



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 School
Number of pupils in school	840
Proportion (%) of pupil premium eligible pupils	2%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	August 2023
Statement authorised by	Education Group
Pupil premium lead	Mr Shane McCrink
Governor lead	Dr Mark Fenton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,752
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£12,752

# Part A: Pupil premium strategy plan

## Statement of intent

We aim to provide an ambitious, innovative and stimulating curriculum for all. High academic attainment and the development of widely-educated, confident and responsible young people are the twin aims of our curriculum. It is tailored to be academically challenging for our able cohorts of students, the vast majority of whom study A Levels before beginning university degrees or degree-level apprenticeships.

Our students follow a balanced academic curriculum with the English Baccalaureate at its heart. We prioritise student choice to give each individual the opportunity to proceed to destinations that meet their interests and aspirations. This results in a broad curriculum and smaller examination set sizes than is typical in state schools nationally.

Our curriculum aims to prepare students for a rapidly changing world whilst understanding and learning the best that has been thought, said and written. We promote and recognise success in a wide range of extra-curricular activities to enable students to discover and develop lifelong interests and talents. This rich set of experiences develops students' strength of character and enables them to become empathetic, resilient and independent.

## Challenges

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

Challenge number	Detail of challenge
1	Students' emotional needs which may be potentially caused by their social disadvantage
2	Students' potential lack of access to appropriate learning resources when not in School
3	Potential social isolation due to inability to access full extra-curricular and enrichment programme

## 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
To ensure that all students have the skills required to prepare appropriately for GCSE Examinations	Significantly positive Progress 8 score for the whole cohort, including disadvantaged students
To provide targeted academic support for individuals who are at risk of underachieving	Positive Progress 8 score for the disadvantaged students. Students received one-to-one support, where necessary
To ensure that students have access to appropriate mental health support when it is required	School Counsellor employed and seeing students as recommended Educational Psychologist used effectively to support specific needs
To ensure that students can access independent advice and guidance to support their future education and career plans	All Year 10 students have individual interviews All disadvantaged students in Key Stage 4 are offered annual individual interviews
To ensure that all students, regardless of their background, have the correct learning resources to support their achievement	All disadvantaged students are provided with the resources they need to enjoy a full education
To ensure that all students, regardless of background, can access the full extra-curricular and enrichment programme	All disadvantaged students are provided with the resources they need to enjoy a full education including, for example, free school residential trips

## Activity in this academic year

This details how we intend to spend our Pupil Premium **this academic year** to address the challenges listed above.

## Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>The role of teachers</b> <ul style="list-style-type: none"> <li>Discuss students who are Disadvantaged, in Department Meetings</li> <li>Meet the individual needs of students in lessons</li> <li>Report on students' progress as part of the IST scheme</li> <li>Read the Pastoral Update weekly</li> </ul>	EEF Teaching and Learning Toolkit	1,2
<b>The role of Heads of Department</b> <ul style="list-style-type: none"> <li>Chair Department Meetings including discussing students who are Disadvantaged</li> <li>Track the progress of students who are Disadvantaged termly using the IST scheme</li> <li>Lead on academic intervention where necessary</li> <li>Annually report on the exam performance of students who are Disadvantaged in the SEDP</li> </ul>	EEF Teaching and Learning Toolkit	1,2
<b>The role of Heads of School</b> <ul style="list-style-type: none"> <li>Meet with Deputy Headmaster termly to consider the progress of all students, including students who are Disadvantaged</li> </ul>	EEF Teaching and Learning Toolkit	1,2,3

