

## 2022 –2025 Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1795
Proportion (%) of pupil premium eligible pupils	17% (315 pupils: 264 PPG, 14 LAC and PLAC and 37 Service)
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	3 <sup>rd</sup> October 2022
Date on which it will be reviewed	4 <sup>th</sup> October 2023
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 (pre-census estimate)	£288,873
Recovery premium funding allocation this academic year – including school led tutoring (pre census estimate)	£56,018
Pupil premium funding carried forward from previous years (Including Covid Catchup)	£127,189
<b>Total budget for this academic year (pre-census estimate)</b>	<b>£472,082</b>

## 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 their learning and in the school community. We work together to seek their academic success; we strive to provide opportunities for them to develop exceptional character and we are committed to ensuring that they leave with inspiring futures ahead of them because of their experiences at school.

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 (founded upon cognitive science in order to maximise what is learned; tailored to individual pupils e.g. access based upon reading ages; teaching that is responsive to a strong understanding of what pupils know).
- c) Targeted support for pupils who are not making expected progress, including non-disadvantaged pupils e.g. through increased staffing in core subjects; tailored transition (from small class, structured support to mainstream classes) to support their learning; small group intervention; academic mentoring; welfare support and parental engagement.

- d) Provision of Knowledge Organisers at Key Stage 3 to support learning and embedding core knowledge as well as promoting curiosity to build subject knowledge.
- e) Regular, robust diagnostic assessment will support our staff to be responsive to the common learning challenges faced by our disadvantaged pupils and to address these through an enriching curriculum and high quality classroom teaching.
- f) Targeted support and encouragement for pupils to attend co-curricular activities, thereby further enriching their school experience and developing a sense of belonging which works to build character.
- g) To ensure these approaches are effective, we will:
  - i) Ensure disadvantaged pupils have access to a wide and full curriculum and co-curricular activities.
  - 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 <b>GCSE results</b> 2021 –2022 show that the attainment gap at GCSE between disadvantaged pupils and non disadvantaged, whilst diminishing, still needs to close.
2	Closing the gap between the <b>attendance</b> of non disadvantaged and disadvantaged pupils is a priority – developing strong relationships and building a sense of community between families and school is essential.
3.	Assessments and teacher observations show that disadvantaged pupils generally have lower levels of <b>reading</b> comprehension than their peers.
4. .	Pupils' <b>learning habits</b> 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 a proportion of 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.

5.	Our disadvantaged pupils' engagement in <b>co-curricular activities</b> shows a disparity with our non-disadvantaged pupils. Engagement is highest in Year 7 and we need to work on ensuring this continues on through to Year 11 for both clubs and House activities.
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## 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. We firmly believe that the success criteria should be the same for all pupils - irrespective of background. Therefore, our aspirational success criteria for our disadvantaged pupils is deliberately no different from those for non-disadvantaged pupils. It is in careful tracking of this implementation that we will be able to monitor our progress towards these goals.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4 and sustained improvement from Years 7 – 10.	<p>By the end of our current plan in 2024/ 2025:</p> <p>'All pupils' will 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 &gt; 70% + 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>
Improved attendance from all our pupils, particularly our disadvantaged pupils which is sustained.	By the end of our current plan in 2024/2025, we will improve attendance to 96% for all pupils, including our disadvantaged pupils.
To achieve accelerated progress for our pupils who arrive at school below ARE so that their reading comprehension improves.	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.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects and all years, particularly shown in improved responses to feedback.	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 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.

