

Pupil premium strategy statement

1. Summary information					
School	King James's School				
Academic Year	17/18	Total PP budget	£181,070	Date of most recent external PP Review Date of most recent internal PP Review	December 2016 September 2017
Number of pupils eligible for PP		192 Y7-39, Y8-55, Y9-35, Y10-45, Y11-37	Date for next internal review of this strategy		After LC2

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	26.7%	
% achieving expected progress in English / Maths (2015-16 only)	23.3%	
Progress 8 score average	-0.47	
Attainment 8 score average	41.49	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Lower & Middle prior attaining students who are eligible for the pupil premium are underachieving across the curriculum and are not in line with other lower and middle prior attaining students nationally.
B.	Literacy skills entering Year 7 are lower for students eligible for the pupil premium than for other students, which prevents them from making good progress in Year 7.
C.	The behaviour, engagement (including parental engagement) and aspirations of some students eligible for the pupil premium is preventing effective learning and progress.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for students eligible for pupil premium is 91.55% (2016/2017)

4. Desired outcomes		Success Criteria
A.	Lower & middle attaining students eligible for the pupil premium will achieve in line with their non pupil premium peers.	Hard data (P8 scores, average points) for Yr11 leavers, LC4 forecast grades for Yr10, Flightpath E,M,D for KS3 for LC4 will show that pupil premium students are in line with non pupil premium students.
B.	Improve levels of progress in literacy for Year 7 students eligible for the pupil premium.	Students eligible for PP in Year 7 meet expected progress (stay on or exceed flight path) for English. Accelerated Reader data will show that all Year 7 PP students will be assessed as having

		an age appropriate reading level (chronological age?).
C.	Positive behaviour, full engagement and high aspirations for students eligible for the pupil premium will enable them to make expected or above expected progress across all subjects.	Positive logs on Bromcom, increased attendance rates at parents evenings, Improved AtoL scores, destinations data (Lucy – what did they get? What could they have got?, Where did they go? Where could they have gone?), focus on NEET, We want to get as many of our own students to meet the requirements of our A-Level courses and therefore stay with us post 16.
D.	Increased attendance rates for students eligible for the pupil premium.	Reduce the number of persistent absentees among students eligible for the pupil premium in comparison to last years data (21.88% 16/17). Improve the overall PP attendance rates from 91.55% to be in line with the headline school attendance rate.

5. Planned expenditure

Academic year

2017/2018

Learning in the Curriculum

Total cost: £122,950.48

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
<p>A. Lower & middle attaining students eligible for the pupil premium will achieve in line with their non pupil premium peers.</p>	<p>For students to receive high quality teaching and learning within the classroom across all curriculum areas.</p> <p>Weekly small group sessions for targeted students led by Core HoD during tutor time.</p> <p>RAT meetings will provide a platform for LT, and middle leaders to communicate and coordinate strategies and interventions to improve the academic progress of PP students.</p> <p>Year 9 / 10 tutor time mentoring programme</p> <p>Year 9 1:1 options interviews and careers support.</p> <p>CPD programme and Professional Communities project to develop staff knowledge & understanding.</p>	<p>The EEF indicates that quality first teaching is key to raising progress and attainment for PP students.</p> <p>High quality teaching and learning is proven to be a very effective way of improving attainment in students.</p> <p>Ofsted, when talking about how to spend the pupil premium to maximise achievement stated that good schools 'understood the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good'</p> <p>We want to ensure all students, have access to high quality teaching. The CPD programme reflects the priorities of the school and covers themes that are</p>	<p>Whole school development plan launch September 17 (CSU).</p> <p>Wave 1 focus to be a main focus of discussion at department meetings, DDT, Middle leader meetings, SLT meetings, link meetings (Leadership Team).</p> <p>Wave 1 focus day (November 17) to share successful Wave 1 strategies for all staff to use. Staff to 'pledge' to adapt suitable strategies for them and their classes (DMO)</p> <p>Quality Assurance systems by LC by Middle and Senior Leaders to be data driven and more focused on student progress (LBK, DMO)</p> <p>LM PP with track and monitor students in specific subjects through work scrutiny and Learning walks.</p> <p>Heads of department and LM will effectively monitor and evaluate the LC data to ensure underachieving PP students are targeted for appropriate intervention.</p> <p>Launch of CPD through whole staff training and finalised at department action planning meetings (LHO) (Heads of Department).</p>	

B. High levels of progress in literacy for Year 7 students eligible for the pupil premium.

1:1 and 1:3 tuition delivered by an English specialist.

Sixth form mentors will work with students on a small group basis during tutor time.

