

Pupil premium strategy statement – King Arthur’s School

Year Group	Attainment 8 Average (June)	Attainment 8 Average (Date Collection 1)	Attainment 8 Average (Date Collection 2)	Attainment 8 Average (Date Collection 3)	Attainment 8 Average (Date Collection 4)	Attendance (Data Collection 1)	Attendance (Data Collection 2)	Attendance (Data Collection 3)	Attendance (Data Collection 4)
7	45.00 (4.50)								
8	34.05 (3.40)								
9	49.27 (4.93)								
10	41.89 (4.19)								
11	49.29 (4.93)								

1. Summary information					
School	King Arthur’s School				
Academic Year	2020-21	Total Estimated PP budget	97,115	Date of most recent PP Review	
Total number of pupils	366	Number of pupils eligible for pupil Premium	104	Date for next internal review of this strategy	Dec 19 Mar 20 Sept 20 Oct 20 Nov 20

2. Current attainment		
Yr. 11 Final Results	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM 4+	14 (66.7%)	27 (65.9%)
% achieving 5a* - C incl. EM 5+	6 (28.6%)	14 (34.1%)
Progress 8 score average	0.08	0.21

Attainment 8 score average		44.90 (4.49)	46.02 (4.60)
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers (issues to be addressed in school, such as poor literacy skills)			
A.	Some disadvantaged students arrive in Year 7 with lower literacy skills than the majority		
B.	Some disadvantaged students arrive in Year 7 with poor mathematical knowledge and understanding.		
External barriers (issues which also require action outside school, such as low attendance rates)			
C.	PP students are not making the expected progress compared with non-PP students at KS4.		
D.	High proportion of PP student's attendance is low compared with non-PP.		
E.	Lack of aspiration for disadvantaged students going on to complete Level 3 courses at college/sixth form		

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Improved English data outcomes for PP students across KS3-4 55% of PP students to achieve a grade 9-4 In English Language Create a consistency across the Nurture pathway - English/Literacy/History/Geography/RE KS3 PP students to make an average 18 months Reading Age progress during a six-week intervention programme.	As a result of intervention and improved attendance, PP students make expected progress in English in line with FFTD targets. KS3 Nurture groups show improved progress in line with non-PP students

B.	Improved mathematical knowledge and understanding for PP students across KS3-4	As a result of intervention and improved attendance, PP students make expected progress in Maths in line with FFTD targets compared with Non-PP students.
C.	Improved overall P8 score for PP students compared with non-PP students across KS4	As a result of intervention and robust tracking and SMARTER targets, PP students should close the gap in KS4
D.	Attendance of PP groups improve compared with 2019/20 data. Target 93%. Increase in parent participation in parental interaction with school.	As a result of robust tracking and intervention, the attendance of PP students closes in line with national average and 2019/20 data. Parent/School communication increases.

E.	Improved aspiration: 65% of PP students to go on and study Level 3 or equivalent courses at college/sixth form.	Destination data demonstrates an improvement in the percentage of students reaching further education studying level 3 courses
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5. Planned expenditure	
Academic year	2020-21
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?

Review roles and responsibilities	GC will be responsible for the action and review of the PP plan. All staff will have their roles and responsibilities reviewed to ensure it is defined in their roles in respect to supporting PP students.	Staff are made aware of whom information about PP students are All staff will be aware of the students they are directly accountable for. It will ensure all staff are fully committed to improve the outcomes for all students, especially the disadvantaged.	All staff have an up to date register as; SIMS and Sistra will be updated accurately identify PP, FSM students, (Most able, LAC, Service) New intranet identifies all groups of students.	GC	Half termly learning walks/ SLT meetings & CTL link meetings, Meetings between GC/ME/Team leaders SISRA tracking Data drops – at each review point GCSE results - 2020
Accurate identification of all PP students	GC to ensure all PP students are accurately identified from transition in Year 6 to Year 11 and beyond. Correct documentation is sent to all parents/Carers. Additional support provided to ensure PP students experience a smooth transition to secondary school. Parents supported with FSM applications	All staff have an up to date register as; SIMS and Sistra will be updated accurately identify PP, FSM students, (Most able, LAC, Service) Key students highlighted to all staff by GC/HA	Work closely with CH and admin staff to ensure all files are uploaded. Assist IT team in ensuring all data on portal is accurate Discuss key students with transition team. Make all parents aware of entitlements and that all paperwork is accurate and up to date.	GC/CH/HA	Review within the first half term at the start of year. Assist admin team to ensure all is up to date and accurate.

