

King Charles I School

Use of the Pupil Premium in 2016/17

Our Pupil Premium for 2016/17 was £279,635. We are keen to raise the attainment of students eligible for the pupil premium (students eligible for free school meal students and Looked After Children) so our total allocation of funds for the support of disadvantaged students is higher than the pupil premium.

Following analysis of the barriers disadvantaged students face in schools and research conducted by the Educational Endowment Foundation the following areas have been identified as priorities to improve the opportunities for disadvantaged students:

1. **Improving the leadership and management at senior and middle leadership level:** by regularly monitoring and evaluating disadvantaged students provision and setting high expectations, targets and raising aspirations.
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 grades 5-9 in English and maths.
 - GCSE: Progress 8 Measures with specific focus on:
 - a. Maths
 - b. High ability
 - c. Open Element
 - GCSE: Attainment 8 Measure
 - Years 7-10: Percentage of students making at least expected progress.
4. **Improving attendance:** by prioritising 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**
 - Low level disruption in Years 7-11
 - Years 7-11: exclusions

Appendix A

Summary of the impact of the pupil premium in the priority areas and other key ones (green=improvement from previous year and better than the national average; amber=decrease from previous year but better than the national average; and red= decrease from previous year and below the national average). *Attainment 8 scores cannot be compared to 2015/16 due to change in point score allocation

	2013/14	2014/15	2015/16	2016/17	National averages (2016)
Progress 8	-0.17	+0.15	-0.07	+0.03	-0.32
Attainment 8*	42.6	46.14	46.57	41.16	41.02
Progress 8-English		+0.13	+0.18	-0.26	-0.25
Progress 8-maths		+0.11	-0.22	+0.19	-0.29
Progress 8-ebacc		+0.35	-0.03	+0.18	-0.41
Progress 8-open		-0.11	-0.19	-0.04	-0.29
% A*-C (2013-2016)/9-4 (2017 onwards) in English and maths	43 Gap=-17	64	57	47	43
% 9-5 in English and maths				24	
English: % A*-C (2013-2016)/9-4 (2017 onwards)	62 Gap=-12	71	79	63	58
English: % 9-5				37	
Maths: % A*-C (2013-2016)/9-4 (2017 onwards)	49 Gap=-14	70	62	61	50
Maths: % 9-5				29	
Year 7: percentage of students making at least expected progress in English				70% (Year group: 75%)	
Year 7: percentage of students making at least expected progress in maths				69% (Year group: 73%)	
Year 7: Average reading age				13.08 (Year group: 14.01)	
Year 8: percentage of students making at least expected progress in English				71% (Year group: 72%)	
Year 8: percentage of students making at least expected progress in maths				64% (Year group: 72%)	

Year 8: Average reading age				15.00 (Year group: 15.0)	
Year 9: percentage of students making at least expected progress in English				66% (Year group: 79%)	
Year 9: percentage of students making at least expected progress in maths				66% (Year group: 71%)	
Year 9: Average reading age				14.08 (Year group: 14.11)	
Year 10: percentage of students making at least expected progress in English				63% (Year group: 66%)	
Year 10: percentage of students making at least expected progress in maths				69% (Year group: 70%)	
Year 10: Average reading age				15.00 (Year group: 15.05)	
Years 7-11: attendance (Free School Meal students)	93.9 Gap=-2.2	94.6	93.8	94.3	92.8
Years 7-11: persistent absenteeism (Free School Meal students)	9.3 Gap=+6.5	4.8	17.9	15.2	21.6
Years 7-11: exclusions (Free School Meal students)	FSM 34 exclusions (14.1%) Non FSM 35 exclusions (4.4%)	FSM 16 exclusions (5.6%) Non FSM 14 exclusions (2.0%)	FSM 17 exclusions (7.9%) Non FSM 12 exclusions (0.8%)	FSM 15 exclusions (6.0%) Non FSM 14 exclusions (1.8%)	21.14

Appendix B

During 2016/17 we used the following strategies with the pupil premium grant to improve disadvantaged student provision in the priority areas.

