

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	King James's School				
<b>Academic Year</b>	16/17	<b>Total PP budget</b>	£187,100	<b>Date of most recent PP Review</b>	N/A
<b>Number of pupils eligible for PP</b>			237 15% of the school population	<b>Date for next internal review of this strategy</b>	After each LC

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	35%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	71% / 44%	75.8% / 73.4%
Progress 8 score average	-0.66	0.12
Attainment 8 score average	40.62	52

## 3. Barriers to future attainment (for pupils eligible for PP)

### In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

<b>A.</b>	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>B.</b>	Middle prior attaining boys who are eligible for the pupil premium are underachieving across the curriculum.
<b>C.</b>	The behaviour, engagement (including parental engagement) and aspirations of some students eligible for the pupil premium is preventing effective learning and progress.

### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	Attendance rates for students eligible for pupil premium is 88.37% (2015/2016)
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## 4. Desired outcomes *(desired outcomes and how they will be measured)*

<b>A.</b>	Students eligible for the pupil premium who are lower & middle attaining students will achieve in line with their non pupil premium peers.
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<b>B.</b>	Students who are eligible for the pupil premium who are middle prior attaining boys with achieve in line with their non pupil premium peers
<b>C.</b>	Referral numbers to reduce & reduction in learning hours lost, fewer behaviour logs on eportal, increased attendance at parents evenings.
<b>D.</b>	Reduce the number of persistent absentees among students eligible for the pupil premium in comparison to last years data. Overall attendance for students eligible for the pupil premium to improve from 88.37% to over 90%.

## 5. Planned expenditure

<b>Academic year</b>	2016/2017
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### Learning in the Curriculum (academic support)

**Total Cost: £83, 094. 58**

<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>When will you review implementation?</b>
For the gap in progress and attainment of PP students to narrow in comparison to no PP students in all year groups	<p>All teaching staff are aware of who the PP students are in their classes and are familiar with their barriers to learning.</p> <p>Progress and attainment data for PP students is reviewed at each LC by teacher, HoD, LM and LT.</p> <p>Staff are accountable for the progress of their PP students and meet with HoD outlining interventions and support required to enable</p>	<p>The EEF indicates that first quality teaching is key to raising progress and attainment for PP students.</p> <p>Strategy employed in 2014 with success in 2015.</p>	<p>Analysis of data – focusing on outcomes for PP students at each LC.</p> <p>Quality assurance through learning walks and work scrutiny.</p>	<p>Link meetings</p> <p>After each LC</p> <p>June 2017</p>

<p>Through structured feedback, students will make improvements on their work and therefore will make more progress overall with their learning.</p>	<p>To embed &amp; evaluate the whole school feedback policy that will guide staff, students and parents.</p> <p>To focus the CPD on Feedback and Marking on methods to improve feedback for PP students.</p> <p>To work with staff to adapt the current policy to benefit PP students</p>	<p>The EEF predicts that high quality feedback can have +9 months impact on learning and states that feedback studies tend to show very high effects on learning</p>	<p>HMI to deliver CPD Nov 16</p> <p>Work scrutiny during allocated weeks in LC2, LC 3 and LC4.</p> <p>LM PP will commit to working with departments / staff to trial and evaluate new systems and strategies. They will use learning walks to evaluate success and areas for improvement.</p> <p>LM PP will conduct student voice.</p>	<p>At the end of LC2 and LC4.</p>
<p>For students to receive high quality teaching and learning within the classroom across all curriculum areas.</p>	<p>For staff to further develop the quality of their teaching and learning through a structured, personalised CPD structure run throughout the year.</p> <p>The CPD to focus specifically on how the strategies can benefit PP students.</p> <p>Co-coaching to trial and evaluate ideas.</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>CPD delivery on Monday nights. Staff to be briefed on the focus of PP.</p> <p>Learning walks on allocated weeks in LC2, LC3 and LC4.</p> <p>Co-coaching feedback, evaluations &amp; observations. Sharing good practice with effective strategies staff have used – Training day?</p> <p>LM PP will conduct student voice.</p>	<p>January 2017</p> <p>June 2017</p>

