



## Pupil premium strategy statement: King Edward VII Academy, 2017-18

1. Summary information					
<b>School</b>	King Edward VII Academy				
<b>Academic Year</b>	2017/18	<b>Estimated Total PP budget</b>	£264,000	<b>Date of most recent PP Review</b>	06.12.2017
<b>Total number of pupils</b>	1040 <small>(1217 including 6th form)</small>	<b>Number of pupils eligible for PP</b>	286	<b>Date for next internal review of this strategy</b>	June 2018

2. Current attainment		
	<i>Pupils eligible for PP (KESA)</i>	<i>Pupils not eligible for PP</i>
<b>% achieving 4+ EM (2017)</b>	23%	52%
<b>% achieving 5+ EM (2017)</b>	8%	28%
<b>Progress 8 score average (2017)</b>	-1.1	-0.3
<b>Attainment 8 score average (2017)</b>	27.1	40.8

3. Barriers to future attainment	
<b>A.</b>	A high proportion of disadvantaged students at KESA also have a Special Educational Need, and therefore have an additional barrier to learning to overcome.
<b>B.</b>	Attitudes to learning need strengthening with some students
<b>C.</b>	There is an attendance gap compared their non-disadvantaged peers
<b>D.</b>	The academic profile of disadvantaged students at KESA has a significantly higher proportion of lower ability students on entry
<b>E.</b>	Middle and higher prior attaining Disadvantaged students, particularly boys, make less progress as their non-disadvantaged peers

<b>4. Outcomes</b>		
	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>1</b>	Accelerated progress for all Disadvantaged students including those who also have a SEND.	Outcomes of DD/SEND students to improve, relative to 2017 DD/SEND P8 outcome of -1.1/-1.21
<b>2</b>	Improved attitudes to learning of Disadvantaged students, relative to other students.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Student voice and staff surveys report improvements.
<b>3</b>	Improved attendance of Disadvantaged students.	PA and overall attendance for Disadvantaged students to improve to be at least the national average of all students.
<b>4</b>	More effective teaching of Disadvantaged students, to accelerate their progress.	Outcomes for Disadvantaged students improve on P8 of -1.1 in 2017 to at least 0 in 2018. Gaps in younger year groups to close across subjects, relative to the same year group in 2016/17.
<b>5</b>	Improved wellbeing of Disadvantaged students.	Student voice surveys to show no gap in wellbeing of Disadvantaged students compared to other students.
<b>6</b>	Increased aspiration of Disadvantaged students.	Year 11 destinations are appropriate and students aim high. Proportions of Disadvantaged students moving on to Levels 2 and 3 courses post-16 are in line with prior attainment of the cohort. NEET figures to reduce to be at the national average or better. All Post-16 Disadvantaged students receive an offer from their first choice university.

<b>5. Planned expenditure</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. More effective teaching of Disadvantaged students, to accelerate their progress.	Teacher file seating plans and intervention record	DD students are in need of targeted support in class if they are underachieving, and this strategy allows these students to have more immediate first wave intervention. Individualised instruction (+2 months)	Use of data in classrooms will be QA'ed by HoDs and Disadvantaged Champions. Seating plans will be a requirement of lesson observations to observe differentiation for DD students.	Assistant Principal	November 2017 and then every half term
D. More effective teaching of Disadvantaged students, to accelerate their progress.	Disadvantaged shadow/work scrutiny/learning walk project	DD student progress is subject to regular QA so as staff can be held to account, interventions can put in place and evaluated to ensure they are effective. No specific reference	Analysis of interventions show them to be effective in raising achievement.	Principal; assistant Principal	As detailed in the rapid improvement plan
B. Improved attitudes to learning of Disadvantaged students, relative to other students.	Reflection Room and Power Learning Zone; mentoring and targeted intervention to support attitudes to learning	There is a negative attitudes to learning gap between DD/NDD students, with DD students as a cohort having more behaviour incidents per year than NDD. Behaviour interventions (+4 months) Meta-cognition and self-regulation (+8 months)	Behaviour incidents of DD students to improve relative to last year, with gap with NDD students to close; effort, behavior and meeting of deadlines grades of DD students to improve in each year group relative to last year.	Assistant Principal; Heads of Year	Rapid improvement plan schedule

