

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	King's School, Hove
Number of pupils in school	722
Proportion (%) of pupil premium eligible pupils	18.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	S Price
Pupil premium lead	S Price
Governor / Trustee lead	C Flackhill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130k
Recovery premium funding allocation this academic year	£17,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£147,500

Part A: Pupil premium strategy plan

Statement of intent

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1.	Attendance
2.	Social and emotional issues and Lack of self-esteem.
3.	Impact of Pandemic has been most significant on disadvantaged students.
4.	Lower KS2 attainment in every year group for disadvantaged students and weaker literacy and numeracy
5.	Lack of parental engagement and a suitable environment at home for learning
6.	Lack of opportunities for enriching extra-curricular activity out of school.
7.	Lack of 'cultural capital' and experience impeding ability to contextualise learning, particularly in humanities subjects and English Language and Literature
8.	Lack of a growth mindset and willingness to make mistakes in learning.
9.	New teachers (including new SENDCo and Assistant SENDCo in post) will not know disadvantaged students. Lack of knowledge, understanding and relationships with these students could make an internal barrier.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress 8 target	>0.1 Summer 2022 exams
Attainment 8	>45 Summer 2022 exams
Percentage 5+ in English and maths	>40% Summer 2022 exams
Percentage 4+ in English and maths	>70% Summer 2022 exams

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer of additional literacy and numeracy support at KS4 through a Core Skills option	We will be focusing on initiatives that give our disadvantaged students more of their teachers' time and quality feedback on their work; research suggests that quality feedback has a big impact on students' outcomes for a small cost (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) and that individual/small group tuition has a moderate impact for a small cost.	<ul style="list-style-type: none"> Literacy and numeracy skills. Lower KS2 attainment in every year group for disadvantaged students Impact of Pandemic has been most significant on disadvantaged students.
Focused support for Year 11 students through Period 7 and Holiday Intervention		
Staff focus on formative assessment and feedback		

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Buying in Literacy Support Service provision	We will be focusing on interventions that address practical barriers to learning (e.g. equipment, environment for learning) and lack of engagement with learning; research suggests that mentoring can have an impact and that homework can have a significant impact if set well and completed properly (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit).	<ul style="list-style-type: none"> Lack of parental engagement and a suitable environment at home for learning. Literacy and numeracy skills. Lack of opportunities for enriching extra-curricular activity out of school. Impact of Pandemic has been most significant on disadvantaged students. Lower KS2 attainment in every year group for disadvantaged students Lack of growth mindset and lower self-esteem.
Alternative provision for targeted students – RMF at KS3 and College courses at KS4		
SLT Mentoring		
Provision of academic materials and other items necessary for study		
Homework Club		

Wider strategies (attendance, behaviour, wellbeing)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clear systems in place for monitoring attendance and ensuring intervention when it is needed and provision of independent EWO.	Extensive research suggests that there is a clear link between attendance at school and positive academic outcomes for students. It is also clear that students' holistic well-being suffers when they do not attend school regularly.	Lower attendance.

Wider strategies (Engagement)

Budgeted cost: £44,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged students have priority access to internal pastoral support	We will be focusing on initiatives which help to make up for any lack of parental engagement and which give students access to high-quality pastoral care. Re-search suggests that supporting social and emotional development leads to positive outcomes https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit .	<ul style="list-style-type: none"> • Lack of parental engagement. • Lack of opportunities for enriching extra-curricular activity out of school. • Attendance. • Social and emotional issues. • Impact of Pandemic has been most significant on disadvantaged students. • Lack of growth mindset and lower self-esteem.
Provision of 1:1 careers support for all disadvantaged students in KS4		
Subsidies for extracurricular activities		
Named member of SLT has oversight of KS2-3 transition work		
Employment of Inclusion Officer		