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?
Improve Quality first teaching.	1. Sit disadvantaged students in an appropriate place that promotes learning and progress. 2. Use of new intranet offering key information on data for PP students 3. Mark vulnerable students work first and ensure feedback has impact and leads to progress. 4. Staff to act on underachievement and ensure that an appropriate intervention strategy is in place. 5. Reward students: ensure that vulnerable students are rewarded for their hard work and effort. 6. Talk to students and their parents to ensure positive dialogue exists. 7. Extra-opportunities: ensure vulnerable students are supported and are given the extra-opportunities. 8. Resources: Ensure that vulnerable students have the resources they need to be successful. 9. Key low performing PP/SEN students to have a learning passport 10. Greater emphasis on exam arrangements for KS3/KS4 students – implemented by teachers	If successful, all learners will experience a quality teaching experience that will allow them to achieve to their potential. Focusing specifically on PP pupils will help to ensure that their needs are considered a priority. Data will demonstrate will show the benefiting from quality first teaching and specific targets for intervention. Sutton trust – QFT is the most cost-effective means to ensuring progress.	SMARTER PP Classroom strategies shared with staff & repeatedly revisited. SLT Out and About Programme explicitly focusing on progress of PP students. Working alongside the AH for	GC/KM (Assistant Head – Teaching and Learning)	Data drops PP learning walks/Book scrutinise/pupil voice each half term

Identification of underperforming PP pupils.	- Key PP students interviewed in September/October to identify barriers to learning, successful classroom strategies & interventions (Aspirations passport handed out) - Staff identify PP students on seating plans - Department include explicit focus on PP students on every agenda - MAC meeting once a term focussing on PP students- create awareness - Student war board developed with clear indicators of underperforming students - intervention sheet used to record and highlight intervention - Year 11 students to be given an academic mentor	PP data across year group vs non-PP shows underperformance. If successful, we will be aware of all the barriers impacting this group. Tailored intervention through identification will support progress.	PP Tracking sheet for each year group highlighting key underperformers and subgroups (FSM/Forces/Ever 6) Meeting with team leaders after each data drop. Evidence from SLT Out and About Programme Targeted intervention for specific students	GC	At the end of each data drop. Evidence from learning walks and books scrutiny and student voice. Weekly review and feedback with Pupil Premium Champion (Denny Barlow)
Improve Literacy at KS3 according to P8.	- Identification of PP students at risk of underachieving identified & interventions implemented - Nurture groups introduced at KS3 (English, Literacy, History, Geography, RE) - Accelerated reader implements for Nurture groups - Use of intervention for Nurture groups (IDL/Sound training) - Introduction of sound training across KS3/4 – BOOST reading ages - GC to me LH every half term to discuss WAR board – identify students for intervention - Reading scheme across Nurture pathway - My Tutor intervention used as an intervention for identified students - KS3 intervention teacher to teach key underperforming students.	GCSE results for PP was improved compared with previous cohort. Sound training data shows 18 months increase on average. IDL data shows every 80% of students made at least one year's progress. If successful, the gaps will be closing between PP and Non-PP students. Staff aware of PP underachievement in English.	Monitor progress through SISRA at the end of each data cycle. Review intervention after 6-week delivery. Analysis of reading & spelling ages.	GC/LH/AL	Data drops Improved reading ages Regular meetings with LH Analysis of 6-week sound training/IDL Half-termly monitoring visits for each Nurture teacher.
Improve Literacy outcomes at KS4 according to P8.	- PP students prioritised for 1-1 or small group intervention at KS4 - Introduction of sound training across KS3/4 – BOOST reading ages - My tutor selected for identified students - LM to prioritise KS4 students. - JJ to be used for Year 11 intervention - Assistant Head for TL now teaching GCSE group - Introduction of resources such as GCSE POD.	GCSE results for PP was improved compared with previous cohort. Sound training boosts supported literacy skills Improved result from those who experienced intervention last year.	- Monitoring Maths intervention through Sisra - Close work with LH	GC/LH/KMJJ	PPE reviews Data drops Intervention reviews.