## 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: £ 210,000 (pre-census estimate)

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. The focus will be on department lead CPD which is responsive to the whole school and departmental priorities. Recruitment of highly skilled subject specialists and high-quality intervention teachers.</p>	<p>Good quality CPD programme makes a difference:            ‘High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds’.            ECT framework – Standard 1: <a href="#">Early Careers Teacher framework</a></p>	<p>1,3,4,</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 across KS3 and KS4. To ensure clarity of expected knowledge outcomes, Introduce Knowledge Organisers for all pupils in KS3. Checking for whole class understanding is a focus of all classroom dropins – ensuring all pupils are engaged and able to make progress.</p>	<p>Knowledge Organisers can support retrieval skills.  <a href="https://classteaching.wordpress.com/2018/09/14/using-knowledge-organisers-to-improve-retrieval-practice/">https://classteaching.wordpress.com/2018/09/14/using-knowledge-organisers-to-improve-retrieval-practice/</a>  <a href="https://researchschool.org.uk/bradford/news/knowledge-organisers-facilitating-retrieval">https://researchschool.org.uk/bradford/news/knowledge-organisers-facilitating-retrieval</a>  <a href="https://anchor.fm/james-crane39/episodes/Episode-3---Knowledge-organisers-er9p13">https://anchor.fm/james-crane39/episodes/Episode-3---Knowledge-organisers-er9p13</a></p>	<p>1, 4</p>
<p>Improve access to the curriculum for pupils whose reading ages are below ARE through: diagnostic testing of reading ages and sharing of this information; tutor-based whole class reading, training staff to make better use of reading ages</p>	<p>Latest research shows the benefits of reading aloud to the class.  <a href="https://classteaching.wordpress.com/2019/10/23/modelling-reading-a-whole-school-approach/">https://classteaching.wordpress.com/2019/10/23/modelling-reading-a-whole-school-approach/</a></p>	<p>1,3,4, 5</p>

<p>to ensure resources and assessments are accessible; regular practice of GCSE English reading questions in tutor time. .</p>	<p><a href="https://teachlikeachampion.org/wp-content/uploads/Reading-Aloud.TES.Lemov.pdf">https://teachlikeachampion.org/wp-content/uploads/Reading-Aloud.TES.Lemov.pdf</a></p> <p>Importance of improving reading for the whole school curriculum:</p> <p><a href="https://www.gla-assessment.co.uk/press-office/press-releases/new-study-highlights-the-importance-of-reading-to-the-whole-school-curriculum/">https://www.gla-assessment.co.uk/press-office/press-releases/new-study-highlights-the-importance-of-reading-to-the-whole-school-curriculum/</a></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 assess what is and is not working.</p>	<p>Work undertaken to promote progress of disadvantaged pupils must be underpinned by clear evidence of assessment not assumptions.</p> <p>Marc Rowland speaks of this regularly in his advice related to addressing the needs of disadvantaged pupils:</p> <p><a href="https://www.schoolspartnershipprogramme.com/latest-news/addressing-disadvantage-school-culture">https://www.schoolspartnershipprogramme.com/latest-news/addressing-disadvantage-school-culture</a></p>	<p>All challenges</p>
<p>Curriculum design: focus on the clarity of the curriculum development so that it is a spiralling accrual of knowledge and skills. Ensuring every pupil receives a coherent and taught academic and pastoral curriculum. This will support the improvement in both the attainment and development of character of all our pupils, including our disadvantaged.</p>	<p>Curriculum design will be deliberate, purposeful and effective: the KS3 curriculum design developed last year will be monitored, evaluated and reviewed by subject leads and Heads of faculty as well as the Senior Leadership Team. The pastoral curriculum will be implemented in tutor times. Mary Myatt's book <i>The Curriculum: Gallimaufry to Coherence</i> is a good starting place for this work.</p>	<p>1,3,4</p>
<p>Feedback: development of toolkit of strategies to support low attaining pupils with independently accessing feedback in class.</p>	<p>A UPR group will work on projects which will support sharing good practice for the facilitation of effective feedback and share this with the school staff.</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Ofsted's report:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating</a></p>	<p>1,4</p>

	<a href="#">-unnecessary-workload-around-marking.pdf</a>	
Assessment: improving the quality of assessments across all year groups; providing a standardised and equivalent set of values which can be used for effective diagnostic evaluation of the gap between what is taught and what is learned in all areas of the curriculum	<a href="https://schoolsweek.co.uk/how-to-use-assessment-effectively-in-your-school/ECT-framework">https://schoolsweek.co.uk/how-to-use-assessment-effectively-in-your-school/ECT framework</a> Standard 6 highlights the significance of getting assessment right and the way in which it positively impacts pupils' progress.	1,2,3,4`
Reporting: improving the quality of communication with home through our reporting process. Making it clear where pupils' current attainment lies in the year group and highlighting their current attitude to learning. It will also highlight attendance and therefore the greater challenge a pupil faces in their learning if their attendance is low.	<a href="https://teacherhead.com/2018/06/18/how-can-we-measure-and-report-progress-meaningfully/">https://teacherhead.com/2018/06/18/how-can-we-measure-and-report-progress-meaningfully/</a>  Tom Sherrington talks through the pitfalls and necessary elements of reporting accurately on a pupil's progress.	1,2,4

