



Pupil Premium Report 2019-20

Funding expected for Academic Year 2019-2020 - £134,715

Year Group	Free School Meals (FSM) Ever 6	Services Children	CLA	Ex CLA	Total
Year 3	2	-	-	1	3
Year 4	-	-	-	-	0
Year 5	1	-	-	1	2
Year 6	3	-	-	1	4
Year 7	25	4	4	5	38
Year 8	7	4	1	4	16
Year 9	15	1	1	4	21
Year 10	9	3	-	4	16
Year 11	21	4	2	10	37
Year 12	14	1	-	1	16
Year 13	12	-	-	-	12

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 the 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. 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. Undeveloped communication skills and vocabulary resulting in poor comprehension skills, which means students struggle to access complex language in English lessons and written mathematical questions even when mathematically literate (22% of Pupil Premium students are EAL).
9. Limited knowledge of current affairs and the wider world.
10. Poor social, concentration, memory and organisation skills (11% of Pupil Premium students have SEN needs).

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:

IMPORTANT: Please be aware due to Covid-19 and cancellation of exams, data is not as accurate as in previous years and will not be a reliable comparison. In previous years, we have reported on Pupil Premium progress 8 score for English and Maths. However, this data is unavailable due to validity.

Funding for academic year 2018-2019 - £134,751

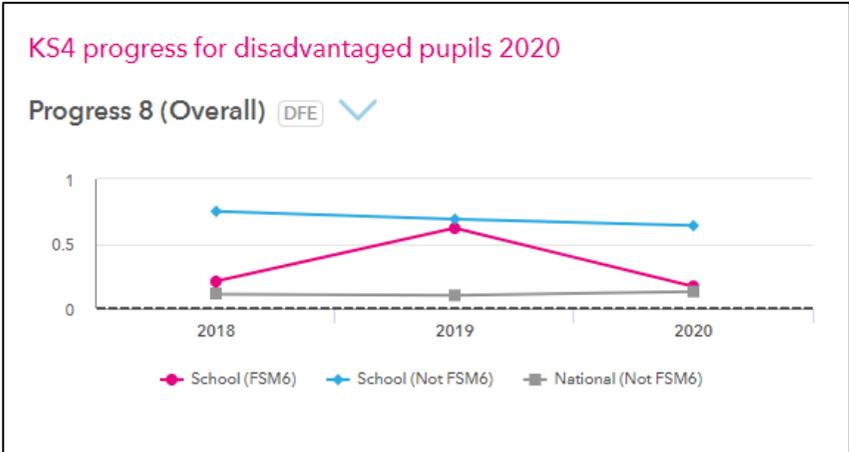
Strategy	Evidence of Success	Objectives for 2020-21
<p>Pupil Premium Programme Leader: (1,2,3,4,5,6,7,8,9,10)</p> <ul style="list-style-type: none"> • Co-ordinated tracking and monitoring of Pupil Premium students' progress to identify underachievement and trigger the implementation of targeted strategies 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)). 	<p>Key Stage 4</p> <ul style="list-style-type: none"> • Progress 8 score for disadvantaged students was +0.17. This is higher than the national average. • Nationally the Progress 8 score for all students was +0.13; this figure does not include those disadvantaged Pupil Premium students. At King's we exceeded this with a score of +0.04. • The whole school Progress 8 score was +0.55; the gap was -0.38. Last year the gap was -0.21. • 54% (20) of Pupil Premium students met entrance requirements for the Sixth Form at The King's (The Cathedral School) and 46% (17) of students continued their education within a Sixth Form. 	<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.

Strategy

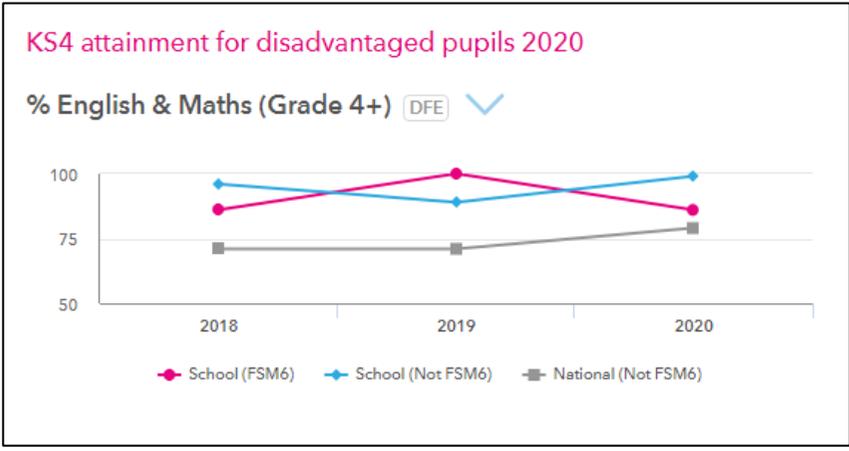
Evidence of Success

Objectives for 2020-21

Pupil Premium overall data, in comparison to their peers at King’s and nationally.