Improve numeracy at KS3.	- Identification of PP students at risk of underachieving identified & interventions implemented - KS3 Ninja Maths to be embedded into all lessons - IDL numeracy intervention for year 7 students who are below threshold. - GC to meet JM once per half term to discuss war board – identify students for intervention - GM to continue to offer intervention - Appointment of KS3 intervention teacher. - Creation of an additional Maths group in Year 8 to support most vulnerable learners.	Maths exam results were disappointing with a P8 score of -0.62 If successful, the gaps will be closing between PP and Non-PP students. Staff aware of PP underachievement in English.	- SISRA - Ninja maths - IDL Numeracy - Small group intervention	GC/JM	Data drops Mark 12 assessment
Improve numeracy at KS4	- PP students prioritised for 1-1 or small group intervention at KS4 GM to continue to offer intervention - My Tutor intervention used for identified students - Intervention teachers to work with specific concerns - HPA students to study for Free Standing Maths qualification - New CTL fully embedded Maths pathway - Appointment of a Maths specialist within Maths department.	Intervention teacher work with specific targeted groups Greater expertise in delivery of KS4 Maths to increase % of level 4 and 5 grades. Exposure of key skills to students who wish to study Maths at A level for Y10/11.	- Monitoring Maths intervention through Sira - Close work with JM - Constant dialogue with intervention teachers.	GC/JM	Data drops Mark 12 assessment
Intensive tracking of PP students' progress and achievement	- SISRA used to analyse PP students' progress - PP Tracking sheet established for each year group to monitor progress, attendance. Barriers to learning, successful classroom strategies & interventions – Year group overview and individual tracking sheet - GC to meet CTL after every Data Collection in each Year Group to identify underperforming PP students across curriculum and implement and review interventions - SLT and key staff to mentor KS4 PP students with interviews with parents - SISRA intervention groups created to track progress	Removing barriers for all students. All key pupils assigned a mentor and interview scheduled to explore potential barriers and to set SMARTER targets. Intervention then to be delivered through HOD to class teachers.	- SISRA - PP Tracking sheet for each year group - GC/KM Team Leader meeting minutes - Provision mapping to record intervention - Monitoring revision registers	GC/CP/JH	At end of each data drop Review of PPE's Tracking of mark twelve on sims

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?

Attendance	AC to have oversight of whole school attendance with GC monitoring groups within PP attendance. Develop strategies for intervention. Attendance celebrated through assemblies and rewards Attendance a key aspect of PP passports	School data shows a gap in attendance between PP and non-PP students which impacts on attainment.	Monthly meetings between GC/SL Targeted Support. Tutors driving attendance and first point of contact in encouraging increased attendance Fortnightly attendance print outs	GC	Monthly meetings with SL
Improved rates of progress for high attaining PP students	Intensive tracking of progress of HPA at KS3 & KS4 Liaising with departments to ensure the curriculum is challenging. Teachers are aware of these students in their class Intranet to support seating plans	2019-20 results for HPA were disappointing -0.522	Meetings with CTL's after each review to identify students in danger of underachieving School-wide focus on challenging HPAs including CPD and coaching Focus for learning walks and book scrutiny	GC	After each review
Raised aspirations for PP students	All PP students to have an interview with Careers Advisor to support the right choice of destination CD leading and aspirational programme for KS3 HPA PP students to be actively encouraged to involve themselves in cultural and sporting extra curricular activities. - Schools/colleges attend Year 10 & 11 parent's evenings - Pop up stations & assemblies from schools/colleges in canteen - PH/GC ensure college courses/apprentices are aspirational - Places made available for PP students for university visits. - Champions appointed to support aspirations. - Aspirational courses and awards provided for disadvantaged children.	School data shows good take up of A levels but high proportion of students accessing level 1 course and not aspiring higher. Success will be when students are advised on appropriate courses.	Tracking data for PP students regarding their destinations after GCSEs. HA to ensure all students have Careers Advice meetings Prioritising of PP students for sporting and cultural events. Considering the views of PP students for viable options available.	GC/PH	End of year Termly student voice on aspirations programme Destination data indicates appropriate post-16 progression
Student Voice	Student voice held once per term to focus on PP issues Pupil Premium pupil mentoring interviews take place in all year groups. Discussions have centred on destinations, attendance, punctuality, progress and equipment as well as positives and any areas for improvement in school. Pupil premium pupils are represented on student council, as prefects and as pupil leaders	If successful, this will allow pupil premium pupils to share their views on how the school experience can improve in several areas	- PP forum once per term - PP students represented in school council group - PP represented in clubs - PP students involved in staff recruitments	DB/GC	End of each term Observations if PP students are represented on all platforms

