



Pupil Premium Report 2018-19

Funding expected for Academic Year 2018-2019 - £127,850

Year Group	Free School Meals (FSM) Ever 6	Services Children	CLA	Ex CLA	Total
Year 3	-	-	-	-	0
Year 4	1	-	-	1	2
Year 5	3	-	-	1	4
Year 6	1	-	-	1	2
Year 7	7	3	1	4	15
Year 8	14	1	1	4	20
Year 9	9	1	2	4	16
Year 10	21	4	1	9	35
Year 11	9	-	-	5	14
Year 12	12	2	-	-	14
Year 13	15	3	-	-	18

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 (21% of Pupil Premium students are EAL).
9. Limited knowledge of current affairs and the wider world.
10. Poor social, concentration, memory and organisation skills (20% 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:

The Disadvantaged measure for Post 16 students reported by the DfE in 2018 included 15 Year 13 students.

Funding for academic year 2018-2019 - £127,850

Strategy	Cost	Evidence of Success	Objectives for 2019-20
<p>Pupil Premium Programme Leader:</p> <p>(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. 	<p>£19,328</p>	<p>Key Stage 4</p> <ul style="list-style-type: none"> • Progress 8 score for disadvantaged students was +0.50. This is equivalent to a half a grade higher than the national average for all students. • Nationally the Progress 8 score for students was +0.1; this figure does not include those disadvantaged Pupil Premium students. At King's we exceeded this with a score of +0.40. • The whole school Progress 8 score was +0.71; the gap was -0.21. Last year the gap was -0.48. • For English P8 for disadvantaged students was +0.69, compared to whole school +0.71, with a gap of -0.02. • For Maths P8 for disadvantaged students was +0.18, compared to whole school +0.41, with a gap of -0.23. • 50% (7) of Pupil Premium students met or exceeded the school's Progress 8 measure. 	<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	Cost	Evidence of Success	Objectives for 2019-20
<ul style="list-style-type: none"> 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"> 64% (9) of Pupil Premium students achieved a positive Progress 8 score. 57% (8) of Pupil Premium students met entrance requirements for the Sixth Form at The King's (The Cathedral School) and 50% (7) of students continued their education within the Sixth Form. <p>Key Stage 3</p> <ul style="list-style-type: none"> In Year 9, identified students achieved or exceeded their Flightpaths in 75% of their subjects (192 out of 256) In Year 9, identified students exceeded their Flightpaths in 16% of their subjects (41 out of 256) 75% (12) of Year 9 identified students were on or above Flightpath in Maths and 19% (3) exceeded their flightpath. 69% (11) of Year 9 identified students were on or above Flightpath in English and 6% (1) exceeded their flightpath. <p>Key Stage 5</p> <ul style="list-style-type: none"> ALIS value added for disadvantaged students was -0.47, the whole school was 0.1; there was a negative gap of -0.57. 77% of A Level results for identified students were at or above a C grade (36 out of 47) 47% of A Level results for identified students were at or above a B grade (22 out of 47) 65% (11) of identified students secured places at University and 1 student secured a place at Oxford University. 24% 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. 	<p>£14,000</p>	<p>The Junior Department Strategies:</p>	<ul style="list-style-type: none"> Continue to support instrumental progress and participation in musical events.

Strategy	Cost	Evidence of Success	Objectives for 2019-20
<ul style="list-style-type: none"> • 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 reading and handwriting, developing maths and spelling skills. • 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"> • Significant input was directed at building confidence and self-esteem and building up positive relationships to help the pupils participate more fully in school life. • 85% of the JD PP budget was spent on additional support in 1-1 and small group sessions with 4 staff members. • 6 pupils received input related to building confidence and communication, enabling them to more fully participate in our active classrooms. • 8 pupils received input with reading in a variety of forms: 1-1, verbal sessions, increased quantity of reading, comprehension support and analysis. • 8 pupils received extra support with their maths. • Pre-teaching at different points in the year helped these pupils to access key lessons on a level playing field. • 4 pupils took part in sessions to increase their knowledge and understanding of the world. • 1 child received extra support with handwriting. • 2 children received additional spelling support. • 1 pupil received higher level reading group support. • 1 child received support and coaching with respect to behaviour. • ‘Precision teaching’ was used with 2 pupils, involving multiple targeted short sessions in the week. 	<ul style="list-style-type: none"> • Continue with individualised support packages. • Monitor students’ progress; implement strategies to enhance student progress.

