



## Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2021 to 2022 academic year) 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 effect that last year's spending of Pupil Premium had within our school.

### School Overview

Detail	Data
School name	The King's (The Cathedral) School
Number of pupils in school	1243
Proportion (%) of Pupil Premium eligible pupils	14.3% (including Sixth Form). Refer to Appendix A.
Academic year/years that our current Pupil Premium Strategy plan covers ( <b>3-year plans are recommended</b> )	2021-24
Date this statement was published	
Date on which it will be reviewed	1.10.22
Statement authorised by	D Rhodes
Pupil Premium Lead	S Qureshi
Governor / Trustee lead	K Palmer

### Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£119,909
Recovery Premium funding allocation this academic year	£25,614
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	145,523

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

Pupil Premium is an umbrella term covering various youngsters that have had a difficult start to life. The so called 'closing the gap agenda' is designed to allow these students the opportunity to catch up on learning that should have taken place in the years preceding Secondary School. It is designed in order for them to succeed both nationally and in school, in relation to their relative peers. This gap has widened significantly for some of our Pupil Premium students, due to the lost learning in the pandemic.

*"It is vital that schools get this right. Every child who leaves school without the right qualifications faces a far more difficult path to fulfilling their potential and finding employment. We owe it to all our young people to ensure that they are given every chance to succeed".* Quote from Sir Michael Wilshaw in the Ofsted 2012, Evaluation of the Pupil Premium Spending.

Peterborough is in the most deprived 10% of authorities for education, training and skills. Peterborough ranks 25th out of 317 local authorities in England for this domain. The ranking has worsened slightly compared to other authorities since IMD (Index of Multiple Deprivation 2015).

At Kings, we are "a family achieving excellence", striving as a community to be "one body". We value and strive to encourage individual academic success, through our nurturing and caring ethos. It is a place where all staff and governors work together to ensure that the best outcomes are achieved for our disadvantaged students by meeting their pastoral, social and academic needs. We can make the difference and inspire the disadvantaged students in our care to achieve their full potential.

### Challenges

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

Challenge Number	Detail of challenge
1	Limited parental support of the learning taking place in school and at home, including providing effective resources to successfully complete homework, which means that the learning taking place in school is not being reinforced at home.
2	Parental fear or lack of academic knowledge across the curriculum means there is a reduced level of parental support with homework. As a consequence, students are unable to access the curriculum in the same way as their peers.
3	Limited engagement or ill-informed engagement of parents/carers with educational progress of their children including EAL families.
4	Low aspirations, ambitions and expectations on the part of the learners themselves, resulting in them being unable to see the relevance of learning.
5	Limited learner awareness of education, further education, training, and employment opportunities.
6	Pupils have low self-confidence and self-esteem, resulting in avoidance behaviours: e.g. lack of task persistence, limited effort, avoidance of challenges and dislike of being evaluated.
7	Mental and physical health issues, often undiagnosed, resulting in poor attendance at school.
8	Loss of learning due to COVID-19 and fragmented education from as a result of the impact of COVID-19

9	Undeveloped communication skills and vocabulary resulting in poor comprehension skills, which means students struggle to access complex language in English lessons and written mathematical question even when mathematically literate (25% of Pupil Premium students are EAL).
10	Limited knowledge of current affairs and the wider world.
11	Poor social, concentration, memory and organisation skills (7% of Pupil Premium students have SEN needs).

## Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current three-year strategy plan (2021-2024)**, and how we will measure whether they have been achieved.

Intended Outcome	Success Criteria
<p><b>Pupil Premium Programme Leader</b></p> <p>Co-ordinated tracking and monitoring of Pupil Premium students' progress to identify underachievement and trigger the implementation of targeted strategies to enhance pupil progress.</p> <p>Report to SLT Link and Governors.</p> <p>Write, implement, and review Pupil Premium Development Plan.</p> <p>Designated Person for Child Previously in Care (delegated responsibility from the designated teacher-Deputy Head (Pastoral)).</p>	<p>Monitoring of effectiveness of individualised student strategies.</p> <p>Progression demonstrated through monitoring of data from regular assessment points.</p>
<p><b>Key Stage 3 and 4 Learning Mentors</b></p> <p>Learning Mentors to provide individualised support, monitor students' progress, implement strategies to enhance student progress and close the gap between Pupil Premium students and their peers.</p>	<p>Monitoring of effectiveness of individualised student strategies through student voice and data.</p> <p>Progression demonstrated through monitoring of data from regular assessment points.</p> <p>Monitoring of student behaviour data on the SIMs database.</p> <p>Engagement with parents through meetings and communication to ensure students' needs are being met and Pupil Premium funding spent accordingly.</p>
<p><b>Targeted Intervention in English</b></p> <p>English Mentor to provide identified Key Stage 3 and 4 Pupil Premium students additional support to make progress towards achieving their target grade, either 1-2-1 or in small groups.</p>	<p>Progress demonstrated through monitoring of data from regular assessment points.</p> <p>Lesson observations.</p> <p>Book scrutiny and Accelerated reading scores.</p>

<p>English Mentor to provide a wide range of experiences which enhances the student's knowledge of literature.</p> <p>Improved reading comprehension amongst disadvantaged pupils across KS3.</p> <p>Additional support to be provided in targeted English lessons to assist class teachers and identified Pupil Premium students.</p> <p><b>Key Stage 2</b></p> <p>Junior pupils supported through personalised teaching, delivered one to one or small group if needed. Structured system to reintegrate pupils with peers to use skills. Support also provided for key individuals within the class environment.</p>	
<p><b>Targeted Intervention in Mathematics</b></p> <p>Maths Mentor to give identified Key Stage 4 and 3 Pupil Premium students additional support to make progress towards achieving their target grade, either 1-2-1 or in small groups.</p> <p>Additional support to be provided in targeted Maths lessons to assist class teachers and identified Pupil Premium students.</p> <p>CPD training for Maths mentor for effective monitoring and evaluation.</p> <p><b>Key Stage 2</b></p> <p>Key Stage 2 pupil needs are addressed in priority order, balanced with opportunities to integrate skills back into class with peers. Some pupils supported in class to access work alongside peers, including high level work.</p>	<p>Progress demonstrated through monitoring of data from regular assessment points.</p> <p>Lesson observations.</p>
<p><b>Targeted Intervention in Science</b></p> <p>Specialist Science tutors to give identified Key Stage 3 and 4 Pupil Premium students additional support to enable them to make progress towards achieving their target grade and provide individualised intervention programmes to ensure students make progress, either 1-2-1 or in small groups.</p> <p>Peer Mentors to give identified Key Stage 3 and 4 Pupil Premium students additional support to make progress towards achieving their target grade.</p>	<p>Progress demonstrated through monitoring of data from regular assessment points.</p> <p>Lesson observations.</p>

<p>Additional support to be provided in targeted Science lessons to assist class teachers and identified Pupil Premium students.</p> <p><b>Key Stage 2</b></p> <p>Key stage 2 support sometimes integrates pupils through pre-teaching to allow effective participation. Aim to take part in all practical elements to broaden Knowledge and Understanding applicable to all areas of life. Support with written work in the classroom provided as necessary.</p>	
<p><b>Targeted Intervention in GCSE Options:</b></p> <p>Specialist subject tutors to give identified Key Stage 4 Pupil Premium students additional support to make progress towards achieving their target grade provide individualised intervention programmes to ensure students make progress.</p>	<p>Progress demonstrated through monitoring of data from regular assessment points.</p>
<p><b>Exam concession testing and Educational Psychologist assessments</b></p> <p>Exam concession testing and Educational Psychologist assessments to develop successful learning strategies for students.</p>	<p>Exam outcome and developing successful learning strategies for students.</p>
<p><b>Breakfast Club for Key Stage 3 and 4 Pupil Premium Students</b></p> <p>Breakfast Club to be offered to Key Stage 3 and 4 Pupil Premium students. This will focus on:</p> <p>Academic support to enable students to gain support with homework and organisational skills. Widen knowledge of current affairs and the wider world. Higher aspirations and ambitions.</p> <p><b>Homework Support</b></p> <p>Sixth formers to provide targeted support and organisation in completion of homework. Students will be given a drink and something to eat to ensure wellbeing.</p>	<p>The attendance percentage.</p> <p>Monitoring of students' behaviour data and homework completion on SIMS system.</p> <p>Student feedback.</p> <p>To provide support for students with their homework and organisation, and ensuring students have eaten adequately at the start of the day.</p>
<p><b>Visits to Local Further Education Colleges</b></p> <p>Assist in informing Post 16 options. Introduce students to the College environment and the type of courses colleges offer so students are informed about Post 16 options.</p>	<p>Development of positive mindset towards the future.</p>