Increase participation in enrichment activities. Ensure all clubs have representation of PP.	• Tutors share student bulletin every morning • Identify PP students who do not participate in any enrichment activities & encourage to participate • Transport available to allow PP involvement in enrichment activities • Additional phone calls for parents evening • All PP students to have an Aspirational Passport	If successful evidence from club registers that PP, students have attended.	• SISRA • Log of PP involvement in enrichment activities registers collected by GC • Thursday evening late bus • PP students invited through letters and phone calls	DB/GC	End of each half term Weekly analysis of enrichment registers Monitoring of provision map
Financial assistance / All PP students access School Meal Subsidy	All year 11 students will receive a pencil case with the required examination equipment. PP students with no access to a computer at home are identified and, where appropriate and possible, a school loaned iPad/Chrome book to be provided Revision guides provided for students in the core curriculum subjects and provided for other subjects on request. Breakfast club for those FSM students that require breakfast before the start of the school day. School Trips are currently supported for current FSM students.	If successful, this will help pupils to have the same opportunities as their peers. Not all students have equal access currently. Measures are in place to provide technology.	• Equipment identified during interviews with PP mentor • Conversations with departments heads about revision books • Close monitoring with HG in regard to FSM • Registers for those in recipe of breakfast club • Department heads consulting with GC about school trips	GC	Reviewed through mentor meetings Reviewed through conversations with tutors Reviewed form team leader meetings Half termly meeting with HG form the kitchen.

Parental involvement	Communication with home. Parents evenings, information evenings, attendance meetings. Parents/carers invited to an Exam Success Evening, where they are provided with revision strategies and support. Communicate high expectations to parents Parents equally aspirational for their children Identified key KS4 students to have a mentor interview with SLT alongside parents following the PPE process.	If successful, this will help parents become an important part of their child's educational experience. This in term will help to raise engagement and therefore achievement levels. Only 62% of Year 11 parents attended parents evening, indicating a concern with parental engagement. Support of PP champion significantly improved the most recent Year 9 parents evening which was 71%	• Direct tutors to speak with parent's pre important evenings. • Involve parents throughout • Divide PP students amongst SLT and coordinate interview evening. • PP champion to communicate with every parent prior to parent's evenings.	GC/DB	-PP attendance at events monitored -Monitor communication log on sims -All PP students to have meeting for end of first term
Pupil Post 16 progression and strong careers information, advice and guidance	All PP students will see the school careers officer in Year 11 for three meetings. Targeted PP students across KS3-4 will also have an interview PP students will attend the Virtual Careers Conference in Years 9/10/11. PP students through mentoring will have support finding work Placements in Year 10. Attendance will be monitored to ensure that they attend PSHE lessons on careers and are given application to colleges when and if required PSHE and assemblies aspirational and providing a platform Additional trips provided for PP students to other post 16 provision	All PP students will feel supported in their run up to transitioning from school to college/apprenticeship. Success is 100% of students go on to post 16 provision	• Close communication with careers advisor • Meeting with HA to map out post 16 opportunities • Ensure a balanced and rich careers programme.	GC/PH	Each half term meets with GC/PH assesses what guidance has been given. Review at each term of the PSHE provision Analyse yearly career trips

	Some PP students will work alongside additional outside agencies to give them further confidence in choosing appropriate pathways				
Support for Looked After Children, post-adoption & special guardianship	• PEP Review twice per academic year, funding used to meet individual needs • Personalised targeted support	All LAC children supported with appropriate plans in place and carefully selected intervention to support. All barriers removed.	PEP meeting coordinated by AC to support the entitlement of students.	<u>AC/GC</u>	Each half term provision assessed. Each half term meeting with carers

Pupil Premium Expenditure 2017-19 & budget 2019-20

Pupil Premium Support	2018-19 Expenditure (Apr-March) £124,290	2019 (Apr)-20 (APR) Budget £86,000	2020-21 Expenditure April 20 –March 21 £95,155
FSM Guarantee – support for trips, equipment, uniform etc.	Laptops - £2174	£1000	£500
Y11 GCSE 1:1 and small group extra teaching	PP – £7756 Mytutor - £2400 GL Assessments £900 Literacy development £2200	Mytutor - £3000 GM/SP/LM voluntary intervention support. Year 11 – all PP students have an SLT mentor. Directed revision sessions on Tues/Weds/Thurs after school.	My tutor - £5000 Small group English intervention Small group Maths intervention Small group Science intervention Small group History intervention Year 11 – All PP students to have an SLT mentor

