

Kings College Guildford: Pupil Premium Strategy Statement 2024-2028

This statement details our school's use of pupil premium 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	Kings College Guildford
Number of pupils in school	<u>563</u>
Proportion (%) of pupil premium eligible pupils	<u>28.06%</u>
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2028
Date this statement was published	September 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mr Alastair Mckenzie
Pupil premium lead	Mr Shawn Stewart
Governor / Trustee lead	Ms Christa Wijnja

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year – 2024-2025	£ 169,480
Recovery premium funding allocation this academic year	n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	n/a
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	£ 169,480

Part A: Pupil premium strategy plan

Statement of intent

At Kings College, we believe that the highest possible standards are achieved by having the highest expectations of all pupils. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG). We insist that all our pupils and their families embrace our ethos of 'Work Hard and Be Kind' in order that their education enables them to have high aspirations, be happy with themselves and within the communities that they are part of and make excellent progress to secure successful futures.

Our key principles are that every young person receives the best possible education through the sharing of outstanding practice and professional development opportunities for staff. We continue to be small enough to know all our pupils, but large enough to give them access to every opportunity. This informs our approach to targeted academic support and wider strategies which are devised based on continuous analysis of student progress to ensure that we adopt research backed interventions and strategies that secure impactful outcomes for all pupils.

Challenges

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

Challenge number	Detail of challenge
1	Vulnerable pupils and families require significant transition support to secure continued progress from KS2 and reduce Gaps in prior knowledge and literacy. English, Maths Science and Modern Foreign Language require bespoke curriculum planning in order to secure good progress from starting points.
2	Attendance for pupils eligible for PPG is below national average
3	Ensure all pupils continue to have high aspirations, positive self esteem and develop resilience.
4	Maths and Science outcomes for disadvantaged pupils are inconsistent.

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	Challenge Addressed
<p>High levels of progress in literacy, numeracy and oracy for all pupils. Measured by improvements in quality of classwork over time and assessment performance in line with peers nationally.</p>	<p>Curriculum reflects changes to examinations and to prioritise addressing gaps.</p> <p>Whole school approach to active listening secured.</p> <p>Expansion of Cross Curricular Skills to continue and embed these core concepts.</p> <p>Implementation of a mastery curriculum in Maths across KS3.</p> <p>Choice of exam board evaluated to best support outcomes specifically in Maths.</p> <p>Whole school implementation of Reciprocal Reading strategy to increase literacy and oracy skills across all pupils.</p> <p>Introduction of Sparx Maths and Sparx Reader on a trial basis.</p> <p>Intervention Mapping shows all eligible for PPG that require additional support are involved in effective interventions. Research backed interventions are running and measured each term to show impact.</p> <p>Improved reading and spelling progress data.</p> <p>Cross curricular skills of State, Describe, Explain and Infer are embedded in all lessons.</p>	<p>1,4</p>

<p>The curriculum is designed to ensure sustained progress from Year 6-7. School data shows rapid and sustained progress for Year 7 at examination points.</p>	<p>Curriculum is planned using feedback from feeder schools to prioritise gaps. This is accomplished through yearly CPD and professional engagement with primary colleagues.</p> <p>Thorough transition program involving all stakeholders to ensure support is in place for those that require it prior to transition via youth work and targeted support. Actions include SENDCO/Pastoral visits, Parent and Child interviews with SLT, transition days.</p> <p>PSHE/RSE + Pastoral Curriculum are reviewed and designed to support students progress and personal development.</p>	<p>1,4</p>
<p>Improved attendance for pupils eligible for PPG measured through present % and PA's.</p>	<p>Attendance for students eligible for PPG 95%</p> <p>Restructured attendance process to include Attendance Champion and Admin Support.</p> <p>Greater communication and focus of what excellent attendance looks like.</p> <p>Focused approaches including intensive family HSLW support, Peer Mentoring and enhanced enrichment offer to ensure every child is supported to attend and access the offer at school.</p>	<p>2</p>
<p>Pupils are happy at school and able to focus on their learning. All pupils are able to cope with difficulty. Measured through pupil voice activities.</p>	<p>Wellbeing strategy embedded and offering opportunities for all pupils.</p> <p>Wellbeing interventions run and measured each term show positive impact for pupils.</p> <p>PPG Parents and Carers Engage with Parent Pathway to develop wellbeing awareness and strategies that tie in with school approach.</p> <p>Enrichment registers show that they are well attended by pupils eligible of PPG.</p>	<p>3</p>
<p>Pupils have high aspirations which is measured by participation in events and opportunities over the course of the year.</p>	<p>All pupils take part in raising aspiration work.</p>	<p>3</p>

