

Pupil premium strategy statement and Year 7 Literacy and Numeracy Catch Up Premium

Summary information					
School	Kings International College				
Academic Year	20/21	Total PP budget	£142612 (estimate)	Date of most recent PP Review	Oct2020
Total number of pupils	749	Number of pupils eligible for PP	192	Date for next internal review of this strategy	Sept 2021

1. Review of attainment: 2019 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	50
% of pupils achieving a 4+ in both English & Maths	27	72
% of pupils achieving a 4+ in English	62	81
% of pupils achieving a 4+ in Maths	389	77
2. Barriers to future attainment (for pupils eligible for PP)		
Due to disruptions from Feb 2020 some of the internal barriers have been carried forward and a full review will be completed in Sept 2021.		
In-school barriers <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.	Stretch and challenge in the classroom has not always been consistent due to past expectations of previous staff leading to gaps in achievement and progress.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Lower levels of attendance to school due to coronavirus, limiting the time pupils can actually be taught and make progress	
3. Desired outcomes for 2020/21 <i>(desired outcomes and how they will be measured)</i>		Success criteria for 2020/21

A.	Raise the % attendance up for PP pupils by 3%, from 95% to 98% and thus improving engagement	<ul style="list-style-type: none"> ◆ Attendance of the PP cohort increased by 3% and therefore well above national levels. ◆ Clear tracking of attendance identifies trends in absence. ◆ Potential barriers to attendance identified, removed and the support needed to improve attendance is implemented.
B.	To ensure that the level of challenge for PP pupils is as high as other pupils.	<ul style="list-style-type: none"> ◆ 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. ◆ Staff to challenge PP pupils who produce a lower than expected standard of work. ◆ The quality of work produced by PP pupils is at least equal to their non-PP peers. ◆ PP pupils achieve outcomes appropriate to their ability level.
C.	All staff to be fully aware of the PP pupils that they teach.	<ul style="list-style-type: none"> ◆ All teachers to complete Mintclass profiles and place PP pupils appropriately. ◆ PP pupils within the profile known by the teacher. If required, teachers can articulate planning behind their seating plans. ◆ The positioning of PP pupils within lessons maximises their learning opportunities. ◆ Teachers plan expertly, based on their knowledge of the children.
D.	Diminish the difference between PP outcomes and non-PP outcomes.	<ul style="list-style-type: none"> ◆ Introduction and implementation of a PP champion within departments. ◆ Regular subject specific progress review meetings, identifying barriers to learning for PP pupils and finding solutions to removing these barriers. ◆ Regular updates from PP lead through newsletters and briefings. ◆ High quality CPD provided for all staff, explicitly strengthening the capacity of leadership, improving the ability to plan and teach PP pupils with SEND, and raising the consistency of quality first learning & teaching within the classroom.

4. Planned expenditure

Academic year	20/21				
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.	Introduction and implementation of a PP departmental champion scheme.	PP learners too easily can get forgotten or lost. Having departmental PP champions raises their profile and pupil understanding within the department.	Introduction of, then Line management through PP lead.	RHA/EBA	Half termly
	Regular subject specific progress review meetings, identifying barriers to learning for PP pupils and finding solutions to removing these barriers.	Profile of PP progress within subjects has not been explicitly monitored, leading to a drop in outcomes.	AHT to QA 'laser meetings' focusing on the progress of PP pupils.	RHA/EBA	Staff CPD sessions. Every three weeks at SLT.
	High quality CPD provided for all staff, explicitly <ul style="list-style-type: none"> 1. Strengthening the capacity of leadership. 2. Improving the ability to plan and teach PP pupils with SEND. 3. Raising the level of challenge from teaching staff. 		AHT to work with PP Champions, T&L and SENCO to ensure an integrated and co-ordinated effective programme of staff CPD.	RHA	Half termly with PP Champions, L&T team and SENCO.
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?

