

The King Alfred School Pupil Premium Strategy

Giving Students the Opportunity:

To go to school
 To Learn
 To achieve
 To Dream Big
 To work towards their goals

1. Summary information					
School	The King Alfred School				
Academic Year	15/16	Total PP budget 16/17	281,840	Date of most recent PP Review	16/11/16
Total number of pupils	1159	Number of pupils eligible for PP	331 (Sept. 16)	Date for next internal review of this strategy	
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving 5A* - C incl. EM (2015-16 only)			22.2%	64.7%	
% achieving expected progress in English / Maths (2015-16 only)			44.44%/42.59%	75.8% / 73.4%	
Progress 8 score average			-1.01	0.12	
Attainment 8 score average			37.42	52	
3. Barriers to future attainment (increased likelihood of these factors for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					

A.	The attainment of Pupil Premium students shows them to not be making as much progress as their non PP peers either in school or nationally. This is particularly evident in Year 11 High Attainment on Entry predicted outcomes in English	
B.	Student aspirations do not always take them outside of the immediate Highbridge/Burnham area. Through Student Voice it has become apparent that this impacts upon their drive to achieve within School	
C.	Behaviour amongst the PP cohort- 31% of cohort placed at least once into the school's internal exclusion room 15/16 (14%NPP). 12% of the PP cohort received a fixed term exclusion compared to 3% NPP	
D.	There are times when students find difficulty in overcoming barriers outside of school that impact upon their ability to focus upon learning (see External Barrier G)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Pupil Premium attendance for 15/16 was 90.96%, below the national expectation of 95% and 4% below their in school NPP peers	
F.	Pupil Premium parental attendance to Parents Evenings is lower than NPP students, this is also true of other parental events held. This could be indicative of lower parental engagement levels with school in general	
G.	Many Pupil Premium families have other difficulties that are reported to school that may present barriers to the student's learning	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		
	Success criteria	
A.	To improve rates of attainment/progress and for students to progress equally with their NPP peers across year groups and subjects, particularly those who were High Attainers on entry	This is a long term goal- for students' Progress 8 Scores to increase in line with their NPP peers. It will be more measurable with Year 7s in particular where U,M&L attainment on entry was very similar in percentage between PP and Non PP. Long term, PP Pupils measured as High Attaining from KS2 levels will have made at least expected progress (or the same amount of progress as their non PP HA peers, whichever is higher) by the end of KS3 to enable sustained high attainment by the end of KS4- measured through at least 50% going on to meet their Challenge Target (4 LOP)
B.	To help students plan a future and create their own aspirations. For students to have the opportunity to experience at least discussions with members of staff about their future, progressing into the opportunity to visit Higher or Further educational establishments, or having people to visit to discuss with them this, alongside giving them the opportunity to visit places outside of the local area.	Ideally this would be seen through impact upon results as students realise they need to work to get the grades they need. However, at a minimum Pupil Premium NEET rate does not drop below last years % of 2%.
C.	Improved behaviour amongst the PP cohort	The % of PP cohort placed into A23 reduces to at least in line with 15/16 Non PP. FTE rate drops with less 'repeat offenders'
D.	For students to be given the tools they need to deal with their feelings and build resilience	Much of the Pupil Premium spend goes towards pastoral support. Students will usually need to be referred to one of these services for a

		set period of time, before being reviewed for either closing of continuation. Success criteria for this will be students who are referred being successfully closed and not re-opened at a later date.
E.	For Pupil Premium students attendance to meet national expectations, particularly the FSM cohort	% attendance increases to at least in line with national average for non PP students
F.	For the engagement of PP parents with school to increase in order for all parties to work together for the best outcomes	Raised attendance at school events, at least 50% of PP parents in attendance at evens such as Subject Evening/ARD
G.	For families to receive help in any difficulties they may encounter that impact upon their child's school life	Qualitative data suggesting families found the help useful and are able to move on without the assistance. This would take the form of 'closed cases'.