	<p>PPG eligible students are targeted for multiple interactions with higher education and employers per year which expand their knowledge of local and growing markets.</p> <p>Targeted students including PPG eligible pupils develop Professional Pathways which increase awareness of connections between academic achievement and professional opportunities/outcomes.</p> <p>All students are engaged with extracurricular activities. PPG students are targeted for Enrichment Scholarships which focus on providing opportunities for personal achievement in : athletics, music, art, and technology.</p> <p>Continued increase seen in higher level post 16 education options where appropriate.</p>	
Pupils have the equipment and funding they require to engage fully with school.	<p>Pupils that required ICT, internet, uniform, stationary or funding for trips or enrichment activities are able to access support.</p> <p>All pupils have the equipment that they require.</p>	1,2,3
Vocabulary development for pupils eligible for PPG in line with those of peers which is reflected in the written communications during book reviews and observations. Tier 2 words used consistently to expand vocabulary.	<p>Direct Vocabulary is evident in every lesson in every subjects.</p> <p>Pupils with SLCN are supported through a whole school and targeted approach.</p> <p>Pupils with disadvantage and specifically those with multiple deprivation are able to close vocabulary gaps.</p>	1,4
Homework club + Period 4 Revision Sessions and Exam Preparation sessions are well attended by eligible for the PPG, and parents demonstrated through registers.	<p>All pupil's homework is consistently completed.</p> <p>All pupils are ready for examinations and make expected progress in examinations.</p>	1, 3, 4
All pupils making expected levels of progress from starting points in Maths and Science demonstrated in internal and GCSE assessments.	<p>Head of Science to continue to embed department pedagogy to reduce attainment gaps and improve progress.</p>	1, 4

	Head of Maths to plan and embed mastery curriculum to reduce attainment gaps, improve progress and ensure consistent student experience.	
Pupils with SEMH needs are supported to develop personal wellbeing strategies able to access early and specialist intervention when required. Families are engaged and provided with opportunities to build skills for supporting their children in this area	<p>Behaviour incidents for pupils eligible of PPG are proportional to % of All Pupils and show a decreasing picture including exclusions.</p> <p>Three pronged referral service is utilised by Parents, Students and Staff to access wellbeing and mental health support.</p> <p>Parental engagement and partnership with Wellbeing and Mental Health staff becomes expectation.</p> <p>Wider Wellbeing Team deliver and engage all families in Wellbeing Parent Pathway afterschool sessions.</p> <p>SEND Team support students with appropriate and timely support including intervention, referrals to agency, ALP and EHCPA Requests.</p>	3
PP Pupils show improved behaviour over time through engagement with school behaviour systems.	<p>Percentage of exclusions and permanent exclusions is proportional for PP students.</p> <p>Behaviour Data over time indicates that behaviour systems reduce recidivism in PP students.</p> <p>Early intervention is put in place for behavioural education for students who do not fall in line with this expected trend.</p>	3

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: £64,557

***Example Expenditures:** Increased support staff, recruitment and retention of Science and Maths staff, retention of Upper and Lower School SENDCO*

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

Budgeted cost: £144,688

***Example Expenditures:** HLTA training, ALP Budget, SEND Screening, Lexia, Bounce Survey Platform, HLTA recruitment, Out of Term Revision Sessions, Sparx Maths and Reader*

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

Budgeted cost: £118,903

***Example Expenditures:** CWP Worker, Art Therapist, HSLW, EIKON, Homework Club, Trip and Equipment Support, ClassCharts, Enrichment Budget*

Total budgeted cost: £ 328,148

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 2023 to 2024 academic year.

Year 11 August Exam Results (2023-24):

Measure	2024 Results
5 5+ Inc E+M	15.79%
5 4+ Inc E+M	47.37%
Eng 9-5	57.89%
Eng 9-4	68.42%
Maths 9-5	26.32%
Maths 9-4	47.37%
2 Science 4+	47.37%
3 Science 4+	10.53%
Eng P8	+0.04
Maths P8	-0.32
Overall P8	-0.50

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 4 performance data and our own internal assessments.

This year marked the end of the Pupil Premium strategy which spanned from 2021-2024. The review of this strategy saw success in the vast majority of target areas, which is reflected in continued good progress for our disadvantaged pupils. The review of these results and the trending data have helped inform our new long term strategy.

For 2024, the Progress 8 score for our disadvantaged pupils was -0.50 and for non-disadvantaged pupils it was +0.05. The national Progress 8 score for disadvantaged pupils in 2022/23 was -0.57 and for non-disadvantaged pupils it was -0.03 . This data suggests that the progress for our disadvantaged pupils remains comparatively strong as our pupils **exceed national average**.

The national gap in progress has continued to grow since the pandemic **reaching the highest point since 2012**. This impact is also reflected in attendance figures nationally. **The gap in progress at Kings is generally in line with national figures at .60.**

Absence among disadvantaged pupils was **10% higher** than their peers in 2023/24 and persistent absence for those eligible for PPG was **29% higher** for the academic year. This does reflect a national picture however we recognise **this gap is too large**.

These results highlight areas of prioritised focus to ensure future success- as well reinforcing our confidence that the core strategy is impactful.

As an outcome of this analysis we have targeted some key areas of development including but not limited to:

- **Staff and Pedagogical development on Transition:** informed by the national picture of persistent non-attendance since the pandemic as well as the widening progress gap at the primary level.
- **Attendance:** informed by our data indicating that disadvantaged students who are persistently absent lose over a grade of progress comparatively. This has impacted our planning in placing more resources into parent engagement and training for mental health and well being concerns as well as increasing resources for attendance administration and EBSNA support within our offer- linked to our School Mental Health Strategy.
- **Behaviour and Suspensions:** informed by behaviour data, we have aimed to reduce suspensions related to disruptive behaviour for pupil premium students, as this reduces attendance and may directly impact progress.

- **Extracurricular and Aspirations:** the focus on these areas aims to increase sense of belonging and attendance by creating a strong sense of belonging, and progress by explicitly linking academic progress and attendance with a range of aspirational outcomes for disadvantaged students.

Alongside these focus areas we will continue to strengthen and develop successful historic strategies to ensure student achievement and progress.