

Pupil premium strategy statement – King Edward VI Community College

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	915
Proportion (%) of pupil premium eligible pupils	23% (208)
Academic year/years that our current pupil premium strategy plan covers	2022-25
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Alan Salt, Principal
Pupil premium lead	Anne Law
Governor / Trustee lead	Jim Lodge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£236,000
Recovery premium funding allocation this academic year	£64,032
Pupil premium (and recovery premium*) funding carried forward from previous years <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£300,032

Part A: Pupil premium strategy plan

Statement of intent

Our aim for students eligible for pupil premium funding can be encapsulated by our mission statement: *"We are a comprehensive college of lifelong learners. We are inclusive, kind and committed to the best for our students, supporting them to flourish"*. We believe passionately in the potential of each young person, regardless of background or academic starting point. We aim to develop our young people into well-rounded, successful and active members of society who will gain meaningful employment and happiness in the local community and beyond.

We recognise that disadvantaged pupils' lives can be transformed through an inspirational curriculum, teaching and personal development that is high quality and underpinned by excellent pastoral care. For this reason, we are relentless in our drive to improve and continuously develop practice to do justice to the pupils in our care.

We strive to ensure that disadvantaged pupils make excellent progress across the curriculum in all year groups and transition on to their next stage of education, training or employment equipped with knowledge, skills and outcomes to enable life chances equal to those of their peers.

We recognise that the success of our disadvantaged pupils is the barometer of our tenacity in upholding high standards. The strategies outlined in this statement detail how we intend to spend our pupil premium and recovery premium funding this academic year to address the challenges listed below.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance of disadvantaged pupils is lower than that of their peers.
2	Lower literacy & numeracy of disadvantaged pupils. On entry, diagnostic CAT tests show higher incidence of disadvantaged pupils with below age-related reading & numeracy skills.
3	On average, disadvantaged pupils, including those with high prior attainment make less progress than their peers in their GCSEs.
4	Anxiety & poor mental health is a barrier to stronger engagement among many disadvantaged pupils. 45% of pupils accessing in-school wellbeing coaching & counselling services are DS.
5.	Cultural capital that is limited compared with peers.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria								
Improved attendance of disadvantaged pupils, in line with other pupils and increasingly in line with national.	Attendance gap closes in first two years. Surpasses historical trends to meet national average for all pupils by 2025. Disadvantaged pupil voice attests to a school experience that is similar to that of their peers.								
Year 7 and 8 students with reading ages below chronological age, make accelerated progress through coordinated programme of approaches tailored to specific reading difficulties.	All targeted Year 7 & 8 pupils make accelerated progress and secure at least grade 4 in English GCSE. Fresh Start data shows progress through modules and appropriate actions are taken where progress is stilted.								
Disadvantaged pupils secure positive progress in line with non-DS peers.	Progress 8 score is equal to non-disadvantaged pupils, including those with high prior attainment. 2023: P8 for DS students was in-line with peers: Overall -0.01, Disadvantaged -0.03								
Stronger outcomes in both English & maths GCSE for disadvantaged pupils.	Equal proportion of DS pupils achieve 5+ and 4+ in English & maths GCSE. Assessment outcomes of disadvantaged pupils in Y7 – 10 in English & maths are in-line with their peers. Achievement in English & maths rose significantly in 2023: <table border="1" data-bbox="820 1464 1407 1565"> <thead> <tr> <th>2018</th> <th>2019</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>19%</td> <td>19%</td> <td>23%</td> <td>32%</td> </tr> </tbody> </table>	2018	2019	2022	2023	19%	19%	23%	32%
2018	2019	2022	2023						
19%	19%	23%	32%						
Narrow attainment gap between non disadvantaged and DS pupils in all year groups.	Year on year reduction in gap in assessment for DS pupils in all year groups, across all subjects.								
Greater resilience & self-regulation among students suffering with anxiety & poor mental health.	Improved attendance, 100% attendance to exams, strong engagement in enrichment. 51% of all DS students in Y7 & 8 have participated in enrichment activities compared with 61% of non-DS pupils								
Disadvantaged pupils develop social & cultural capital to help them to make progress in the world.	All pupils have an entitlement and access a rich and broad enrichment offer including residential trips,								

	<p>curriculum visits, workshops and careers activities.</p> <p>To date in 2023-24, 54 disadvantaged pupils have had 50% of a residential trip funded through Foundation Governors.</p>
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Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 117,105

Activity	Evidence that supports this approach	Challenge number(s) addressed	Actions & Impact
<i>Quality First Teaching</i>	<p>In all lessons for all pupils, delivered in line with our teaching & learning policy and evidenced through robust quality assurance of: lesson visits, faculty quality assurance processes, work scrutiny & student voice.</p> <p>CPD programme focussed on practice and developing teacher habits, drawn from EEF evidence base around explicitly teaching cognitive and metacognitive strategies.</p> <p>Evidence</p>	2, 3, 5	<p>CPD programme centred around adaptive teaching, assessment, culture & engagement.</p> <p>Feedback is focussed on incremental steps towards stronger implementation of pedagogical principles.</p> <p>Tighter ML monitoring of developing practice, and stronger accountability of ML to collectively grow team's practice.</p> <p>Impact of CPD on practice can be evidenced through lesson visit dashboard.</p>
<i>Effective assessment & feedback that moves learning forward</i>	Data reviews after each learning cycle focus on highlighting curriculum content that is not yet secure and subsequent responsive teaching with	2, 3, 5	Clear system implemented to enact changes in classroom following data scrutiny. Faculty INSET time to plan repair.

