



Funding expected for academic year 2016-2017 - £69,000

Year Group	Free School Meals (FSM) Ever 6	Services Children	CLA	Ex CLA	Total
Year 3	1	-	-	-	1
Year 4	2	-	1	1	3
Year 5	1	-	-	-	1
Year 6	1	-	-	2	3
Year 7	8	2	1	4	15
Year 8	15	5	3	9	32
Year 9	10	-	-	5	15
Year 10	19	2	-	-	21
Year 11	9	2	3	2	16

Barriers to Future attainment:

- Inadequate support at home.
- Lack of, or ill-informed engagement of parents/carers with educational progress of their children.
- Low aspirations and low expectations on the part of the learners themselves.
- Lack of awareness of education, training, and employment opportunities.
- Limited opportunities outside School, leading to a narrower range of experiences.
- Lack of self-confidence and self-esteem.
- Poor social and other skills.
- Mental and physical health issues, often undiagnosed.
- Inadequate amount of sleep.
- Limited vocabulary.
- No support with reading at home and lack of access to books.

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:

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Strategy	Cost	Evidence of Success	Objectives for 2017-18
<p>Continuous tracking and monitoring of pupil progress to identify underachievement and trigger the implementation of targeted strategies to enhance pupil progress.</p>	<p>£21,099</p>	<ul style="list-style-type: none"> ▪ Nation data to be added when Raise Online data is available. ▪ FSM and Ever 6 data to be added when Raise Online data is available. ▪ Progress 8 score for Pupil Premium students was 0.37, the whole School was 0.49, the gap was - 0.12. An improvement on last year of - 0.36. ▪ Progress 8 score for FSM/Ever 6 students was 0.91, the whole School was 0.49, demonstrating the gap was closed and exceeded. ▪ 56% of Pupil Premium students met entrance requirements for the Sixth Form at The King's (The Cathedral School) and 50% of students continued their education within the Sixth Form. ▪ 64% of Year 9 identified students exceeding in 1 or more subject area. ▪ 21% of Year 9 identified students exceeding in 3 or more subject areas including 1 student who was struggling to meet any flight path at the beginning of the year. ▪ 21% of Year 9 identified students exceeding their flight path in modern languages. ▪ 91% of s Year 9 identified students on target in humanities, 28% exceeding their flight path. 	<p>Continue individualised support, monitor student's progress, implement strategies to enhance the student's progress and close the gap between Pupil Premium students and their peers.</p>

Strategy	Cost	Evidence of Success	Objectives for 2017-18
<p>Key Stage 3 and 4 Learning Mentors</p> <p>These members of staff analysed Key Stage 3 and 4 students' performance data to identify underachievement so targeted intervention strategies could be implemented (i.e. personalised support programmes, mentoring, one point contact, communication with parents, coordinating subject interventions and monitoring catch up progress).</p> <p>They 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 advancing academic progress.</p> <p>Additional support provided to targeted lessons.</p>	<p>£43,944.13</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. ▪ 16 identified Key Stage 4 students were offered one to one mentoring. ▪ Attendance was excellent (96%). ▪ Identified students received regular sessions to support them in meeting their academic targets. ▪ Personalised action and revision plans 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. ▪ 56% of Year 11 Pupil Premium students accessed The King's School Sixth Form or Sixth Form at an alternative provider. • The Raise Online data evidences significant impact. Progress 8 was in the top quintile (20%) for the last two years for all pupils, middle prior attainers, high prior attainers and disadvantaged pupils: in the top 11% in 2017, top 13% in 2016. • Progress 8 for Pupil Premium students was in-line with the National Average, disadvantaged Progress 8 score was + 0.3 (13 disadvantaged students). ▪ The School was above National other for achieving a standard pass in English Language, English literature and Maths. ▪ Progress 8 for English was + 0.6 (13 students). ▪ Progress 8 for Maths was + 0.5 (13 students). ▪ 15 identified Key Stage 3 students were offered one to one mentoring. ▪ 91% of one to one sessions were attended. ▪ 50% of the identified students in Key Stage 3 significantly reduced their negative SIMS entries and increased their positive SIMS entries, demonstrating an improved attitude to learning. ▪ 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 three double lessons per week in Key Stage 3 and four double lessons in Key Stage 4, i.e. French, English, R.S and Geography. 	<p>Continue individualised support, monitor student's progress, implement strategies to enhance the student's progress and close the gap between Pupil Premium students and their peers.</p> <p>Key Stage 4</p> <p>80% of Year 11 Pupil Premium students access The Kings School Sixth Form or Sixth Form at an alternative provider.</p> <p>97% of one to one sessions to be attended.</p> <p>Key Stage 3</p> <p>100% of Pupil Premium students in Key Stage 3 to meet at least twice with the Learning Mentor.</p> <p>95% of one to one sessions to be attended.</p>

