

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	Kings' School, Winchester
Number of pupils in school	1777
Proportion (%) of pupil premium eligible pupils	18% (309 pupils: 264 PPG and 44 Service)
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	10 th December 2021
Date on which it will be reviewed	1 st November 2022
Statement authorised by	Dr James Adams, Head Teacher
Pupil premium lead	Mrs Anna Payne
Governor / Trustee lead	Mr Colin Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£260,264
Recovery premium funding allocation this academic year (Including Covid Catchup)	£94,131
Pupil premium funding carried forward from previous years (Including Covid Catchup)	£170,974.05
Total budget for this academic year	£525,369.05

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils who attend Kings' School, irrespective of their background or the challenges they face, take an active role in the school community, becoming exceptional learners, making good progress and attainment across the curriculum; and participating in the wide range of co-curricular activities available.

The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal including:

- a) Improving the attendance of pupils in order to be able to access the high quality teaching in the classroom.
- b) Closing the gap between what is taught and what is learned is at the centre of our approach, with a focus on high quality teaching and intervention to support reading in order to access a full curriculum.
- c) Targeted support for pupils whose education has been significantly negatively impacted during lockdown including non-disadvantaged pupils e.g. through increased staffing in core subjects; school based tutoring; provision of technology to support learning; academic mentoring; welfare support and parental engagement.
- d) Regular, robust diagnostic assessment and will being responsive to the common learning challenges faced by our disadvantaged pupils whilst also being bespoke to individual needs where necessary.

To ensure these approaches are effective, we will:

- i) Ensure disadvantaged pupils have access to a wide and full curriculum
- ii) Ensure all staff take responsibility for disadvantaged pupils' outcomes
- iii) Diagnose and respond to need at the point it is identified.
- iv) Monitor, evaluate and reflect on the efficacy of support offered so that our strategy is flexible, responsive and deliberate in the drive to achieve our intent.

Challenges

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

Challenge number	Detail of challenge
1	The GCSE results 2019-2021 show that the attainment gap at GCSE between disadvantaged pupils and non disadvantaged, whilst diminishing still needs to close. This is particularly evident in disadvantaged pupils who are low prior attainers.
2	The gap between the attendance of non disadvantaged and disadvantaged pupils is clear. There is an increasing prevalence from Year 7 to Year 11.
3	Attitude to learning is higher amongst our non-disadvantaged pupils than our disadvantaged pupils.
4	Assessments, observations and KS3 data drops indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. Approximately 30% of our Year 7 either have arrived at school below age related expectations (ARE) or reading assessments at the start of Year 7 show them to be below ARE.
5.	Pupils' learning habits amongst our disadvantaged pupils, reflected in the attitude to learning data drops, the staff comments, Book Looks and Pupil Voice activities with a selections of disadvantaged pupils, suggest that many lower attaining disadvantaged pupils need to develop metacognitive/ self regulation strategies when faced with challenging task, e.g. in their monitoring and evaluation of their answers when participating in feedback lessons.
6	Our disadvantaged pupils' engagement in co-curricular activities shows a disparity with our non-disadvantaged pupils. Engagement is highest in Year 7 and declines through KS3 and 4.
7	Our data for the number of pupils accessing Welfare support has identified and increased number of pupils missing lessons for social and emotional issues. This is partly driven by concern about catching up lost learning and exams/ future prospects and lack of enrichment experiences during the pandemic. These challenges particularly affect disadvantaged pupils, and hinders their attainment and experience of success.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4 and sustained improvement from Years 7 – 10.</p>	<p>By the end of our current plan in 2024/2025:</p> <p>All pupils achieve top quintile for progress and attainment, including our disadvantaged pupils.</p> <p>All pupils will achieve 95% at Grade 4+ in English and Maths and 80% at Grade 5+ in English and Maths, including our disadvantaged pupils.</p> <p>There will be > 50% + EBacc entry for all pupils, including our disadvantaged pupils.</p> <p>The quality of teaching will have improved as shown in observations, staff CPD provision, pupil surveys.</p>
<p>Improved attendance from all our pupils, particularly our disadvantaged pupils which is sustained.</p>	<p>By the end of our current plan in 2024/2025, we will improved attendance to 96% for all pupils, including our disadvantaged pupils.</p>
<p>Improved behaviour data shows improved and sustained behaviour and attitude to learning from all our pupils, including our disadvantaged pupils.</p>	<p>By the end of our current plan in 2024/2025, Attitude to learning data will also improve for all pupils, including our disadvantaged pupils, such that there is no discrepancy between the two.</p>
<p>To achieve accelerated progress for our pupils who arrive at school below ARE so that their reading comprehension improves.</p>	<p>By the end of our current plan in 2024/2025 pupils who arrive in Year 7 and who are assessed as being 6 months + below ARE will make rapid progress in the first two terms at school, such that they make at least 12 months + progress in their reading ages and/ or are within 6 months of their ARE.</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects and all years, particularly shown in improved responses to feedback.</p>	<p>Observations, book looks and teacher assessments show improved metacognitive and self-regulatory skills for all our pupils, including our disadvantaged pupils, such that there would be no</p>

