KING EDWARD VII SCHOOL

Pupil Premium Strategy 2023-4

King Edward VII School Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Edward VII
Number of pupils in School	1159 (in Y7-11)
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Ms L Gooden
Pupil premium lead	Mr H Parker
Governor lead	Mr P Dickson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£359,050
Recovery premium funding allocation this academic year	£100,188
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	£459,239

Part A: Pupil Premium Strategy Plan

Statement of intent

King Edward VII School is determined that all students are given the best possible chance to achieve their full potential through the highest standards of teaching and learning, focused support and pastoral care. The additional provision delivered through the pupil premium funding should be available to all students within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. During the three-year strategy we will focus on the key challenges that are preventing pupils from high attainment. The approach will be responsive to both common challenges and our pupils' individual needs, rather than assumptions about the impact of disadvantage.

The key principles of the three year strategy are:

1. Staff continuing professional development (CPD): research shows that the biggest difference is made by applying consistently key teaching approaches such as: a carefully planned curriculum with clearly sequenced lessons with the teaching of key concepts, vocabulary development, feedback and learning to learn. Our comprehensive CPD program will focus on these areas.

2. Accountability: there needs to be accountability at all levels so there will be clear actions and expectations for the Leadership Team, middle managers and individual staff members through action plans and performance management targets.

3. Tracking progress: in order to support and intervene it is important that there is robust data-tracking which is accessible by all staff. This will be provided by our investment in data packages including SISRA and ALPs.

4. Parental and school engagement: the school needs to work in close partnership with parents and carers to fully understand the needs of individual children and young people.

5. External review; working with organisations external to school, including Learn Sheffield and Huntingdon Research School.

6. Support in closing the gap: we will provide a range of interventions (option variations, intervention classes and one-to-one support) so that pupil premium students leave School with the qualifications to progress onto positive post-16 choices.

7. Academic mentoring: both in small groups and in class support, with the focus being on progress and addressing gaps in knowledge

8. Transition: it is important that we start early, with a focus on Year 7s as they enter the school. An understanding of pupil premium issues will inform transition activities, catch-up support and progress tracking.

9. Enrichment: to continue to promote greater engagement in school through enrichment and extra-curricular activities.

Challenges

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

Challenge number	Detail of challenge
1	Literacy – vocabulary deficit and reading Our assessments and observations show that our Pupil Premium students have lower levels of literacy than their peers, particularly in terms of academic language (tier 2 vocabulary). This may be preventing them from accessing certain parts of the curriculum. *Link to key principle 1,3 & 6*
2	Attainment gap Attainment and progress gaps need to be further closed, particularly in core subjects (English, Mathematics and Science). This is even more pertinent following the COVID-19 School closure and is the picture Nationally. *Link to key principle 1,2, 3, 6 & 7*
3	Parental engagement Some parents have been identified as potentially hard to reach and find it difficult to access parents/information evening, reducing parental engagement with School. *Link to key principle 4, 6 & 8*
4	Metacognitive ability Our assessments, discussions and observations have identified that a disproportionate amount of our disadvantaged pupils lack self-regulation skills and find planning, monitoring and evaluating their learning very difficult. *Link to key principle 1,2, 5 & 6*
5	P16 progression Some pupil premium students are unaware of opportunities and progression routes Post 16. *Link to key principle 4, 6 & 9*
6	Attendance and persistent absence There remains a gap between pupil premium and non-pupil premium attendance (approx. 4%). This reduces their school hours and causes them to fall behind with their learning. *Link to key principles 2, 4 & 6*

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
The gap between pupil premium Progress 8 and national non-pupil premium students will narrow	Data – Students improve by at least 0.2 from 2022 baseline.
The percentage of pupil premium students achieving 9-4EM will exceed 45%.	45%+ achieved.
Pupil premium attendance will be more in line with whole School attendance	Data – attendance at least 92% for pupil premium cohort across the School
Teachers and teaching assistants to provide high quality teaching and learning including core teaching strategies introduced through CPD	Quality assurance procedures will measure the effectiveness of these strategies.
Increased engagement of pupil premium families to parents' evenings and community events.	Engagement in parents' evenings and the parental engagement community events will be measured. Parents' evenings – compare attendance data to 2021-2022; we will see a percentage increase across all year groups.
Students make positive and well-informed choices at transition stages and NEETs remain low.	Progression data - NEET's are less than 2%
Students on the University Mentoring Scheme and the academic mentoring programme will remain engaged throughout, receive strong evaluations at the end of the program and show progress.	Progress data and student voice evaluations.