5. Planned expenditure					
Academic year		2016/2017			
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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A)To improve rates of attainment/progress	To part fund MapLearners/4Matrix	This software allows for the highlighting of PP students on seating plans and within data and can be used to analyse different groups to spot any lack of progress. If teaching staff cannot easily see who the PP students are, or review their data, this can create a barrier in time of putting interventions in place.	Software regularly overviewed and checked by the data manager Staff to have seating plans printed out	SE- Data Manager	April '17

A) Improved rates of progress	Altering of KS3 structure, including changes in timetable (for all years), allowing for increased time in subject areas over a 2 week timetable, a change in the homework timetable, as well as a 'best example' of students work from Primary, showing what they are capable of. Greater liaison with Primary Schools to ensure transition includes academic as well as pastoral	Government report of 'KS3: The Wasted Years'. This report recommends: Evaluating the quality and effectiveness of homework to ensure it helps pupils make good progress'- Homework has been changed to weekly Eng+Maths (or fortnightly if it is a larger body of work), alongside rota homework amongst other subjects, doing a project for each over 5 weeks to consolidate learning in that lesson. It also recommends 'pupils have access to timely and high quality careers education, information, advice and guidance from Year 8 onwards'- ahead of making their options, all year 8 students will meet with SLT to discuss	Key Stage 3 Review- student voice, analysis of pupil behaviour ratings (Outstanding, Good, RI, Concerns), and attainment rates. Both gained through data capture	DH (Assistant Head)	Jan '17 (KS3 review)
Total budgeted cost					£500
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>A)To improve rates of attainment/progress</p> <p>B)To help students plan a future and create their own aspirations</p> <p>F)For the engagement of PP parents with school to increase in order for all parties to work together for the best outcomes</p>	<p>To employ a Pupil Premium Co-Ordinator to oversee the day to day of Pupil Premium students, providing support to students/parents as appropriate, raising the profile in school (£25,000)</p>	<p>The OFSTED document 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement.' Cites targeted support, data tracking and analysing why pupils were underachieving as good practice from other schools. This role will encompass all of the above factors. It will also help to raise the profile of these students in school time.</p>	<p>Regular meets with the member of SLT with Pupil Premium responsibility</p>	<p>SPL- Assistant Head</p>	<p>Fortnightly line management meetings to review ongoing work/upcoming needs</p>
<p>c) Improved behaviour amongst the PP cohort</p>	<p>To employ an Internal Exclusion Manager to work with students regularly being placed into the school's Internal Exclusion room on a 1-2-1 basis (£21000)</p>	<p>The FFT shows Behaviour Interventions to have a moderate impact. For some students, it may be that issues from outside of school transfer into their behaviour whilst in school. If these barriers to behaviour can be addressed through a course of 1-2-1 sessions it could lead to an improvement of +4 months</p>	<p>Regular monitoring of students having 1-2-1 sessions regarding behaviour. Behaviour and vulnerability tool introduced 16/17. Giving Quantitative data on 'before and after' intervention and impact</p>	<p>PLM (Deputy Head)</p>	<p>Individual cases reviewed termly, role reviewed annually</p>

<p>F)For the engagement of PP parents with school to increase in order for all parties to work together for the best outcomes</p> <p>G)For families to receive help in any difficulties they may encounter that impact upon their child's school life</p> <p>D)For students to be given the tools they need to deal with their feelings and build resilience</p>	<p>To employ a counsellor/PFSA (same individual) to work with families and students (£30,000)</p>	<p>The OFSTED document 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement.' Cites a case study of a school employing a Parent Support Advisor as effective in increasing a positive relationship with the school through the PSA, this also improved attendance as well as behaviour. The PFSA element of the role will work with families to help overcome any barriers presented impacting on the child's education.</p> <p>The counselling role can assist in helping students overcome greater personal difficulties that may be presenting as a barrier to learning.</p>	<p>Cases reviewed regularly</p> <p>Behaviour and Vulnerability assessment introduced to assess quantitatively the cases presented before and after</p> <p>Ongoing role- BACP approved counsellor</p> <p>Graduated response along Pastoral Support-Counsellor</p>	<p>PLM (Deputy Head) to line manage staff member</p>	<p>Individual cases reviewed termly, role reviewed annually</p>
<p>D)For students to be given the tools they need to deal with their feelings and build resilience</p>	<p>Pastoral Support Advisors. For students to be able to access these members of staff in order to receive help for issues may present as barriers to learning, usually through behaviour. (£56,000)</p>	<p>The EEF shows Behaviour Interventions to have a moderate impact. For some students, it may be that issues from outside of school transfer into their behaviour whilst in school. If these barriers to behaviour can be addressed through a course of 1-2-1 sessions it could lead to an improvement of +4 months</p>	<p>Introduction of Behaviour and 16/17. Giving Quantitative data on 'before and after' intervention and impact</p> <p>Students referred to PSA with 6 week time frame in mind.</p> <p>Intervention to be reviewed following this 6 weeks</p>	<p>PLM- Deputy Head</p>	<p>Individual intervention reviewed every 6 weeks.</p> <p>Overall implementation review July '16</p>