	discrepancy apparent between our disadvantaged and non-disadvantaged pupils in the quality of work done in response to feedback
To achieve 100% regular engagement in co-curricular activity for all our pupils, including those who are disadvantaged.	By the end of our current plan in 2024/2025, all pupils will attend at least one co curricular activity each week, including our disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/2025 will be demonstrated by:</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Greater use of the Mental Health ambassadors by peers.</p>

Activity in this academic year

This details 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: £ 202,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve quality of teaching: improvement of staff Continuing Professional Development programme at all levels with focus on developing middle leaders and NQTs/ RQTs. Recruitment of highly skilled subject specialists and high quality intervention teachers.</p>	<p>Good quality CPD programme makes a difference: it has the equivalent impact of a teacher with 10 years experience standing in front of a class compared to a graduate, leading to swifter progress for pupils. Education Policy Institute –Fletcher-Wood and Zuccollo 2020</p>	<p>1,3,4,5</p>
<p>Improve quality of teaching and pupils' metacognitive and self-regulatory skills through the development of long term memory skills. Embed Rosenshein principles to develop long term memory skills across the curriculum.</p>	<p>Reading age assessments to be undertaken by all of year 7 and results passed to all staff for use in class. English department delivering Writing Mastery and Reading programme for identified pupils. Improving Literacy in Secondary Schools. Rosenshine principles being widely and effectively used. https://anchor.fm/naylorsnatter/episodes/Season-2--Episode-5-with-Tom-Sherrington-teacherhead-on-Rosenshines-Principles-in-action-e43cam</p>	<p>1, 4, 5</p>
<p>Become an evidence based school: ensure all initiatives or reviews of current practice is evidence based and thorough. Developing staff skills and setting expectation that any area of the school should expect to report on the involvement and progress of disadvantaged pupils in order to</p>	<p>Work undertaken to promote progress of disadvantaged pupils must be underpinned by clear evidence of assessment not assumptions. Marc Rowland speaks of this regularly in his advice related to addressing the needs of disadvantaged pupils:</p>	<p>All challenges</p>

assess what is and is not working.	https://www.schoolpartnershipprogramme.com/latest-news/addressing-disadvantage-school-culture	
Curriculum design: focus on the clarity of the curriculum development so that it is a spiralling accrual of knowledge and skills. This will support the improvement in the attainment of all our pupils, including our disadvantaged.	Curriculum design will be deliberate, purposeful and effective with SLT line managers having a clear understanding of the purpose and development of the curriculum, including an awareness of the required use of technology throughout. Mary Myatt's book <i>The Curriculum: Gallimaufry to Coherence</i> is a good starting place for this work.	1,4,5
Feedback: development of toolkit of strategies to support low attaining pupils with independently accessing feedback in class.	A working party will share good practice for the facilitation of effective feedback and share this with the school staff. Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	1,4,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 83,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the Covid and vocabulary learning gap through Literacy and Numeracy interventions across KS3 and KS4 for low attaining pupils- led by SEND dept, English and Maths. These will be in small groups who are removed from a lesson for between 4 – 12 hours, although taught the same content as those in the lesson, but with a specific, measurable focus for improvement, defined by the class teacher. For some, identified pupils who require 1 to 1 support, this will be	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,4,5