Successful strategies:

Strategy:	Budget:	Impact on disadvantaged students	Will it be continued next year?
<p>Improve teaching and learning with additional resources to secure better rates of progress.</p> <ul style="list-style-type: none"> Photocopying revision past papers 	£10000.00	<p>Very successful particularly in maths and science.</p> <ul style="list-style-type: none"> GCSE: sustained success in comparison with national averages in progress 8. GCSE: Average progress 8 Maths is high and better than national average. GCSE: Average progress 8 EBacc is high and better than national average. 	Yes
<p>Continue to employ 'Achievement Leader's in Years 7-11.</p> <ul style="list-style-type: none"> Achievement leaders to be assigned a focus group of disadvantaged and high ability learners Achievement leaders to run workshops with focus groups on disadvantaged (High attaining) students in order to improve retention of knowledge and effective study skills. 	£67000.00	<p>Successful in improving rates of attainment:</p> <ul style="list-style-type: none"> Year 7 -10: Good proportion of students making at least expected progress in maths and English. Year 11: sustained success in comparison with national averages in progress 8. <p>Successful in improving rates of attendance:</p> <ul style="list-style-type: none"> Attendance improved on 2015/16 and is above national average <p>Successful in improving behaviour:</p> <ul style="list-style-type: none"> Exclusions improved on 2015/16 and is better than national average 	<p>Yes.</p> <p>Developed further with an improved focus on the academic monitoring of targeted students through effort checks (book scrutiny and homework checks).</p>
<p>Subscription to 'Mathswatch' to provide additional support for the disadvantaged students.</p>	£1000.00	<p>Very successful strategy with a large cohort able to access it</p> <ul style="list-style-type: none"> GCSE: Excellent progress 8 score in maths in comparison with national averages and improvement from 2015/16. GCSE Percentage of students achieving 9-4 in maths better than national average. Year 7-10: % of students making expected progress in maths 	Yes.
<p>Improve reading ages:</p> <ul style="list-style-type: none"> Tutor time reading Reading lesson in timetable Renaissance learning (accelerated reader) 	£3000.00	<p>Reading strategies improved disadvantaged reading ages in the following ways:</p> <ul style="list-style-type: none"> Disadvantaged reading ages improved at a far greater rate than their peers Disadvantaged students, on average, now have reading ages close to, if not higher than, their chronological age. Closed the gap in reading ages between the disadvantaged students in Year 8, Year 9 and Year 10 and their peers. 	Yes
<p>Hardship fund made available on case by case analysis.</p>	£10000	<p>Attendance and persistent absenteeism improved from 2015/16 and are better than national averages.</p>	Yes
<p>SISRA subscription</p>	£2000.00	<p>Able to monitor progress and identify underachievement in all year groups. This led to the following impact:</p>	Yes

		<ul style="list-style-type: none"> ▪ GCSE: sustained success in comparison with national averages in progress 8. ▪ Progress in English and maths mostly in line with their peers in Year 7, Year 8 and Year 10. 	
<p>Looked After Children Pupil Premium Plus. Students assigned the following strategies depending on need:</p> <ul style="list-style-type: none"> • Private tuition • Group Intervention • Achievement leader focus on looked after students • Laptops assigned • Funding towards extra-curricular activities 	£10000.00	<p>Funding was well allocated and tailored for the individual needs of the students. It had the following impact:</p> <ul style="list-style-type: none"> ▪ Improved Looked After Children progress 8: +0.71 ▪ Sustained % of students achieving English & maths (9-4): 50% 	Yes
Funding available for students following appropriate alternative/off-site provision.	£20000.00	<p>Very successful for a small number of students:</p> <ul style="list-style-type: none"> ▪ Year 7-11 FSM attendance and persistent absentees improved from 2015/16 and above national averages. ▪ Attainment and achievement: 100% of students passed off-site provision courses. 	Yes
<p>Study skills sessions</p> <ul style="list-style-type: none"> • Tutors to deliver study and learning skills workshops • “Stepping up” day revision programme 	£6000.00	<p>Very successful revision workshop and strategy in Year 11.</p> <p>GCSE: Excellent progress (in particular maths) in comparison with national averages.</p>	<p>Yes.</p> <p>To develop further also embed the same strategies in all subjects.</p>
Brilliant club: a STEM programme to extend the more able disadvantaged students in Year 8.	£5000.00	65% of higher attaining disadvantaged Year 8 students making expected progress in maths and science	Yes
The attendance officer to liaise with the heads of year and achievement leaders on a more frequent basis.	£0.00	Year 7-11 FSM attendance and persistent absentees improved from 2015/16 and above national averages.	Yes

