

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 Ethelbert School
Number of pupils in school	764
Proportion (%) of pupil premium eligible pupils	22.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	November 21
Date on which it will be reviewed	October 22
Statement authorised by	Vicky Willis Headteacher
Pupil premium lead	Jack Newman Assistant Headteacher
Governor / Trustee lead	Dave Roberts Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 188450
Recovery premium funding allocation this academic year	£ 27985
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	£ 216435

Part A: Pupil premium strategy plan

Statement of intent

At King Ethelbert School our intention is that all pupils, regardless of their background or challenges they face make good progress, achieve high attainment across the curriculum and leave King Ethelbert School as culturally aware, responsible citizens that are prepared for the future.

The focus of the pupil premium strategy is to support disadvantaged students to achieve their goals and close any gaps. This includes those who are already high prior attainers. We want our disadvantaged students to have high aspirations and feel empowered to go on and succeed. We have a huge focus on reading across all year groups so that all students can access our curriculum.

Our curriculum intent at King Ethelbert School focuses around three pillars. The first pillar is that we want all of our students to become lifelong learners. This starts with high-quality teaching which is at the centre of our approach to support our disadvantaged students. This is proven to have the greatest impact on closing the gap and will also benefit our non-disadvantaged students.

We also want our students to be responsible citizens, we have a strong focus on developing students' character from the very first days in year 7 to their final days in year 13. As part of our wider strategies we provide personal and professional studies (PPS) to all year 7-9 and 12 and 13, where we identify characteristics that will develop individuals into well rounded human beings, with a particular focus on skills, such as oracy, resilience and leadership. This programme runs throughout the school as we are an IB school and we too wish to provide all of our students with the opportunity to develop into inquiring, knowledgeable and caring young people and help to create a better and more peaceful world through education that builds intercultural understanding and respect.

Finally our last pillar is being prepared for the future. We provide our disadvantaged students and non-disadvantaged students with lots of opportunities to explore the future career paths. We strive for 100% of our students to progress to a destination that is appropriate and challenging and will lead to successful careers when students leave at year 13 or 11, as appropriate for the individual. We aim to equip students with a versatile skill set that allows them to be proactive learners, which is what we measure when reporting and have used staff career paths as aspiration drivers across the school.

Currently we have reading interventions that are heavily focused on KS3 pupil premium students. In order for all students to access our curriculum it is vital that our students are confident readers. We also have a whole school reading strategy, which promotes the love of reading and models to students that our staff are also lifelong learners. Our KS3 curriculum includes PPS and students work towards the PiXL edge awards which ties nicely with our IB mission statement.

We offer career meetings and our CEIAG mentor works closely with all students, prioritising our most vulnerable learners, including pupil premium students to ensure that they are aware of the possibilities for their next steps.

Our approach will be responsive to the common challenges and individual needs, which will be informed by diagnostic assessment, not assumption. The approaches we have adopted will help pupils to excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	The current Y7 cohort started without KS2 data and we therefore carried out CAT4 testing to attain benchmark data. This revealed that in their quantitative tests pupil premium students were significantly below the national average. 23% of students nationally scored between 74 and 88 (which is classed as very low and below average on an SAS) We had 30% of our pupil premium students in this category.
2	Disadvantaged students have been significantly impacted by partial closures of the school, in terms of engagement with learning and loss of study habits. This is also supported by several national studies. This has resulted in several knowledge gaps and students falling further behind in comparison to others with regards to their age related expectations.
3	Engagement with reading has been affected over the past 18 months, and testing has highlighted significant gaps in reading ages for disadvantaged students in several age groups across key stage 3.
4	Attendance has been an issue since the pandemic, the attendance of disadvantaged students compared to all other students is lower and there is a

	higher proportion of disadvantaged students that are classified as persistent absentees. Both parental and student anxiety has exacerbated this situation.
5	In outgoing Y11, cohorts disadvantaged students have underperformed compared to all other students. Specifically in core subjects last year there was a progress gap in Mathematics or -0.28, English language -0.48, English literature -0.59 and -0.22 in combined science.
6	Parental feedback throughout lockdown and assessments made by teaching staff and other observations have identified an increase in social and emotional issues caused by the pandemic, with an increase level in anxiety, depression and worry in relation to lost learning, interacting with others, exams and future prospects.
7	Being a coastal school in a low income area has caused issues when looking at student aspirations, not only this but the pandemic has negatively influenced students' mindsets towards future aspirations. We are continuing to work closely with all of our students to raise these aspirations and ensure that students are best prepared for the future as they can be.

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
Improved attainment among disadvantaged pupils across the curriculum in all cohorts and especially at the end of KS4.	Data drops show reduced gaps between disadvantaged and non-disadvantaged groups.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading data showing improvement in the disadvantaged pupil group for each cohort. Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and the gap between disadvantaged and non-disadvantaged students reduced.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Meeting criteria and working towards the NCB's wellbeing award. Student voice feedback, teacher observations and an uptake in extra-curricular activities, particularly those who are disadvantaged.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Attendance data shows improved statistics of disadvantaged students attendance records.

