

# King Charles I School

## Use of the Pupil Premium in 2014/15

Our pupil premium grant for 2014/15 was £263,615.

We are keen to narrow the achievement and attainment gaps between the students eligible for the pupil premium and their peers and so our total allocation of funds for the support of disadvantaged students is significantly higher than the pupil premium. The following areas were identified as priorities for narrowing the gaps between the students eligible for the pupil premium and their peers:

### 1. Improving the leadership and management at senior and middle leadership level

**2. Improving the quality of teaching and learning:** by providing professional development for all teachers so as to improve: the quality of teaching in the school, the quality of the oral and written feedback given to students and the quality and quantity of the homework activities.

### 3. Improving attainment and achievement

- GCSE: percentage of students achieving 5+A\*-Cs including English and maths.
- GCSE: percentage of students making at least satisfactory progress in English and maths.
- GCSE: percentage of students making at least good progress in English and maths.
- Years 7-10: percentage of students making at least satisfactory progress in English and maths.

**4. Improving attendance:** by prioritizing the interventions provided by the attendance officer and heads of year to improve the attendance of pupil premium students.

- Years 7-11: attendance
- Years 7-11: persistent absenteeism

### 5. Improving behaviour

Years 7-11: exclusions

Alongside the various strategies to address the priorities listed above, we will continue with the strategies that last year narrowed the gaps in English, attainment overall and the number of exclusions of the disadvantaged students and their peers. We are also using the following strategies:

- providing professional development for all teachers so as to improve: the quality of teaching in the school, the quality of the oral and written feedback given to students and the quality and quantity of the homework activities;
- providing targeted Information and Guidance using a part time Careers Advisor. He prioritized the Year 11 students eligible for the pupil premium; and
- using our attendance officer to provide targeted intervention to improve the attendance of pupil premium students

# Appendix A

Summary of the impact of the pupil premium on narrowing the gaps in the priority areas and other key ones (green=gap is narrowing; red=gap is not narrowing).

	2012/13	2013/14	2014/15
GCSE: percentage of students achieving 5+A*-Cs including English and maths	31 Gap=-36	38 Gap=-20	59 (SIG+) Gap=-9
GCSE: percentage of students making at least satisfactory progress in English	68 Gap=-14	72 (SIG+) Gap=-8	84 (SIG+) Gap=+2
GCSE: percentage of students making at least good progress in English	10 Gap=-16	38 Gap=-6	24 Gap=-4
GCSE: percentage of students making at least satisfactory progress in maths	34 (SIG-) Gap=-43	34 Gap=-27	67 (SIG+) Gap=-10
GCSE: percentage of students making at least good progress in maths	11 Gap=-17	9 Gap=-14	26 Gap=-9
GCSE: capped APS	300.0 Gap=-51.4	281.2 Gap=-26.7	301.9 (SIG+) Gap=-26.5
GCSE: value added	989.3 Gap=-22.1	979.7 Gap=-28.8	1008.6 (SIG+) Gap=-2.5
Year 7: percentage of students making at least satisfactory progress in English		58 Gap=-4	80 Gap=-14
Year 7: percentage of students making at least satisfactory progress in maths		70 Gap=-8	72 Gap=-6
Year 8: percentage of students making at least satisfactory progress in English		34 Gap=+3	59 Gap=-1
Year 8: percentage of students making at least satisfactory progress in maths		40 Gap=-9	54 Gap=-15
Year 9: percentage of students making at least satisfactory progress in English		37 Gap=-7	57 Gap=-0.5
Year 9: percentage of students making at least satisfactory progress in maths		54 Gap=-16	69 Gap=-8
Year 10: percentage of students making at least satisfactory progress in English		61 Gap=-9	83 Gap=-11
Year 10: percentage of students making at least satisfactory progress in maths		75 Gap=-9	76 Gap=-13
Years 7-11: attendance (FSM students)	92.5% Gap=-2.5%	93.9% Gap=-2.2%	94.6% Gap=-1.8%
Years 7-11: persistent absenteeism (FSM students)	13.2% Gap=+9.0%	9.3% Gap=+6.5%	4.8% Gap=+2.9%
Years 7-11: exclusions (FSM students)	FSM 32 exclusions (12.5%) Non FSM 35 exclusions (4.5%) Gap=+7.9%	FSM 34 exclusions (14.1%) Non FSM 35 exclusions (4.4%) Gap=+9.8%	FSM 16 exclusions (5.6%) Non FSM 14 exclusions (2.0%) Gap=+3.6%

## Appendix B

During 2014/15 we used the following strategies with the pupil premium grant to narrow the gaps in the priority areas.

