

King Charles I School

Use of the Pupil Premium in 2018/19

1. Summary information					
School	KING CHARLES I SCHOOL				
Academic Year	2018/19	Total PP budget	£266730.00	Date of most recent PP Review	n/a
Total number of pupils	1061	Number of pupils eligible for PP	297	Date for next internal review of this strategy	Jan 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (2017 national average)</i>
Progress 8 score average (from 2017/18)	-0.09	0.11
Attainment 8 score average (from 2017/18)	42.01	49.76
% of students achieving a good pass (9-5) in English and maths	38%	49
% of students achieving a standard pass (9-4) in English and maths	49%	71
Reading age data (% of students on at least their chronological reading age)	86.3%	

3. Barriers to future attainment	
In-school barriers	
A.	Literacy skills (reading ages) entering Year 7 are lower for pupils eligible for PP.
B.	Rates of progress at KS4, in particular the English and EBacc elements (Disadvantaged progress 8 in English was -0.19 and in the EBacc element was -0.27 in 2017/18). Specific focus subjects are English language, chemistry, physics, biology, combined science, French and history.
C.	The number of disadvantaged behaviour sanctions are disproportionate to the non-disadvantaged students in particular in Year 10 and Year 11.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are 92.4%. This reduces their school hours and is a contributing factor to their achievement.
4. Outcomes	

	<i>Desired outcomes:</i>	<i>Success criteria</i>
A.	High levels of progress in literacy for pupils eligible for PP.	Pupils eligible for PP, in all year groups, make substantial progress by the end of the year. A greater percentage of students to reach their chronological reading age. This will be evidenced using NGRT reading tests in November, March and June.
B.	Improved attainment and rates of progress (progress 8) in KS4.	Pupils eligible for PP in Year 11 make substantial progress by the end of KS4 so that they achieve a positive progress 8 result.
C.	The number of sanctions issued to disadvantaged students proportional to those of the non-disadvantaged students.	<ul style="list-style-type: none"> ▪ Fewer behaviour incidents recorded for these pupils on the school system (without changing standards). ▪ Sustained low levels of fixed term exclusions ▪ Proportion of sanctions being issued to disadvantaged students in line (or less) than the distribution in cohort. ▪ Reduce number of internal exclusions with FSM
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to below 10%. Overall attendance among pupils eligible for PP improves from to 95% in line with 'other' pupils.

5. Planned expenditure					
Academic year		2018/19			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Education Endowment Fund Average impact rating	How will you measure the impact?	Provisional budget:	When will you review implementation?
A. Improved levels of literacy	Accelerated Reader software and programme to help all students make progress with their reading.	+6 months (reading comprehension strategies)	Reading ages tested three times a year using NGRT.	£2000.00	December 2018 March 2019 July 2019
	Additional timetabled oral language intervention (reading lesson) for Years 7 and 8.	+5 months (oral language intervention)		£0	December 2018 March 2019 July 2019

	Tutor reading programme (reading aloud)	+5 months (oral language)		£0	December 2018 March 2019 July 2019
	Literacy workshops for all year 7 and Year 8 students to attend. Inspiring students to read for pleasure.	+0 months (aspiration intervention)		£1500	December 2018 March 2019 July 2019
B. Improved attainment and rates of progress (progress 8) in KS4.	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)	<ul style="list-style-type: none"> ▪ Through the quality assurance and monitoring systems. ▪ Internal assessment information ▪ Year 11 progress and attainment in English language, literature and English "best" GCSE results 	£35000.00	Jan 2019 August 2019
	Hegarty maths – allocate all students appropriate catch-up work aimed to improve homework and independent study,	+5 months (homework – secondary)	<ul style="list-style-type: none"> ▪ Through the quality assurance and monitoring systems (behaviour data) ▪ Internal assessment information ▪ Year 11 progress and attainment in English language, literature and English "best" GCSE results 	£1500	December 2018 March 2019 July 2019
	Embed assessment and feedback strategy to diagnostically monitor progress of students. Students receive group feedback sessions following assessed tasks.	+8 months (feedback)	Year 11 progress and attainment in English language, literature and English "best" GCSE results	£0	Jan 2019 August 2019

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)	<ul style="list-style-type: none"> ▪ Through the quality assurance and monitoring systems. ▪ Internal assessment information ▪ Year 11 progress and attainment in English language, literature and English “best” GCSE results 	£35000.00	Jan 2019 August 2019
Curriculum review and evaluation in English, science, biology, chemistry, physics, French and business to ensure instructional programmes of study meet the needs of those most constrained by their cognitive function	No evidence available	<ul style="list-style-type: none"> ▪ Through curriculum review in line management ▪ Through the quality assurance and monitoring systems 	£0	Jan 2019 August 2019
Re-enforce homework systems. More regular monitoring of quality of task set and student completion.	+5 months (homework – secondary)	<ul style="list-style-type: none"> ▪ Through the quality assurance and monitoring systems. ▪ Weekly behaviour tracking 	£0	Jan 2019 August 2019
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 ▪ Generic study skills revision programme (instead of subject specific intervention) 	+7 months (meta-cognition and self-regulation)	Year 11 progress and attainment in all subjects.	£1500	August 2019
SISRA subscription to aid with identification of underperforming students in order to allocate effective intervention	No evidence available	Used to monitor attainment and progress of all students in Years 9-11.	£2000	