<p>For teachers to embed the drafting policy linked to CCC &amp; feedback and marking</p>	<p>To push the whole school drive to not accept sub-standard work and to encourage students to draft and correct before handing in.</p> <p>To support teachers to embed this policy and focus it specifically on improving the work of the PP students they teach</p>	<p>Work scrutiny showed that lower and middle attaining students did not put much effort in when handing in their written work.</p> <p>As a school, our lower and middle prior attaining PP students are not achieving in line with their peers.</p>	<p>CPD led by NAT Nov 16.</p> <p>Work scrutiny during allocated weeks in LC2, LC 3 and LC4.</p> <p>LM PP will conduct student voice.</p>	<p>January 2017</p> <p>June 2017</p>
<p>Year 7 students identified as 'not KS3 ready' will have 'caught up' and be in line with their peers by the time they move into Year 8.</p>	<p>Specialist English and Maths tutors employed to deliver 1:1 and 1:3 interventions.</p> <p>Sixth form mentors will work with students on a small group basis during tutor time</p> <p>Accelerated Reader Programme will be delivered as part of students' timetable.</p>	<p>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.</p> <p>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 pupils make the biggest gains.</p>	<p>PP LM and HoD will work together to analyse the data and select the students for intervention. LC data should show students moving closer to meet and eventually exceed their target grade.</p> <p>The employed tutors will be subject to work scrutiny and learning walks (as per the school calendar) by the HoD for quality assurance.</p> <p>Before and after data is collated and analysed by HoD and PP LM to ensure maximum impact. HoD and HoKS will also monitor the students progress in the subject once their intervention is complete.</p>	<p>At the end of each LC.</p> <p>AR – July 2017</p>

			<p>The sixth form mentors are trained, guided and supported by the HoKS / HoD. Student voice and subject teacher information on lesson / /learning progression will inform future sessions.</p> <p>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 the Head of English.</p>	
<p>Students eligible for the PP will achieve highly at KS4 across all subjects.</p>	<p>Weekly small group sessions for targeted students led by Core HoD during tutor time.</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>Effective study with 1:3 interventions for core subjects linked in</p> <p>Subject specific Sixth Form mentoring</p> <p>Year 11 Action Plan Xmas – Exam period.</p>	<p>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.</p> <p>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 pupils make the biggest gains</p>	<p>LT, LM and HoDs will communicate and coordinate strategies and interventions to improve the academic of PP students through regular RAT meetings.</p> <p>Yr10 LM will put together a structured programme for Effective Study that will support PP students with study skills and give those who are below track in their core subjects, an opportunity to receive some small group tuition from experience subject staff.</p> <p>LM PP will track and monitor students in specific subjects through work scrutiny and Learning walks.</p>	<p>At the end of each LC.</p> <p>July 2017</p>

<p>Students eligible for the pupil premium will have the resources they need to achieve both attainment and progress in their GCSE subjects.</p>	<p>Curriculum resources, revision materials and essential curriculum trips for both core and option subjects will be funded through the targeted support fund.</p>	<p>Students from households with little disposable income often miss out on the elements of education that are taken for granted by others. Essential curriculum trips, revision guides and specialist equipment are all examples of this.</p> <p>Not having access to these elements could have a direct impact on their learning and may also increase disengagement.</p> <p>Analysis and feedback from previous 2 years indicate that students and teachers found this very effective</p>	<p>Work closely with Year group LM's to identify students who are in need.</p> <p>Work closely with parents to ensure accessing this support is a respectful and supportive process.</p> <p>Liaise with Tutors, HoD &amp; subject staff to ensure they make these essential curriculum trips, revision guides and specialist equipment is accessible to those identified to be in need.</p>	<p>After each LC</p> <p>January 2017</p> <p>June 2017</p>
<p>Students eligible for the pupil premium will have the resources they need to complete homework, coursework and independent study and achieve both attainment and progress in their subjects across the curriculum</p>	<p>Access to IT Programme will fund the purchase of laptops to be loaned to students who do not have access to IT at home.</p> <p>Homework Club provision in the school library accessible for all.</p>	<p>Students from household will little disposable income often miss out on the elements of education that are taken from granted by others. Essential curriculum trips, revision guides and specialist equipment are all examples of this.</p> <p>Not having access to these elements could have a direct impact on their learning and may also increase disengagement.</p> <p>Analysis and feedback from previous 2 years indicate that students and teachers found this very effective</p>	<p>Work closely with Year group LM's to identify students who are in need.</p> <p>Work closely with parents to ensure accessing this support is a respectful and supportive process.</p> <p>Liaise with, Tutors, HoD &amp; subject staff to ensure they make these essential curriculum trips, revision guides and specialist equipment is accessible to those identified to be in need.</p>	<p>After each LC</p> <p>January 2017</p> <p>June 2017</p>