<p><b>Pastoral Care</b></p> <p>Pastoral care is fully integrated into the structural organisation of the school, effectively meeting the personal, social and academic needs of the students.</p>	<p>Monitoring of student wellbeing.</p> <p>Monitoring of students' behaviour data on SIMS system.</p>
<p><b>Crew Trident Support</b></p> <p>External agency involvement to help support students with non-engagement issues within school: whole school approach.</p> <p>Engagement with families and advice in targeted sessions in school or at home.</p>	<p>Monitoring of students' behaviour data on SIMS system.</p> <p>The attendance percentage.</p> <p>Feedback from teachers.</p>
<p><b>Resources</b></p> <p>Provide targeted exam support materials to ensure that Pupil Premium students have the best opportunity for lesson reinforcement, revision and exam success.</p> <p>Provide resources and equipment to support Pupil Premium students' learning and to ensure students can work effectively across the curriculum.</p> <p>Provision Maps to monitor student provision and provide teacher awareness.</p>	<p>Monitoring of data from regular assessment points and SIMS data.</p>
<p><b>Pupil Premium Disadvantaged Fund</b></p> <p>To provide funding for Pupil Premium students to enable them to participate in all aspects of their education, including, educational visits, celebratory events, school uniform, peripatetic lessons and residential trips or any other aspect which is deemed to have value in terms of individual opportunity.</p>	<p>Students to have access and enable to participate in all aspects in school ensuring equality with their peers.</p> <p>To acknowledge student engagement and commitment hold celebratory events following data analysis.</p>
<p><b>Self-Development Day</b></p> <p>Allowing students to develop reasoning and communication skills in a non-academic context.</p> <p>Boosting self-confidence and belief by accomplishing challenging tasks.</p> <p>Raising aspirations by providing achievable challenges.</p>	<p>Monitoring SIMS positive behaviour data.</p> <p>Monitoring reports regarding attitudes to work.</p>
<p><b>Work Experience</b></p> <p>Helping to arrange work experience placements.</p> <p>Helping students become aware of a future beyond school.</p> <p>Raising career ambitions and aspirations for students.</p>	<p>Pupil Premium students to successfully arrange work experience placements.</p> <p>Feedback from students.</p>

<p>Giving students knowledge of the wider world in a professional setting.</p> <p>Allowing students to experience future employment possibilities.</p> <p>Boosting confidence and motivation.</p>	<p>Feedback from employers.</p>
<p><b>Masterclasses</b></p> <p>The Maths Masterclass Tutorials are designed to stretch the most able maths students in order to increase the number and diversity of excellent mathematicians.</p>	<p>Engagement in Maths Masterclass sessions.</p> <p>Student voice.</p> <p>Data from The National Masterclass.</p>
<p><b>Junior Department</b></p> <p>Support pupils with the appropriate level of support to access social activities e.g. using their breaktime in a meaningful way.</p> <p>Raise attainment in reading, writing and maths – ensure appropriate progress rates for individuals.</p> <p>To allow pupils to participate on an equal footing with their peers.</p> <p>To generate increased participation (to an appropriate level) in the classroom – through developing pupil confidence, self-esteem and pre-teaching.</p>	<p>Behaviour, co-operative practice and independence are promoted. Lesson observations and daily practice. Playground environment successful.</p> <p>Evidence in books, long term writing file, data tracking internal and external.</p> <p>Pupils have access to all the school can offer – e.g. facilitating karate club participation.</p> <p>All pupils participate at an appropriate level in the classroom – contributing to the class and class progress.</p>