C. Improved behaviour for learning.	Maintain focus on behaviour systems to tackle low-level disruption in classrooms. Students benefit from having silent working environments.	No evidence available	Behaviour tracking data – reviewed weekly and following assessment points	£0	December 2018 March 2019 July 2019
	Homework club to be compulsory for repeat offending no-homework disadvantaged students	+5 months (homework – secondary)	Behaviour tracking data (homework) – reviewed weekly and following assessment points	£8500	December 2018 March 2019 July 2019

ii. Targeted support

Desired outcome	Chosen action/approach	Education Endowment Fund Average impact rating	How will you measure the impact?	Provisional budget:	When will you review implementation?
A. Improved levels of literacy	Year 7 bespoke literacy focus group withdrawn from MFL curriculum until reading ages are appropriate to better access the curriculum.	+4 months (phonics programme) +4 months (small group tuition)	Years 7 reading ages using NGRT	£0	December 2018 March 2019 July 2019
	Lexia reading and phonics intervention programme.	+4 months (phonics programme)		£2000	
	Stride ahead - Toe By Toe reading programme – teaches students to read more fluently by focussing on decoding skills.	+5 months (oral language intervention)		£500	
	Word wasp phonics based reading and spelling programme.	+4 months (phonics programme)		£0	
	Rapid readers word comprehension and recognition programme	+5 months (oral language intervention)		£0	

	Reading between the lines inference and deduction intervention	+6 months (reading comprehension programme)		£0	
	Fresh start reading and writing comprehension intervention	+6 months (reading comprehension programme)		£2000	
	Paired/group reading oral language intervention	+5 months (oral language intervention)		£0	
	Expressive writing for 20 students. Very directed writing intervention.	+4 months (small intervention group tuition)		£2000	
	Rosetta stone accounts for students with reading ages under 9.	+5 months (oral language intervention)		£2000	
	Parent evenings to support reading at home			£0	
B. Improved attainment and rates of progress (progress 8) in KS4.	Employ an English specific academic mentor to oversee small group withdrawal intervention in Years 9-11. Year 11 students withdrawn from RE, PE and MFL.	+4 months (small intervention group tuition)	GCSE: progress and attainment in English language, literature and English "best" GCSE results	£27000	December 2018 March 2019 July 2019
	Withdrawal of disadvantaged Year 11 males from RE for oral language intervention.	+4 months (small intervention group tuition)	GCSE: progress and attainment in French	£0	
	Small group tuition: Low attaining disadvantaged males withdrawn from PE and taught by English staff.	+4 months (small intervention group tuition)	GCSE: progress and attainment in science	£0	
	SISRA subscription to aid with identification of underperforming students in order to allocate effective intervention	No evidence available		£1500	

	Additional Year 11 target group parent evening to support parents in revision programme	No evidence available		£0	
	French – small group of Y11 withdrawal sessions to improve speaking assessment confidence	+4 months (small intervention group tuition)		£0	
	French – creation of additional group to allow “soft-setting” forming foundation tier group (January)	+3 months (reducing class sizes)		£0	
	Science - creation of additional group to allow further support to targeted students (January)	+3 months (reducing class sizes)		£0	
C. Improved behaviour for learning.	Student counsellor behaviour intervention	+4 months (social and emotional)	Behaviour tracking data – reviewed weekly and following assessment points	£12000	Weekly monitoring December 2018 March 2019 July 2019
	SLT monitoring of key disadvantaged male and high attaining students including regular parental meetings.	+3 months (parental involvement)		£0	
	Hardship fund to ensure students have equipment (reduce sanctions for equipment)	+3 months (behaviour interventions)	Destinations data in line with non-disadvantaged students	£7000	
	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 ▪ Laptops assigned 	+5 months (one to one tuition)		£19000	

	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)		£90000	
	Career advisor to prioritise disadvantaged male students	+0 months (aspiration)		£0	
	Alternative curriculum – a personalised curriculum is provided either on or off site to support students to achieve their post 16 progression requirements	+3 months (behaviour interventions)		£10000	
iii. Other approaches					
Desired outcome	Chosen action/approach	Education Endowment Fund Average impact rating	How will you measure the impact?	Provisional budget:	When will you review implementation?
Progress of catch-up students (maths) accelerated so that attainment is in line with peers.	Numicon maths programme	+4 months (small group tuition)	Achievement in maths in Year 7.	£1000	December 2018 March 2019 July 2019
Increase rates of progress in maths and science so that attainment is in line with their peers	Brilliant club: Students undertake a STEM research project with a PhD student working alongside local University.	No evidence available	Achievement in science and maths in Year7-10.	£4000	December 2018 March 2019 July 2019
Total budgeted cost					£267000

6. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail