

King Charles I School

Use of the Pupil Premium in 2017/18

Our Pupil Premium for 2017/18 was: £275,515. We were 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 was 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 were identified as priorities to improve the opportunities for disadvantaged students:

- 1) Improve progress and attainment in English in Year 11.
 - Improve the disadvantaged males attainment and progress.
 - Improve the gap in achievement and progress with disadvantaged females and their peers.
 - Improve the disadvantaged higher attaining attainment and progress.
- 2) Improve progress and attainment in priority subjects (maths, science, geography, history, French and German) in Year 11.
 - Improve the disadvantaged males attainment and progress.
 - Improve the disadvantaged higher attaining attainment and progress.
- 3) Improve reading ages, specifically in Year 7 and Year 8.
- 4) Eliminate low-level disruption in Years 7-11.

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.

	2014/15	2015/16	2016/17	2017/18	National averages (2017)
Progress 8	+0.15	-0.07	+0.03	-0.11	-0.40
Attainment 8*	46.14	46.57	41.16	42.01	37.0
Progress 8-English	+0.13	+0.18	-0.26	-0.20	-0.52
Progress 8-maths	+0.11	-0.22	+0.19	+0.06	-0.49
Progress 8-ebacc	+0.35	-0.03	+0.18	-0.28	-0.44
Progress 8-open	-0.11	-0.19	-0.04	+0.02	-0.37
% A*-C (2013-2016)/9-4 (2017 onwards) in English and maths	64	57	47	49	44
% 9-5 in English and maths			24	38	25

English: % A*-C (2013-2016)/9-4 (2017 onwards)	71	79	63	54	<i>National benchmark for non-disadvantaged students=81%</i>
English: % 9-5			37	46	<i>National benchmark for non-disadvantaged students=67%</i>
Maths: % A*-C (2013-2016)/9-4 (2017 onwards)	70	62	61	62	<i>National benchmark for non-disadvantaged students=76%</i>
Maths: % 9-5			29	54	<i>National benchmark for non-disadvantaged students=56%</i>
Year 7: percentage of students making at least expected progress in English			70% (Year group: 75%)	74% (Year group: 79%)	
Year 7: percentage of students making at least expected progress in maths			69% (Year group: 73%)	79% (Year group: 79%)	
Year 7: Average reading age			13.08 (Year group: 14.01)	13.07 (Year group: 14.05)	
Year 8: percentage of students making at least expected progress in English			71% (Year group: 72%)	75% (Year group: 76%)	
Year 8: percentage of students making at least expected progress in maths			64% (Year group: 72%)	71% (Year group: 73%)	
Year 8: Average reading age			15.00 (Year group: 15.00)	14.09 (Year group: 15.04)	
Year 9: percentage of students making at least expected progress in English			66% (Year group: 79%)	69% (Year group: 73%)	
Year 9: percentage of students making at least expected progress in maths			66% (Year group: 71%)	79% (Year group: 79%)	
Year 9: Average reading age			14.08 (Year group: 14.11)	15.08 (Year group: 15.10)	
Year 10: percentage of students making at least expected progress in			63% (Year group: 66%)	27% (Year group: 47%)	

English language					
Year 10: percentage of students making at least expected progress in maths			69% (Year group: 70%)	33% (Year group: 44%)	
Year 10: Average reading age			15.00 (Year group: 15.05)	15.03 Year group (15.06)	
Years 7-11: attendance (Free School Meal students)	94.6	93.8	94.3	92.1	92.5
Years 7-11: persistent absenteeism (Free School Meal students)	4.8	17.9	15.2	20.9	22.4
Years 7-11: exclusions (Free School Meal students)	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%)	FSM 18 exclusions (7.4%) Non FSM 14 exclusions (2.0%)	23.0

Appendix B

During 2017/18 we used the following strategies with the pupil premium grant to improve disadvantaged student provision in the priority areas.

