

Pupil premium strategy statement 2019-20

In addition to the measures listed below to address the disadvantaged attainment gap, our Key stage 3 curriculum has been appraised and refined to inspire, challenge and provoke enquiry in our young people. Our curriculum is designed to ensure that students acquire the knowledge and develop the skills they need to succeed in future learning and beyond. Learning is carefully sequenced so that complexity and depth build coherently, enabling all students to succeed in learning an ambitious programme of study, no matter their starting point or background.

Planned spend for academic year 2020-21

1. Summary information					
School	King Edward VI Community College				
Academic Year	2020-21	Total PP budget	£207,805	Date of most recent PP Review	March 2018
Total number of pupils	920	Number of pupils eligible for PP	186	Date for next internal review of this strategy	January 2021

2. 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.	Low literacy and numeracy among Year 7 and 8 pupils (last year's Y7 catch-up intervention was interrupted by school closure)
B.	Disadvantaged pupils, including those with high prior attainment, make less progress than their peers in their GCSEs
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Disadvantaged pupils' attendance is lower than that of their peers
E.	Anxiety and poor mental health is a barrier to strong engagement for a significant number of disadvantaged pupils and their peers.
Desired outcomes <i>(desired outcomes and how they will be measured)</i>	
A.	All disadvantaged pupils in Year 7 and 8 make expected progress in maths and English
B.	All disadvantaged pupils in Year 11 make progress that is equal to their peers and in-line with all non-disadvantaged pupils nationally
C.	Disadvantaged pupils' attendance improves to be in line with their peers and with all pupils nationally

Chosen action / approach	Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? When will you review implementation
<p>In-house CPL programme is designed with the aim of strengthening Quality First Teaching based on Ronsenshine Principals of Instruction</p>	<p>Improved Teaching and Learning Stronger practice around the following enables secure progress among all learners</p> <ul style="list-style-type: none"> • Modelling • Effective Questioning • Effective Collaborative Learning 	<p>Modelling and strong questioning are inherent in developing students' metacognition and self-regulation, which EEF research suggests adds 8+ months progress.</p> <p>The EEF suggests collaborative learning adds 8+ months progress, and our own student voice feedback is very positive about the impact of effective group work on learning.</p> <p>Our externally-led Pupil Premium review in March 2018 advised a sharper focus on fewer teaching and learning tenets so that we can effectively measure the impact.</p>	<p>Continuous lesson visits and appraisal observations measure how embedded these elements appear to be in lessons. Areas of strength are highlighted as are training needs. The college's CPL programme is tailored to these areas and colleagues are signposted if appropriate.</p>
<ol style="list-style-type: none"> 1. Pupil Premium Coodinator 2. Leadership in four key faculties 	<p>Year 11 disadvantaged pupils make progress in line with their peers and increasingly, with all "other" pupils nationally. Particularly in English, maths, sciences and humanities.</p>	<p>One person to have oversight of intervention strategies and associated budgets, and to ensure progress is monitored and acted upon in faculty areas.</p>	<p>Implementation of all interventions listed here. Timely monitoring and evaluation. Monitoring meetings to establish further appropriate interventions for individuals. These could include academic interventions as well as those relating to attendance or wellbeing.</p>
<p>One to one tuition through online platform "My Tutor"</p>	<p>Targeted disadvantaged pupils improve by one GCSE grade between November and summer exams.</p>	<p>One to one tuition is estimated to add 5+ months progress by research funded by the EEF. Previous years have shown grades to increase by at least one grade in 70% of cohort.</p>	<p>Weekly monitoring. SLT oversight and coordination. Online monitoring software. Student voice. Teacher feedback. Weekly attendance checks with contact home. Core mock results in March 2019.</p>

Small group / one to one intervention with Year 7 and 8 students with sliding score of less than 100 in reading / writing and maths. Reading and spelling tests used to identify Y7 students.	Year 7 pupils' reading ages and standardised scores will improve more rapidly than their peers. In maths, all eligible pupils will make expected progress.	This type of intervention has proven to have a positive impact on the vast majority of students in the past. Improved literacy and numeracy will enhance students' comprehension and engagement across the curriculum. The EEF research suggests one to one tutoring adds 5+ months progress.	Monthly review to check appropriate content, attendance. Student voice.
Wellbeing & mindfulness sessions run by professional trained in the Inside-Out understanding of tackling negative thought cycles.	Students in Year 11 suffering from anxiety feel confident in their ability to succeed, and attend all exams.	Anxiety is increasingly affecting young people across the country. Each year the college encounters growing numbers of pupils whose anxiety acts as a barrier to approaching exams with confidence and in some cases, attending at all.	Students will attend between 8-9 sessions out of college hours. The sessions will begin in the Autumn term and continue until exams.
Counselling.	Students feel safe and supported through one to one sessions with in-school counselling service.	This highly over-subscribed service enables students who do not meet threshold for CAMSH to be monitored and supported through a spectrum of complex situations. The service is an integral function of our safeguarding provision, liaising with multi agencies and our DSL.	Students are referred by HoH and SLT on a needs basis. Monitoring by DSL.
Head of House intervention.	Disadvantaged students' attendance and behaviour are closely monitored.	Heads of House will continue to work with specific focus on improving the attendance and behaviour of disadvantaged learners.	
Attendance support - Caseload of students are contacted by phone each morning and collected by minibus where appropriate	Improved attendance of disadvantaged students.	Increased attendance will lead to increased progress.	Daily and weekly monitoring by SLT and HoH.

Summary of expenditure for academic year 2019-2020

1. Summary information					
School	King Edward VI Community College				
Academic Year	2019-20	Total PP budget	£222,668	Date of most recent PP Review	March 2018
Total number of pupils	920	Number of pupils eligible for PP	186	Date for next internal review of this strategy	January 2021

Pupil Premium funding was allocated in-line with college priorities to raise the attainment and attendance of disadvantaged pupils:

Desired Outcome:	Chosen Approach:
Year 11 disadvantaged pupils achieve in-line with their peers and increasingly, with all "other" pupils nationally	SLT time to identify underachievement, coordinate interventions and evaluate their impact throughout the year. After-school and lunchtime revision sessions attended by Year 11 from October – May.
Stronger outcomes for disadvantaged learners in all subjects, with a particular focus in English, Maths, Science and Humanities	Close monitoring of learning and outcomes for disadvantaged learners in maths, English, Science and Humanities . Percentage of raising standards leaders' salaries in these subjects.
Secure strong progress for disadvantaged learners in mathematics	My Tutor programme, weekly online private tuition offered to all disadvantaged pupils
Year 7 pupils with low literacy make rapid progress	Catch-Up Literacy Strategy – Year 7 literacy intervention
Dyslexic pupils make rapid progress and are able to catch up with peers	Dyslexia One to One sessions and small group sessions run by HTLA for literacy
Year 7 pupils with low key stage maths scores make rapid progress	Catch-Up Numeracy Strategy. Small maths extraction group delivered twice a week from Jan – July.
Reading ages advance rapidly through daily reading for pleasure	Accelerated Reader Programme

Students able to access support for poor mental health in-school	In school counsellor coordinates a team of trainee counsellors.
Improved attendance and behaviour of key cohort	Percentage of Heads of House Salaries Attendance support role focusses on disadvantaged cohort
Identification of effective classroom strategies for a small number of pupils	Educational Psychologist for small number of vulnerable pupils
Provide additional support to highly anxious students struggling to access education and exams	Wellbeing coaching sessions offer small group and one to one support
Music bursary	Together with a 50% donation from Foundation Governors, the PPG is allocated to fund free music lesson for disadvantaged pupils
General support for disadvantaged pupils:	Materials for practical subjects Revision guides Uniform subsidy Transport and trip subsidies