D. More effective teaching of Disadvantaged students, to accelerate their progress.	DD marking project and teacher feedback kit	Uniformity of presentation of written feedback, in terms of green pens, highlighters etc. encourages DD students to engage with feedback more. DD books are the first to be marked and will receive feedback based around what they have done well. Feedback (+8 months)	DD/NDD progress gaps across subjects are minimised, and continue to close.	Assistant Principal; Curriculum Leaders;	RAP schedule
D. More effective teaching of Disadvantaged students, to accelerate their progress.	CPD (teachers, support staff and SLT)	First-wave teaching and learning and classroom practices need to be of a good quality, and therefore differentiated CPD for staff supports this. (+6 months)	Breakfast training organised by faculty and the impact monitored	Assistant Principal	Termly
F. Increased aspiration of Disadvantaged students.	Enrichment, trips and visits	To allow Disadvantaged students to engage in educational visits, to positively impact on their progress in class and build their cultural capital. Arts participation (+2 months)	Increased attendance on trips and visits for DD students;	Assistant Principal	Termly (September, January, April).
D. More effective teaching of Disadvantaged students, to accelerate their progress.	Accelerated Reader subscription	DD students at KESA in KS3 typically have lower reading ages than other students, and therefore this strategy will allow them to access the curriculum better. Reading comprehension strategies (+5 months)	Reading ages of identified cohorts to show accelerated progress; progress of identified DD students across subjects.	Literacy Coordinator	Termly (September, January, April).

D. More effective teaching of Disadvantaged students, to accelerate their progress.	SAM learning subscription	To provide additional learning opportunities; to provide for topic-specific interventions; to allow flexible learning pathways (FFT studies show that SAM Learning has positive uplift for DD student outcomes)	Progress of identified DD students across subjects.	Assistant Principal	CAG review points
D. More effective teaching of Disadvantaged students, to accelerate their progress.	Disadvantaged Marking Project and Disadvantaged setting project	Positively discriminate in favour of DD students so that their books are the first to be marked, focusing on what the student has done well, building confidence and greater resilience (+8 months) DD students to be moved up a set as long as they have the potential)	DD/NDD progress gaps across subjects are minimised (including for the Basics measure), and continue to close.	Assistant Principal	CAG review points
E. Improved wellbeing of Disadvantaged students.	Funding to purchase necessary materials/ingredients for Disadvantaged students to partake in practical curriculum lessons	Provide the ingredients for cooking and other practical lessons so that DD students have full access to the curriculum. No specific reference	DD students to participate fully in practical lessons and learn well.	Curriculum Leader	CAG review points
C. Improved academic organisation of Disadvantaged students, including homework.	Academic Mentor (Disadvantaged Champions and ALT mentors)	To combat the barrier to learning that DD students face of lacking academic organisation; providing guidance for students to prepare them for their public exams. Mentoring (+1 month)	Outcomes of students who have had academic mentoring to be monitored as the year progresses, to evaluate the makeup of the group, and also outcomes of public exams in the summer.	Disadvantaged Champions	CAG review points & public exam data

