

The King Alfred School
Pupil Premium Strategy 2017-18
End of Term 2 Review 24th January 2018



Giving Students the Opportunity:

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

Belong. Believe. Be Proud.

1. Summary information					
School	The King Alfred School				
Academic Year	17/18	Total PP budget:	£268,540 (Financial Year 16/17)	Date of most recent PP Review	16/11/16
Total number of pupils	1211 Y7-11 1118	Number of pupils eligible for PP	323 (26.7%) Y7-11 308 (27.5%)	Date of this review: Next internal review:	24/01/18 15/04/18

1a. Context information														
	TOTAL 1210		YEAR 7 227		YEAR 8 234		YEAR 9 231		YEAR 10 230		YEAR 11 195		6 TH FORM 93	
	PP	Others	PP	Others	PP	Others	PP	Others	PP	Others	PP	Others	PP	Others
NOR (1210)	323	887	63	164	77	157	54	177	58	172	56	139	15	78
Male (579)	149	430	25	82	38	81	30	89	27	74	22	65	7	39
Female (631)	174	457	38	82	39	76	24	88	31	98	34	74	8	39
HAP (365)	62	303	8	30	8	21	13	98	15	80	18	74	-	-
MAP (495)	152	343	28	81	34	85	33	64	30	70	27	43	-	-
LAP (224)	86	138	26	48	35	47	7	11	8	16	10	16	-	-
SEN (95)	39	56	8	10	10	15	8	10	7	9	6	11	0	1
Catch-Up (270)	101	169	33	65	39	58	8	13	11	18	10	15	-	-

3. Barriers to future attainment (for pupils eligible for PP) Highlighting key focus using RAG system		7	8	9	10	11	M	F	SEN	LMH
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		237	234	231	231	195	580	631	95	
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	✓	✓	✓	✓	✓	✓	✓	✓	HAP
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	F L/MAP SEN	F LAP	M MAP SEN	M MAP SEN	F L/MAP SEN	✓	✓	✓	LAP MAP
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 is lower than all students nationally	✓	✓	✓	✓	✓	✓	✓	✓	-
	Pupil premium attendance is lower than Others students	✓	✓	✓	✓	✓	■	✓	✓	-
F.	Pupil Premium parental attendance to Parents Evenings is lower than NPP students, this is also true of other parental events held.	✓	✓	✓	✓	✓	-	-	-	-
G.	Many Pupil Premium families have other difficulties that are reported to school that may present barriers to the student's learning:	✓	✓	✓	✓	✓	✓	✓	✓	✓
	External Agency Involvement	■	■	■	■	■	-	-	-	-
	Family Circumstance	✓	✓	✓	✓	✓				
	Mental Health & Wellbeing, Physical Health	✓	✓	■	■	■	-	-	-	-
	SEN	7.6%	10.6%	7.8%	6.9%	8.7%	-	-	-	-

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	Students make more progress than those nationally with the same starting points
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 the 15/16 figure of 2%. The 16/17 NEET figure was 0.4% (1 student)
C.	Improved behaviour amongst the PP cohort	The % of PP cohort placed into Internal Exclusion and subject to FTE reduces proportionally in line with 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	Restructure of pastoral support systems and staffing leads to less referrals/self-referrals and a reduction in BVPT scores for students
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
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'.

6. Expenditure Review & Plan for Terms 3-6 2017/18

i. Targeted support

Desired outcome	Intervention	Action	Success Criteria	Staff lead	Review Date
A)To improve rates of attainment/progress B)To help students plan a future and create their own aspirations F)Increase parental engagement	To appoint specific PP Coaches to track, monitor and support disadvantaged students (AHOY)	AHOY reduce barriers to learning and track interventions/impacts	Outcomes for PP students improve so that disadvantaged students make more progress than those nationally with the same starting points As many PP parents/carers attend events as others At least 10% PP students attend TKAS 6 th Form	PLM	August 2018

ii. Quality of teaching for all

Desired outcome	Intervention	Action	Success Criteria	Staff lead	Review Date
A)To improve rates of attainment/progress	To part fund Class Charts for tracking of behaviour and homework	Software regularly overviewed and checked by the data manager Staff to have seating plans printed out	Outcomes for PP students improve so that disadvantaged students make more progress than those nationally with the same starting points	SE DH	August 2018