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: £115,384

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: Focus on curriculum intent that shows clear progression pathways through the school. Evidence based inquiry route professional development model with 3 clear strands of focus; metacognition, assessment and diversifying and decolonising the curriculum. Resources will be purchased (and time provided) to support these developments.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/feedback-approaches • The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. • These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content. • Students can engage more with a curriculum in which they can identify with and represents them and their background. • Providing feedback is well evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject, and self-regulation strategies: it provides specific information about how to improve.	2, 4
Support and specific training for Early Career Teachers and ITT – regular calendared meetings	https://www.gov.uk/government/publications/induction-for-early-career-teachers-england • DfE have made changes to induction program for NQT's to increase teacher retention.	2, 4
Engagement in two programmes run by Learn Sheffield and Huntingdon Research Schools "Making The Difference" and "Curriculum development project". The projects that follow from these programmes will feed into the schools whole school Teaching & Learning and CPD plans.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation • The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.	1, 2, 3
Teaching and learning group focus on modelling independence – the "seven step model". The group meets 6 times a	https://educationendowmentfoundation.org.uk/news/eef-blog-modelling-independence-the-seven-step-model-planning-tool	4

Activity	Evidence that supports this approach	Challenge number(s) addressed
year with teaching and learning lead representatives from each department. This is building on the work done last academic year on Hattie's (2008) Mindframes for visible learning.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation • The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. • These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content. • Teachers can demonstrate effective use of self-regulatory and metacognitive strategies by modelling their own thought process. • Supporting pupils and scaffolding their learning can help every pupil move from dependence to independence. Not only that, but by improving pupil performance, we can develop their belief in their own competence and in turn, their motivation to achieve.	
Vocational Skills Programme continued – off-site placements leading to qualifications.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment • For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. • This can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of their studies.	1, 2

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

Budgeted cost: £225,763

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional classes to support targeted students: timetabled extra English/Mathematics option provided in Y10	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2

and 11 and additional classes in Y7. 1:1 or small group tuition delivered by Action Tutoring and other approved providers for pupil premium students in Y9-11 in English and Mathematics.	• Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. • One to one tuition and small group tuition are both effective interventions. • Providing training to the staff that deliver small group support is likely to increase the impact. • Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of the school's pupil premium strategy.	
Curriculum Specialists and Academic Mentors employed in 5 curriculum areas to support individual students.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction • For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. • Several studies show that teaching assistants can support individualised instruction effectively. • Individualised instruction interventions can be delivered through a range of models including independent learning, classroom-based activities supported by a teacher or teaching assistant.	1,2
Y7 Catch up Programme small groups in English and Mathematics, including work on reading with Lexia.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies • It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text ad enough challenge to improve reading comprehension. • Providing training to the staff that deliver small group support is likely to increase impact. • There are some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills. •	1, 2
Additional funding available for departments (in addition to departmental capitation) to "bid" for in order to put specific interventions in place that are linked to the curriculum to increase the progress of pupil premium students. Funding also to be made available to ensure all students can access educational visits that support learning.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment • EEF believes enriching education has intrinsic benefits. They think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. • It can be argued that enrichment approaches can directly improve pupils' attainment. It could also impact metacognition depending on the context what the money will be used for. .	2, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £118,514

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance improvement strategy: Data circulated to Year Teams to support the structured attendance intervention plan. Regular strategic meetings held with Year Teams focused on support/intervention that can be put in place where needed, extra focus on PP students. First day calling provision in place. Students referred to in school EWO or/and external agencies where necessary.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement • It is crucial to consider how to engage with all parents to avoid widening attainment gaps. • Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment • Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). • Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). • Evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.	2, 6
Behaviour: Employment of 5 Behaviour Managers to support intensive work with students to re-engage with learning. School behaviour monitoring systems and weekly behaviour bulletin.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions • Set high expectations, plan to ensure academic achievement, structure lessons to address misconceptions, engage students in their learning (metacognition). • When adopting behaviour interventions – whether targeted r universal – it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school. • Create a strong, positive classroom and school culture.	2, 6

