

Pupil premium strategy statement

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 EDWARD VI FIVE WAYS SCHOOL
Number of pupils in school	901 (Years 7 – 11)
Proportion (%) of pupil premium eligible pupils	19.5% (176 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Charlotte Jordan
Pupil premium lead	Siobhan Tyrie
Governor / Trustee lead	Louise Rees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 168,000
Recovery premium funding allocation this academic year	£ 24,505
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 53,000
School Led Tuition	£21,465
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	£ 267,050

Part A: Pupil premium strategy plan

Statement of intent

Our intention at King Edward VI Five Ways is that all of our students have access to high quality teaching and the wider opportunities that our setting provides, regardless of background or challenges outside of school, enabling them to make good progress and achieve their potential across all aspects of the curriculum.

The strategy aims to support those students in receipt of the pupil premium, as well as those that are considered to be vulnerable.

The strategies will build upon the good practice that is already in place, ensuring that all students (whether disadvantaged or not) are accessing Quality First Teaching and support if their needs require it.

Our plan compliments the whole school focus of addressing gaps that have developed from COVID-19, and integrates the National Tutoring Programme route of School-Led Tutoring, allowing for greater flexibility in meeting the needs of our students.

We aim to personalise our support wherever possible so as not to make assumptions that may in fact disadvantage our students.

Challenges

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

Challenge number	Detail of challenge
1	The level of support at home in relation to non PP students.
2	PP students' level of engagement in remote learning, resulting in 'lost learning'.
3	Our PP students struggle with independent work or self-motivation.
4	Accessing all extracurricular opportunities.

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
Narrowing the attainment gap between non PP and PP students in exam cohorts.	End of year examination results. SISRA Analytics.
Improve PP attendance in all cohorts.	Attendance data. Liaising with Heads of Year and Attendance Officer to establish trends and therefore offer targeted support. Overall attendance among PP students to rise by at least 1% in line with non-PP students. Evidence to be shown in attendance logs and raised attainment data of those PP students with lowest attendance rates.

Increase staff confidence in supporting PP students.	Staff voice. IAG/SISRA data.
Widening accessibility and eradicating financial barriers for eligible students.	Eligible families to be seeking assistance in line with the King Edward Promise, allowing them to access to financial support in relation to transport, uniform, materials and trips. Evidence will be documented in expenditure reports and impact analysis.

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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Pupil Premium Mentor	Regular and personalised support from designated staff to provide a consistency for students. <i>Mentoring/Individualised instruction (3+) Parental engagement (3+)</i>	1,2,3,4
PP working group	Staff appointed to lead on initiatives to improve engagement and therefore ultimately attainment of PP students. <i>Small group tuition (4+) Feedback (8+) Mastery learning (5+) Social & Emotional learning (4+) Mentoring/Individualised instruction (3+) Parental engagement (3+)</i>	1,2,3,4
Appointment of Assistant Pastoral Heads	Enabling the provision of targeted support informed by regular data analysis and staff referrals. Intervention will be primarily academic though those holding position will work closely with Pastoral Leads to best meet the needs of students. <i>Mentoring/Individualised instruction (3+) Social & Emotional learning (4+) Small group tuition (4+) Feedback (8+)</i>	1,2,3,4

Targeted academic support

Budgeted cost: £ 44,505 (*Recovery premium & School Led Tuition*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS3 Literacy Tuition	Targeted support at KS3 to address 'lost learning' and gaps in understanding. Tuition to be run by teaching staff to nurture sense of belonging and increase staff confidence.	2,3