Successful strategies:

Strategy	EEF rating	Costs	Impact on disadvantaged students	Will it be continued next year?
Literacy strategies for improving students reading ages: <ul style="list-style-type: none"> ▪ Lexia reading and phonics intervention programme. ▪ Employ an English specific academic mentor to oversee small group withdrawal intervention in Year 7-9. ▪ Group reading oral language intervention. ▪ Paired reading oral language intervention ▪ Fresh start reading and writing comprehension intervention. 	+5 months (average)	Total costs: £31500	<ul style="list-style-type: none"> ▪ Very successful programme of strategies with good outcomes. ▪ Reading ages: <ul style="list-style-type: none"> - In all year groups students, on average, have reached or are significantly above their chronological reading ages. - Students' improvement in reading age is in-line with, or better, than non-disadvantaged students. ▪ English: <ul style="list-style-type: none"> - Year 7-9: Very pleasing amount of students making at least expected progress. Disadvantaged students are making similar progress to their peers. 	Yes

<ul style="list-style-type: none"> ▪ Reading between the lines inference and deduction intervention ▪ Rapid readers word comprehension and recognition programme. ▪ Word wasp phonics based reading and spelling programme. ▪ Accelerated Reader software and programme to help all students make progress with their reading ▪ Additional timetabled oral language intervention (reading lesson) for Years 7 to 9. ▪ Purchase additional books for reading strategies ▪ Tutor reading intervention. ▪ Sound training – vocabulary intervention ▪ Year 7 Literacy focus group withdrawn from MFL curriculum until reading ages are appropriate to better access the curriculum ▪ Literacy workshops 			<ul style="list-style-type: none"> - Catch-up: Very successful with the Year 7 catch-up students making accelerated progress in comparison to their peers. ▪ Did not use sound training. Reallocated the funds into improving the quality of reading books available for disadvantaged students. 	
Mathswatch – allocate disadvantaged students appropriate catch-up work aimed to improve homework and independent study,	+5 months	£500.00	<ul style="list-style-type: none"> ▪ Very successful strategy with a large cohort able to access it Changed mid-year to Hegarty maths. ▪ GCSE: Excellent progress 8 score in maths in comparison with national averages. ▪ Year 7-9: % of students making expected progress in maths 	Yes
Embed assessment strategy in English to diagnostically monitor progress of students	+8 months	£0	<ul style="list-style-type: none"> ▪ Underachieving students were identified more accurately throughout the year in comparison with 2017. ▪ English GCSE accuracy of predictions still too low but have improved since 2017. 	Yes
Embed feedback strategy in English so that disadvantaged students are receiving high quality, targeted responses to their work	+8 months	£0	Topic based in-class intervention proved successful following assessments. Feedback sessions provided valuable, targeted modelling for students to use to improve.	Yes
Numicon catch up numeracy strategy for small group tuition.	+4 months	£500.00	Successful programme providing clear structure and guidance for the staff running it. Excellent results for the Year 7 students on the programme.	Yes
SISRA subscription to aid with identification of underperforming students in order to allocate effective intervention	No evidence available	£1500.00	<ul style="list-style-type: none"> ▪ Able to monitor progress and identify underachievement in all year groups. ▪ 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 9. 	Yes