E. Improved wellbeing of Disadvantaged students.	External Provisions Coordinator, including: family support complex care safeguarding	Provision to enable students and their families to effectively engage with external provision according to need Behaviour interventions (+4 months)	Attendance and outcomes of DD students on external provisions are tracked throughout the year.	Assistant Principal	CAG review points
D. More effective teaching of Disadvantaged students, to accelerate their progress.	Assistant Principal for DD Student Achievement	Having a member of the Senior Leadership Team responsible for the strategy of raising outcomes for DD students raises its profile and also holds staff to account for outcomes of DD students across subjects. No specific reference.	DD/NDD progress gaps across subjects are minimised, and continue to close. Attainment gaps for the Basics to close, P8 gaps to close further.	Assistant Principal	CAG review points
C. Improved academic organisation of Disadvantaged students, including homework.	Homework Club	Many DD students typically do not have a space for self-study. Therefore, the Homework Club provides this, and allows the students the opportunity to complete homework etc. with support from staff also. Extending school time (+2 months) Homework, secondary (+5 months)	Attendance at Homework Club tracked each session, with non-attending DD students followed up. Achievement of students in line with attendance at Homework Club tracked across the CAG points.	Assistant Principal	CAG review points
E. Improved wellbeing of Disadvantaged students.	Hardship Fund	At the discretion of Heads of Year, the Hardship Fund is available to provide emergency items (e.g. uniform) to those DD students whose family circumstances mean they are in need of support. No specific reference	Attendance gaps, progress gaps, Attitude to Learning gaps, participation gaps all to continue to close; QA of uniform etc. to show no noticeable difference between DD/NDD students.	Heads of Year	Termly (September, January, April).

C. Improved academic organisation of Disadvantaged students, including homework.	Revision packs and revision guides	Providing high quality resources for the DD students, e.g. in English and Maths, to revise with gives them the best possible opportunity to succeed in their public exams. Homework, secondary (+5 months)	Basics attainment gap to close, P8 and A8 improve relative to last year's outcome.	Assistant Principal	CAG review points
F. Increased aspiration of Disadvantaged students.	Careers (including trip costs and software)	Taking the DD students to local sixth form colleges and Universities, organising for taster events facilitated by Universities both on and off site, and ensuring more able DD students make sure of careers software to inform their potential future pathways, will mean that they aim high and in turn will encourage the more able students to achieve well across their subjects. No specific reference	Destination figures of DD students to improve in terms of the level of post-16 course applied for; NEET figures to continue to be low.	Deputy Principal	Calendared Careers focus.
D. More effective Disadvantaged students, to accelerate their progress.	Vocational courses at COWA including the Aspire program	These courses have been successful in outcomes and improving attitudes to education.  The Aspire program directly addresses disengagement	In year tracking of DD students' progress	Deputy Principal	CAG review points

C. Improved academic organisation of Disadvantaged students, including homework.	Improving attendance at parents' evenings	Encouraging parents to come into school to hear feedback from subject teachers. Parental involvement (+3 months)	Increased attendance at parents' evenings for DD students; closing of the Parents' Evening attendance gap.	Disadvantaged Champions	Termly, January, April, July
C. Improved academic organisation of Disadvantaged students, including homework.	Holiday schools,	Provides an environment which is conducive to learning beyond lessons Extending school time (+2 months)	DD students' progress across subjects improves, relative to last year and also to other students.	Assistant Principal	January, April
B. Improved attitudes to learning of Disadvantaged students, relative to other students.	Rewards (whole school) Including KESA Diploma	Incentivise DD students to learn well in lessons, be punctual and model positive behaviour for learning. Weighting in favour of DD students, so that gaps close rapidly. Behaviour interventions (+4 months)	No gaps in tracking of Achievement Points given; Attitude to Learning grades of DD students in KS3 to show improvements.	Assistant Principal	CAG review points
D. More effective teaching of Disadvantaged students, to accelerate their progress.	Year 5 and 6 transition	Ensure that DD students settle quickly and engage positively No specific reference	Progress of Year 7 DD cohort as seen in CAG data; feedback from parents at achievement drop-in sessions.	Assistant Principal	CAG review points



