



Pupil Premium Plan 2020-21

Background Statistics

Year Group	Free School Meals (FSM) Ever 6	Services Children	CLA	Ex CLA	Total
Year 3	1	-	-	-	1
Year 4	2	-	-	1	3
Year 5	-	-	-	-	0
Year 6	1	-	-	1	2
Year 7	17	4	3	2	26
Year 8	22	4	6	3	35
Year 9	7	4	1	4	16
Year 10	15	1	1	4	21
Year 11	8	3	-	4	15
Year 12	21	2	-	3	26
Year 13	9	-	1	-	10

Funding expected for academic year 2020-2021 - £152,450

Barriers to Future attainment:

1. Limited parental support of the learning taking place in school, 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 mathematical literacy 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.
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, training, and employment opportunities.
6. Pupil 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. 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 (24% of Pupil Premium students are EAL).
9. Limited knowledge of current affairs and the wider world.
10. Poor social, concentration, memory and organisation skills (9% of Pupil Premium students have SEND needs).
11. These barriers accentuated by the advent of the Covid-19 lockdown, particularly where access to ICT infra-structure and hardware has been limited.

Note: the numbers next to the strategies relate to the barriers to be overcome.

Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The King's (The Cathedral) School has invested Pupil Premium in a variety of ways to enhance the progress made by Pupil Premium students:

Strategy	Objectives for 2020-21	Measure
<p>Pupil Premium Programme Leader (1,2,3,4,5,6,7,8,9,10,11)</p> <ul style="list-style-type: none"> • Co-ordinated tracking and monitoring of Pupil Premium students' progress to identify underachievement and trigger the implementation of targeted strategies to enhance pupil progress. • Report to SLT Link. • Write, implement, and review Pupil Premium Development Plan. • Designated Person for previously looked after children (delegated responsibility from the designated teacher- Deputy Head (Pastoral)). 	<ul style="list-style-type: none"> • Continue individualised support, monitor students' progress, implement strategies to enhance student progress and close the gap between Pupil Premium students and their peers. 	<ul style="list-style-type: none"> • Monitoring of effectiveness of individualised student strategies. • Progression demonstrated through monitoring of data from regular assessment points.
<p>Junior Department. (1,2,3,6,7,8,9,10,11)</p> <ul style="list-style-type: none"> • Additional time from skilled support staff is being used with individuals and groups deploying a range of strategies: developing resilience, targeting gaps in knowledge, building self-esteem, developing reading and writing/spelling/handwriting, maths. Pre- teaching. • Pupils are supported 1 to 1 where this is most effective, and are supported in groups where we seek to use interaction and group dynamics to move the pupils on. • Purchase of engaging resources e.g. first news. • To provide staff training if a specific need is identified. • We adjust how we deploy resources as the needs of our pupils change. 	<ul style="list-style-type: none"> • Support pupils whose lockdown experience was less than optimal. Emotional and academic elements. • Raise attainment in reading, writing and maths – ensure appropriate progress rates for individuals. • To allow pupils to participate on an equal footing with their peers. • To generate increased participation (to an appropriate level) in the classroom – through developing pupil confidence, self-esteem and pre-teaching. 	<ul style="list-style-type: none"> • Behavioural issues and peer interactions, as well as tracking with predicted data from pre-lockdown. • Academic progress evidenced in books/classwork and from tracking and assessment data. • Confidence and participation observed by staff, information about pupil attitude shared with parents at parents' evenings. • Pupils record their own thoughts on progress and targets at two points in the year.