Study skills revision sessions aimed to improve students understanding meta-cognition and self-regulation. <ul style="list-style-type: none"> ▪ Tutors to deliver study skill workshops ▪ “Stepping up” day 	+8 months	£6000.00	<ul style="list-style-type: none"> ▪ Very successful revision workshop and strategy in Year 11. ▪ GCSE: Progress of disadvantaged students (in particular maths) likely to be higher than national average. 	Yes
Develop assessment and tracking systems so that they are more diagnostic and embed the feedback policy so that disadvantaged students are receiving high quality, targeted responses to their work.	+8 months	£0	Implemented with varying degrees of success across subjects. Maths and the vocational subjects embedded shared formative data tracking systems well and achieved improved results.	Yes
Employ temporary additional English teacher to allow for additional teaching groups and to improve provision in small group tuition sessions.	+3 months reducing class sizes +4 months small intervention group tuition	£30000.00	<ul style="list-style-type: none"> ▪ GCSE: Excellent improvement in the English GCSE %9-4 and %9-5. ▪ Year 7-10: Very pleasing rates of progress. Disadvantaged students are mostly making similar progress to their peers. 	Yes
Small group tuition: Low attaining disadvantaged males withdrawn from PE and taught by English staff.	+4 months	£0	GCSE: Disadvantaged Year 11 students improved their reading ages making, on average, 49 months improvement and having an average reading age of 15years 5 months.	Yes
Withdrawal of disadvantaged Year 11 males from RE for oral language intervention.	+5 months	£0	GCSE: Disadvantaged Year 11 students improved their reading ages making, on average, 49 months improvement and having an average reading age of 15years 5 months.	Yes
French and German – additional support with speaking assignment. In subject one to one withdrawal	+5 months	£0	GCSE: Successful in German	Yes – more targeted French speaking support.
Looked After Children Pupil Premium Plus. Students assigned the following strategies depending on need: <ul style="list-style-type: none"> ▪ Private tuition ▪ Group Intervention ▪ Achievement leader focus on looked after students 	N/A	£10000.00	<ul style="list-style-type: none"> ▪ Funding well allocated and tailored for the individual needs of the students. ▪ Years 7-9: LAC students' expected progress in-line with their peers. 	Yes

<ul style="list-style-type: none"> ▪ Laptops assigned ▪ Funding towards extra curricular activities 				
Alternative curriculum – a personalised curriculum is provided either on or off site to support students to achieve their post 16 progression requirements	+4 months	£12500.00	100% of students passed off-site provision courses.	Yes
Brilliant club: Students undertake a STEM research project with a PhD student working alongside local University.	No evidence available	£4000.00	<ul style="list-style-type: none"> ▪ Good impact on the progress of disadvantaged higher ability students in Year 8: ▪ 62% of students making expected progress in maths ▪ 50% of students making expected progress in science 	Yes

Strategies with limited success:

Strategy	EEF rating	Costs	Impact on disadvantaged students	Will it be continued next year?
Purchase English language workbooks for the disadvantaged students. Will be used for additional homework.	+5 months	£1000.00	<ul style="list-style-type: none"> ▪ GCSE: Students required more guidance on the tasks in the workbooks. Progress (English progress 8: -0.19) was limited when using them solely for homework. ▪ GCSE: Homework completion remains an issue with disadvantaged students receiving more than double the sanctions than their peers. 	No
Topic specific small support group tuition to begin in January.	+4 months	£0	Staffing changes prevented this from happening.	No
After school oral language intervention reading sessions	+5 months	£0	Students improved their reading ages making, on average, 49 months improvement and having an average reading age of 15years 5 months.	No
Allocation of additional funds to English for reproducing past-exam papers to improve homework provision.	+5 months	£1000.00	Improvement in the English GCSE %9-4 and %9-5. However progress in English (-0.19) still too low.	No – this will come from an alternate budget.
Science – employ additional science teacher to allow for additional teaching groups and to improve the provision in small group tuition sessions.	+3 months reducing class sizes +4 months small intervention group tuition	£30000.00	Limited success. Progress in science was low for all students compared to 2017.	Yes – more targeted support in lesson and with withdrawals