E. Improved wellbeing of Disadvantaged students.	Family Liaison (attendance)	Attendance gaps exist in all year groups, between DD/NDD students. The positive causation between attendance and achievement mean that the work of the Family Liaison (attendance) Officer is crucial in closing these gaps. Parental involvement (+3 months)	Attendance gaps between DD/NDD to close in each year group, relative to the same year group the previous year. Gaps to remain lower than national. Attendance of DD cohorts to improve, relative to the same year group the previous year.	Assistant principal	Weekly
E. Improved wellbeing of Disadvantaged students.	Water and breakfasts on day of exams for students	From previous feedback from students, many do not eat or drink well on the day of exams. Providing these items ensures they are able to concentrate better in exams. No specific reference	Students feedback on preparedness for public exams.	Assistant Principal	CAG review.
E. Improved wellbeing of Disadvantaged students.	Enrichment Directors	Improving DD student participation at House events and school teams, particularly targeting DD boys Sport and Arts participation (1/+3months)	Improving attendance at House events and participation in school sport recorded, particularly boys. Improved attitudes to learning recorded for these students.	Assistant principal	Termly, January, March, July
F. Increased aspiration of Disadvantaged students.	NEACO project	A colleague will be embedded within the school for two days per week and will provide IAG and arrange practical activities such as free guided visits to universities for students from Y9 upwards who come from their target postcodes. Will provide guidance and inspiration on collapsed days.	Destination figures of DD students to improve in terms of the level of post-16 course applied for; NEET figures to be low.	Assistant Principal	Termly, January, March, July

<p>D. More effective teaching of Disadvantaged students, to accelerate their progress.</p>	<p>Intervention teachers, x2</p>	<p>Overstaffing in the core subjects of English and Mathematics has been deliberate, to reduce class size and develop capacity in the teaching staff. This in turn will improve outcomes for DD students in both the short and long term. Reducing class size (+3 months)</p>	<p>DD/NDD progress gaps across these core subjects closed.</p>	<p>Assistant Principal</p>	<p>CAG review points</p>
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## 6. Review of expenditure 2016-2017

Previous Academic Year			
Achievement			
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
Raise the achievement of disadvantaged students across all subjects.	Maths intervention tutor, Alternative curriculum (college courses + E Learning), Breakfast training, ECDL, revision materials, Accelerated reader, Additional classes leading to smaller groups sizes, Easter school, English national revision conference, Standards Leaders	<ul style="list-style-type: none"> <li>We did not meet the desired outcome</li> <li>The progress gap between disadvantaged students and their non-disadvantaged peer increased from a third of a grade in 2016 to half a grade in 2017.</li> <li>Although 14 subjects reduced their disadvantaged gap in 2017 compared to 2016, the gap increased in 15 subjects</li> <li>Overall, the achievement of disadvantaged students in 2017 was low</li> </ul>	<ul style="list-style-type: none"> <li>These strategies have not proven to be successful enough and the most will not continue into 2017-18. The strategies which will continue either have had a relative success, e.g. level 2 College courses, or because they could be used more effectively than in 2016-17</li> </ul> <p>The strategies for 2017-18 particularly need to address the groups DD+SEND and DD boys</p>

<b>Wellbeing</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:.</b>	<b>Lessons learned</b>
Improve the wellbeing, attitudes to learning and attendance of disadvantaged students	Attendance manager, Enrichment coordinators, Student Support Centre, Parent Support Advisor, Trip assistance, Intervention seminar groups,	<ul style="list-style-type: none"> <li>• The success criteria were not met</li> <li>• The attendance of DD students was broadly similar to the previous year and not as good as their peers</li> <li>• The number of recorded behaviour incidents was broadly similar to the previous year</li> <li>• The number of DD students attending enrichment events increased between 2016 and 2017</li> <li>• The SSC, which came on stream during the course of the academic year made early progress, albeit with a limited number of students</li> </ul>	<ul style="list-style-type: none"> <li>• The strategies could be used more effectively</li> <li>• There is a need to further improve the aspiration of DD students</li> <li>• The provision of external agency support could have been better coordinated</li> </ul>