Strategy	Cost	Evidence of Success	Objectives for 2019-20
		<ul style="list-style-type: none"> • 2 pupils were funded for their music lessons, allowing them to be a more integrated part of JD where music is a huge part of daily life. <p>Year 3</p> <ul style="list-style-type: none"> • Year 3 – no pupils receiving PP support in 2018-19. <p>Year 4</p> <ul style="list-style-type: none"> • 2 pupils • Reading - 100% made expected progress, 50% made double the expected progress. • Writing – 100% made expected progress. • Maths – 50% made expected progress. <p>Year 5</p> <ul style="list-style-type: none"> • 4 pupils • Reading – 100% of pupils made significantly higher than expected progress • Writing – 100 % of pupils made expected progress, with 75% making significantly higher than expected progress • Maths – 100% of pupils made significantly higher than expected progress <p>Year 6</p> <ul style="list-style-type: none"> • 2 pupils: SAT test data used as the end point (May). • Reading – 50% lower than expected progress rate, 50% significantly higher than expected. Both passed at their FFT predicted level – one passed very significantly higher than predicted by FFT (scaled score of 110, predicted 100). • Writing – 100 % made the expected amount of progress. Both passed their SAT, with one passing at a higher level than predicted by FFT. 	

Strategy	Cost	Evidence of Success	Objectives for 2019-20
		<ul style="list-style-type: none"> Maths – 100% made expected progress, both passed their SAT at the FFT predicted level. 	

<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>£40,719</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. 25 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: 88%. 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. 57% (8) 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"> 28 PP students were offered one-to-one/small group mentoring this academic year. 98.6% of one-to-one/small group sessions were attended. 	<p>Key Stage 4</p> <ul style="list-style-type: none"> 80% 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 at least twice with the Learning Mentor.
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<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. 	£10,000	<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>Structured revision (1,2,3,4,6,7,10)</p> <ul style="list-style-type: none"> • Structured revision sessions were targeted at Pupil Premium Year 11 students whose tracking data suggested they were operating at GCSE 5/4 Grade 		<ul style="list-style-type: none"> • 5 identified students were invited to attend structured revision sessions in Maths, Science, and English, run and presented by the Learning Support and Pupil Premium team. • Structured revision sessions were timetabled between 14th May 2019 and 10th June 2019. 84% of the sessions were delivered. 	<ul style="list-style-type: none"> • Reviewed strategy of structured revision sessions and concluded that it was not successful due to low attendance.

borderline or were operating below GCSE C Grade.			
<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>£9,810</p>	<p>Key Stage 4</p> <ul style="list-style-type: none"> Progress 8 for disadvantaged students (14 students) in English was + 0.69 compared to national benchmark +0.1, thereby closing the gap by +0.59. Progress 8 for English for all students at King's was +0.71. 86% (12) of the 14 identified students achieved a Grade 4 or above in English Language and 50% (7) of the identified students achieved a Grade 6 or above. To compare, 93% (138) of all students achieved a Grade 4 or above in English Language and 62% (92) of all students achieved a Grade 6 or above. 79% (11) of the 14 identified students achieved a Grade 4 or above in English Literature and 57% (8) of the identified students achieved a Grade 6 or above. To compare, 93% (138) of all students achieved a Grade 4 or above in English Literature and 75% (111) of all students achieved a Grade 6 or above. 20 identified Year 10 students were offered regular small group English Mentoring. The average attendance for the English Mentoring in Key Stage 4 was 80%. 85% of identified students made progress. 100% of feedback form responses from identified Year 11 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 10 double lessons per fortnight for Key Stage 4 students. 	<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.

		<p>Key Stage 3</p> <ul style="list-style-type: none"> • 12 identified students were offered one-to-one/group sessions to support academic targets in English. Attendance at these sessions was 83%. • 83% of identified students made progress or achieved their Flightpath. • 63% of identified students in Year 9 made expected progress. • The English Mentor supported five 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 help them make progress towards achieving their target grade. • Additional support was provided in targeted Maths lessons. • The school purchased a license for eMathsMaster:Teacher Edition - an online teacher 	<p>£11,550</p> <p>£637</p>	<p>Key Stage 4</p> <ul style="list-style-type: none"> • Progress 8 for disadvantaged students (14 students) in Maths was +0.18, compared to national benchmark +0.1, thereby closing the gap by +0.08. Progress 8 for Maths for all students at King's was +0.41. • 93% (13) of 14 identified students achieved a Grade 4 or above in Maths and 43% (6) of the identified students achieved a Grade 6 or above. • To compare, 93% (138) of all students achieved a Grade 4 or above in Maths and 63% (93) of all students achieved a Grade 6 or above. • 40 identified Key Stage 4 students were offered regular small group Maths tutoring. • The average attendance for the Maths tutoring was 94%. • 86% of year 11 identified students made progress. • 73% of year 10 identified students made progress. • 87% 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 seven doubles lessons per week. 	<p>Key Stage 4</p> <ul style="list-style-type: none"> • 96% of Pupil Premium students to achieve Grade 4 or above.