	To part fund the role of Second in Learning Support (£19488)	There is a cross-over of Pupil Premium and SEN students. This role helps to bridge the gap of multiple vulnerabilities	Overseen by Head of Learning Support	SML- Head of Learning Support	July '17
E) For Pupil Premium students attendance to meet national expectations, particularly the FSM cohort D)For students to be given the tools they need to deal with their feelings and build resilience	To part-fund the Welfare/Safeguarding Officer role. (£16,083)	Safeguarding issues are likely to result in a barrier to learning for students. This role helps deal with the full spectrum of safeguarding issues that arise across the school. They may be passed on to the DSL, or dealt with through this role. In addition, this role deals with medical issues during school day-to-day, as well as long term. 31% of PP students have a listed medical condition.	Safeguarding log to monitor the students that are being reported as a safeguarding concern for any repetition Regular reports to the DSL	PLM (Deputy Head)	July '17
A)To improve rates of attainment/progress	To part-fund Learning Support Assistants (£86,389)	Although the EEF does show TA's (LSAs) to have low impact for moderate cost, it does go on to say that supporting individual, or extracting small groups has a moderate impact.	Students extracted in lower Years for literacy/numeracy supported monitored and altered if necessary	SML- Head of Learning Support	February '17
Total budgeted cost					£251,600
iii. Other approaches					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E) For Pupil Premium students attendance to meet national expectations, particularly the FSM cohort	Working with the LA's Education Welfare service in their trial of new procedure in handling poor attendance.	Students need to be attending school in order to learn. The school already implements first day calling, electronic registration, letters once attendance reaches a certain level, and referral to EWO. This new method will see parents asked to book their own parenting contract during a period of time blocked out with the EWO as well as the Deputy Head. If they fail to do so, it will result in an instant pre-court meeting	LA will inform KAS of those invited for parenting contract, KAS staff will be in attendance of Parenting Contract meetings Regular monitoring of attendance data PP Co-Ordinator to meet with Attendance Officer and discuss all PP students under 92% to track attendance intervention	PLM- Deputy Head	July '17
c) Improved behaviour amongst the PP cohort	To part fund the use of VIVO rewards software (25% £869)	To reinforce of good behaviour in lessons. The Education Leadership 'Seven Strategies for Building Positive classrooms' suggests reinforcing positive behaviour as an effective strategy.	Staff to lead and promote consistent use of the system	PLM- Deputy Head	July '17
A)To improve rates of attainment/progress	Providing revision guides for pupil premium students	The cost of buying revision guides across subjects can provide a barrier for those families who cannot afford them.	Informing parents Meetings with students across points in the year to check they are being used correctly.	DLN- Pupil Premium Co-ordinator	April '17
For Pupil Premium students attendance to meet national expectations, particularly the FSM cohort	To part fund the role of the attendance officer (£12,267)	Students cannot learn if they are not in school. The Free School Meals cohort has a disproportionate number of Persistent Absentees compared to other groups	Attendance Audit held on the 14 th /11 by the Local Authority	PLM- Deputy Head	July '17