Staffing	Teaching staff £47,218 Support staff £11,565 LSA £8,791 Student pot support £3,500	£61,492 New learning mentor –key worker to SEN/PP students Promotion of staff member to assistant to the Sendco Contribution towards ELSA/LSA Contribution to progress leader roles (JH/CP) Contribution to the Nurture group teachers (CS/EDH)	£53,900 (total) Learning mentor – (HG/DOT) -17 PP students - £15,025 Key worker for each PP/SEN student. Supports the academic and pastoral progress and communicates with home. SENDCO – £10,314 Oversees the PP strategy and implementation of the plan, whilst ensuring the progress, wellbeing and aspirations of all students. Contribution towards ELSA – £300 Supports the social, emotional and mental health of selected students. 50% of KS3 Literacy & Numeracy intervention - £8,660 KS3 small group intervention – closing the gap towards ARE. Pupil Premium Champion - £7327.18 Every PP student to have 3 x interviews in the academic year. To achieve at least 4 strands of the aspiration’s passport. Contribution to the KS3 Nurture group teachers (CS/EDH/PG/TL/GC/HA/KM/JH/JJ) - £9,938
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			Reduce the gap between PP and Non-PP in KS3. Staff CPD - £8000 Contributing to the development of teaching at the school using local, national and international resources to improve standards and closing the gap between PP and Non-PP students.
Homework Club		Cover supervisor responsibility	Overseen by the assigned spend towards the LSA Reduction in number of homework issues reported by subjects.
Accelerated reader		Purchased from previous year.	Licenses purchased for KS3 Nurture groups.
Buddy Club	£1600	Allocated from LSA wages	Allocated from LSA wages. Club available every break and lunch time that provides a safe space for social interaction as well as homework support.
HPA intervention	N/A	Voluntary support GM/SP support Assigned mentor from SLT.	£300 Free standing Maths qualification HPA History group Towards administration fee's, past papers and support materials.
Transport costs		Revision club minibus - £1050 (30 wks at £30)	£1050 Increase involvement to support PP students in attending clubs, revision and extra curriculum activities.

Revision Sessions and Guides	£3700	£4000	Year 11 Revision guides - £2000 Revision guides provided to support all PP students
Careers advice and guidance	From main budget	From main budget	From main budget Support and guidance in making option choices at the end of Year 9. Appropriate post-16 route identified during Years 10 and 11. Greater focus and awareness of achievements needed, all PP year 11 pupils achieve grades needed for next steps. World of Work qualification - Aaron Rigby (16 students) £1300 Rachel Lambert 15 disadvantaged students across Year 10/11 - £3000
Attendance Support	From main budget	From main budget	From main budget Attendance to be above national average for PP pupils and continuing to improve.
Extra learning resources and exam support inc iPad	From main budget	From main budget	Chrome books to support home learning and in class exam arrangements - £2000
Breakfast Club / Provisions	£98	£1170 (30x39)	£1170 (£30 x 39 weeks) To supplement the FSM provision and give key students the transition into the day that is needed for them to achieve their potential.
Sound Training	£1000	Year free trial with two trained staff	£2000 for the year's license. £1600 Training up a further member of staff

Provision Map		£1100	N/A
Year 6 Summer School	£1184.27	£1300	Year 6 PP/SEN transition afternoon - £200 Support key vulnerable students in bridging the gap between primary and secondary school. The transition will involve 3 additional days in school working alongside the learning support team.
Books –not revision	£61	£50	Educational resources - £1000 Including PP Dyslexia friendly books, NGRT books.
Visits and Activities	n/a	£500	£80x100 (Clarify numbers) £8000 Increased involvement in extra-curricular activities from mentoring sessions with PP lead and TA mentoring sessions. Increased PP participation in all trips.
FSM dinners		£17,844 (64 students)	Different budget
		REACH – In House 1 day a week/trained youth worker - £5,000	Reach - £2500 Support the social, emotional and behaviour of students in order for them to be ready and prepared for learning at school.
Mental Health provision	CR counselling - £360	Voluntary counselling support (JC)	Support provided by ELSA and School nurse
Total	£94,618	£102,420 projected	£93,520