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<p>Key Stage 3 and 4 Learning Mentors (1,3,4,5,6,7,9,10,11)</p> <ul style="list-style-type: none"> • Learning Mentors in Key Stages 3 and 4 to analyse the Key Stage 3 and 4 student performance data, identifying underachievement so targeted intervention strategies can be implemented (e.g. personalised support programmes, mentoring, one-point contact, communication with parents, coordinating subject interventions and monitoring catch-up progress). • Work with students to identify barriers to learning and work with small groups or one-to-one to support the students socially, lifting aspirations, as well as furthering academic progress. • To provide additional support to targeted lessons. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Monitoring of effectiveness of individualised student strategies. • Progress demonstrated through monitoring of data from regular assessment points. • Monitoring of student behaviour data on the SIMs database. • Student feedback.
<p>Pastoral Care (1,2,3,4,5,6,7,10,11)</p> <ul style="list-style-type: none"> • Pastoral care is fully integrated into the structural organisation of the school, effectively meeting the personal, social and academic needs of the students. 	<ul style="list-style-type: none"> • Students' wellbeing is to be closely monitored and intervention to be implemented when appropriate. 	<ul style="list-style-type: none"> • Monitoring of student wellbeing.
<p>Targeted intervention in English (1,6,8,9,10,11)</p> <ul style="list-style-type: none"> • English Mentor to give identified Key Stage 3 and 4 Pupil Premium students additional support to make progress towards achieving their target grade. • Literature society and literacy group will aim to solidify basic literacy skills. • Additional support will be provided to targeted English lessons. 	<ul style="list-style-type: none"> • To provide individualised intervention programmes to ensure students make progress. • To provide a wide range of experiences which enhances the student's knowledge of literature. 	<ul style="list-style-type: none"> • Progress demonstrated through monitoring of data from regular assessment points.
<p>Targeted Intervention in Mathematics (2,6,8,10,11)</p> <ul style="list-style-type: none"> • Maths Mentor to give identified Key Stage 4 and 3 Pupil Premium students additional support to make progress towards achieving their target grade. 	<ul style="list-style-type: none"> • To provide individualised intervention programmes to ensure students make expected level of progress. 	<ul style="list-style-type: none"> • Progress demonstrated through monitoring of data from regular assessment points.

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<p>Additional support to be provided in targeted Maths lessons.</p> <ul style="list-style-type: none"> • Maths Masterclass Tutorials for PP high achieving students. • Additional CPD training for Maths mentor to incorporate diagnostic testing for effective monitoring and evaluation. 	<ul style="list-style-type: none"> • To provide an effective teaching resource for maths staff. • To develop maths skills and make measured progress. 	<ul style="list-style-type: none"> • Lesson observations. • Regular assessments.
<p>Targeted Intervention in Science (6,8,10,11)</p> <ul style="list-style-type: none"> • Specialist tutors to give identified Key Stage 4 Pupil Premium students additional support to make progress towards achieving their target grade. • Prefects and Peer Mentors to give identified Key Stage 4 and 3 Pupil Premium students additional support to make progress towards achieving their target grade. 	<ul style="list-style-type: none"> • To provide individualised intervention programmes to ensure students make progress. 	<ul style="list-style-type: none"> • Progress demonstrated through monitoring of data from regular assessment points.
<p>Targeted Intervention in Humanities (6,8,10,11)</p> <ul style="list-style-type: none"> • Specialist tutors to give identified Key Stage 4 Pupil Premium students additional support to make progress towards achieving their target grade. • Peer Mentors to give identified Key Stage 4 Pupil Premium students additional support to make progress towards achieving their target grade. 	<ul style="list-style-type: none"> • To provide individualised intervention programmes to ensure students make progress. 	<ul style="list-style-type: none"> • Subject assessments.
<p>Exam concession testing and Educational Psychologist assessments</p>	<ul style="list-style-type: none"> • Specialist Assessor to carry out one day of Assessments to establish which students require exam concessions. 	<ul style="list-style-type: none"> • Exam outcome and developing successful learning strategies for students.
<p>Staff Training and Inset (4,6,7,8,10)</p>	<ul style="list-style-type: none"> • To support staff in understanding some of the challenges Pupil Premium students experience and to help us as a school to identify how we can provide the most effective support for students to ensure we raise attainment of Pupil Premium students. 	<ul style="list-style-type: none"> • CPD record. • Monitoring of effectiveness of individualised student strategies. • Student feedback.