	aim of quickly addressing gaps in knowledge, for all pupils in every year group. Evidence		Plans for repair can be evidenced through faculty SEF.
<i>Curriculum & revision resources to enhance independent learning</i>	All disadvantaged pupils are provided with revision resources. Evidence	2,3	All Y11 pupils are taught revision strategies through tutorial, subject lessons and through guided independent practice.
<i>Reading: The introduction of reading in tutorial for all KS3 & KS4 pupils</i> <i>Accelerated Reader for Year 7 & 8 pupils</i>	All pupils in Years 7 – 11 read for 20 minutes, three times per week in tutorial with the aim of improving reading fluency. All pupils in Year 7 and 8 read independently* for 30 minutes per day. Evidence	2,3,5	Students with reading ages significantly below chronological age read with adult support in Y7, 8 and 9.
<i>Standardised diagnostic testing in Year 7, 8 & 9 in core subjects</i>	All Year 7 pupils sit a standardised assessment in English, maths & science on entry, providing reliable insight into any existing attainment gaps between cohorts, and gaps in curriculum coverage. Evidence	2,3	See appendix 1

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	
<i>One to one online tuition for Year 11 pupils in maths.</i> <i>Small group Y11 in person tuition in English Language</i>	All pupils in Year 11 are offered a heavily subsidised 15 week, one to one tuition programme in maths (free for disadvantaged & SEND pupils).	2,3	57% of our disadvantaged cohort are regularly attending one to one maths or English revision.

	<p>Small group English tuition for students struggling to reach grade 4 & 5.</p> <p>Evidence</p>		
<p><i>HTLSA for literacy, coordinates & delivers literacy intervention programme</i></p>	<p>The EEF recommends using teaching assistants to deliver high-quality one to one and small group support using structured interventions.</p> <p>Evidence</p>	2,3	Fresh Start data
<p><i>Introduction of Fresh Start reading programme, CPD of staff, resources and ongoing training</i></p> <p><i>Small group reading intervention focussed on comprehension in Years 7, 8, 9</i></p>	<p>Year 7 pupils are tested on entry to diagnose particular difficulties with reading. Eligible students are placed on the Fresh Start programme which progresses towards reading fluency. Currently, some Y8, 9, 10 & 11 pupils are also accessing the programme.</p> <p>In addition, targeted students have small group reading comprehension classes via Lexia. These pupils read together in "Drop and Read".</p> <p>Evidence</p>	2,3	
<p><i>Music bursary</i></p> <p><i>Educational trips & visits</i></p> <p><i>Enrichment activities</i></p>	<p>We are passionate about ensuring all pupils have access to a rich and varied enrichment offer. Many disadvantaged pupils take up free music tuition and are enabled to attend trips, visits and enrichment through school and Foundation Governor funding.</p> <p>Evidence</p>	4,5	<p>19 disadvantaged pupils currently access free music lessons. (2022-23)</p> <p>16 disadvantaged pupils access free music lessons in 2023-24.</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 250,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance support: Enhanced support to improve disadvantaged Pupils' attendance.</i>	Improving disadvantaged pupils' attendance is an immediate priority requiring additional capacity. Our attendance support officer works with specific students to monitor and target support. Evidence	1,2,3
<i>Pastoral support: Four non-teaching Head of House provide high-quality pastoral care with a focus within their role to support disadvantaged students</i>	Heads of House support students in regulating their SEMH. They monitor and address unwanted behaviour in line with college policy with the aim of reducing suspensions & exclusions. Heads of House are instrumental in the close monitoring of attendance. Evidence	1,2,3,4
<i>Counselling & Wellbeing coaching</i>	<i>These services enable students who do not meet threshold for CAMHS 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.</i> <i>Wellbeing coaching provides students with self-regulating skills to improve social and emotional wellbeing and access the full curriculum through ongoing attendance to lessons and exams.</i> Evidence	1,2,3,4
<i>Additional meals</i>	We provide additional food for a growing number of pupils within the college as necessary.	1,4

Total budgeted cost: £ 300,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2023 there were 42 disadvantaged pupils in Year 11.

	Disadvantaged pupils	Local Auth (non-DS pupils)	National (non-DS pupils)
Progress 8 score	-0.03	0.01	0.17
Attainment 8 score	41.4	49.3	50.2
English & maths 5+	32%	52%	52%
English & maths 4+	49%	72%	73%
Entering Ebacc	22%	41%	43%
Ebacc at Grade 5+	12%	18%	20%
Ebacc at Grade 4+	15%	26%	28%
In education or employment for 2 terms after KS4 (2021)	84%	96%	96%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Online Tuition	My Tutor
Reading	Accelerated Reader Fresh Start (Read, Write Inc) Lexia (introduced Autumn 2023)

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

A minimal number of pupils attract service funding. Funds were spent in line with the above strategy.

The impact of that spending on service pupil premium eligible pupils

As above.

Appendix 1:

GL Assessment Data 2022-23

	All pupils Autumn 2022	All pupils Summer 2023	DS, Autumn 2022	DS, Summer 2023
English Year 7	101.4	105.3	98.1	99.5
English Year 8		101.5		97.7
English Year 9		101.9		95.7
Maths Year 7	99.7	106.0	95.9	99.6
Maths Year 8		99.6		92.7
Maths Year 9		102.7		96.4
Science Year 7	102.3		97.0	
Science Year 9		105.3		97.8