### Activity in this Academic Year

This details of how we intend to spend our Pupil Premium (and Recovery Premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, Recruitment and Retention)

Budgeted cost: £12,500

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
<p><b>Science Mentor</b></p>	<p>Student voice.</p> <p>Data supporting underachievement in Science in key stage 3 and 4.</p> <p>Data supporting identified students achieving flight path 4 or below.</p>	<p><b>1, 4, 6, 8, 9, 11</b></p>
<p><b>Inset Training – Whole school</b></p>	<p>Staff awareness of challenges and barriers that affect Pupil Premium students.</p>	<p><b>4, 6, 7, 8, 10</b></p>

	<p>Ensure all staff are aware of challenges and barriers that affect Pupil Premium students at the King's School.</p> <p>Staff awareness of support available inside and outside the classroom setting for all areas.</p>	
<p><b>Pupil Premium Conference</b> - this enables us to gain key updates from leading experts and practitioners in supporting pupil progression, improving the impact of interventions to reduce barriers to learning and developing high quality strategies to narrow the attainment gap</p>	<p>Examine how to successfully identify, manage and overcome barriers to learning for pupils.</p> <p>Explore and plan the implementation of the latest insights on how The King's (The Cathedral) School can support outstanding Pupil Premium interventions.</p>	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</b>
<p><b>Narrowing the Gap (CPD)</b> - Supporting disadvantage learners in Science</p>	<p>STEM Cambridge &amp; Peterborough Science Partnership: School closures due to Covid-19 have impacted more negatively on disadvantaged learners than non-disadvantaged peers.</p> <p>A focus on the research into the barriers to the progress of disadvantaged learners and the implementation of strategies that can be used to support these students.</p>	<b>1, 2, 3, 4, 6, 8</b>
<p><b>Library and Resource Training</b></p>	<p>To enable all members of the Pupil Premium team to become confident in using resources available through the library in mentoring sessions, breakfast club and general support of students in our care.</p>	<b>1, 2, 4, 5, 8, 9, 10</b>

### Targeted Academic Support (for example, Tutoring, One-to-One Support Structured Interventions)

Budgeted cost: £88,023

Activity	Evidence that supports this approach <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	Challenge Number(s) Addressed
<p><b>Pupil Premium Programme Leader</b></p>	<p>Continue individualised support, monitor students' progress, implement strategies to enhance student progress and close the gap between Pupil Premium students and their peers.</p> <p>Progression demonstrated through monitoring of data from regular assessment points.</p>	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</b>



<b>Learning Mentors KS3 and KS4</b>	<p>Monitoring of effectiveness of individualised student strategies.</p> <p>Progress demonstrated through monitoring of data from regular assessment points.</p> <p>Monitoring of student behaviour data on the SIMs database.</p> <p>Student feedback.</p>	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</b>
<b>English Mentor</b>	<p>Student voice.</p> <p>Data supporting underachievement in English in Key Stage 3 and 4.</p> <p>Data supporting identified students achieving flight path 4 or below.</p>	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</b>
<b>Maths Mentor</b>	<p>Student voice.</p> <p>Data supporting underachievement in Maths in Key Stage 3 and 4.</p> <p>Data supporting identified students achieving flight path 4 or below.</p>	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</b>
<b>Science Mentor</b>	<p>Student voice.</p> <p>Data supporting underachievement in Science in Key Stage 3 and 4.</p> <p>Data supporting identified students achieving flight path 4 or below.</p>	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</b>
<b>Mentoring for other GCSE Options</b>	<p>Student voice.</p> <p>Data supporting underachievement.</p> <p>Data supporting identified students achieving flight path 4 or below in chosen options.</p>	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</b>
<b>Sixth Form Mentoring</b>	<p>Student voice.</p> <p>Data supporting underachievement in particular subject area.</p> <p>Selected Sixth Form students provide a very positive role model for our Pupil Premium students.</p>	<b>1, 2, 3, 4, 6, 8, 11</b>
<b>Maths Masterclass</b>	<p>Designed to stretch the most able maths students, in order to increase the number and diversity of excellent mathematicians.</p> <p>Data analysis from provider.</p>	<b>3, 4, 5, 10</b>