**Social, Emotional, Behaviour and Attendance****Total Cost: £85,153.13**

<p>The number of students eligible for the pupil premium whose learning and progress is affected by behavioural, social and mental health issues will be reduced.</p>	<p>Re launch of tutoring system.</p> <p>Introduction of Para tutors</p> <p>A new strategic approach to the HUB</p> <p>A focus on appropriate alternative packages</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>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>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>At the end of each LC.</p> <p>January 2017</p> <p>June 2017</p>
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<p>The number of students eligible for the pupil premium whose learning and progress is affected by behavioural, social and mental health issues will be reduced.</p>	<p>A change in the structure of Referral</p> <p>Behaviour Hotspots covered by PO/LM/ LT</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>Pastoral Manager to issue data reports at the end of each LC</p> <p>Pastoral Officers to work closely with subject staff, HoD and Pastoral Manager to ensure accurate and consistent identification of students.</p> <p>Monitor, not only behaviour, but also whether improvements in behaviour transfer into improvement and progress in attainment.</p>	<p>At the end of each LC.</p> <p>January 2017</p> <p>June 2017</p>
<p>The number of students eligible for the pupil premium whose learning and progress is affected by behavioural, social and mental health issues will be reduced</p>	<p>Pastoral Officers to monitor behaviour and provide guidance and support where issues have been identified.</p> <p>Pastoral Officers to liaise with and organise support from external agencies where issues have been identified</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>Attendance rates, behaviour data, school nurse logs indicate that some of our students eligible for the PP benefit from additional support.</p>	<p>Daily monitoring of eportal logs by Pastoral Officers.</p> <p>Weekly monitoring and meetings to discuss between Learning Manager and Pastoral Officer.</p> <p>Behaviour report produced by Pastoral Officer each LC.</p> <p>Monitor, not only behaviour, but also whether improvements in behaviour transfer into improvement and progress in attainment.</p>	<p>At the end of each LC.</p> <p>January 2017</p> <p>June 2017</p>
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<p>Increased attendance rates for PP students</p>	<p>Appointment of Family Liaison officer to deal with PA students and families. Conduct home visits where necessary and have link meetings with PO &amp; LM to form a triangulated approach to improving attendance rates. Pastoral Officers to track, monitor and investigate first day absence issues.</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>A whole school focused attendance plan.</p> <p>FLO to focus on PP PA students, conduct home visits where necessary and provide intensive support where appropriate.</p> <p>Early intervention from Tutors and PO. Tutors to take on more of a 'hands on' approach to attendance by having 1 to 1 conversations with students who have been off and offering support where necessary. PO's to investigate first day absences and liaise with students and families when attendance drops below 95%.</p> <p>Attendance figures and current issues discussed regularly (fortnightly?) between PO / LM / FLO.</p> <p>LM to build an ethos of resilience within their year groups to support the reduction in absenteeism.</p> <p>HoD to receive support and training on how to re-integrate and 'catch up' students who have missed lessons.</p>	<p>At the end of each LC.</p> <p>January 2017</p> <p>June 2017</p>
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**Enrichment beyond the Curriculum**

**Total Cost: £42,389.40**

<p>Students eligible for the pupil premium will have opportunities to access enrichment activities beyond the curriculum</p>	<p>PP students to be supported with enrichment and curriculum trips and visits.</p> <p>To allow PP students to access a full range of activities in school (of varying costs).</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>HoD and subject staff to identify students that need the support to ensure there are no barriers to participation.</p>	<p>At the end of each school term.</p>
<p>Students eligible for the pupil premium will have aspirations to go on to further education in the form of 6<sup>th</sup> form, college or apprentice schemes. We aim to have NEET at the point of leaving the school at 0%</p>	<p>Personalised 1:1 Careers interviews and support from the careers team for all PP students.</p> <p>'Future' para tutor group</p> <p>University trips and visit opportunities given to the PP students in both KS3 and KS4.</p> <p>Open days are promoted and the appropriate career support is available for all PP students.</p> <p>Motivational speakers.</p> <p>Support for work experience placements and applications</p> <p>Vocational Pathways and alternative curriculum packages provided.</p>	<p>At King James's School we aspire to have well 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>Close working relationship between LM and Careers will ensure opportunities are not missed and that all PP students are catered for.</p> <p>Log of students attending careers interviews, open days, visits etc.</p>	<p>At the end of each school term.</p>

**Families and the Community (harnessing effective parental support)****Total Cost: £200.00**

<p>To improve attendance levels for parents of students eligible for the pupil premium at parents evenings and other important school events.</p>	<p>Pastoral Officer / LM PP to contact parents who do not make appointments via the online system.</p> <p>Liaise with PO to ensure all parents of students eligible for the pupil premium have been contacted either through parents evening, email, telephone or individual meeting</p>	<p>Parental engagement is key to making progress 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>Make early contact with parents once booking system become live.</p> <p>Send out all dates in advance to parents so that they can ensure they are free.</p>	<p>At the end of each LC.</p> <p>After each Parents Evening / Parental event</p> <p>January 2017</p> <p>June 2017</p>
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