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

Budgeted cost: £ 111,000 (*pre-census estimate*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Address the diagnosed (reading ages/ base line testing) 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	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:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,3,4



<p>class teacher. For some, identified pupils who require 1 to 1 support, this will be 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. If evidence suggests, then these pupils will have an EHCP applied for.</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: <a href="https://documents.hants.gov.uk/childrens-services/sen-support.pdf">https://documents.hants.gov.uk/childrens-services/sen-support.pdf</a></p> <p>Other schools have reported good outcomes from employing primary trained teachers with their Year 7 pupils: <a href="https://www.ncetm.org.uk/features/why-we-employed-a-primary-teacher-for-maths-in-our-secondary-school/">https://www.ncetm.org.uk/features/why-we-employed-a-primary-teacher-for-maths-in-our-secondary-school/</a></p> <p>Successful reintegration of our pupils following the first year of this pilot scheme last year. Observations in class this year (Sept 22) show pupils reintegrated. Data from assessments will continue to be monitored.</p>	<p>1,2,3,4,5</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 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led Tutoring Guidance.pdf</a></p>	<p>1,2,3,4</p>
<p>Academic mentoring for Year 11 pupils: provision of academic mentors for 55 pupils in Year 11 who have been highlighted through: attitude to learning and behaviour scores; attainment levels; welfare support; attendance concerns; or HOY designated. Aim to meet weekly, support and</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.</p>	<p>1,2,3,4,5</p>

<p>encourage, hold accountable and communicate with home. Audit of access to IT also completed to ensure ongoing learning and access to online revision. In school study skills sessions for identified pupils for 6 sessions, led by Study Skills lead, for Year 10 and Year 11. Study Skills input for Year 7 pupils following setting – designed by Study Skills Lead. Development of the Growing Great Learners tile as central place to access information to support independent study and revision strategies.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p>Whilst more research is apparent from America into the positive correlation between mentoring and improving attendance, in the UK the 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><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	
<p>TBC: Introduction of Bedrock Vocabulary as a homework platform designed to support the improvement of reading and building of vocabulary</p>	<p>Case studies for Bedrock available here: <a href="https://www.lended.org.uk/product/bedrock-vocabulary/">https://www.lended.org.uk/product/bedrock-vocabulary/</a></p>	<p>1,3,4</p>
<p>Appointment of a Literacy and Dyslexia Co-ordinator and a Numeracy and ICT Co-ordinator from the Pupil Support Department to support the monitoring, testing, tracking and bespoke interventions available to pupils who are below Age Related Expectations or who would benefit from Access Arrangements at GCSE. Whilst these appointments will support all pupils to make good progress, it will have a disproportionately positive effect on our disadvantaged pupils.</p>	<p>The creation of these roles reflects the advice given in the DfE’s Guidance: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739722/literacy_and_numeracy_catch_up_strategies_amended_july-2018_amended_10.09.18.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739722/literacy_and_numeracy_catch_up_strategies_amended_july-2018_amended_10.09.18.pdf</a></p> <p>Whilst this document’s main focus is on primary school intervention, it does also highlight the significance of ensuring an effective transition between primary and secondary school phases, which will be greatly supported through these appointments.</p> <p>There is additional evidence to support the focus on Literacy interventions in the EEF Guidance: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	<p>1,3</p>
<p>Appointment of an EAL Co-ordinator from the Pupil Support Department to support the transition of our EAL pupils,</p>	<p>Not only is there plenty of advice and information to aid our support of refugees on the DfE website:</p>	<p>1,3,5</p>