<b>Breakfast Club</b>	The attendance percentage.  Monitoring of students' behaviour data on SIMS system and report data.  Student feedback.	<b>1, 2, 4, 6, 7, 8, 10, 11</b>
<b>Twinkl</b>	Relevant resources to enable English and Maths mentors to support lesson reinforcement and tutoring.  KS2 - Resources accessible at wide ability range, used across multiple subject areas with relevance to motivation, pre-teaching and assessment.	<b>1, 5, 6, 8, 9,10</b>
<b>Current Affairs</b>	KS2 - accessibly written weekly publication used to build reading skills, broadening awareness of the world and event taking place in the news.	<b>1, 2, 3, 4, 8, 9,10</b>
<b>KS2</b>	Personalised support through paying for additional contact hours with pupils. Blend of 1to1, small group work, group support in class and class access support is used to ensure pupils build skills and are then able to access classwork alongside peers more effectively. Some sessions in place before the school day begins.	<b>1, 2, 3, 4, 6, 8, 9,11</b>

### Wider strategies (for example, related to Attendance, Behaviour, Wellbeing)

Budgeted cost: £45,000

<b>Activity</b>	<b>Evidence that supports this approach</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	<b>Challenge Number(s) Addressed</b>
<b>College Visit</b>	Introduce students to the College environment and the type of courses colleges offer so students are informed about their Post-16 options.	<b>2, 3, 4, 5, 10</b>
<b>Learning Mentors</b>	Pupil Premium students to meet with the Learning Mentor to discuss their barriers to learning and individualised strategies to be developed to help overcome or remove the barriers.  To provide individualised support, monitor students' progress, implement strategies to enhance student progress and close the gap between Pupil Premium students and their peers.	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</b>
<b>Pastoral Support</b>	Monitoring of student wellbeing.  Monitoring of students' behaviour data on SIMS system.	<b>4, 6, 7, 11</b>

	The attendance percentage.	
<b>Crew Trident</b>	Monitoring of students' behaviour data on SIMS system.  The attendance percentage.	<b>1,4,6,7,11</b>
<b>Pupil Premium Disadvantaged Fund (Music lessons, residential trips, celebratory events)</b>  <b>Revision Resources &amp; Additional Resources</b>	Attendance data for music lessons, educational and residential trips. Duke of Edinburgh programme.  Provide resources and equipment necessary to ensure students can work effectively across the curriculum.  Monitoring of data from regular assessment points.  To allow pupils to participate on an equal footing with their peers.	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</b>
<b>Work Experience</b>	Feedback from students.  Feedback from employers.	<b>4, 5, 6, 10, 11</b>
<b>Ed Psych report ICT assessments</b>	Exam outcome and developing successful learning strategies for students.	<b>3, 6, 9, 11</b>

**Total Budgeted Cost: £145,523**

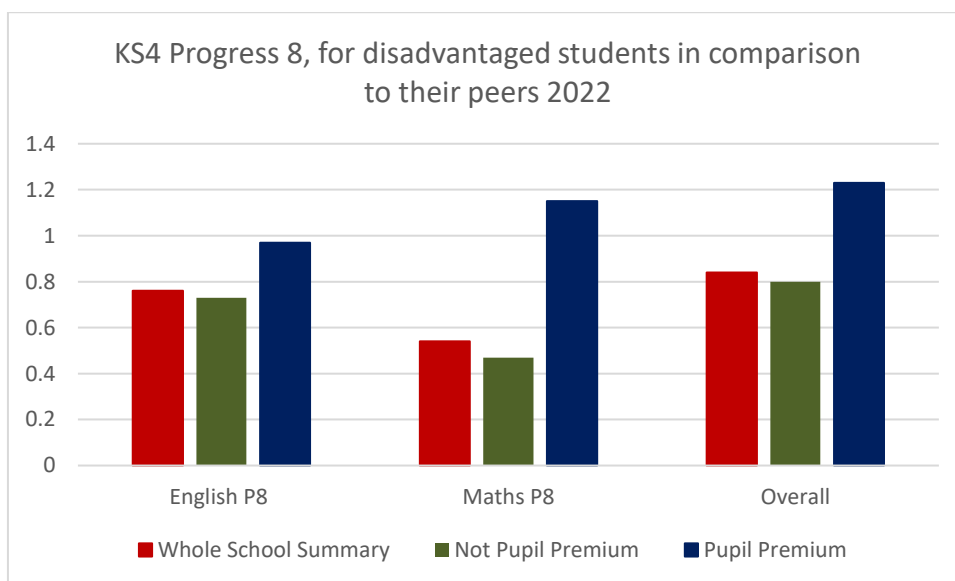
## Part B: Review of Outcomes in the previous Academic Year

### Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium activity had on pupils in the **2021 to 2022** academic year.

#### Key Stage 4

- Progress 8 score for disadvantaged students was +1.23. This is higher than the national average.
- The whole school Progress 8 score was +0.84; the gap was +0.39. Last year the gap was -0.30.
- 65% (13) of Pupil Premium students met entrance requirements for the Sixth Form at The King's (The Cathedral School) and 65% (13) of students continued their education within the Sixth Form.
- 90% (18) of the 20 identified students in Year 11 achieved a Grade 4 or above in Maths and English.
- To compare, 97% (142) of all students in Year 11 achieved a Grade 4 or above in Maths and English.



#### Targeted Intervention in English

##### Key Stage 3 - English

In total throughout the year, 44 students were supported in KS3, either through English mentoring, support in class, or, both.

- 23 identified students were offered one-to-one/group sessions to support academic targets in English. Attendance at these sessions was 88%.
- 91% of supported identified students achieved Flightpath 4 or above.
- 68% of identified students made progress.
- The English Mentor supported 4 double lessons per fortnight.

##### Key Stage 4 - English

- 21 identified Key Stage 4 students were offered regular small group English Mentoring.
- The average attendance for the English Mentoring in Key Stage 4 was 92%
- 93% of supported identified Year 10 students achieved a flightpath 4 or above
- The English Mentor supported 9.5 double lessons per fortnight for Key Stage 4 students

## **Targeted Intervention in Mathematics**

### **Key Stage 3 - Maths**

In total throughout the year, 31 students were supported in KS3, either through Maths mentoring, support in class, or, both.

- 24 identified students were offered one-to-one/group sessions to support academic targets in Maths.
- Attendance at these sessions was 93%.
- 100% of supported identified students achieved Flightpath 4 or above.
- 82% of supported identified students made progress or achieved their flightpath.
- The Maths Mentor supported 3 double lessons per fortnight.

### **Key Stage 4 - Maths**

- 22 identified Key Stage 4 students were offered regular small group Maths Mentoring.
- The average attendance for the Maths Mentoring in Key Stage 4 was 96%.
- 100% of supported identified Year 10 students achieved a flightpath 4 or above.
- 80% of feedback form responses from identified Key Stage 4 students agreed or strongly agreed that the Maths intervention sessions had helped them feel more confident and more able to cope with the content of the Maths curriculum.
- The Maths Mentor supported 4 double lessons per fortnight for Key Stage 4 students.

## **Targeted Intervention in Science**

### **Key Stage 3 - Science**

In total throughout the year, 50 students were supported in KS3, either through Science mentoring, support in class, or, both.

- 88% of supported identified students achieved Flightpath 4 or above in Physics, Biology and Chemistry.
- 79% of supported identified students made progress or achieved their flightpath.
- The Science Mentor supported 8.5 double lessons per fortnight.

### **Key Stage 4 - Science**

- 13 identified Key Stage 4 students were offered regular small group Science Mentoring.
- The average attendance for the Science Mentoring in Key Stage 4 was 65%.
- 100% of supported identified Year 10 students achieved a flightpath 4 or above.
- 100% of feedback form responses from identified Key Stage 4 students agreed or strongly agreed that the Science intervention sessions had helped them feel more confident and more able to cope with the content of the Science curriculum.
- The Science Mentor supported 7 double lessons per fortnight for Key Stage 4 students.