Parental engagement Increased engagement of pupil premium families in terms of parents/information evenings. Follow up parents evening appointments with the Pastoral Team. All parents' evenings to be held remotely on School Cloud going forward. Attendance data from parents evening available for pupil premium parent attendance. Parental engagement community events led throughout the year by the Headteacher.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement • It is crucial to consider how to engage with all parents to avoid widening attainment gaps. • Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.	3
Targeted careers advice, including raising the profile of careers at KS3, with more direct engagement with employers and universities through the Careers Inspiration fayre. Promote the "Big Challenge" (KS3) to all students however PP students will be targeted.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education • Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from disadvantaged backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. • High quality careers education can help them progress smoothly into further learning and work.	5
KS2/3 Transition work to support Pupil Premium students coming in to the school, including additional half day induction and the provision of nurture groups.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning • SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation	
Additional programmes in place to support engagement and well-being – Inspiring Youth Award, Foundation Learning, Duke of Edinburgh Award, Cutlers Ambassador Program.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning • SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	2, 6

Total budgeted cost: £459,661

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 2021 to 2022 academic year.

	Success criteria/Measurement	Progress made
1	The gap between pupil premium Progress 8 and national non-pupil premium students will narrow, students will improve by at least 0.2 from 2019 baseline.	The gap widened nationally and it also did at the school. In terms of Progress 8 the gap in 2022 was 0.78, around national average.
2	The percentage of pupil premium students achieving 9-4EM will exceed 45%.	Target achieved: 50% of pupil premium students achieved 9-4EM.
3	Pupil premium attendance will be more in line with whole School attendance, at least 92% for pupil premium cohort across the School.	All attendance was affected by the pandemic. The whole cohort attendance was 92.24%, PP attendance was 89.34%. The gap has remained broadly constant.
4	Teachers and teaching assistants to provide high quality teaching and learning including core teaching strategies introduced through CPD. Quality assurance procedures will monitor the effectiveness of this.	Quality assurance processes show that the use of feedback, modelling and metacognition (learning strategies) are being increasingly implemented. The further development of metacognition is a priority for this academic year.
5	Increased engagement of pupil premium families to parents' evenings. Parents' evenings – comparison of attendance data to 2020-2021; we will see a percentage increase across all year groups. 2020-2021 attendance (full cohort): Y7 – 68.3% Y8 – 61% Y9 – 68.7% Y10 – 71.8% Y11 – 75.3%	Parents evening 2021/2022: See table below. There was an overall percentage increase in three year groups, and we now have data to monitor PP attendance.
6	Students make positive and well informed choices at transition stages and NEETs remain low. Progression data will show that NEET's are less than 2%	NEET figures as of January 2023: 2%
7	Students on the University Mentoring Scheme and the academic mentoring programme will remain engaged throughout, receive strong evaluations at the end of the	Engagement was monitored throughout and for all but one student it was excellent.

Parents evening 2021/2022:

Year group	% Attendance (full cohort)	% Attendance (PP)	% Diff
7	69%	42%	27%
8	63%	42%	21%
9	64%	43%	21%
10	78%	53%	25%
11	70%	54%	16%

	program and show progress. Progress data and student voice evaluations.	

Further information

Additional activity:

The Pupil Premium Strategy will be supplemented by additional activity that is not being funded by pupil premium or the recovery premium. This will include:

- The involvement of King Edward VII School in the Learn Sheffield Making the Difference programme, led by Marc Rowland in conjunction with the EEF. This is a long-term programme focused on raising the attainment of disadvantaged and vulnerable pupils, taking an evidence informed approach. The relative underperformance of disadvantaged pupils is an entrenched issue in Sheffield.
- Collaboration with other educational professionals outside of the Sheffield area to share ideas and strategies in terms of closing the pupil premium achievement gap.
- Offering a wide range of high quality extra-curricular activities to boost wellbeing and aspiration. Activities will focus on building the confidence and resilience of the students involved, in addition to providing them with a range of opportunities/activities which may be new to them. Examples of these activities include: the Duke of Edinburgh's Award Scheme, sports events through the Sheffield Federation for School Sport and musical performances.
Disadvantaged students will be encouraged and supported to participate in these activities.
- The use of SENECA across the School as a platform to embed good learning away from the classroom and prepare for examinations. The School has worked with disadvantaged students to ensure all have appropriate hardware and internet access in their home environments to access this.