Science – employ a temporary teacher to cover a Science maternity absence.	No specific evidence available however it will improve standards of teaching and learning.	£15000.00	Limited success. Progress in science was low for all students compared to 2017.	No longer required
Geography – temporary increase to teaching hours for a part-time staff member to support with small groups of low attaining disadvantaged male students through Y11 geography class withdrawals.	+4 months	£10000.00	Limited success. The support was in place for one hour a week for two small groups.	No
History - raise cultural capital of students through additional school trips.	No evidence available	£1500.00	These did not run. The budget was instead re-allocated to the hardship fund. This was to assist disadvantaged families with the increased number of trips that were offered in 2017/18.	No – reallocated into the hardship fund.
Allocation of additional funds for producing past-exam papers and revision resources aimed to improve homework and independent study.	+5 months	£10000.00	<ul style="list-style-type: none"> ▪ Allocated to all subjects. Limited success in raising the achievement/progress. Most success seen in maths. ▪ GCSE: Progress 8 -0.09 	No – to continue from faculty budgets.
RE – purchase student revision guides aimed to improve homework and independent study.	+5 months	£500.00	GCSE: Limited success as disadvantaged students progress was -0.19.	No
Maths small group tuition of high attaining males (withdrawn from PE lessons)	+4 months	£0	Limited success. The group was in place for the majority of the year but had to disband following staffing changes. GCSE: Average progress 8 of the students involved was -1.2	No
Year 11 extended school day – additional sessions in the priority subjects. Compulsory attendance for disadvantaged Year 11	+2 months	£0	No benefit. Students involved did not take full advantage of the sessions. Average progress 8 of the students that attended was -1.58	No
Science, French, geography and history purchase text-books for improved in class support.	No specific evidence available however it will improve standards of teaching and learning.	£7000.00	Limited success. GCSE:Disadvantaged students' outcomes and progress were dissapointing in these subjects.	No

Student counsellor behaviour intervention	+3 months	£10000.00	Limited success. Behaviour of disadvantaged students is an issue in all year groups. This is largely due to the repeated poor behaviour of a small number of students in each year group.	Yes – much more targeted with repeat offenders.
SLT monitoring of key disadvantaged male and high attaining students including regular parental meetings.	+3 months	£0	<ul style="list-style-type: none"> ▪ Limited success. Students identified as the biggest concern were monitored weekly and parents met frequently. ▪ GCSE: The progress 8 score for disadvantaged males was -0.72. ▪ GCSE: The progress 8 score for disadvantaged high attaining students was -0.23 	Yes – more frequent parent meetings.
Hardship fund to ensure students have equipment (reduce sanctions for equipment)	+3 months	£5000.00	<ul style="list-style-type: none"> ▪ Limited success. Equipment sanctions for disadvantaged students have decreased from 2016/17 however proportionally disadvantaged students are receiving more sanctions in every year than their peers. ▪ There was an increased amount of disadvantaged students accessing school trips. 	Yes – purchase equipment for disadvantaged students at the start of the year
Homework club to be compulsory for repeat offending no-homework disadvantaged students	+5 months	£5000.00	Limited success. Homework sanctions have increased in total from 2016/17. Proportionally disadvantaged students are receiving more sanctions for homework completion in every year than their peers.	Yes – ensure more disadvantaged students attend.
Peer mentoring of key disadvantaged male students	+5 months	£0	GCSE: Limited success as the progress 8 score for disadvantaged males was -0.72	No
Continue to employ 'Achievement Leader's in Years 7-11. <ul style="list-style-type: none"> ▪ To be assigned a focus group of disadvantaged male learners – to monitor the number of sanctions closely. ▪ To frequently meet their disadvantaged target group parents 	+1 month mentoring +3 months parental involvement	£85000.00	<ul style="list-style-type: none"> ▪ Limited success. There is a large variance in the attendance and behaviour of the disadvantaged students and their peers. <ul style="list-style-type: none"> - Years 7-11 attendance: 92.4% - Years 7-11 persistent absentee 23.2% ▪ Proportionally all sanctions for behaviour are too high when compared to non-disadvantaged students. This mainly is due to a minority of repeat offenders in each year group. 	Yes – more targeted support for high priority disadvantaged students
Career advisor to prioritise disadvantaged male students	+0 months	£0	<ul style="list-style-type: none"> ▪ 32% of disadvantaged students have continued on to study an A-level course. ▪ 68% of disadvantaged students continued on to a level 3 or equivalent course. ▪ 100% of disadvantaged students have continued with an educational pathway. 	Yes