Pupil Premium English and Maths data, in comparison to their peers at King’s and nationally.



Strategy	Evidence of Success	Objectives for 2020-21
	<p>Key Stage 3</p> <ul style="list-style-type: none"> • In Year 9, identified students achieved or exceeded their Flightpaths in 86% of their subjects (268 out of 313) • In Year 9, identified students exceeded their Flightpaths in 20% of their subjects (64 out of 313) • 81% (17) of Year 9 identified students were on or above Flightpath in Maths and 14% (3) exceeded their flightpath. • 71% (15) of Year 9 identified students were on or above Flightpath in English and 5% (1) exceeded their flightpath. <p>Key Stage 5</p> <ul style="list-style-type: none"> • L3 value added for disadvantaged students was 0.23, the whole school was 0.45; there was a negative gap of -0.22. • 75% of A Level results for identified students were at or above a C grade (9 out of 12) • 75% of A Level results for identified students were at or above a B grade (9 out of 12) • 83% (10) of identified students secured places at University and 1 student secured a place at Cambridge University. • 17% (2) of identified students opted to take a gap year and are applying for university entrance 2020. 	
<p>Junior Department (1,2,3,6,7,8,9,10)</p> <ul style="list-style-type: none"> • Instrumental tuition supported. • Additional support staff are bought in to support individuals and groups with a range of strategies: developing resilience, targeting gaps in knowledge, building self-esteem, developing 	<p>The Junior Department Strategies:</p> <p>Prior to lockdown the priority was to build capacity with human contact hours using staff with the appropriate skills to support pupils in a variety of ways:</p> <ul style="list-style-type: none"> • Input related to building confidence and communication, enabling them to more fully participate in our active classrooms. 	<ul style="list-style-type: none"> • Continue to support instrumental progress and participation in musical events. • Continue with individualised support packages. • Monitor students' progress; implement

Strategy	Evidence of Success	Objectives for 2020-21
<p>reading and handwriting, developing maths and spelling skills.</p> <ul style="list-style-type: none"> • Pupils are supported one-to-one where this is most appropriate; they are supported in groups where we are able to use interaction and group dynamics to move pupils on. • Purchase of specialist resources – e.g. spelling pack. • To provide training for staff in ‘precision teaching’. • Twinkl is an on-line Educational Publisher of planning and assessment materials and teaching resources. 	<ul style="list-style-type: none"> • Input with reading in a variety of forms: 1-1, verbal sessions, increased quantity of reading, comprehension support and analysis. • Extra support with their maths. • Pre-teaching at different points in the year to help pupils to access key lessons on a level playing field. • Sessions to increase knowledge and understanding of the world. • Extra support with handwriting. • Additional spelling support. • Higher level reading group support. • Support and coaching with respect to behaviour. • ‘Precision teaching’ was used with some pupils, involving multiple targeted short sessions in the week. <p>During lockdown JD work was delivered daily to pupil emails, with interaction and support for pupils from teachers and TA staff. Birthdays still noted and celebrated – personal touches where possible.</p> <p>After lockdown – remaining funding was allocated to the purchase of resources – with a view to getting the pupils back in September:</p> <p>Year 3 pupils</p> <p>2 pupils</p> <ul style="list-style-type: none"> • One pupil made slower than expected progress, and went backwards in behaviour – complex issues during lockdown – accessed in school provision on a rota basis set up with HMB/JHH, 	<p>strategies to enhance student progress.</p>

Strategy	Evidence of Success	Objectives for 2020-21
	<ul style="list-style-type: none"> One pupil maintained their position more effectively, but still needs support to narrow the gap to their peers. Both pupils attended school during the week offered in July 2020. <p>Year 4</p> <ul style="list-style-type: none"> No pupils receiving PP support in 2019-20. <p>Year 5</p> <p>2 pupils</p> <ul style="list-style-type: none"> Both pupils made slower than expected progress at home. Support and encouragement were given with respect to mental health and self-esteem. Both pupils attended school for the week offered in July 2020 <p>Year 6</p> <p>4 pupils</p> <ul style="list-style-type: none"> All pupils made strong progress in reading writing and maths – enthusiastic and committed work during home-schooling – positive communication channels established and maintained. <p>Despite shielding concern – all 4 of these pupils returned to us for schooling during the second part of the summer term. On pupils accessed in school provision.</p>	