<ul style="list-style-type: none"> <li>• Provide pastoral support, where necessary, for students who are Disadvantaged</li> <li>• Recommend financial support, where necessary, for students who are Disadvantaged</li> <li>• Communicate with home, where necessary, for students who are Disadvantaged</li> </ul>		
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## Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>The role of the SENCO/Inclusion Lead</b> <ul style="list-style-type: none"> <li>• Write IEPs, where necessary, for students who are Disadvantaged</li> <li>• Review and adapt, where necessary, IEPs throughout the year in collaboration with teaching staff</li> <li>• Review the academic progress of students, as well as their involvement in extra-curricular activities, during regularly meetings with the Deputy Headmaster following report cycles</li> <li>• Attend the Pastoral Leadership Team and update pastoral leaders weekly</li> </ul>	EEF Teaching and Learning Toolkit	1,2,3
<b>The role of the Careers Coordinator</b> <ul style="list-style-type: none"> <li>• Arrange individual interviews for all Year 9-11 students who are Disadvantaged</li> </ul>	EEF Teaching and Learning Toolkit	2

## Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• The role of the Senior Leadership Team</li> <li>• Review, at least annually, policies related to the Pupil Premium including the statutory Pupil Premium Strategy</li> <li>• Highlight students who are Disadvantaged, on IST termly overview sheets</li> <li>• Involve students who are Disadvantaged, in Curriculum Discussions during Observation Weeks</li> <li>• Specifically focus on students who are Disadvantaged, when undertaking lesson observations or walkthroughs</li> <li>• Track academic performance and discuss half termly at SLT meetings</li> <li>• Report the academic performance, and the wellbeing, behaviour and attendance of students who are Disadvantaged at Governors' Education Group</li> <li>• Evaluate the success of the Pupil Premium Strategy at Pastoral Leadership Team meetings</li> <li>• Evaluate the academic achievements of students who are Disadvantaged, as part of the annual review process</li> </ul>	EEF Teaching and Learning Toolkit	1,2,3
<p><b>The role of Governors</b></p> <ul style="list-style-type: none"> <li>• Hold School leaders to account for the use of additional funding to support students who are Disadvantaged</li> <li>• Appoint Link Governor for Pupil Premium (see Link Governor Procedure)</li> <li>• To review, at least annually, policies related to Pupil Premium including the statutory Pupil Premium Strategy</li> <li>• At the Governors' Education Group receive reports on the academic progress, achievement, well-being, behaviour and attendance of students who are Disadvantaged</li> </ul>	EEF Teaching and Learning Toolkit	1,2,3

## Total budgeted cost: £12,752

### This will be spent on:

- Payment of residential trips for students in Years 7,8 and 9 who are disadvantaged
- Provision of IT equipment for disadvantaged students who join Year 7
- Payment of individual music lessons for students in Year 7 who are disadvantaged
- Bespoke support for individuals, dependent on need and as recommended by Heads of Department or Heads of School e.g. uniform, extra curricular trips and visits, IT equipment
- Individual careers interviews for disadvantaged students in Years 9-11
- School counsellor costs, where necessary, for disadvantaged students

## 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 2022 to 2023 academic year.

To ensure that all students have the study skills required to prepare appropriately for GCSE Examinations	All students supported by the Pupil Premium have performed in line with their peers and far exceeded the performance of National Other.
To provide targeted academic support for individuals who are at risk of underachieving	A wider range of targeted support is provided for all students where it is required. This includes, for example: <ul style="list-style-type: none"><li>• GCSE Support Programme</li><li>• One-to-one mentoring from a senior student</li><li>• SLT mentoring</li><li>• Whole class revision sessions</li><li>• Lunchtime catch-up clubs</li></ul>
To ensure that students have access to appropriate mental health support when it is required	The School Counsellor continues to complement the Pastoral Team in offering specific support for students who require it.
To ensure that students can access independent advice and guidance to support their future education and career plans	The Careers Coordinator offers, at least annually, one-to-one careers appointments to all disadvantaged students in Key Stage 4
To ensure that all students, regardless of their background, have the correct learning resources to support their achievement	All students are provided with the support they need to access the full range of the curriculum. Disadvantaged students who join Year 7 are offered the use of laptops to support their learning at home
To ensure that all students, regardless of background, can access the full extra-curricular and enrichment programme	No student is disadvantaged from accessing the full range of enrichment, extra-curricular activities and trips. All disadvantaged students are entitled to free residential trips with their peers.