iii. Targeted support

Desired outcome	Intervention	Action	Success Criteria	Staff lead	Review Date
c) Improved behaviour	To employ an Internal Exclusion Manager, to bring R2L under the SENCO and implement provision	Put in place R2L provision	Reduction in FTE for PP so that % FTE is in line with Others Reduction in IE for PP so that % IE is in line with Others	PCW	April 2018
F)Increase parental engagement G)For families to receive help as appropriate D)Build resilience	To employ a counsellor/PFSA (same individual) to work with families and students	Use the PFSAs/Student Coach to undertake targeted interventions with PP students esp for attendance	Outcomes for PP students improve so that disadvantaged students make more progress than those nationally with the same starting points	SZL	April 2018
D)Build resilience	Student Coaches. 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.	Use the PFSAs/Student Coach to undertake targeted interventions with PP students esp for attendance	Outcomes for PP students improve so that disadvantaged students make more progress than those nationally with the same starting points	PCW	April 2018
D)Build resilience	To part fund the role of Second in Learning Support	Role no longer required due to staff restructure	N/A	PCW	No longer in place

Desired outcome	Intervention	Action	Success Criteria	Staff lead	Review Date
D)Build resilience	Team Around the School Manager appointed across the CLP	BVPT used for both Inclusion Meetings and Team Around the School Meetings, alongside PFSA referrals. Interventions quality assured by TAS Manager and DHT Pastoral & Intervention	Outcomes for PP students improve so that disadvantaged students make more progress than those nationally with the same starting points	PLM	April 2018
D)Build resilience	To part-fund the Welfare/Safeguarding Officer role To part fund My Concern safeguarding software	Safeguarding log to monitor the students that are being reported as a safeguarding concern for any repetition Regular reports to the DSL	Outcomes for PP students improve so that disadvantaged students make more progress than those nationally with the same starting points	PLM	July 2018
A)To improve rates of attainment/progress	To part-fund Learning Support Assistants	Students extracted in lower Years for literacy/numeracy supported monitored and altered if necessary SENDCO in place to drive targeted interventions	Outcomes for PP students improve so that disadvantaged students make more progress than those nationally with the same starting points	PCW	February 2018
E) Improve attendance	Working with the LA's Education Welfare service in their trial of new procedure in handling poor attendance. Use of additional EW support via LA funding (PN)	Regular monitoring of attendance data PN to undertake additional EW tasks such as 'door knocking' and to review these interventions fortnightly with DH	Attendance of PP improves so that % attendance is in line with Others Punctuality of PP improves so that % attendance is in line with Others	DH	July 2018
C) Improved behaviour	To part fund the use of Class Charts software for rewards	Staff to lead and promote consistent use of the system Class Charts integrated into the lesson structure as a key part SOP	IE/FTE of PP decreases and is in line with Others PP students have +ve behaviour points in line with 1:3 ratio	DH	July 2018
A)To improve rates of attainment/progress	Providing revision guides for pupil premium students	AHOY to put in place	Outcomes for PP students improve so that disadvantaged students make more progress than those nationally with the same starting points	PLM	April 2018
E) Improve attendance	To part fund the role of the attendance officer	Attendance Audit to be undertaken by LA in Spring 2018 (Term 4)	Attendance of PP improves so that % attendance is in line with Others Punctuality of PP improves so that % attendance is in line with Others	DH	April 2018
G)For families to receive help as appropriate	To fund internet 'dongles' for students to loan in order to gain access to the internet from home.	AHOY to put in place	Outcomes for PP students improve so that disadvantaged students make more progress than those nationally with the same starting points	PLM	July 2018

Desired outcome	Intervention	Action	Success Criteria	Staff lead	Review Date
A)To improve rates of attainment/progress	To use Accelerated Reader with Year 7 English groups to increase literacy levels	Put in place via English Dept	Outcomes for PP students improve so that disadvantaged students make more progress than those nationally with the same starting points	VP	Termly
F)Increase parental engagement G)For families to receive help as appropriate	50% contribution towards uniform/PE Kit	AHOY to put in place	Decrease in PP students without kit in PE (in line with others) Decrease in uniform concerns for PP (in line with others)	JG- Finance Manager	July 2018
A)To improve rates of attainment/progress B) Build aspirations G)For families to receive help as appropriate	Funding for activities/school trips essential to the and Year 7 camp	AHOY to put in place	Increased PP attendance on trips in line with PP:other ratio	JG- Finance Manager	July 2018
A)To improve rates of attainment/progress B)Improved behaviour amongst the PP cohort	To part fund students to attend alternative provision	DM to put in place as appropriate	Outcomes for PP students improve so that disadvantaged students make more progress than those nationally with the same starting points Reduction in PEX for PP (in line with others)	PCW - SENDCO	July 2018
F)Increase parental engagement	Whole Year Group visit to Exeter University with targeted PP follow-up KAS Alumni visits to assemblies/lessons Year 11 Study Support after school in 6 th Form area to develop an aspirant culture Develop an enterprise partnership with the local Chamber of Commerce/ businesses to provide mentoring and to widen horizons	Modelling and supporting aspirational courses post-16. Evidence supports that where students have visible role models and are supported to engage there is increased engagement/ uptake Links with the 6 th Form provide an obvious point of reference for this work	At least 10% PP students attend TKAS 6 th Form	JG4 BC BH	July 2018
F)Increase parental engagement	Targeted appointments for PP parents/carers at Tutor & Subject Evenings		As many PP parents/carers attend events as others	DH	July 2018