<p>Key Stage 3 and 4 Learning Mentors (1,3,4,5,6,7,9,10)</p> <ul style="list-style-type: none"> • Learning Mentors in Key Stage 3 and 4 analysed the Key Stage 3 and 4 student performance data, identifying underachievement so targeted intervention strategies could be implemented (e.g. personalised support programmes, mentoring, one-point contact, communication with parents, coordinating subject interventions and monitoring catch up progress). • Worked with students to identify barriers to learning and worked with small groups or one-to-one to support the students socially, lifting aspirations, as well as furthering academic progress. • Provided additional support to targeted lessons. 	<p>Please note that some of the data provided is not necessarily an accurate representation of progress due to Covid restrictions and the impact of lockdown in March.</p> <p>Key Stage 4</p> <ul style="list-style-type: none"> • 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. • 28 identified Key Stage 4 students were offered one-to-one or small group mentoring. • 100% of feedback forms responses from identified students in Key Stage 4 said the learning Mentor helped them: <ul style="list-style-type: none"> ○ become more focused in class ○ with subjects they were struggling with ○ feel more positive about school ○ be more motivated ○ feel more positive about their ability to learn ○ become more independent ○ feel more positive about their future • Attendance at Mentoring sessions was high: 96%. • Personalised action and revision plan for study were issued to identified students. • 100% of Year 11 Pupil Premium students have accessed a Level 2 course, in Sixth Form or at an alternative Further Education provider. • 65% (24) of Year 11 Pupil Premium students accessed The King's School Sixth Form or Sixth Form at an alternative provider. <p>Key Stage 3</p> <ul style="list-style-type: none"> • 22 PP students were offered one-to-one regular mentoring this academic year. • 98% of one-to-one sessions were attended up to lock down. 	<p>Key Stage 4</p> <ul style="list-style-type: none"> • 85% of Year 11 Pupil Premium students to access The King's School Sixth Form or Sixth Form at an alternative provider. • 95% of one-to-one sessions to be attended. <p>Key Stage 3</p> <ul style="list-style-type: none"> • 100% of Pupil Premium students in Key Stage 3 to meet with the Learning Mentor.
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	<ul style="list-style-type: none"> • 53% of identified students to date in Key Stage 3 significantly reduced their negative SIMS entries and 51.4% increased their positive SIMS entries, demonstrating an improved attitude to learning. • 69.4% of identified students who received weekly/fortnightly support received comments in their reports which indicated teachers had observed a change in the student's attitude to learning. • 50.4% of the identified students in Key Stage 3 recorded an improvement in attendance, with 37.4% having attendance of 99% or above. Average attendance for PP students in KS3 for this academic year is 96.7%. • 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. • Mentors supported eight double lessons per fortnight. 	<ul style="list-style-type: none"> • 95% of one-to-one sessions to be attended.
<p>Pastoral Care (1,2,3,4,5,6,7,10)</p> <ul style="list-style-type: none"> • Pastoral care was 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"> • Student wellbeing to be closely monitored and intervention to be implemented when appropriate. 	<ul style="list-style-type: none"> • Continue monitoring student wellbeing and implement appropriate intervention.
<p>Targeted intervention in English (1,6,8,9,10)</p> <ul style="list-style-type: none"> • English Mentor gave identified Key Stage 3 and 4 Pupil Premium students additional support to help them make progress towards achieving their target grade. • Literature society and literacy group aimed to solidify basic literacy skills. • Additional support provided to targeted English lessons. 	<p>Please note that some of the data provided is not necessarily an accurate representation due to Covid restrictions and the impact of lockdown in March.</p> <p>Key Stage 4</p> <ul style="list-style-type: none"> • Please note that some of the data provided is not necessarily an accurate representation due to Covid restrictions and the impact of lockdown in March. • 89.2% (33) of the 37 identified students achieved a Grade 4 or above in English Language 	<p>Key Stage 4</p> <ul style="list-style-type: none"> • 90% of Pupil Premium students to achieve Grade 4 or above in English Language and Literature.