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: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Retaining, recruiting and the professional development of consistently good/outstanding classroom teachers, especially in the core subjects.</p> <p>Retention/recruitment of high quality heads of departments in core subjects and building capacity into their department to support trainees and share best practice.</p>	<p>Great teaching, in this research, is highlighted as being aware of the content they need to provide, both academically and structurally, providing a supportive learning environment, maximising the opportunities to learn and activating the ability to think hard. By retaining the best members of staff, we aim to address these areas whilst</p> <p>We also build strong relationships with our teaching groups by having staff retaining their examination groups across the duration of Key stage 4. This provides our students with consistency and familiarity as they approach their exams.</p> <p>Model for Great Teaching - Cambridge International</p> <p>We also believe that it is important for staff to feel comfortable, and work incredibly hard at making sure that our school is an enjoyable place of employment. Our strongest attribute to this is the team feel of King Ethelbert school, which is at the centre of our school's ethos.</p> <p>Understanding teacher retention - UK GOV</p>	2,5
<p>Improving teaching standards for trainee teachers.</p>	<p>High quality teaching has been identified as the best available level to improve student outcomes.</p> <p>We provide our ECTs with a robust support network which now includes and 2nd in charge to our professional</p>	2,5,6

Use of Teachfirst charity to provide high quality trainees. Employment of 2iC for professional mentor to support the growing numbers of trainees.	mentor. We use TeachFirst as they provide us with high quality trainee teachers. High quality teaching - EEF	

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

Budgeted cost: £76,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing opportunities for pupils to catch up. Homework support for both KS3/4 students Intervention sessions and review previous learning.	Small group tuition will be effective if it is targeted. Heads of department are encouraged to target specific students who they have identified as those in need of additional support in their subjects. Small intervention groups - EEF	2,5,6
One to one reading intervention with a specialist and an improved engagement with reading across all year groups.	One to one tuition has a high impact on those that have been specifically targeted and need additional support. This is especially helpful when the tuition is in addition to and links with what the students are currently learning. With this in mind our tuition has been specifically tailored to the individuals and runs alongside what the students are currently studying. This is also of real impact when targeting those of low prior attainment. one to one tuition - EEF	1,2,3
Purchasing of standardised assessment to identify those in need of reading intervention.	The standardised assessment materials will allow us to provide a reliable insight to those that require the additional support, which can be provided with reading comprehension strategies which have a high impact and ensure	3,

	that the students have a strong grasp of the text in front of them. Reading comprehension strategies - EEF	
Providing additional academic mentoring to Year 11 students that have been specifically targeted to receive this. Providing weekly or bi-weekly informal meetings between the mentee and the mentor.	Impact of mentoring varies but on average can provide a positive impact. It is important that we maintain these mentoring sessions as evidence has shown that when these sessions stops, attainment can quickly drop. Mentoring EEF	1

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduce the gap of attendance between PP and non PP students by using an improved attendance monitoring system. This includes the appointment of an attendance officer to work at pupil services every morning.	DfE research (2016) shows that: The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons Absence and attainment at KS2 and KS4 2013/14 DfE	4

<p>Improve reward systems to encourage better engagement amongst PP students.</p>	<p>There is evidence to suggest that financial reward improves classwork but not outcomes, however we would not be looking to use financial incentives.</p> <p>Pupil Motivation - Bristol University and EEF</p>	<p>6</p>
<p>Introduction of Launchpad Manager to provide emotional support and well-being guidance. Including CBT sessions.</p>	<p>Although this research focuses heavily around reduction of crime. From a schooling perspective it demonstrates the usefulness of a student that can be self aware and aware of any disruptive behaviours they are illustrating in lessons. Part of the Launchpad focus is around making sure students make the right decisions that affect themselves and those around them.</p> <p>CBT - Youth Endowment fund</p>	<p>6</p>
<p>KMPF Career focus days. University/College visits</p>	<p>See below:</p>	<p>5,6,7</p>
<p>Aspiration project across the school. Raising the staff's career pathways to date across the school and in their different subjects allows students to see options available to them.</p>	<p>Whilst this has very limited evidence, it should be noted that the link between aspirations and attainment is a complex relationship. Some studies in England have found that different socioeconomic groups have similar levels of aspirations for future outcomes and that the participation rates at higher education are driven by academic attainment. Which is why we feel that all students should be provided with the same opportunities and experiences in order to see what is available to them.</p> <p>As a school we should avoid generalisations and instead</p>	<p>6,7</p>

	specifically tailor support to to students for their aspiration. Aspiration interventions - EEF	
PPS/LORIC - Non-assessed subjects that students can make progress and develop cultural capital and meta-cognition. Developing LORIC characteristics and pursuing PiXL edge award for KS3 students, embedding this across the curriculum.	Evidence has shown that explicitly teaching strategies to help, plan, monitor and evaluate specific aspects of a students learning can be very effective. This approach has been found to be more effective when it is rooted in the usual curriculum as our PPS is. teaching meta-cognition and self regulation - EEF Character Framework - DfE Developing character in Schools - DfE	1,2,3,7,4
Working towards the NBC's wellbeing award for both staff and students.	Link between pupil health and wellbeing - NAHT/GOV UK	2,6

Total budgeted cost: £216,500

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.

The progress of our PP group has improved dramatically since 2018/19 by 0.6. We recognise that the changing cohorts means this will be a constant challenge. Although not official, the P8 gap in 2020/21 was -0.47. This continues to be a school focus and is seen on our school improvement plan 2021/22

Improved systems to monitor and track attendance across the school. Dedicated hours from support staff to focus on attendance. Non-PP attendance in 2020/21 = 93.7

PP attendance in 2020/21 = 90.3

(Due to the smaller number of PP students in comparison to non-PP, one student will have a more dramatic affect on these figures)

Lower percentage of PP students recognised as persistent absentees.

Regular targeted CPD ran throughout lockdown as well as the normal academic year. The past year has shown a dramatic improvement in remote education provisions as well as excellent classroom pedagogy. We continue to develop our quality of teaching and strive to provide the highest level of education to all our students.

Far lower turnover of teaching staff this year. Large focus on staff wellbeing and ensuring the staff cohort were happy. This means that we have been able to keep hold of our best practitioners