## **Structured Support post-Lockdown:**

### **School-Led Tutoring Programme**

- 100% of students identified as being vulnerable or in need of extra provision to enable them to catch up on loss learning were offered support through the school-led tutoring programme.
- 100% students identified as being vulnerable were offered non-academic “whole child” support to ensure emotional and social wellbeing.

**Teacher Voice:**

“Small group focus enabled greater attention to the various tasks and improved understanding.”

“Student takes work seriously and always contributes really well and thoughtfully to the class discussions, showing great insight. Student has responded well to all the material taught and completed a great short story in their own time at home following all the advice given. Always works hard and enthusiastically contributes very usefully to class discussion.”

**Student Voice:**

“Much better than a normal classroom.”

“They have strengthened my knowledge.”

“It has made me understand the work more.”

“The sessions were engaging.”

“They have motivated me to learn.”

“My grades have improved because of these.”

“I have been able to remember key ideas in class (and especially exams).”

**Key Stage 3 and 4 Learning Mentors****Key Stage 4**

- Mentoring was academic in nature and the focus was identifying barriers to learning and working on the needs of the individual student to remove those barriers.
- 100% of Pupil Premium students in Key Stage 4 were mentored.
- Personalised action and revision plan for study were issued to identified students.
- 90% (18) of Year 11 Pupil Premium students have accessed a Level 2 course, in Sixth Form or at an alternative Further Education provider.
- 65% (13) of Year 11 Pupil Premium students accessed The King’s School Sixth Form.
- Mentors supported 4 double lessons per fortnight.

**Key Stage 3**

- Mentoring was academic in nature and the focus was identifying barriers to learning and working on the needs of the individual student to remove those barriers.
- 100% of Pupil Premium students identified in Key Stage 3 were mentored or offered mentoring.
- Mentors supported 4 double lessons per fortnight.
- Breakfast Club was offered three days a week; light breakfast and a drink were available. This was expanded to both Key Stage 3 and 4 to help support with homework, lesson reinforcement and organisation. It was supported by one member of staff.

**Key Stage 2 - D Ludford**

Approachable and sympathetic support helped pupils build their skills and access work that would otherwise have been out of their reach. Social and behavioural work improved pupil access to peers and friendships.

- Pre-teaching was used to allow pupils to access elements of science and English more effectively
- Confidence and self-esteem building work was effective.
- Friendships and interactions noticeably improved for key individuals.
- Progress in Year 5 was made to allow pupils to access SAT testing in Year 6 2023.
- Progress for Pupil Premium students in social areas has allowed them to access lessons and boost ability to co-operate with their peers.
- Emotional wellbeing supported – relationships were strengthened.
- Pupil fitness and stamina supported – help with physical exercise.

#### Externally-provided Programmes

Programme	Provider
Twinkl	Twinkl
Provision Maps	TES Provision Map
<a href="#">Go Teach Maths: 1000s of free resources</a>	Go!

#### Service Pupil Premium Funding (optional)

Measure	Details
How did you spend your Service Pupil Premium allocation last academic year?	Class support, interventions, pastoral support and resources.
What was the impact of that spending on Service Pupil Premium eligible pupils?	Progress 8 score for service students was +1.16 (1). The whole school Progress 8 score was +0.84; this figure does not include those of service.

## Appendix A

### Background Statistics

Year Group	Free School Meals (FSM) Ever 6	Services Children	CiC	CPiC	Total
Year 3	-	-	-	1	1
Year 4	2	-	-	3	5
Year 5	2	-	-	1	3
Year 6	3	-	-	1	4
Year 7	23	-	1	2	26
Year 8	11	1	2	5	19
Year 9	18	4	3	3	28
Year 10	23	4	4	3	34
Year 11	10	5	2	3	20
Year 12	20	1	-	-	21
Year 13	13	3	-	1	17