	<ul style="list-style-type: none"> • To compare, 97.2% (179) of all students achieved a Grade 4 or above in English Language • 36 identified Key Stage 4 students were offered regular small group English Mentoring. • The average attendance for the English Mentoring in Key Stage 4 was 90% • 91% of identified Year 10 students made progress or achieved their Flightpath. • 100% of feedback form responses from identified Key Stage 4 students agreed or strongly agreed that the English intervention sessions had helped them feel more confident and more able to cope with the content of the English curriculum. • The English Mentor supported 6.5 double lessons per fortnight for Key Stage 4 students <p>Key Stage 3</p> <ul style="list-style-type: none"> • 10 identified students were offered one-to-one/group sessions to support academic targets in English. Attendance at these sessions was 90%. • 86% of identified students made progress or achieved their Flightpath. • 86% of identified students in Year 9 made expected progress. • The English Mentor supported 4.5 double lessons per fortnight. 	<p>Key Stage 3</p> <ul style="list-style-type: none"> • 85% of Pupil Premium students to achieve expected progress. • 85% of Pupil Premium students to achieve their Flightpath.
<p>Targeted Intervention in Mathematics (2,6,8,10)</p> <ul style="list-style-type: none"> • Specialist tutors gave identified Key Stage 4 Pupil Premium students additional support to help them make progress towards achieving their target grade. • Maths Mentor gave identified Key Stage 4 and 3 Pupil Premium students additional support to 	<p>Please note that some of the data provided is not necessarily an accurate representation due to Covid restrictions and the impact of lockdown in March.</p> <p>Key Stage 4</p> <ul style="list-style-type: none"> • 89.2% (33) of 37 identified students achieved a Grade 4 or above in Maths 	<p>Key Stage 4</p> <ul style="list-style-type: none"> • 90% of Pupil Premium students to achieve Grade 4 or above.

<p>help them make progress towards achieving their target grade.</p> <ul style="list-style-type: none"> Additional support was provided in targeted Maths lessons. 	<ul style="list-style-type: none"> To compare, 97.2% (179) of all students achieved a Grade 4 or above in Maths 26 identified Key Stage 4 students were offered regular small group Maths tutoring. The average attendance for the Maths tutoring was 98%. 100% of year 11 identified students made progress. 100% of year 10 identified students made progress. 83% or above of feedback form responses from identified students agreed or strongly agreed that the Maths Mentor: <ul style="list-style-type: none"> helped with the parts of Maths in which they struggle helped them feel more positive about their Maths ability helped them improve on subject areas that were identified on their RAG sheet helped them feel more motivated in Maths lessons. The Maths Mentor supported three doubles lessons per week. <p>Key Stage 3</p> <ul style="list-style-type: none"> There were 18 pupil premium students identified for Maths support in KS3 (Year 8 & 9). 92% of identified KS3 (Year 8 & 9) students achieved Flightpath 4 or above. 65% of identified KS3 (Year 8 & 9) students made expected progress. 73% of identified KS3 (Year 8 & 9) students made progress. 92% of identified KS3 (Year 8 & 9) students attended mentoring regularly. The Maths Mentor supported three doubles lessons per week. 	<p>Key Stage 3</p> <ul style="list-style-type: none"> 93% of Pupil Premium students to achieve a Flightpath 4 or above.
<p>Targeted Intervention in Science (6,8,10)</p> <ul style="list-style-type: none"> Specialist tutors gave identified Key Stage 4 Pupil Premium students additional support to help them make progress towards achieving their target grade. 	<ul style="list-style-type: none"> 21 identified students were offered regular one-to-one or small group science tutoring with a specialist teacher. 89% (33) of identified students achieved a Grade 4 or above in two Sciences. To compare, 97.2% (174) of all students achieved a Grade 4 or above two Sciences. 	<ul style="list-style-type: none"> 80% of Pupil Premium students to achieve Grade 5 or above.

<ul style="list-style-type: none"> • Prefects and Peer Mentors gave identified Key Stage 4 and 3 Pupil Premium students additional support to help them make progress towards achieving their target grade. 		
<p>Geography (6,8,10)</p> <ul style="list-style-type: none"> • Peer Mentors gave identified Key Stage 4 Pupil Premium students additional support to help them make progress towards achieving their target grade. 	<p>Six identified students studied Geography for GCSE.</p> <ul style="list-style-type: none"> • 1 identified Key Stage 4 student was offered regular Geography Mentoring with a Geographer. • 100% (18) of the identified students achieved a Grade 4 or above in Geography. 	<ul style="list-style-type: none"> • 100% of Pupil Premium students to achieve Grade 4 or above.
<p>Exam concession testing</p>	<ul style="list-style-type: none"> • Specialist Assessor carried out one day of Assessments to establish which students require exam concessions. 	
<p>Staff Training and Inset (4,6,7,8,10)</p> <ul style="list-style-type: none"> • This supported staff in understanding some of the challenges Pupil Premium students experience. It also helped us as a school to identify how we can provide the most effective support for students to ensure we raise the attainment of Pupil Premium students. 	<ul style="list-style-type: none"> • Provision Maps. • Mental Health. • Emotion Coaching • Attachment and Trauma 	<ul style="list-style-type: none"> • To keep up to date with the changes in DFE guidance and Ofsted requirements. • To continue to participate in training on issues that affect students who have been in care. • To continue to participate in training on issues that affect students with Attachment and Mental Health issues.
<p>Breakfast Club for Key Stage 3 Pupil Premium Students (1,2,4,8,9,10)</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"> • Breakfast Club was offered three days a week; light breakfast and a drink were available. It was supported by one member of staff and three Sixth Form students who the school employed. • 10 identified Key Stage 3 students attended Breakfast Club on a voluntary basis • 17 identified Key Stage 4 students attended Breakfast Club on a voluntary basis 	<ul style="list-style-type: none"> • To continue to provide provision for Key Stage 3 prioritising those students with difficulties with organisation and completion of homework.