Strategies used to narrow the gap	Budget	Impact on narrowing the gaps	Will it be continued for next year?
<p>English and maths intervention: The heads of the English, maths and science departments used their academic mentors (three for English, three for maths and one for science) to intervene with the students eligible for the catch up and pupil premiums and improve their progress. One of the English, two of the maths and the science mentors prioritised the progress of the Year 11 disadvantaged students during the autumn and spring terms and the Year 10 disadvantaged students during the summer term. The other two English and maths mentors prioritised the progress of the Years 7 and 8 students eligible for the catch up and pupil premiums.</p>	<p>£126,197</p>	<ol style="list-style-type: none"> <li>1. Significant improvements for the following: <ul style="list-style-type: none"> <li>▪ GCSE: percentage of students achieving 5+A*-Cs including English and maths;</li> <li>▪ GCSE: percentage of students making at least satisfactory progress in English and maths; and</li> <li>▪ GCSE: percentage of students making at least good progress in maths.</li> </ul> </li> <li>2. GCSE: the capped APS for the disadvantaged students significantly increased but the gap with their peers only marginally decreased.</li> <li>3. GCSE: the percentage of students making at least good progress in English decreased although the gap with their peers slightly decreased.</li> <li>4. Years 7-10: the percentage of students making at least satisfactory progress in English and maths increased in all year groups but not all the gaps with their peers decreased. The progress of the disadvantaged students in English and maths in Years 8 and 9 needs to be addressed.</li> </ol>	<p>Yes but using an amended strategy-eg</p> <ul style="list-style-type: none"> <li>▪ quality first teaching on the Borrington Site;</li> <li>▪ review of the schemes of work for Years 7, 8 and 9 using feedback from the feeder primary schools;</li> <li>▪ use of qualified teachers as academic mentors;</li> <li>▪ using the academic mentors more often with the Years 9 and 10 students;</li> <li>▪ tuition at the main feeder primary schools during the summer term; and</li> <li>▪ using HLTAs for intervention with the Years 7 and 8 students eligible for the catch up and pupil premiums.</li> </ul>
<p>Maths intervention (PET xi): We used an external company to do intensive tuition with fifteen disadvantaged students.</p>	<p>£17,820</p>	<p>Fifteen disadvantaged students received intensive tuition in March and April and 73% made at least expected progress.</p>	<p>Yes but we need to focus the project on the students in Years 7, 8 and 9.</p>
<p>English and maths residential at Malvern Hills Outdoor Centre.</p>	<p>£5,000</p>	<ol style="list-style-type: none"> <li>1. Significant improvements for the following: <ul style="list-style-type: none"> <li>▪ GCSE: percentage of students achieving 5+A*-Cs including English and maths;</li> <li>▪ GCSE: percentage of students making at least satisfactory progress in English and maths; and</li> <li>▪ GCSE: percentage of students making at least good progress in maths.</li> </ul> </li> <li>2. GCSE: the capped APS for the disadvantaged students significantly increased but the gap with their peers only marginally decreased.</li> <li>3. GCSE: the percentage of students making at least good progress in English decreased although the gap with their peers slightly decreased.</li> </ol>	<p>Yes.</p>

Leadership training for all TLR holders to improve their ability to hold members of their department to account for their teaching quality and students' attainment	£15,000	<ul style="list-style-type: none"> <li>▪ The capped APS for the disadvantaged students significantly increased but the gap with their peers has only marginally decreased.</li> <li>▪ Across all subjects the average percentage of the disadvantaged students making at least expected progress significantly increased from 62% in 2013/14 to 72% in 2014/15 and the gap with their peers decreased from 13% to 8%.</li> </ul>	Yes. There are issues to address in business studies, additional science, core science, psychology, biology, chemistry, French, product design and history.
Improving the quality of leadership and management in the maths department supported by an advanced skills teacher from Haybridge High School worked with the head of maths and deputy head of maths to improve their ability to lead the department.	£2,000	<ol style="list-style-type: none"> <li>1. Significant improvements for the following: <ul style="list-style-type: none"> <li>▪ GCSE: percentage of students achieving 5+A*-Cs including English and maths;</li> <li>▪ GCSE: percentage of students making at least satisfactory progress in maths; and</li> <li>▪ GCSE: percentage of students making at least good progress in maths.</li> </ul> </li> <li>2. Years 7-10: the percentage of students making at least satisfactory progress in maths increased in all year groups but not all the gaps with their peers decreased. The progress of the disadvantaged students in maths in Years 8 and 9 needs to be addressed.</li> </ol>	Yes.
We employed an 'Achievement Leader' in Years 7 and 8 to focus on the attendance, behaviour and progress of the disadvantaged students.	£25,111	Years 7 and 8: the percentage of students making at least satisfactory progress in maths increased in both year groups but not all the gaps with their peers decreased. The progress of the disadvantaged students in English and maths in Year 8 needs to be addressed.	Yes but we need to ensure that the focus of the 'Achievement Leader' is on progress of students.
We employed a part time careers advisor and prioritised his time for the Years 10 and 11 disadvantaged students.	£8,600	Significant improvements for the following: <ul style="list-style-type: none"> <li>▪ GCSE: percentage of students achieving 5+A*-Cs including English and maths; and</li> <li>▪ Attendance.</li> </ul>	Yes but we need to improve the provision in Years 7 and 8.
We prioritised the two mentors in the ASC for the disadvantaged students in Years 9, 10 and 11.	£39,280	Significant improvements for the following: <ul style="list-style-type: none"> <li>▪ GCSE: percentage of students achieving 5+A*-Cs including English and maths;</li> <li>▪ Attendance; and</li> <li>▪ Exclusions</li> </ul>	Yes but we have restructured the student support teams the two mentors are now 'Achievement Leaders' for Years 9, 10 and 11.
Subscription to 'Mathswatch' to provide additional support for the disadvantaged students.	£2,000	<ol style="list-style-type: none"> <li>1. Significant improvements for the following: <ul style="list-style-type: none"> <li>▪ GCSE: percentage of students achieving 5+A*-Cs including English and maths;</li> <li>▪ GCSE: percentage of students making at least satisfactory progress in maths; and</li> <li>▪ GCSE: percentage of students making at least good progress in maths.</li> </ul> </li> </ol>	Yes