Strategies with limited success:

Strategy:	Budget:	Impact on disadvantaged students	Will it be continued next year?
Revision workbooks (Year 11)	£2000.00	<p>Insufficient impact on progress of Year 11 disadvantaged students in English and French.</p> <p>Excellent impact with 100% of disadvantaged students making expected progress.</p>	<p>Yes – in sports studies.</p> <p>English to use a different language workbook and use for homework activities.</p>
Catch-up resources: <ul style="list-style-type: none"> • Spring board maths • Fresh start reading • Lexia (phonics) • Group reading 	£5000.00	<p>Maths: Good proportion of Year 7 students making expected progress in comparison to their peers</p> <p>English: Good proportion of Year 7 students making expected progress in comparison to their peers</p> <p>Literacy: Insufficient impact with catch-up students reading ages.</p>	<p>Yes</p> <p>Maths: to develop further by using an additional programme (Numicon)</p> <p>English: More targeted reading provision required.</p>
English and maths intervention sessions using academic mentors (year 11): <ul style="list-style-type: none"> • Before school/tutor time sessions • Withdrawal from some timetabled lessons • One group of high ability disadvantaged students • Introduce 6th form peer-mentoring in after school sessions 	£75000.00	<p>The intervention groups did not have enough impact. Disadvantaged students did not make a significant amount of additional progress in English and maths.</p> <p>This was mostly due to the lack of experience of the academic mentors on the reformed courses content.</p>	<p>No</p> <p>Academic mentors deployed into Year 7 and Year 8.</p> <p>Teaching staff surplus to be allocated to support Year 11.</p>
High attaining student programme <ul style="list-style-type: none"> • Faculties to promote achievement of high ability learners. • Priority given to maths, business studies, ICT, R.E. and catering. 	£8000.00	Insufficient impact on high ability disadvantaged students GCSE: High attaining progress 8: -0.25	No
Subscription to 'Accelerated Maths' and "My-maths" to provide additional support for the disadvantaged students.	£2000.00	Limited usage as "Mathswatch VLE" proved to be a far superior programme.	No
Continue to employ a part time careers advisor	£10000	Insufficient impact as 34% of disadvantaged Year 11 students went on to study A-Level or equivalent.	No .
Re-enforce assessment for learning and personalisation strategies in teaching and learning strategy through training sessions and quality assurance systems.	£0.00	Impact not yet clear. Assessment for learning strategies developed and assessments re-designed for 2017/18 so that they are more diagnostic and easier to monitor progress in subject specific material.	Yes
Years 7 and 8 disadvantaged students trip to Birmingham and Aston university on day trips.	£2000.00	Limited impact on students attainment and progress. Limited impact on students attendance and behaviour.	No

<p>Focus on effective feedback with focus on pupil premium students and high attaining students</p> <ul style="list-style-type: none"> • Regular staff training on effective strategies • Improved feedback strategy on students responding to feedback 	<p>£10000.00</p>	<p>Feedback strategy had greater success with progress of lower ability students in Year 11.</p> <p>GCSE Lower attaining progress 8: +0.44 Middle attaining progress 8: +0.08 High attaining progress 8: -0.25</p>	<p>Yes Develop strategy so that HA disadvantaged students are prioritised.</p>
<p>Leadership training through middle leaders meetings</p> <ul style="list-style-type: none"> • Specific focus on Sutton Trust Toolkit to improve learning • Regular disadvantaged and high attaining student focus in middle leader meetings (focus on student achievement and evaluating provision) 	<p>£2000.00</p>	<p>Limited evidence of impact upon achievement and progress in Years 7-11</p>	<p>No This training is better continued through line management.</p>