<ul style="list-style-type: none"> Academic support to enable students to gain support with homework and organisational skills. Broadening 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"> 4 students used the club as a drop-in session over the year. Of the students invited to attend when requested, average attendance was 90% 	
<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"> To combine the College visits on one day. This will ensure students have minimum time off timetable and will allow them to make clear comparisons between providers.
<p>Resources (1)</p> <ul style="list-style-type: none"> Targeted support materials. Resources and equipment provided support to Pupil Premium students' learning (revision guides, USB memory devices, laptops, and scientific calculators, et cetera). 	<ul style="list-style-type: none"> 100% of identified Year 10 and 11 students were offered: a full revision pack including a full set of revision guides, revision timetables, flash cards and exam pencil cases including calculators. Key Stage 3 students received revision guides, pencil cases, calculators and other essential learning materials as appropriate. Reading/exam pens, USB memory devices, software and laptops were issued to students as appropriate. 	<ul style="list-style-type: none"> Continue individualised support and monitor success of personalised strategies. Ensuring all students have access to the resources that they require to learn and revise for exams.
<p>Pupil Premium disadvantaged fund. (4,5,6,8,9,)</p> <ul style="list-style-type: none"> This fund was allocated to finance Pupil Premium students on educational and extra-curricular trips, which are deemed to have value in terms of developing aspirations and individual opportunity. 	<p>All Pupil Premium students were enabled to participate in all educational visits and activities week residential that they wished to:</p> <ul style="list-style-type: none"> 100% of Key Stage 4 Pupil Premium students who wished to, attended school trips. 100% of Key Stage 3 Pupil Premium students who wished to, attended school trips 16 students were given financial support towards school trips. 	<ul style="list-style-type: none"> Continue to ensure all Pupil Premium students who wish to are enabled to participate in all educational visits and activities.

	<ul style="list-style-type: none"> • 6 Pupil Premium students received support with peripatetic (music) lessons. • 25 students were offered a curricular enrichment visit to the New Theatre Peterborough – unfortunately cancelled due to Covid restrictions. 	
School Community and responsibilities (6,9)	<ul style="list-style-type: none"> • Prefects: 60% of identified students were given Prefect roles. • House Captain: 1 identified student was given the role of House Captain and 2 were given the role of House Vice Captain. 	<ul style="list-style-type: none"> • Continue to encourage identified students to become involved in the community of the school.
Structured support during COVID	<p>Pupil Premium Students – Covid 19 Lockdown.</p> <ul style="list-style-type: none"> • Pupil Premium staff have been in contact with 100% of PP students during lockdown with all 100% of students engaging. • Pupil Premium Students that were most in need or highlighted by the year team were emailed and phoned daily to ensure they were accessing work and support was provided across all year groups 7 – 11. • Pupil Premium students and parents\careers were contacted on a weekly basis to monitor and track progress during lockdown. This gave students and parents\careers the opportunity to engage with Pupil Premium and voice any concerns. • Identified students were invited to attend school on a daily basis. • Microsoft Teams was used as a platform to identify concerns, collate results and information. The data was available to all staff and was fed back to relevant staff at year meetings. 	<ul style="list-style-type: none"> • Following evaluation and feedback from parents and students we would employ the same strategy in the event of a future lockdown.

	<ul style="list-style-type: none"> Resources were provided to those students that required it including text books, exercise books etc and 5 x laptops purchased and delivered and 1 x internet connection. Where in support lessons would usually have been given staff continued to support those students during those lesson times to aid with timely submission of work. 	
Total	£129, 922	