<p>training programme that retrains non-maths specialist teachers to deliver excellent Maths lessons.</p> <ul style="list-style-type: none"> The school also purchased the Pupil Edition - an online teaching resource to ensure that pupils attain better results at GCSE. 		<p>Key Stage 3</p> <ul style="list-style-type: none"> There were 19 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. 75% of identified KS3 (Year 8 & 9) students made expected progress. 88% of identified KS3 (Year 8 & 9) students made progress. 93% of identified KS3 (Year 8 & 9) students attended mentoring regularly. The Maths Mentor supported five 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. 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>£3,350</p>	<ul style="list-style-type: none"> 11 identified students were offered regular one-to-one or small group science tutoring with a specialist teacher. 50% (3/6) of identified students achieved a Grade 4 or above in Combined Science. 88% (7/8) of 8 identified students who were on the Triple option achieved a Grade 5 or above in Biology, Chemistry and Physics. 88% (7/8) achieved a Grade 6 or above in Physics. 75% (6/8) achieved a Grade 6 or above in Chemistry. 75% (6/8) achieved a Grade 6 or above in Biology. 1 identified student achieved Grade 8 in Biology, Chemistry, and Physics. 	<ul style="list-style-type: none"> 80% of Pupil Premium students to achieve Grade 5 or above.
<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 	<p>£0</p>	<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 Sixth Form Peer Mentor. 	<ul style="list-style-type: none"> 100% of Pupil Premium students to achieve Grade 5 or above.

towards achieving their target grade.		<ul style="list-style-type: none"> 67% (4/6) of the identified students achieved a Grade 4 or above in Geography and 33% (2/6) of the identified students achieved a Grade 7 or above. 	
Exam concession testing	£500	<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"> SIMs data tracking system training. Attachment Approaches in the classroom. Mental Health. Attachment, Trauma and Resilience in Practice - KCA (Knowledge, Change, Action) Attachment and Trauma - KCA Effective strategies for attachment behaviour in children and young people – JOGO Behaviour Support Attachment and brain development (L3) - KCA Understanding trauma (L3) - KCA 	<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"> Academic support to enable students to gain support with homework and organisational skills. Broadening knowledge of current affairs and the wider world. 	£4,000	<ul style="list-style-type: none"> 6 identified Key Stage 3 and 4 students were attend Breakfast Club on a voluntary basis. Breakfast Club was offered three days a week; breakfast and a drink were available. It was supported by one member of staff and three Sixth Form students who the school employed. 6 students used the club as a drop-in session over the year. Of the students invited to attend, average attendance over the 3 terms was 62.9%. 	<ul style="list-style-type: none"> Breakfast Club has not been successful this year: 4 identified students attended on a regular basis and 2 identified students used it for drop-in support with homework. <p>Action:</p> <ul style="list-style-type: none"> Breakfast club leader to write a proposal to improve attendance and enhance the experience of students. Reduce staff levels to ensure breakfast club is cost effective.

<ul style="list-style-type: none"> Higher aspirations and ambitions. <p>Students will be given a drink and something to eat.</p>			<ul style="list-style-type: none"> 65% of Pupil Premium students to attend regularly.
<p>Visits to Local Further Education Colleges (4,5)</p> <ul style="list-style-type: none"> Assist in informing Post 16 options. 	£200	<ul style="list-style-type: none"> Introduce students to the College environment and the type of courses colleges offer so students are inform 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). 	£7,560	<ul style="list-style-type: none"> 100% of identified Year 11 students were offered: 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. 	£1,215	<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 13 students were given financial support towards school trips. 3 Pupil Premium students received support with peripatetic (music) lessons. 	<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.

School Community and responsibilities (6,9)	£0.00	<ul style="list-style-type: none"> • Peer Mentoring: 8 identified students in Year 11, 12 and 13 acted as peer mentors to support other younger students. • 7 identified students' academic achievement or contribution to the school community was acknowledged on Speech Day. • Prefects: 83% of identified students were given Prefect roles, one of which was a Senior Prefect role. • House Captain: 1 identified student was given the role of House Captain. • Head Girl: 1 identified student was given the role of Head Girl. 	<ul style="list-style-type: none"> • Continue to encourage identified students to become involved in the community of the school.
Total	£122,869		