	<i>Mentoring/Individualised instruction (3+) Mastery learning (5+)</i> <i>Small group tuition (4+) One on One (5+)</i>	
Adjusted timetables and Curriculum amendments in response to student progress and wellbeing.	Reducing or amending the curriculum to best suit the individual and increase focus and therefore attainment of core/key subjects. <i>Individualised instruction (3+)</i>	2,3
Motivational speakers/study skills	Using specific providers for support with key skills to target behaviours in order to improve engagement and attainment. <i>Social & Emotional learning (4+) Oral language (5+)</i>	2,3,4
Student Focus Groups	Identification of a specific group of students in Year 11 and Year 10 with all staff to increase the focus on them and raise progress and attainment. <i>Small group tuition (4+) Feedback (8+) Mastery learning (5+)</i>	1,2,3,4
Academic Mentors	DLP partnership	1,2,3,4
Subject Leaders to order stock for differentiated resources developed in the lending library.	The establishment of a library that can be used to support learning, improve access and promote respect and ownership in students. <i>Emotional learning (4+) Arts participation (2+) Digital technology (4+) Outdoor adventure learning (4+) Sports participation (2+)</i>	1,2,3,4
School Led Tuition (75% of the cost is subsidised in academic year 2021/22; remaining 25% through other budgets.)	Under School-Led Tutoring, all eligible state-funded schools are given a ring fenced grant to fund locally sourced tutoring provision for disadvantaged pupils. This could include using existing staff such as teachers and teaching assistants or external tutoring resources such as private tutors or returning teachers. The grant gives schools the flexibility to use tutors with whom they are familiar. <i>Small group tuition (4+) One on One (5+)</i> <i>Mentoring/Individualised instruction (3+) Mastery learning (5+)</i>	1,2,3,4
Allocation of laptops to students	The identification of gaps in accessing technology at home to support learning. <i>Digital technology (4+) Parental engagement (3+)</i>	1,2,3,4

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

Budgeted cost: £176,136

Activity	Evidence that supports this approach	Challenge number(s) addressed
SSAT Embedding Effective Assessment training programme £8,056	The programme has found that students make additional progress in their A8, therefore helping to narrow the gap. The programme would also improve staff confidence in both supporting PP students and provide opportunities for reflection on assessment processes. <i>Mentoring/ Individualised instruction (3+) Feedback (8+)</i>	2,3
Parent contact and student interviews to explain the KEVI Promise and how the	KEVI MAT entitlement assists with improvement of social mobility and increased access to KEVI schools. <i>Parental engagement (3+)</i>	1,2,3,4

school supports students. PP Coordinator and PP mentor to liaise with parents on ensuring each child receives a bus pass, uniform, resources and money towards visits including residential trip in Year 7.		
Support for students to attend educational trips and visits including some extra-curricular opportunities.	In line with the KEVI MAT entitlement; increasing parent engagement through conversations with co-ordinator. <i>Arts participation (2+)</i> <i>Outdoor adventure learning (4+)</i> <i>Sports participation (2+)</i> <i>Parental engagement (3+)</i>	1,4

Total budgeted cost: £ 215,641

Surplus: £29,944 (possibly use for primary outreach)

Three Year Plan

Academic Year	Notes
2021-2022	To establish a thorough and purposeful support system for Pupil Premium, Disadvantaged and Vulnerable students.
2022-2023	Evaluate impact of strategies through external data analysis; student and parent voice; internal assessment points; staff feedback. Apply for 2 nd year DLP funding. School Led Tuition to continue to support students disproportionately affected by COVID-19 school closures and periods of isolation. Tuition will be subsidised by 60%. (Note - Year 11 will be current Year 10 who missed 6 months in Year 8 [March 20 – Jul 20]; 3 months in Year 9 [Jan 21 – Mar 21].)
2023-2024	Evaluate impact of strategies through external data analysis; student and parent voice; internal assessment points; staff feedback. School Led Tuition to continue to support students disproportionately affected by COVID-19 school closures and periods of isolation. Tuition will be subsidised by 25%. (Note - Year 11 will be current Year 9 who missed 6 months in Year 7 [March 20 – Jul 20]; 3 months in Year 8 [Jan 21 – Mar 21].)

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.

Cohort	PP Attainment 8 Grade	Gap (Non PP v PP)	PP Progress 8	Gap (Non PP v PP)
2018 - 2019	7.03	-0.68	0.38	-0.27
2019 - 2020	6.93	-1.06	0.52	-0.45
2020 - 2021	7.42	-0.73	1.02	-0.02

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
National Tutor Programme	MyTutor
Resourcing and Revision	GCSE Pod
Study Skills	Elevate

Service pupil premium funding (one student)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	School refuser, funding used to engage and support phased return.
What was the impact of that spending on service pupil premium eligible pupils?	Full engagement in school life and anxieties reduced.