<p>accessed through the National Tutoring Programme.</p>		
<p>Addressing the learning and reading gap: provision of a small and safe learning environment for some pupils who arrive in Year 7 significantly below ARE but who do not have an EHCP. They will cover the same curriculum content and assessments as the rest of their year group but will have opportunity to master skills at a slower pace. Pupils will transition back to the larger classes of their year group on or before the end of year 7, with the support of staff. Specialist primary school trained teacher appointed</p>	<p>Curriculum, timetabling, enhanced opportunities for support whilst maintaining access to a broad and engaging curriculum and the opportunity to participate in a broad co-curricular programme are all highlighted as key elements to successful learning in: https://documents.hants.gov.uk/childrens-services/sen-support.pdf Other schools have reported good outcomes from employing primary trained teachers with their Year 7 pupils: https://www.ncetm.org.uk/features/why-we-employed-a-primary-teacher-for-maths-in-our-secondary-school/</p>	<p>4,5,7</p>
<p>Targeted and bespoke support through in school tutoring for pupils identified as not yet meeting their attainment targets, following data drops by staff. These will be directed at the subjects identified as areas for focus through pupils' mock results data, in class assessments, Core staff, SENCo, Attendance and HOY discussion.</p>	<p>Government guidance endorses the efficacy of school led tutoring for pupils – with a minimum requirement of receiving 15 hours of tutoring within one subject in order to make good progress. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf</p>	<p>1,2,3</p>
<p>Academic mentoring for Year 11 pupils: provision of academic mentors for 70 pupils in Year 11 who have been highlighted through: attitude to learning and behaviour scores; attainment levels; welfare support; attendance concerns; lack of engagement during lockdown or HOY designated. Aim to meet weekly, support and encourage, hold accountable and communicate with home. Audit of access to IT also completed to ensure</p>	<p>Mentoring of disadvantaged pupils who have low expectations or aspirations can be more beneficial than a broad sweep approach to mentoring – therefore it is important that we put the time into the initial meeting to decide who is most in need and also to spend the time matching them with suitable mentors. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Whilst more research is apparent from America into the positive correlation between mentoring and improving attendance, in the UK the</p>	<p>1,2,3,4,5,7,</p>

<p>ongoing learning should they need to self-isolate.</p>	<p>government's advice to schools tackling absence and persistent absence, incorporates the suggestion that provision of a mentor will encourage attendance and discourage occasional days off.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 106,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased attendance % for disadvantaged pupils through the enlargement of the Attendance Team</p>	<p>Increasing the capacity of the Attendance team so that they can engage with the families of those pupils who are persistently absent, alongside supporting the pastoral and teaching staff to develop a culture of good attendance is supported through the recommendations in the government guidance:</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>Evidence from the Durrington Research school also advocate the use of staff to work in a targeted way with families in order to tackle absence.</p> <p>https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance.</p> <p>Working with feeder schools on long term attendance strategy: improve pupils / families attendance habits to support improved learning in feeder</p>	<p>2</p>

	schools, with clear benefits upon arrival at Kings’	
Introduced opportunities for parental engagement: to include after school ‘afternoon tea sessions in how to support your child in Year 7 and at KS4 as well as provision of tech support for online Parents’ evenings.	<p>Lockdown has been a difficult time for many parents who have struggled to know how to support their children. Research suggests that improved parental engagement with the school priorities can mean that pupils from disadvantaged backgrounds are more likely to receive support for working at home.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>In the most recent online parents’ evening for year 10, there was 72% attendance from disadvantaged parents. This was supported by the year team making direct phone calls to book them onto the system and provision of technical support and laptops at school.</p>	7
Increased participation in co-curricular activities – appointment of Co-curricular lead and breadth of co-curricular activities on offer has increased. Targeted focus on increasing attendance of all pupils, including disadvantaged pupils.	<p>Whilst there is clearly a world wide interest in exploring the connection between academic attainment and participation in co-curricular activities, from a research project in Bangladesh to that of one in Iran, the EEF states that there has as yet, not been a robust piece of research in the UK. However, within our school, historically, we have seen a close correlation between those pupils who actively engage in the wider offer the school provides and those who attain or exceed their FFT target grades, including our disadvantaged pupils. With the appointment of a co-curricular lead, this internal school research will become more accurate and enable a more targeted approach at ensuring participation.</p>	6
Increased pupil voice opportunities for disadvantaged pupils to articulate concerns and provide feedback: creation of a Pupil Voice ‘subject’ on Satchel One where Forms questionnaires can be easily	<p>The importance of developing pupil voice forums beyond that of the school councils and offering an opportunity for more pupils to give their opinion is shown is highlighted in the blog:</p>	1,3,5,7