Accelerated Reader Programme will be delivered as part of the students timetable.

The EEF note that evidence indicates that, in areas like reading and Mathematics, one to one tuition can enable learners to catch up with their peers.

The EEF also suggest that cross age tutoring has a significant impact. They note that the benefits are apparent for both tutor and tutee (particularly in cross age tutoring), though the approach should be used to supplement or enhance normal teaching, rather than to replace it. There is some evidence that children from disadvantaged backgrounds and low attaining student make the biggest gains.

1:1 and 1:3 tuition for literacy to take place each LC for students identified as not meeting expected progress (SCU & PKE).

Staff delivering 1:1 and 1:3 will be subject to work scrutiny and Learning Walks (as per the school calendar) for quality assurance (SCU).

The sixth form mentors are trained, guided and supported by the HoKS and HoD. Student voice and class teacher information on learning progression will inform future sessions (CFL, SCU).

The progress students make throughout the Accelerated Reader programme will be monitored and students will receive support and additional intervention as and where necessary. This will be coordinated by Head of English (SCU).

Social, Emotional, Behaviour & Attendance

Total Cost: £80,951.15

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
<p>C. Positive behaviour, full engagement and high aspirations for students eligible for the pupil premium will enable them to make expected or above expected progress across all subject</p> <p>D. Increased attendance rates for students eligible for the pupil premium.</p>	<p>Year 11 Staff Mentoring programme (July – July)</p> <p>KS3 focus on 'Whole Education'.</p> <p>Para tutor groups to develop the 'whole' student.</p> <p>Pivotal training led by Pete Haughton will focus on positive behaviour and also guide staff to effectively deal with negative behaviour in the classroom.</p> <p>Year 9 1:1 options interviews and careers support.</p> <p>Whole School Attendance 'Battle Plan'</p>	<p>The EEF toolkit suggests that targeted interventions matched to specific students with particular needs or behaviour issues can be effective, especially for older students.</p> <p>The current in school attendance data shows a gap between those who are eligible for the PP and those who are not. It also shows that the PP PA rates are higher than we would expect.</p> <p>To make progress and improvement in attainment students must attend lessons and engage in their learning. NfER briefing for school leaders identifies addressing attendance as a vital step</p>	<p>Ensure identification of students is consistent.</p> <p>Monitor, not only behaviour, but also whether improvements in behaviour transfer into improvement and progress in attainment.</p> <p>Work scrutiny and learning walks during allocated weeks.</p> <p>Monitor, not only attendance to school figures, but attendance and punctuality to lessons.</p>	

Enrichment beyond the Curriculum

Total cost: £33,738.81

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
<p>C. Positive behaviour, full engagement and high aspirations for students eligible for the pupil premium will enable them to make expected or above expected progress across all subjects.</p>	<p>Extra curricular opportunities to be promoted and supported with enrichment trips and curriculum trips and visits to build a profile similar to their non pupil premium peers.</p> <p>To enhance the cultural capital of the students.</p> <p>Personalised 1:1 careers interviews in KS3 to ensure aspirational and suitable options in KS4.</p> <p>Aspirational speakers / trips to universities and promotion of the advantages of further education is promoted in assemblies and tutor time activities in both KS3 & KS4.</p>	<p>Enrichment and extra curricular opportunities is at the heart of King James's School and we want all students to have the opportunity to be involved in these activities regardless of their financial or social background.</p> <p>At King James's School we aspire to have highly motivated and aspirational students. We want all students to aspire to be the best, know what they want from their future and have a plan of action to get there regardless of their financial or social background.</p>	<p>New official register of students participating in Extra Curricular activities means that participation can be tracked each Learning Cycle and intervention and support to be administered if necessary.</p>	

Families and the Community (harnessing effective parental support)

Total cost: £200

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
D. Increased attendance rates for students eligible for the pupil premium.	<p>Priority parents evening bookings for KS3 and KS4 parents evenings.</p> <p>Learning Manager catch up meeting for any PP parents who is unable to attend parents evening.</p> <p>Pastoral Officers to prioritise communication with parents of students eligible for the pupil premium so that clear links between home and school are established.</p>	<p>Parental engagement is key to making improvements with the progress and attainment of the student. A positive relationship between parents and school provides an opportunity for collaborative approaches and success.</p>	<p>Work closely with LNA to ensure dates for priority booking are scheduled on the calendar and that relevant communication can be sent out at the right time in the right form (email / letter / phone call text).</p> <p>Work closely with the LM and PO to ensure all priority phone calls are made and that follow up meetings for nonattendance take place.</p>	