Total budgeted cost: £129,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Initiative	Intended outcome	Impact	Evaluation
Monitor data (academic, attendance and behaviour) on a regular basis at SLT level to ensure underachievement in picked up on and acted on.	Allows appropriate interventions to be introduced at the right time.	Attendance gap decreased (attendance of students in receipt of PP funding improved from 89.5% in November 2018 to 92.3% at the end of Term 3 2019-20). Behaviour incidents decreased including the number of FTEs issued to students in receipt of PP funding (82% of all FTEs issued in 2018-19 were to students in receipt of PP funding, this reduced to 52% in 2019-20).	Monitoring the data in this way is effective.
Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills.	Close the gap between students in receipt of PP funding and their peers.	Progress indicators show an improvement in progress measures for PP students based on CAGs.	Detailed feedback on work provides benefit to all students.
Targeted intervention in maths and English to ensure that students have the opportunities to progress to their next academic level.	To ensure good outcomes in English and maths for students in receipt of PP funding.	CAGs demonstrate an improvement in progress measures for both English and Maths for students in receipt of PP funding	This pathway is effective in securing good outcomes in English and Maths for some students in receipt of PP funding.
Intervention is run during tutor time and holiday periods, encouraging continual engagement with education throughout the year. Students in receipt of PP funding are prioritized for this intervention.	Close the gap between students in receipt of PP funding and their peers.	CAGs demonstrate and improvement in progress measures for both English and Maths (see above).	Interventions have a demonstrably positive impact on outcomes.

Where appropriate and possible, the setting of students is considered to ensure they are within a group that will both academically challenge and support them. The staffing of these groups is carefully considered to ensure the highest quality teaching is available.	Close the gap between students in receipt of PP funding and their peers.	High levels of engagement therefore reducing the overall number of C2s and C3s. CAGs indicate a higher progress measures for students in receipt of PP.	Careful and appropriate setting and teacher allocation impacts on the student experience and outcomes.
Use of the Literacy Support Service and internal interventions run by SEND staff for targeted literacy support for students in receipt of PP funding.	Improve literacy skills such that the gap between PP and non-PP students decreases in school and against national outcomes.	CAGs produced Sisra progress measures of +0.37 for students with an EHCP and progress measures of +0.19 for students recorded as K on SEND register, compared to whole cohort progress measures of +0.58.	These interventions did lead to an improvement in literacy skills for the students accessing them. We could better monitor this impact.
Alternative provision for most vulnerable students in receipt of PP funding. 3 x KS4 students attended alternative provision 1 day per week. 1 student place at KS3 alternative provision.	Students placed in alternative provision to remain in mainstream education with success.	KS4 students all remained at King's until end of Year 11 and all accessed post-16 education. Low level behaviour problems all reduced for students who had placements in alternative provisions.	This money was well spent and we would look to secure similar placements for the next academic year.
Pupil Premium students to have individual learning passports that offer teaching staff guidance on how best to support and engage vulnerable learners	Teachers to have enhanced knowledge of how to engage students in receipt of PP funding, leading to better outcomes and reduction in incidents.	Reduction in C3s for disengagement in lessons, demonstrating the relationships built positively impacting students (reduced from 10 in term 1 2019-20 to 6 in term 1 2020-21).	Passports have a positive impact on outcomes and environment for learning for all in school.
Provision of curriculum equipment.	Curriculum equipment is supplied for Pupil Premium students to ensure that they are able to fully engage and participate in all lessons and activities.	Art and science purchased specific equipment, and CAGs for PP students in these areas were improved on from 2018-19 100% 9-4 Art (19-20) compared to 80% 9-4 (18-19). 69% 9-4 science (19-20) compared to 46.4% 9-4 (18-19).	Practical support of this nature can positively impact student outcomes.
Homework club/extended opening times	Enables students without a suitable home learning environment to complete their homework successfully.	Students without ICT facilities were able to complete homework. During lockdown, the most vulnerable PP students were identified to come into school (VI index used to identify students).	Homework Club is well used and provides a good environment for students who lack an appropriate home study space.