	CAT testing	With the lack of KS2 data, CAT4 tests will give us relevant assessment data to use for baselining and mapping.	All tests will be taken under controlled conditions and reporting will be automatically processed for QA purposes. Base data will be used for FFT and Markbooks	RHA	Nov 2020
	All staff engage in Edukey, Provision mapping.	Research demonstrates that knowledge of students by staff enhances the progress made by learners.	All staff have access to a range of Edukey training courses suitable to close gaps and identified through line management.	DHU	Termly
	SAFE/Marc Rowland strategy to raise outcomes for disadvantaged learners in Surrey Secondary Schools	Despite some progress in closing the disadvantage gap in attainment, social inequities in educational outcomes remain stark.	Create an impetus within the school that encourages and enables people to play their active part in raising the achievement of all pupils Take account of the particular context in which their schools are working and understand the importance of culture and building behavioural norms that exemplify the best that a school can stand for Build communities in which people believe strongly and with which they can personally identify and to which they are loyal	SLT	Termly
	Wey valley Interventions	Wey Valley			

	Tassomai	Evidence suggests that interactive applications improve engagement.	Regular monitoring by teaching staff and by termly reports to SLT through line management.	SLT	Termly
	Introduction of Lexia Power-up	There is evidence to suggest that there is a gap in literacy throughout the college which hinders progression	Literacy co-ordinator will lead on targeting and implementation of literacy interventions which can be recorded digitally and fed back to SLT along with progress data	MBY	Termly
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 level of challenge for PP pupils is as high as other pupils.</p>	<ul style="list-style-type: none"> ◆ All staff to routinely evaluate the quality of work produced by PP pupils and other learners of similar starting points e.g. pupils targeted grade 7. ◆ Increase the level of challenge on PP pupils who produce a lower than expected standard of work. ◆ The quality of work produced by PP pupils is at least equal to their non-PP peers. ◆ PP pupils achieve outcomes appropriate to their ability level. ◆ Using APP grids to feed-forward 	<ul style="list-style-type: none"> ◆ 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. ◆ There is clear evidence that some PP pupils have low expectations of themselves and what they are able to achieve. ◆ Using feed-forward processes assists in focused gap analysis needed due to the coronavirus disruptions 	<p>Learning walks & lesson observations.</p> <p>Book looks and deep dives.</p> <p>Curriculum reviews.</p> <p>Through LM QA.</p> <p>Evidence of feed-forward APP grids in marking and assessment</p>	<p>RHA</p> <p>RHA</p> <p>RHA</p> <p>SLT</p>	<p>Half termly.</p>
Total budgeted cost					£ 105,940
ii. Targeted 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?

Raise the % attendance up for PP pupils by 3%, from 95% to 98%.	<ul style="list-style-type: none"> Attendance officer to ensure 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 	<ul style="list-style-type: none"> 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%). Figures for 2019/20 will be updated. 	Through line management and sharing of progress at SLT.	DHU	Fortnightly meetings; half termly updates at SLT; half termly review of strategies in place.
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Total budgeted cost					£ 25514
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iii. Other approaches

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?
All staff to be fully aware of the PP pupils that they teach.	<ul style="list-style-type: none"> All teachers to extensively use the completed Mint-class profiles and place PP pupils appropriately according to need. Teachers plan expertly, based on their knowledge of the children. 	<ul style="list-style-type: none"> There is evidence to suggest that staff do not always know how best to support the progress of PP learners. Research demonstrates that effective planning by staff enhances the progress made by learners. 	<p>Learning walks & lesson observations.</p> <p>Book looks and deep dives.</p> <p>Through line management QA.</p>	MBY & RHA	<p>Every fortnight in LM meetings.</p> <p>Half termly with L&T team.</p> <p>Half termly updates at SLT.</p>

Total budgeted cost					£ 3090
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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?
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Provision of specific and targeted support.	<ul style="list-style-type: none"> ◆ Work Experience in Year 10 (COVID ALLOWING). ◆ Trips & visits e.g. through PD days. ◆ Extra-curricular activities. ◆ Revision guides/equipment e.g. preparation for examinations or practical assessments. ◆ School Uniform. 	<ul style="list-style-type: none"> ◆ The College supports the government's drive that every child should have access to a high-quality careers provision and experience. ◆ All pupils should be provided the opportunity to build and develop their cultural capital by attending visits that enrich their education and wider life. ◆ 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. ◆ Our surveys have indicated that our PP students are lacking in ICT access. 	<ul style="list-style-type: none"> ◆ Through line management of Careers and staff training. ◆ HOY and PP lead to track attendance on trips etc., intervening when needed. ◆ Through line management of HOY and pastoral team meetings. ◆ Hoks4 to monitor provision of resources. ◆ Through monitoring of online activity and engagement. ◆ SMHW activity 	LBO EBA ARU/EBA EBA/RHA HoF's RHA	Fortnightly. Half termly. Fortnightly. Fortnightly. Half termly
Covid-19 provision	<ul style="list-style-type: none"> ◆ Provision of Chromebooks. ◆ Food parcels ◆ Steam opportunities ◆ Wellington college ◆ Oak Academy 				
Total budgeted cost					£ 5692

8.6 Review of expenditure (Due to coronavirus pandemic interruptions a full review will be conducted in Sep 2021 and will include the previous two years)

Last review of expenditure		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"> ◆ Profile of literacy across the College has been raised, with teams SGP through inset and team time. ◆ 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. ◆ 70% of boys achieved a grade 4+ in English, up 9% from 2018. 	<ul style="list-style-type: none"> ◆ Planning the timing of inset for staff is crucial, so that momentum and key messages are not lost over time. ◆ Greater focus on improving girls' progress in English and their literacy levels is a key target for 20/21. ◆ Higher expectations of work rate and quality of work is needed across the College for disadvantaged learners. ◆ This approach to attendance will continue into 20/21 but will not be explicit i.e. will be part of a wider L&T strategy as opposed to begin the strategy. 	£1738
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	Cost of all programmes

			(and whether you will continue with this approach)	
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"> ◆ 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. ◆ PP pupils entered and achieving the languages element of the EBacc at a strong pass level was 100%, 32% above the SISRA 'national'. ◆ This improved entry and attainment in MFL resulted in a positive languages VA of +1.63. ◆ 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'. 	<ul style="list-style-type: none"> ◆ Closer tracking and support in needed for PP SEN learners, whose attendance is lower than that of their peers. ◆ This approach to attendance will continue into 20/21. 	£36463
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

<p>Create a broad, balanced and challenging curriculum that is designed to give all learners the knowledge and experience they need to succeed beyond Kings.</p>	<p>Plan, implement and then review a new curriculum for September 2019.</p>	<ul style="list-style-type: none"> ◆ Curriculum embedded so that all pupils are on an ambitious, coherent, adapted, broad and engaging curriculum. ◆ 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. ◆ Attendance has improved for all pupils and PP learners. ◆ Curriculum model identified as a strength by Ofsted, March 2019. 	<ul style="list-style-type: none"> ◆ Conducting a straw poll in December of year 9 provides a sound basis on which to plan the following options model. ◆ Greater analysis and monitoring of SEN PP pupil attendance in certain lessons, so that support can be targeted. 	<p>£107,410</p>
<p>Raise the aspirations of PP pupils and all other stakeholders.</p>	<p>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.</p>	<ul style="list-style-type: none"> ◆ 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. ◆ Celebrating achievement has a stronger profile across the College, with PP pupils experiencing the feeling of doing well and this being recognised and celebrated. ◆ 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. ◆ 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. 	<ul style="list-style-type: none"> ◆ 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. ◆ Careers programme has been extremely successful and well received and will continue next year. 	<p>£4142</p>
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<ul style="list-style-type: none"> ◆ Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. 	<p>Lessons learned</p>	<p>Cost of all programmes</p>

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"> ◆ Communication between school and home much improved. ◆ Clear line of access available, speeding up contact between parents and staff, and vice versa e.g. reporting. ◆ Parents evening attendance up on 2018 levels for each year group. ◆ Homework can now be tracked and QA, improving the learning experience for our pupils, including PP pupils. 	<ul style="list-style-type: none"> ◆ Further training is needed for middle leaders so that they can expertly quality assure (QA) their teams. ◆ Nudge theory needs to be thoroughly planned and implemented for all key events, not just parents evening. ◆ These communication systems will continue in use 20/21. 	£2147
Provision of specific and targeted support.	<ul style="list-style-type: none"> ◆ Trips & visits ◆ activities ◆ Revision guides/equipment ◆ School Uniform 	<ul style="list-style-type: none"> ◆ A number of pupils were subsidised so that they could attend work experience, which provided huge benefits to the individual. ◆ When required, uniform was provided so that attendance to school and full integration within their peer group was maintained. 	<ul style="list-style-type: none"> ◆ This fund will continue and be available when a need arises. 	£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 have pupils who did not make the expected standard in English and Maths. Kings International College run the following programmes to support these pupils:

Year 7 intervention

- ◆ Lexia Power-up has been launched and is targeted at those who have been identified as falling behind their peers.
- ◆ SEND interventions are running during Tutor time and as necessary during the school day.
- ◆ Maths interventions are being implemented to run along the introduction of the mastery curriculum.

Total Literacy and Numeracy Catch Up Premium spend 19/20: £13,837

Total PP Funding for 1920: £13500

Accelerated Reader

Students withdrawn from languages and given extra TA support

LRC managers time to support delivery of interventions.