<p>in particular, those who arrive as refugees, into Kings' School. This appointment will enable a greater focus on the provision of EMTAS support and the monitoring and assessment of pupils using the Bell Framework model to promote their learning of English and ability to access the curriculum</p>	<p><a href="https://www.gov.uk/government/publications/helping-ukrainian-students-in-schools/resources-to-help-support-children-and-young-people-arriving-from-ukraine">https://www.gov.uk/government/publications/helping-ukrainian-students-in-schools/resources-to-help-support-children-and-young-people-arriving-from-ukraine</a></p> <p>But we will also be using the Bell Foundation materials to support the school's work with our EAL speakers.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 114,000 (pre- census estimate)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased attendance % for disadvantaged pupils through the appointment of Year Officers for each year group, with a key element of their role being the improvement and prevention of attendance concerns.</p>	<p>Increasing the capacity of the Pastoral 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><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></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><a href="https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance">https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance</a>.</p> <p>Working with feeder schools on long term attendance strategy: improve pupils / families attendance habits to support improved learning in feeder schools, with clear benefits upon arrival at Kings'</p>	<p>2</p>

<p>Focus on reducing the disadvantaged Persistent Absence rate to below 15%'</p>	<p>Review of our internal data has shown that pupils who are above PA threshold are significantly more likely to get a Grade 4 or above in five GCSE subjects.</p>	<p>1,2,3,4</p>
<p>Introduced opportunities for parental engagement. Parents' Information Evenings for all year groups, to cover study skills, homework support, reading enrichment opportunities, attendance and pupil welfare – providing parents with more information on how to support these areas from home and to work together with the school. Shaping the Future Parents' Forums – opportunities for parents to give their input into the direction of the school – parents invited or spoken to on the phone to receive their input.</p> <p>Some parents' 'evening' slots being made available in the school day for invited parents with ambition to get above 80% attendance 1 or more subject appointment.</p>	<p>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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>1,2,3,4,5</p>
<p>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> <p>Year 7 focus on a Co-curricular hub after school to support identified pupils with attending clubs and activities. Supported by the Year team.- ambition is to start in Year 7 with positive habits of participation will build the foundation for engagement through the rest of their time at school.</p>	<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>	<p>1,2,5</p>

<p>Increased pupil voice opportunities for disadvantaged pupils to articulate concerns and provide feedback: creation of a Pupil Voice Prefects will support this as they can work with younger groups of pupils to help them express their viewpoint and be heard.</p>	<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:  <a href="https://www.ssaturk.co.uk/blog/the-power-of-pupil-voice/">https://www.ssaturk.co.uk/blog/the-power-of-pupil-voice/</a></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:  <a href="https://www.researchgate.net/publication/249016393_Teacher_Development_and_Pupil_Voice">https://www.researchgate.net/publication/249016393_Teacher_Development_and_Pupil_Voice</a></p>	<p>1,2,4,5</p>
<p>Building positive relationships is a focus of all staff in the school. It is looked for in all classroom drop ins and is supported by a longer tutor time at the start of the day. The Behaviour policy supports the ability of teachers to focus on building positive relationships with all pupils. Many teachers are involved in the 70+ co-curricular clubs offered to pupils. Building positive relationships strengthens the pupils' desire to be part of the school community.</p>	<p>Knowing pupils individually and supporting their learning through a consistent climate with clear and unbiased processes is outlined here:  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</a></p>	<p>1,2,5</p>
<p>Appointment of an Inclusivity and Diversity Co-ordinator from the Pupil Support Department to support those running co-curricular and House activities with promoting, tracking and facilitating increased attendance at co-curricular activities for all our disadvantaged pupils.</p>	<p>Modelling inclusivity from the outset and deliberately practising inclusion in every area of school life will provide the role models and aspirational goals for all pupils, with a disproportionately positive effect on our disadvantaged pupils.  <a href="https://www.ucl.ac.uk/teaching-learning/publications/2020/apr/creating-sense-belonging-your-students">https://www.ucl.ac.uk/teaching-learning/publications/2020/apr/creating-sense-belonging-your-students</a></p>	<p>5</p>

**Total budgeted cost: £ 435,000**

## 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 2021 to 2022 academic year.

This year was the first year since Covid, where our pupils sat externally assessed examinations. The direct comparison since the last externally awarded grades showed a improvement in the P8 score of our disadvantaged pupils of +0.06, continuing our trend of improvement from 2017. This five year period of improvement in results for our disadvantaged pupils has seen the school move from P8 of -0.71 (2017) to -0.36 (2022). Despite the gains that have been made, this 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.

