvement in pupil outcomes e.g. overall Progress 8 improving from -0.25 to -0.09, EBacc P8 improving by +0.20 and Open P8 improving by +0.22.</li> </ul>	<ul style="list-style-type: none"> <li>Tracking opportunities is not enough. Pupils need to be targeted in order to ensure attendance and therefore the benefits are experienced by all. The introduction of a mentor scheme will support this approach.</li> <li>Careers programme has been extremely successful and well received and will continue next year.</li> </ul>	£4142

Desired outcome	Chosen action / approach	<ul style="list-style-type: none"> <li>• <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</li> </ul>	Lessons learned	Cost of all programmes
Improved parental engagement and communication between school and home.	Implementation of Show My Homework, School Comms and Parents Evening Booking system.	<ul style="list-style-type: none"> <li>• Communication between school and home much improved.</li> <li>• Clear line of access available, speeding up contact between parents and staff, and vice versa e.g. reporting.</li> <li>• Parents evening attendance up on 2018 levels for each year group.</li> <li>• Homework can now be tracked and QA, improving the learning experience for our pupils, including PP pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Further training is needed for middle leaders so that they can expertly quality assure (QA) their teams.</li> <li>• Nudge theory needs to be thoroughly planned and implemented for all key events, not just parents evening.</li> <li>• These communication systems will continue in use 2019/20.</li> </ul>	£2147
Provision of specific and targeted support.	<ul style="list-style-type: none"> <li>• Trips &amp; visits</li> <li>• Extra-curricular activities</li> <li>• Revision guides/equipment</li> <li>• School Uniform</li> </ul>	<ul style="list-style-type: none"> <li>• A number of pupils were subsidised so that they could attend work experience, which provided huge benefits to the individual.</li> <li>• When required, uniform was provided so that attendance to school and full integration within their peer group was maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• This fund will continue and be available when a need arises.</li> </ul>	£1746

### **Year 7 Literacy and Numeracy Catch Up Premium**

The literacy and numeracy catch-up premium provides additional funding to support our Year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2). Kings International College currently has 52 pupils who did not make the expected standard in English and 53 pupils who did not make the expected standard in Maths. Kings International College run the following programmes to support these pupils:

#### **Year 7 Reading intervention**

- The Year 7 Reading intervention programme (Year 9 and 10 reading mentors) is currently under review.
- It has previously targeted students who were just below age related expectations at the end of Key Stage 2, with priority given to disadvantaged pupils.
- A new literacy co-ordinator is to be appointed January 2020 with oversight of strategic direction.

#### **Year 7 Maths intervention**

- The Year 7 Maths intervention programme is currently under review, after the purchase of a new Maths e-learning platform.

Total Literacy and Numeracy Catch Up Premium spend: £ TBC by the DfE.

Total Estimated PP Funding: £ TBC by the DfE.