		2. Years 7-10: the percentage of students making at least satisfactory progress in maths increased in all year groups but not all the gaps with their peers decreased. The progress of the disadvantaged students in maths in Years 8 and 9 needs to be addressed.																															
We allocated a pot of money for heads of non core department to bid for so as to raise the attainment and progress of the disadvantaged students.	£5,000	Four departments bid for money-DT, PE, music and geography. The table below shows the percentage of the disadvantaged students making at least expected progress in 2013/14 and 2014/15:  <table border="1"> <thead> <tr> <th>Subjects</th> <th>2013/14</th> <th>2014/15</th> </tr> </thead> <tbody> <tr> <td>D&amp;T-catering</td> <td></td> <td>87</td> </tr> <tr> <td>D&amp;T-electronic products</td> <td>50</td> <td>100</td> </tr> <tr> <td>D&amp;T-product design</td> <td>33</td> <td>33</td> </tr> <tr> <td>D&amp;T-textiles*</td> <td>80</td> <td>75</td> </tr> <tr> <td>D&amp;T-woodwork (NCFE)</td> <td>100</td> <td>100</td> </tr> <tr> <td>Geography</td> <td>67</td> <td>83</td> </tr> <tr> <td>music</td> <td>0</td> <td>100</td> </tr> <tr> <td>PE</td> <td>50</td> <td>80</td> </tr> <tr> <td>PE-sport (BTEC)</td> <td>100</td> <td>100</td> </tr> </tbody> </table>	Subjects	2013/14	2014/15	D&T-catering		87	D&T-electronic products	50	100	D&T-product design	33	33	D&T-textiles*	80	75	D&T-woodwork (NCFE)	100	100	Geography	67	83	music	0	100	PE	50	80	PE-sport (BTEC)	100	100	Yes but we need to focus the resource on the following departments-business studies, additional science, core science, psychology, biology, chemistry, French, product design and history.
Subjects	2013/14	2014/15																															
D&T-catering		87																															
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PE-sport (BTEC)	100	100																															
Brilliant Club: a programme to extend the more able disadvantaged students in Year 8.	£3,200	Minimal impact on the progress of the students involved.	Yes but the focus for the project has been changed to STEM.																														
Support for trips, resources for learning (eg pencil cases, rulers, calculators, revision guides etc) and clothing grant.	£12,500	Significant improvements for the following: <ul style="list-style-type: none"> <li>GCSE: percentage of students achieving 5+A*-Cs including English and maths; and</li> <li>Attendance.</li> </ul>	Yes																														
Breakfast club (Years 7 and 8): a targeted group of students were able to 'touch base' with a member of staff every morning. Not only did they get a healthy breakfast but were also supported to organise themselves for the day and complete homework where necessary.	£1,000	There has been a positive impact on the attendance and punctuality of the students but the number attending the breakfast club was very small.	Yes																														
Mentor Link: we used the mentors from Mentor Link to work exclusively with the disadvantaged students with attendance and/or behavioural issues.	£6,000	Minimal impact on the attendance and behaviour of the students involved.	No as the feedback was inconsistent. We have employed our own student counsellor instead.																														
Alternative/off site provision: Some disadvantaged students attended alternative/off site provision for some/all of their curriculum time.	£10,000	Yes for attendance and progress of the cohort. The use of the alternative/off site provision is having a positive impact on the attendance of the students and their progress.	Yes																														

		<ul style="list-style-type: none"> <li>▪ 4 students studied Level 1 NVQ Cert in Hairdressing: all passed.</li> <li>▪ 4 students studied Level 1 Cert in Light Vehicle Maintenance: all passed.</li> <li>▪ 4 students studied Level 1 Cert in Caring for children: all passed.</li> </ul>	
Magazine subscriptions: All of the Years 7 and 8 disadvantaged students were offered the opportunity to subscribe to a magazine of their choice.	£1,000	108 disadvantaged students in Years 7 and 8 receive magazines on a monthly basis. However, the reading ages of the disadvantaged students did not increase as quickly as their chronological age and peers.	Yes but with an increased focus on literacy across the school.
We improved attendance by prioritizing the interventions provided by the attendance officer and heads of year to improve the attendance of pupil premium students.	-	Significant improvements in the attendance and persistent absenteeism of the disadvantaged students.	Yes
<b>Total</b>	<b>£279,708</b>		