<p>G)For families to receive help in any difficulties they may encounter that impact upon their child's school life</p>	<p>To fund internet 'dongles' for students to loan in order to gain access to the internet from home.</p>	<p>As the school has converted to using Google Classroom/forms and technology moves forward, it is likely to become more necessary for students to have internet access away from school time.</p>	<p>Students/families can make requests as and when necessary to the finance department. Use is monitored to ensure overspending doesn't happen Homework levels to then be monitored, questions to be raised if homework is still mentioned as missing</p>	<p>July '17</p>	
<p>A)To improve rates of attainment/progress B)To help students plan a future and create their own aspirations</p>	<p>To give students the ability to access their school files from home, as well as encourage the uptake of Year 11 PP students into the Sixth Form. Part funding the remote access/sixth form laptop scheme (£6,875 for both of the above)</p>	<p>The Sutton Trust Toolkit suggests that technology to supplement teaching can lead to a gain of +4 months. If students can use technology in the classroom with a carry-over to being able to access this as homework, then this +4 months may be seen. As well as this, students who may not be able to attend homework club due to using country transport can still access the files they may need. In addition, the Sixth Form laptop scheme is funded from the same budget. This helps students who may not be able to afford a laptop not have that as a barrier to entering the Sixth Form</p>	<p>Year 12 students will meet with a member of staff to discuss their needs and see if it is necessary for the school to make the initial £150 contribution, rather than reimburse</p>	<p>July 17</p>	<p>JG-Head of Sixth Form</p>
<p>A)To improve rates of attainment/progress</p>	<p>To use Accelerated Reader with Year 7 English groups to increase literacy levels (£934 contribution- 25% Yr 7 PP)</p>	<p>Continued from last year- to increase the literacy levels of students and to foster a love of reading amongst them On average, PP pupils last academic year started with a reading age of 9 years 7 months, and by May had, on average, a score of 10 Years 1 month. Scores ranged from 6yrs 4mths, to 16yrs 4 mths. Students making <u><0-3mths=</u> 31, <u>4-6mths=</u> 7,</p>	<p>Lead member of staff within the English department to co-ordinate. Students issued with reading passports with designated reading lesson over the fortnight. Quiz information shared with the teaching member of staff for monitoring/ action purposes</p>	<p>S.Markoutsas (English teacher)</p>	<p>Termly. Overall review July '17</p>

		<u>7-9mths= 9,</u> <u>10-12mths= 0,</u> <u>1 yr1mth-1yr 6mth=4,</u> <u>19mth+ = 3</u>			
<p>F)For the engagement of PP parents with school to increase in order for all parties to work together for the best outcomes</p> <p>G)For families to receive help in any difficulties they may encounter that impact upon their child's school life</p>	<p>To ring-fence a portion of the funding for any individual needs that may arise, making a 50% contribution towards uniform/PE Kit £5000</p>	<p>Enables students to feel part of the school community regardless of their background</p> <p>Build relations with parents by being able to offer forward assistance when needed</p>	<p>Parents able to request access as and when</p> <p>Referrals to the Internal Exclusion Room monitored for uniform related reasons</p>	<p>JG- Finance Manager</p>	<p>July '17</p>
<p>A)To improve rates of attainment/progress</p> <p>B)To help students plan a future and create their own aspirations</p> <p>G)For families to receive help in any difficulties they may encounter that impact upon their child's school life</p>	<p>To ring-fence a portion of the funding for activities/school trips. For school trips to be assisted they need to be essential to the curriculum (such as a geography field trip in Year 10). Year 7 camp is funded to help build relations £5000</p>	<p>Enables students to feel part of the school community regardless of their background</p> <p>Build relations with parents by being able to offer forward assistance when needed</p>	<p>Parents able to request access as and when</p>	<p>JG- Finance Manager</p>	<p>July '17</p>
<p>A)To improve rates of attainment/progress</p> <p>B)Improved behaviour amongst the PP cohort</p>	<p>To part fund students to attend alternative provision.</p>	<p>If it's becoming clear towards the end of Year 10 that they are causing a disruptive influence despite intervention school is just not the 'best fit' for them then there is an option for them to go elsewhere. For example, to begin a Level 1 course of their choice at Weston College.</p>	<p>Open communication with alternative provision providers</p> <p>Regular reviews</p>	<p>PLM- Deputy Head</p>	<p>Jan '17</p>

		Previous years have suggested that not only do the students on the Early College Transfer benefit from the opportunity (leaving with a qualification that enables them to start Year 12 at a level 2, which they would have been unlikely to manage in school), but the behaviours of students in their lessons could be seen to improve.			
Total budgeted cost					27,400
6. Review of expenditure					
Previous Academic Year		15/16			
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	
To raise awareness of the reasons behind students poor behaviour in class and offer alternative behaviour management style	INSET day training using local Ed Psych around attachment theory in the classroom and in-house staff who had been on emotion coaching training	The school's behaviour tracking system was altered to enable ease of numerical data tracking for behaviour incidents and therefore the data shows higher incidences than previously. For the focus group of Year 10 students whose teachers were told to specifically implement EC techniques, student feedback was positive, but their behaviour choices did not change.	The training will not be repeated, if a group of students were to be targeted for the emotion coaching approach, the outcomes would suggest it would potentially be better to implement lower in the school years prior to behaviour becoming 'ingrained'.	25% contribution-£400	
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	