<p>accessed and pupils express their opinions, to small groups of pupils with a particular feedback focus as well as the existing opportunities through school council.</p>	<p>https://www.ssatuk.co.uk/blog/the-power-of-pupil-voice/</p> <p>The correlation between increasing pupil voice and the positive impact of this on the teaching and learning within the classroom climate is discussed in the article:</p> <p>https://www.researchgate.net/publication/249016393_Teacher_Development_and_Pupil_Voice</p>	
<p>Disruptive behaviour in the classroom or deliberate lack of engagement is being addressed through the existing behaviour policy but with the added support of the Removal Room system which enables teachers to remind pupils of the school expectations for behaviour and attitude to learning, This is in order that all pupils can equally and fairly access the curriculum in a calm learning environment. If this is defied, then pupils are removed for the rest of the lesson - enabling the rest of the class to continue learning in an environment where every minute matters.</p>	<p>Knowing pupils individually and supporting their learning through a consistent climate with clear and unbiased processes is outlined here:</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</p>	3
<p>Sustained pastoral provision and welfare support for disadvantaged pupils, especially in light of Covid experiences for many pupils. Monitoring the capacity of the Welfare team and the level of provision available to pupils internally and externally.</p>	<p>Wherever you look – whether at charities working with young people (eg YoungMinds or the NSPCC), world wide research articles or news articles, or within the data of number of pupils accessing welfare support in our own school, the increased needs for welfare support for all our pupils, but particularly our most vulnerable and disadvantaged pupils, is cited. These concerns are effectively summed up in this article from the TES:</p> <p>https://www.tes.com/news/coronavirus-lockdown-mental-health-forget-tests-what-matters-now-pupils-wellbeing</p>	2,3,7

Total budgeted cost: £ 391,000

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 2020 to 2021 academic year.

For the past two years our Centre assessed results have been robust and carefully moderated, ensuring that all of our students have not been treated any differently from 2020 GCSE to 2021 GCSE awarded grades. This direct comparison across the two years showed an improvement in the P8 score of our disadvantaged pupils of +0.26. It brings the school back in line with a continuing trend of improvement from 2017 to 2021. This four year period of improvement in results for our disadvantaged pupils has seen the school move from P8 of -0.71 (2017) to -0.26 (2021). Despite the gains that have been made, this is still negative and demonstrates that the continuation of work in this area of performance is still key to ensure the success of our disadvantaged pupils as they move on from the school.

Due the historic structural design of our curriculum / GCSE options our Ebacc entry statistic for our disadvantaged pupils we have seen a decline in the number of entries. This has already been addressed and our 2023 GCSE cohort will be coming through with a different timetable and options structure that should see all students including PP increase their Ebacc entry and pass rate.

The impact of Covid-19 closures on our school, as with many others across the country, was particularly hard for our disadvantaged pupils. Although we did bring them back into school in the first lockdown, they were provided with the ability to access the same remote teaching as those at home, through the provision of a computer and staff support. In the second lockdown we provided all pupils in school with face to face teaching and ensured that as many of our disadvantaged pupils as possible were able to access this. We also ensured that all FSM pupils continued to have access to school meals. In order to continue to enhance their learning and provide them with access to a wider range of educational and holistic experiences, we arranged for pupils to select an item from a Wishlist which had been put together and sourced through the Departments and admin teams at school. Pupils were able to receive items from a list of over 50 products and which ranged from jigsaw puzzles of the periodic table and the map of the world, a set of Harry Potter books, on line theatre trips to a pantomime or show, fit bit watches to promote increased exercise and crafting kits. 197 families took part in this initiative and the response from both pupils and families was very positive. We also worked with the local Basics Bank and Children's Storehouse to refer families who were in need of further support during lockdown – above and beyond what we could provide as a school. We also worked with the Basics bank to provide a full weekly

lunch meal takeaway option for our FSM pupils before the guidance changed to provide the roll out of the FSM supermarket food vouchers .