Desired outcome	Intervention	Action	Success Criteria	Staff lead	Review Date
B)Improved behaviour F)Increase parental engagement A)To improve rates of attainment/progress	Use ClassCharts to drive parental engagement and to support staff differentiation and targeted support Passport information written from tracker to Class Charts	Explicit strategies pushed to staff via Class Charts to support quality first teaching and to enable staff to meet the core standards in class	As many PP parents/carers attend events as others Outcomes for PP students improve so that disadvantaged students make more progress than those nationally with the same starting points	DH JPH PCW	July 2018
<i>B)To help students plan a future and create their own aspirations</i> <i>D)For students to be given the tools they need to deal with their feelings and build resilience</i>	<i>Hobbies a key factor of the 'passport' information for PP students to help build relationships with staff</i> <i>'Freshers' Fair' for local clubs with links into taster sessions</i> <i>Extra-curricular passport in place for Years 7 & 8</i>	<i>Giving staff an 'in' to engage with sometimes hard to reach students or parents can help them to support, and helps students to feel valued</i> <i>Research suggests that young people who are 'busy' are healthier, happier and more likely to gain positive outcomes</i>	<i>TBC after next PP Review</i>	<i>PCW</i> <i>BH</i> <i>MB</i>	<i>July 2018</i>
<i>B)To help students plan a future and create their own aspirations</i>	<i>Taster music sessions (3 x small group sessions) offered to PP students</i>	<i>Research suggests that PP students are less likely to be given opportunities to engage in music lessons, which can develop a wide variety of skills and wellbeing</i>	<i>TBC after next PP Review</i>	<i>PR</i>	<i>July 2018</i>
A)To improve rates of attainment/progress B)Build aspiration	English & Maths raising attainment focus groups in place for PP students 'Elevate' groups in place and explicit in each year group to allow students to be overtly supported and intervention to be put in place without a 'FSM' tag		Outcomes for PP students improve so that disadvantaged students make more progress than those nationally with the same starting points	DCH PLM	July 2018
A)To improve rates of attainment/progress	Pearson Pupil Premium Tracker in place and used to track costs and interventions	PLM to put in place, AHOY to input	Increased accountability for PP spend – what works/what doesn't monitored by termly PP Reviews	PLM	July 2018
A)To improve rates of attainment/progress	Vulnerability Tracker developed by SENDCO to ensure that interventions and tracked and linked to provision map	An essential requirement in the support process, in applying for HNF/EHCP, or if approaching PEVP Panel for additional support	Increase in students gaining EHCP/HNF	PCW	July 2018

Desired outcome	Intervention	Action	Success Criteria	Staff lead	Review Date
A)To improve rates of attainment/progress	<p>Increased focus on specific student data, requiring HODs and class teachers to account for their actions to support students</p> <p>Links from this to PP Coaches (AHOY) to identify and address barriers to learning</p> <p>Post data-drop reports to AHOY explicitly identify those PP students not making expected progress to ensure that no students 'fall through the net'</p>	Staff are held to account for the outcomes of each and every student, with regular meetings to quality assure departmental interventions/support and to link with PP Coaches to address barriers to learning	Outcomes for PP students improve so that disadvantaged students make more progress than those nationally with the same starting points	DCH PLM	July 2018
<p>A)To improve rates of attainment/progress</p> <p>B)Improved behaviour amongst the PP cohort</p>	PP students are FIRST – seating plans, marking etc	All staff using SOPs	<p>Outcomes for PP students improve so that disadvantaged students make more progress than those nationally with the same starting points</p> <p>IE/FTE of PP decreases and is in line with Others</p> <p>PP students have +ve behaviour points in line with 1:3 ratio</p>	SW4	July 2018