<p>To reduce the number of students being persistently placed into A23 (internal Remove Room)</p>	<p>Employ a member of staff to consistently spend time in A23, as well as altering the school day for those who have a scheduled day in there (11-5). In addition- this staff member will mentor 1-2-1 those students who are regularly placed into the room</p>	<p>Many parents weren't happy with the change in the school day for A23 students, it also caused issues with students who catch school transport. There was a change in data reporting to allow easier monitoring (through report running on SIMS) of those being placed into A23, which makes it appear that there were a higher frequency of placements as of April 2016. Two students worked with over the final 6 months of the academic year ended up being referred for Early College Transfer, however the reports are that they are succeeding well whilst at college. As another example, one Year 10 student worked with regarding lateness and attendance had on average 14 late marks in a term. After intervention, this reduced to 4</p>	<p>The A23 day has reverted back to a standard school day due to the issues that arose in changing it. In addition, the staffing from periods 1-4 is now timetabled amongst other staff, with Period 5 attached to this role. A classroom has been converted to a smaller remove room for students to work in that may be having issues remaining in lessons (although used as a preventative measure, rather than a punishment) to enable them to return to lessons in future. Students will still be referred for 1-2-1 sessions in addition to this.</p>	<p>£20,232</p>
<p>For PP students to be able to access pastoral support if needed to help them build resilience inside and outside of the classroom</p>	<p>Pastoral Support Advisors</p>	<p>41% of students referred between September-June were Pupil Premium, covering reasons such as self-esteem, anger management, or family issues. For example- one student referred had 2 FTE in the academic year and was presenting as a challenge in lessons due to anger management issues. Following closure of intervention, the attendance increased and no further FTEs were recorded. A further example was a Year 10 student (15/16) who was referred for anger management which was leading to missed periods of school and some referrals to A23. This year the student has been commented on by several members of staff as having a much more positive attitude and has not missed a day of the first ½ term. Something that didn't happen prior to intervention</p>	<p>Behaviour and vulnerability tool has been introduced for the 16/17 academic year which is filled in by the PSA following the first meet with the child. It is then re-done at the end of intervention to give quantitative data on impact rather than relying on qualitative case-studies.</p>	<p>£55,000</p>

To help PP students who are also listed as SEN	Second in Learning Support	There is a cross-over of PP and SEN students. This role enables that crossover to be monitored and those students who fall into both vulnerable groups to be monitored accordingly. Many take small group support sessions instead of a GCSE option, or ASDAN sessions. This role also hosts Year 7 literacy catch up sessions, as well as testing for exam concessions	This will be continued into 2016/17	£20,000
To raise the profile of Pupil Premium Students	Employ a Pupil Premium Co-Ordinator	The gap was wider than expected for Year 11 of 2016. However Pupil Premium is an ever-growing item on the school's agenda. The tracking and monitoring of Pupil Premium students has improved. Looked After Children had a progress 8 score that was higher than even their NPP peers.	This will be continued into 2016/2017	£30,012
To help and support families with strategies to support them with their child who may be presenting with behavioural difficulties. To support the students in overcoming their difficulties	Part-funding a counsellor/PFSA (same individual)	33% of PFSA/Counsellor referrals were for PP students. Further information available upon request	This approach will be continued into the 2016/2017 academic year. Further PFSAs have been employed (not through the PP fund) to work with local primary schools in order to address issues before upcoming to KAS.	£25000
To raise attainment and support students	Part fund Learning Support Assistants	Students were taken out of French for extra intervention in their literacy ability.		
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
For students in low-income families to access basic school requirements such as uniform, or PE kit, as well as helping students attend after school revision if there are transport problems	To ring fence funding that can be accessed upon request from families, or through identification from staff	13 students from Jan-July (2016) who were PP were referred to A23- meaning they had persistently not adhered to uniform rules. Of those, 3 were placed in on more than one occasion. This has been assessed through recently altered tracking of A23 placements	This approach will be continued into next year. Referrals to A23 for uniform will be monitored and parents contacted to address the issue.	£5,000
For students from Low income families to be able to access curriculum related trips in line with their peers. To offer additional support for students struggling to adapt to Secondary Behaviour, or who appear vulnerable in the environment.	To ring fence funding that can be accessed upon request from families, or through identification from staff. As well as being used to pay for trips/activities that may be beneficial in settling Year 7 students	53% of FSM students were able to access Year 7 camp (the others were invited and personally contacted but did not wish to attend). 66% of PP students attended compared to 75% of Non PP students. 8 Year 7 students were selected for the Horse Riding Program for better settling into a secondary environment, of which 6 were PP. They did a questionnaire before and after the intervention to assess its impact. On average students increased by 20 points from the beginning of the intervention to the end (a positive move), with feedback from students	Money will continue to be ring-fenced for this purpose. Depending on cohort intake for 16/17, additional intervention for vulnerability/behaviour will be offered on the basis of need.	£5,600