A focus of the school is to recruit high quality subject specialist teachers and in the last year, all appointments to the Core, Humanities and Creative Arts subjects have been of subject specialists. In addition, the restructuring of the Departments to bring them within Faculty areas means that there is another layer of focus and accountability for monitoring, evaluating and reviewing the progress of our disadvantaged pupils. Drop in observations of all staff have been used to record the areas seen and those for development. This shows that positive relationships and retrieval tasks are observed in the majority of lessons, with evidence also apparent in book looks. However, checking for whole class understanding is an area for development this year. Weekly whole school CPD has already started to address this.

Work on the Key Stage 3 curriculum last year has resulted in a cohesive and engaging curriculum which contains schemes of work which are focused, coherent and learned. These can be viewed on the school website. In addition, departments worked to create a Knowledge Organiser to accompany the curriculum for each term and each year group in Key Stage 3. These are now in use within school and are expected to strongly support the learning of all pupils, especially providing our disadvantaged pupils with the same access to the curriculum as our non-disadvantaged pupils. During the coming year, we will be monitoring the use of the Knowledge Organisers within lessons We will ask for Pupil Voice feedback to support us in ensuring they are presented and used as effectively as possible.

Feedback strategies which enable swift and precise feedback with an active and learned response from pupils were introduced last year. Book looks and pupil voice suggests that whilst it has been effectively adopted in some subject areas, it continues to be an area for development. This is being addressed within a UPR staff project group and will form part of the Department CPD in the year ahead.

The pilot project of an Inclusive Learning classroom base to support the transition of pupils in Year 7 who arrive two years or more below Age Related Expectations, or who are in need of a more bespoke transition process has been successful. Of the 12 pupils who attended last year, 10 successfully integrated into all of their main stream lessons within 2 terms of attending Tower Base class. Monitoring visits to their classes and feedback from teachers suggest that they are accessing the curriculum with some support from staff and have made friends successfully. Of the 2 pupils who were unable to achieve this, there is ongoing work to achieve a successful reintegration.

Results of small group intervention with specialist teachers in KS 4 English was pleasing. 30 pupils were supported in this way in Year 10. Of those pupils, the internal data shows an average grade increase of 0.42 with 64% of pupils showing some improvement. 19 pupils were identified for targeted intervention in Year 11 and the 2022 exam results show that their final average grade increased by over half a grade compared with their internal grade predictions at the start of the year.

Whilst these interventions were successful, the work undertaken with the Writing Mastery programme (with Year 7 lower attainers) did not have a sustained beneficial effect upon the learning outcomes of the pupils. Although their weekly tests suggested an understanding of the knowledge learned, whole class writing assessments in a different context showed no noticeable improvement. As a result, we have decided not to continue with this in the year ahead.

Although the overall attendance in 2021/22 was lower than that previous 3 years, our attendance at Kings' was still above national. Out disadvantaged pupils' attendance reflected the national decrease. We recognise the relationship between attendance and outcomes and so have strategically invested in additional staff to raise the attendance of our disadvantaged pupils through the appointment of Year Officers.

Whilst the gap between the attendance at co-curricular clubs of our disadvantaged pupils and our non disadvantaged is clear, there was a positive uptake in Year 11s' attendance compared with Year 10. This is due to the Period 6 offer from January which was designed to support revision and Study Skills in preparation for exams. It is a area for development in the year ahead to reduce this gap as well as ensuring that the analysis of disadvantaged pupils' attendance at these events is more quickly available so that staff are more aware of the need to encourage certain pupils to attend.

## **Externally provided programmes (pre census confirmation)**

Swimming	KLS – Kerrie Lacie Swimming – Winchester.
Reading and vocabulary development	Bedrock Vocabulary
Reading diagnostic testing	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. Our destination data for the year 2021 – 2022 shows no pupils are NEET.

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'.

We have consistently offered our Free School Meal pupils the ability to take home the ingredients for a lunch if there is a planned closure or half day at school. In addition, we provide a Transition Pack for our disadvantaged pupils moving into Year 7 which contains the necessary equipment for school, including a pencil case, reading book and calculator as well as an alarm clock. As part of the Transition process, we offer pupils who are in receipt of PPG funding at the end of Year 6, a free place on the Transition Summer Schools offered to all pupils due to start in the September.