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<p>Structured revision sessions were targeted at Year 11 students whose tracking data suggested they were operating at GCSE C/D Grade borderline or were operating below GCSE C Grade.</p>		<ul style="list-style-type: none"> ▪ 106 structured revision sessions were timetabled between 15th May 2017 and 22nd July 2017. 95% of the sessions were delivered and 58% of the 621 student places were filled. 	<p>Structured revision sessions targeted at students working at a 5 or below.</p> <p>100% of structured revision sessions delivered.</p> <p>75% of student places filled.</p>
<p>Targeted intervention in English</p> <p>Specialist teaching staff and the Key Stage 4 Learning Mentor gave identified Key Stage 4 Pupil Premium students additional support to make progress towards achieving their target grade.</p> <p>English Mentor and Key Stage 3 Mentor gave identified Key Stage 3 Pupil Premium students additional support to make progress towards achieving their target grade.</p> <p>Literature society, Arts Award and literacy group aimed to solidify basic literacy skills.</p> <p>Additional support provided to targeted English lessons.</p>	<p>£5688.49</p>	<ul style="list-style-type: none"> ▪ 69% of identified students achieved a Grade 5 or above in English Language and 64% of those students exceeded their target grade. ▪ 69% of identified students achieved a Grade 5 or above in English Literature. ▪ 1 identified student achieved a Grade 9 in English Literature. ▪ 8 identified students were offered one to one/group sessions to support academic target in English 60% attended the sessions regularly. ▪ 71% of identified students made progress. ▪ 71% of identified students achieved their Flightpath. ▪ 100% of identified students in Year 9 made expected progress, the residual was 0. ▪ 9 students took part in the Arts Award Scheme and 100% achieved their Bronze Award. ▪ Mentors supported five double lessons per week in Key Stage 3 and two double lessons in Key Stage 4. 	<p>Key Stage 4</p> <p>80% of Pupil Premium students achieving at least a Grade 5 or above in English Language and Literature.</p> <p>Key Stage 3</p> <p>80% of Pupil Premium students achieving expected progress.</p> <p>80% of Pupil Premium students achieving their Flightpath.</p>

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<p>Targeted Intervention in Mathematics.</p> <p>Specialist tutors gave identified Key Stage 4 Pupil Premium students additional support to make progress towards achieving their target grade.</p> <p>Maths Mentor gave identified Key Stage 3 Pupil Premium students additional support to make progress and towards achieving target grade.</p> <p>Additional support provided in targeted Mathematics lessons.</p>	<p>£5502.00</p>	<p>Identified students received regular one to one/group sessions to support their academic target in Maths.</p> <ul style="list-style-type: none"> ▪ Structured revision sessions were offered to identified students working at a Grade 5 or below. ▪ 46% of identified students achieved their target grade. ▪ 70% of identified students achieved one grade higher than their Year 11 Mock Exams. ▪ 2 identified students achieved Grade 9 which indicates they are level with the top 2% of students in the country. ▪ 100% of identified Year 9 students achieved Flightpath 4 or above. ▪ 79% of identified Year 9 students made expected progress, the residual was 0. ▪ 25 identified Key Stage 3 and 4 students attended one to one/group sessions. ▪ 82% of identified student attended regularly. ▪ The Maths Mentor supported seven doubles lessons per week. 	<p>Key Stage 4</p> <p>60% of Pupil Premium students achieving their target grade.</p> <p>Key Stage 3</p> <p>100% of Pupil Premium students achieving a flightpath 5 or above.</p>
<p>Staff Training and Inset</p> <p>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.</p>	<p>£1868.71</p>	<ul style="list-style-type: none"> ▪ Training on Timetables Rock Stars (a Maths strategy) to be implemented with Year 7 and 8 to improve students' timetables skills. To be implemented in Year 17-18. ▪ Attachment and trauma training. Training on strategies and approaches to students with attachment and trauma issues. ▪ Capita - Pupil Premium Conference. • GovNet Pupil Premium conference. 	<p>To keep up to date with the changes in DFE guidance and Ofsted requirements.</p>

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<p>Breakfast Club for Key Stage 3 Pupil Premium Students</p> <p>Breakfast Club for Key Stage 3 Pupil Premium students had an academic focus as it enabled students to receive support with homework. Students were given a drink and something to eat.</p>	<p>£1841.90</p>	<ul style="list-style-type: none"> ▪ 12 identified Key Stage 3 students were invited to attend Breakfast Club on a voluntary basis. Breakfast Club was offered three days a week, breakfast and a drink were available and support from two members of staff. ▪ 40% of identified students attended regularly and had a 90% attendance record. ▪ 60% of students used the Breakfast Club on a drop-in basis when they needed support and had a 67% attendance record. 	<p>To increase the number of supporting staff.</p> <p>60% of Pupil Premium students to attend regularly.</p> <p>Increase provision to include Key stage 4 students.</p>
<p>Pupil Premium Area</p> <p>Development of mentoring and teaching space including resources to enhance the learning experience of Pupil Premium students.</p>	<p>£779.21</p>	<ul style="list-style-type: none"> ▪ The area consists of two main offices for the Learning Mentors and a classroom for group interventions to take place. ▪ Two store cupboards are available for resources. Art work and resources have been used to make the area bright and inviting. ▪ On average 16 students participate in interventions in this area each day. 	
<p>Resources</p> <p>Targeted support materials.</p> <p>Resources and equipment provided support to Pupil Premium students' learning (revision guides, USB memory devices, laptops, scientific calculators, etcetera).</p>	<p>£4,370,92</p>	<ul style="list-style-type: none"> ▪ 100% of identified Year 11 students received: a full set of revision guides, revision timetables, flash cards and exam pencil cases including calculators. ▪ Key Stage 3 students received: revision guides for English literature, 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. 	<p>Continue individualised support and monitor success of personalised strategies.</p>

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<p>Pupil Premium disadvantaged fund</p> <p>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>	<p>£2241.73</p>	<p>All Pupil Premium students were enabled to participate in all educational visits and activities week residentials that they wished to, i.e. visit to Parliament, Flanders and Gilwell.</p> <ul style="list-style-type: none"> ▪ 100% of Key Stage 4 Pupil Premium students who wished to attended School trips. ▪ 81% of Key Stage 4 Pupil Premium attended residential trips abroad during the GCSE programme. ▪ 100% of Key Stage 3 Pupil Premium students who wished to attended School trips. ▪ 86.6% of Key Stage 3 Pupil Premium students attended a residential trip. 	<p>Continue to ensure all Pupil Premium students who wish to are enabled to participate in all educational visits and Activities week.</p>
<p>Total</p>	<p>£87,336,09</p>		