For students to be able to access files from home in order to complete work from home if necessary. As well as being able to gain internet access if this is an issue.	To part fund the Remote Access system, as well as funding USB internet dongles for students without internet access	The dongles allow for 50 hours of internet access per month. They are given out with a specific time period alongside a loan agreement. Feedback is that it's useful, although one issue is signal strength in remote areas. One Year 11 student used a dongle for 2 months at home in order to use remote access to complete coursework.	This strategy will continue into 16/17 as the dongles are paid for as and when needed. Remote access will also continue as a useful resource for staff as well as students.	£6,875 (part funded)
For the attendance of Pupil Premium students to meet the national 95% expectation	To part-fund the role of attendance officer	Pupil Premium students were 4% behind their NPP peers at KAS, and 5% below the national expectations for 15/16. There is a clear process for students not meeting attendance expectations.	The process for those not meeting attendance expectations will continue. This will change however in line with the alteration of guidelines regarding PA. The figure has now changed from under 85%, to under 90%.	£12,267
For students in Year 11 who are causing unrest within the year group, or who are unlikely to gain GCSE qualifications to have an alternative means of education and gain a qualification	Assign funding from the PP fund to enable alternative provision for PP students who are unlikely to gain qualifications and disrupt the learning of others	2 Year 11 PP students were placed onto an Early College Transfer Level 1 course at Weston College (1 Non PP student was also sent). One student completed the course and gained a level 1 pass alongside an English and Maths functional skills completion, they are now moving on to a Level 2 with the same college. The other completed nearly all work with a unit left to complete but then stopped attending. Welfare trips from KAS staff, EWO, and Police were done, alongside continued attempted contact from WC and KAS staff. However they did not complete the course (the 1 non-PP did complete and moved on to an apprenticeship).	5 year 11 students 16/17 have been sent onto an ECT course with either Bridgewater or Weston. They will continue, as last year, to be monitored and reviewed regularly through the academic year.	£20,000

To promote, encourage and reward positive behaviour within lessons.	Implement a new rewards software- VIVO- which students can earn points in lessons that can then be saved and used as currency on items from the VIVO shop.	This is a strategy for all students, not just PP ones. Student feedback is positive, with many Year 11s trying to 'save up' enough points to make a contribution towards their prom payment.	This is being continued into the 16/17 academic year	£869 (part funded)
To increase literacy levels of students in Year 7	Accelerated Reader	On average, PP pupils started with a reading age of 9 years 7 months, and by May had, on average, a score of 10 Years 1 month. Scores ranged from 6yrs 4mths, to 16yrs 4 mths. Students making <u>0-3mths= 31, 4-6mths= 7, 7-9mths= 9, 10-12mths= 0, 1 yr1mth-1yr 6mth=4, 19mth+ = 3	Accelerated Reader will be continued into 16/17.	£934 (part funded)

- **Additional detail** In this section you can annex or refer to **additional** information which you have used to inform the statement above.

The King Alfred School Pupil Premium Vision Statement 2017

Every child deserves the opportunity to:

- go to school
- learn
- achieve
- dream big

- work towards their goals

At King Alfred School we believe that regardless of background all students deserve the opportunity to go to school, to learn, to achieve, to dream big and to work towards their goals. Many students face barriers, both external and internal to school, that may prevent them from accessing these 5 key opportunities - we believe it is our responsibility to remove these barriers, level the playing field and open doors for the next stage of their life.

By ensuring students attend school regularly and have the tools they need to learn, both physically, mentally and socially, many of these barriers will be overcome. Transferring learning into achieving will provide a sense of fulfilment whilst also promoting self-concept, self-esteem and self-motivation. Many of these barriers can be removed by encouraging high aspirations in our students and the necessary determination to work hard to fulfil their potential.

At King Alfred School everything we do to support our Pupil Premium students is linked to the 5 key opportunities.