Despite pupils' attendance at school during lockdowns, they were unable to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The pastoral team continued to monitor pupil engagement with their remote learning – informed by class teachers of pupils who were not appearing at live lessons or failing to submit work from that set. Pupils were awarded an 'Engagement' with their remote learning grade at the data drops and it was good to see that this had improved from lockdown 1 to lockdown 2 for all pupils. However, there was a significant gap between the level of engagement of our pupils who received free school meals and those who did not, with, for example 54% of all Year 7 pupil receiving the highest marks for engagement, whereas only 31% of FSM pupils received the same high grade. This is an area we will need to continue to address should we face further school closures, as we will also work to adapt the current activities planned so they are still a focus if teaching and learning becomes remote.

The impact of the partial and full closures was mitigated by the provision of a high-quality curriculum which continued to be delivered in live lessons both in the classroom and streamed remotely. We also worked to ensure that all our disadvantaged pupils had access to a laptop, providing 140 laptops for pupils and 11 families with additional Wi-Fi dongles. For pupils who had to continue to self-isolate after the school had returned, work was set using our Satchel One online site and some departments continued with live streaming lessons from the classroom. Many departments have made use of the Oak National Academy lesson schemes to support pupils' remote learning.

Although overall attendance in 2020/21 was lower than in the preceding 3 years at 94.1%, it was higher than the national average. At times when all pupils were expected to attend school, attendance among disadvantaged pupils was 9.83% lower than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils by increasing the provision of the Welfare team by reorganising the existing staffing and increasing the capacity within the Pastoral team with the temporary appointment of two more additional Deputy Heads of Year – one for KS3 and one for KS4. Additional targeted interventions were required within Welfare to support pupils who were awaiting referrals to outside support agencies. We are building on this approach in our new plan with a particular focus on increasing the capacity of the Pastoral team, especially in year groups where the data shows increased behaviour concerns including anxiety and increased use of the Welfare team.

Externally provided programmes

Swimming	KLS – Kerrie Lacie Swimming – Winchester.
Writing mastery	Writing Mastery Ark Curriculum
Reading package	Literacy Assessment Online Reading Comprehension tests
Activities residential	UKSA Address :Arctic Road West Cowes Isle of Wight

Service pupil premium funding

Measure	Details
Provision of Welfare Support – available to Service Pupils throughout the year – to be increased for Service pupils if any parents are deployed into active service in a theatre of war.	The Welfare Support team works to build good relationships with all pupils, including those whose parents are in the Services. This means ongoing support for those who need it but also enables students to have built a relationship of trust with the staff on the Welfare team, should their parent(s) be deployed on active service and they need additional support during that time.

Further information

Our Careers Education Advice and Guidance provision for disadvantaged pupils includes the core Careers Programme, Pupil Entitlement and any additional personalised interventions deemed beneficial to the individual. We prioritise activity that supports the acquisition of cultural capital; enabling equality, social mobility, raised aspirations and supporting young people to achieve their full potential.

As a result of engagement surveys during lockdown, Pupil voice feedback, parent surveys and discussion with individual families, it is clear that one of the challenges faced by our disadvantaged pupils is equity of access to, and confidence in, IT facilities within families. We have therefore surveyed all our pupils' families to ask about their IT access and we have provided pupils with access to a laptop where there is none available at home. We have also provided wifi where it is necessary. By the end of our current plan in 2024/2025, all pupils will have good access to necessary technology for completion of homework, including our disadvantaged pupils. Improved parental access to technology will enable 100% uptake at parents' evenings and all parents and pupils will have the knowledge to ensure 'online safety'