Strategy	Objectives for 2020-21	Measure
<p>Breakfast Club for Key Stage 3 Pupil Premium Students (1,2,4,8,9,10,11)</p> <p>Breakfast Club to be offered to Key Stage 3 and 4 Pupil Premium students. This will focus on:</p> <ul style="list-style-type: none"> 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>Students will be given a drink and something to eat.</p>	<ul style="list-style-type: none"> Monitor number of students attending to ensure adequate number of supporting staff. To provide support for students with their homework and organisation, and ensuring students have eaten adequately at the start of the day. 	<ul style="list-style-type: none"> The attendance percentage. Monitoring of students' behaviour data on Sims system. Student feedback.
<p>Crew Trident Support (4,7)</p> <ul style="list-style-type: none"> External agency involvement to help support students with non-engagement issues within school: whole school approach. 	<ul style="list-style-type: none"> To provide clarity on matters surrounding attendance and/or medical issues. Engagement with families and advice in targeted sessions in school or at home. 	<ul style="list-style-type: none"> Monitoring of students' behaviour data on Sims system. The attendance percentage. Feedback from teachers.
<p>Visits to Local Further Education Colleges (4,5)</p> <ul style="list-style-type: none"> Assist in informing Post 16 options. 	<ul style="list-style-type: none"> Introduce students to the College environment and the type of courses colleges offer so students are informed about Post 16 options. 	<ul style="list-style-type: none"> Development of positive mindset towards the future.
<p>Careers Aspiration Day (4, 5): Subject to Covid restrictions</p> <ul style="list-style-type: none"> Professional presenters running short workshops to provide information and inspiration about possible future career paths. 	<ul style="list-style-type: none"> Introduce students to careers available to them. Aiding students to set themselves high aspirational goals. 	<ul style="list-style-type: none"> Development of positive mindset towards the future. Attendance at event. Student feedback.
<p>Self-Development Day (4, 6, 8): Subject to Covid restrictions</p> <ul style="list-style-type: none"> Taking identified Year 9 students to an Escape Room to experience challenges and teamwork outside of the school environment. 	<ul style="list-style-type: none"> Allowing students to develop reasoning and communication skills in a non-academic context. 	<ul style="list-style-type: none"> Monitoring SIMS positive behaviour data. Monitoring reports regarding attitudes to work.

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<ul style="list-style-type: none"> Taking identified KS3 students to a curricular enrichment experience. 	<ul style="list-style-type: none"> Boosting self-confidence and belief by accomplishing challenging tasks. Raising aspirations by providing achievable challenges. 	
<p>Work Experience (4, 5, 6, 8, 9): Subject to Covid restrictions</p> <ul style="list-style-type: none"> Helping to arrange work experience placements over the Easter Holidays for identified students in Year 10. 	<ul style="list-style-type: none"> Helping students become used to the idea of a future beyond school. Raising career ambitions for students. Giving students knowledge of the wider world in a professional setting. Allowing students to experience future employment possibilities. Boosting confidence and motivation. 	<ul style="list-style-type: none"> Feedback from students. Feedback from employers.
<p>Resources (1)</p> <ul style="list-style-type: none"> Provide targeted support materials. Provide resources and equipment to support Pupil Premium students' learning. Provision Maps 	<ul style="list-style-type: none"> Provide resources and equipment necessary to ensure students can work effectively across the Curriculum. 	<ul style="list-style-type: none"> Monitoring of data from regular assessment points.
<p>Pupil Premium Disadvantaged Fund (4,5,6,8,9,)</p> <ul style="list-style-type: none"> This fund is allocated to finance Pupil Premium students on educational and extra-curricular trips, which are deemed to have value in terms of individual opportunity. 	<ul style="list-style-type: none"> To provide funding for Pupil Premium students to enable them to participate in all educational visits and residential trips that are required to enhance their learning. 	<ul style="list-style-type: none"> Attendance data for educational and residential trips.
<p>Homework Support (1,2,3,4,6,8,10,11)</p> <ul style="list-style-type: none"> Provide targeted support and organisation in completion of homework. 	<ul style="list-style-type: none"> To provide a space for learning, boosting confidence, engagement and success. 	<ul style="list-style-type: none"> Monitor data on SIMS Student attendance Student feedback
<p>Total</p>	<p>£152,450</p>	
<p>Date of Pupil Premium review: July 2021</p>		