SLT mentoring, targeted at students in receipt of PP funding	Close the gap between students in receipt of PP funding and their peers.	Attendance of students in receipt of PP funding having monitoring improved.	Mentoring can be effective when well-targeted.
A Deputy Headteacher has oversight of the attendance, meeting fortnightly with HoYs to monitor each Year groups' attendance.	Improve the attendance of students in receipt of PP funding.	PP attendance (pre-lockdown) was above 92%, up from 88% in previous years.	Keeping oversight of attendance at SLT level is effective.
An attendance officer monitors attendance daily, contacting home when a student is not present. Key students are highlighted to the DHT and HoY who contact home.	Improve the attendance of students in receipt of PP funding.	PP attendance (pre-lockdown) was above 92%, up from 88% in previous years.	A dedicated Attendance Officer has helped us to improve attendance rates and maintain very good attendance across all groups of students.
An EWO is linked to the school and works with the DHT on fining and Persistent Absentees.	This is to ensure the vulnerable students with very low attendance are monitored closely, and advice and guidance from an external professional is sought when appropriate.	PP attendance (pre-lockdown) was above 92%, up from 88% in previous years. Persistent absence of PP students was lower than previous years but still an area of focus. EWO's caseload focused on PP students to address this moving forward.	We intend to increase EWO time for the next academic year.
Pupil premium students are engaged in a detailed and thorough transition programme to the school.	Year 7 students in receipt of PP funding are able to settle quickly and enjoy school from transition.	All Year 6 leads were met and a detailed transition plan put into place. Key students invited into school The number of C3s issued to this year 7 is significantly lower in Term 1 (13 in 2019-20 and 5 in 2020-21).	Thorough transition planning is very effective in supporting students in receipt of PP funding when they join King's.
Training of specialist staff for the pastoral support of vulnerable students.	Enables students in receipt of PP funding who need pastoral support to be well provided for.	Targeted support of vulnerable students through group work and one to one sessions had supported the decrease in C3s and C2s. Attendance for PP students has improved (Pupil Premium attendance has improved from 89.5% in November 2018 to 92.33% at the end of term 3, 2019-2020) CAGs demonstrate progress for disadvantaged students.	Investing in pastoral care supports good outcomes for students and a positive student experience.
Clear systems in place for financing uniform.	Enables students in receipt of PP funding to have the same uniform as their peers.	Students are now attending in full uniform, and more are approaching the school for support. This shows a trust of the school and a sense of belonging, again demonstrated in the lowering of behaviour incidents.	Providing support for uniform costs is essential to ensure parity of experience between students.

PP students have priority access to internal pastoral support provision through Pastoral Officers.	Enables students in receipt of PP funding who need pastoral support to be well provided for.	PP students are receiving more group and one to one support (at the end of Nov 2019 24% of students receiving support were PP, compared to 28% of students at the end of Nov 2020). The percentage of PP students requiring additional support from external professionals has decreased demonstrating the support being offered in school is effective in meeting their needs.	Investing in pastoral care supports good outcomes for students and a positive student experience.
A named SLT member has oversight of the SEND department and vulnerable learners. This includes the links with external agencies that offer a range of support for the well-being of young people. This ensures that the wellbeing of vulnerable learners is monitored regularly and support put into place swiftly through a weekly triage meeting.	Enables students in receipt of PP funding who need pastoral support to be well provided for.	Triage referral numbers have increased throughout the academic year (32 in term 1 2019-20 to 44 in term 2 2019-20 – pre-national lockdown) enabling more support to be put into place for disadvantaged young people. Reduction in one to one sessions across the school has resulted in more group sessions and therefore more targeted one to one sessions. During lockdown all PP students were contacted weekly by a key worker – by phone wherever possible.	Investing in pastoral care supports good outcomes for students and a positive student experience.
Careers support and guidance is offered through the pastoral system, enrichment programme and PSHE and all students in KS4 had access to external careers advisor.	Supports students with their post-16 transition and boosts aspiration.	All KS4 students in receipt of PP had 1:1 careers advisor sessions. All PP students graduating in 2020 are now attending post-16 courses. CAGs demonstrate improved progress measures, demonstrating higher aspiration and engagement.	1:1 careers support is effective and well received by students.
Training a DHT to be Careers Lead to support all students, and particularly PP students.	Supports students with their post-16 transition and boosts aspiration.	All PP students graduating in 2020 are now attending post-16 courses. CAGs demonstrate improved progress measures, demonstrating higher aspiration and engagement.	We must retain a Careers Lead at DHT level.

<p>A wide range of after school clubs enables students to participate in activities that they may not be able to access within classes, or at home. These range from creative writing to football, Duke of Edinburgh to rock band. Pupil premium students are financed for any clubs that require a financial input if they needed. Standard contribution is 50%.</p>	<p>Broadens students' experience at school and helps to compensate for any lack of opportunities outside school.</p>	<p>PP engagement with clubs and enrichment was in line with non-PP in December 2019. This was not possible to review later in the year due to COVID.</p>	<p>Supporting participation in extra-curricular activity will always be important.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider