

Pupil Premium Strategy Statement 2022-25

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils from 2022-2025.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year (2023/24) and the effect that last year's spending of pupil premium (and recovery premium for the 2022-23 academic year) had within our school.

School overview

Detail	Data
School name	King Edward VI Grammar School
Number of pupils in school	961
Proportion (%) of pupil premium eligible pupils	9.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 22-25
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr J Lascelles Headteacher
Pupil premium lead	Mrs L Reeve Deputy Headteacher
Governor / Trustee lead	Mrs H Dunning - TBC

Funding overview:

Detail	Amount
Pupil premium funding allocation this academic year	£82,200
Recovery premium funding allocation this academic year	£19,872
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	£102,072

Part A: Pupil premium strategy plan

Statement of intent

At King Edward VI Grammar School we believe the highest possible standards can only be achieved by having the highest expectations of all learners. We aim to provide a holistic academic education where all individuals achieve excellence and can develop and nurture their talents.

King Edward VI Grammar School's Pupil Premium strategy aims to ensure a whole school approach exists, where students identified as Pupil Premium achieve highly. Any attainment gaps and/or pastoral needs will be identified and early interventions implemented to ensure academic achievement or personal development doesn't suffer. We also wish to raise future aspirations of our students to ensure they leave King Edward's as successful and confident young people.

Within the intended outcomes outlined below, we intend to ensure that non-disadvantaged students are also able to benefit from the support that is available, so their progress and attainment improves alongside their peers.

More recently this strategy has been linked with the covid-19 education recovery plans, particularly as from our self-reporting and survey data the social, emotional, and wellness impacts of the pandemic outweighed academic concerns. Please also see our 'Covid-19 Catch up and Recovery Report' for additional detail on how the education of both disadvantaged and non-disadvantaged students has been supported.

Challenges

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

Challenge number	Detail of challenge
1	<p>Literacy rates on entry to the school [KS3]</p> <p>Teacher diagnostic assessments generally suggest that there is a large range of literacy levels of year 7s when they join us, which is exacerbated by us having 30-35 feeder primary schools. The impact of the Covid-19 Pandemic is also affecting the literacy levels of the incoming cohorts.</p> <p>In turn this makes it harder for these students to access the Mathematics, English and Science curriculums in both KS3 and KS4, especially with the level of language used in the KS4 exam papers.</p>
2	<p>Emotional, behavioural and welfare challenges</p> <p>Some of our disadvantaged children are more likely to experience emotional, behavioural and welfare issues and have created a demand upon the school's wellbeing support s a consequence when compared to their peers. For our students Covid-19's impact on their social, emotional, and wellbeing needs outweighed academic concerns: self-reporting and survey data showed an exponential rise in the reporting of mental health and well-being issues during 2020/21 and ongoing difficulties since.</p>

3	<p>Attendance</p> <p>National data shows that attendance for this group is a key concern and KEVIGS analysis of attendance shows that whilst our school attendance is in line with national, our PP and SEND groups tend to be close to or below national especially where children cross over into both groups.</p>
4	<p>Aspirations and Expectations</p> <p>Our disadvantaged students arrive with lower expectations than their peers. They are more likely to have come from a family setting where neither parent has attended a grammar school; taken A levels or gone to university. Also, the opportunities to extend their learning through different experiences can be more limited than their peers.</p>

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 by Sept 2025	Success criteria by Sept 2025
<p>By the end of Year 7 all students are at the equivalent of Year 6 Greater Depth.</p> <ul style="list-style-type: none"> • All Year 7 students to be baseline tested by October half term in literacy skills (reading speed, comprehension, spelling etc) • Improved and targeted identification for Literacy Intervention sessions during Y7 • Additional English support sessions during Y8 if further input required. <p style="text-align: center;">See Whole School Literacy Policy for further information</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Improved identification of students and consequently more appropriate targeted support to these students <input type="checkbox"/> Development of the whole school literacy policy, creates a graduated approach where further assessments and/or interventions are implemented successfully. <input type="checkbox"/> Reading comprehension tests and teacher observations show an improvement in the comprehension and inference skills of students by the end of year 7 and then again by end of y8.
<p>By the end of Year 11 all PP students' attainment and progress to be above national in Mathematics, English and Science.</p> <ul style="list-style-type: none"> • Where required PP students have access to resources and mentoring to develop their study skills and ensure they have a range of strategies to help them achieve • Maths Boosting for Y9 and 10. • English Boosting for all KS4. • Science Boosting for all KS4 • Enrichment Programme Workshops in Year 11 	<ul style="list-style-type: none"> <input type="checkbox"/> All PP students have accessed an appropriate assessment to ensure there are no unmet needs and barriers to exam access are identified during KS4. <input type="checkbox"/> Blocks of 6-10 week support for years 10 and 11 students following analysis of progress review data and Departmental Student Progress Conversations (SPCs). This may include 1:1 and small group sessions with Learning Mentors or Peer Mentors to support academic progress <input type="checkbox"/> Use of Lincolnshire Specialist Teacher services to ensure access to curriculums and examinations where deemed appropriate.
<p>Continue to provide a high level of Wellbeing and welfare support to improve overall attendance, enjoyment/ engagement with school:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Support will be available in a designated Wellbeing safe-space manned by members

<ul style="list-style-type: none"> • Continued access to appropriate tailored mental health support via school counsellors and qualified staff within the King Edward Support Hub. • KEVIGS General PuP Fund available for requests from students, parents and staff which is monitored by Deputy Head Inclusion & Intervention. • Enrichment Programme – surveys show an increase in the positive wellbeing status of students in their post covid-19 recovery. • PP Attendance to be in line with National: <ul style="list-style-type: none"> ○ Using funding towards Attendance Officer and Student and Family Liaison personnel to monitor and intervene when attendance becomes an issue, utilising Lincolnshire’s Emotional Based School Avoidance (EBSA) protocol. ○ Involvement of EWO when required. 	<p>of the King Edward Support Hub (KESH) team and headed up by the Wellbeing Team.</p> <ul style="list-style-type: none"> □ Wellbeing levels amongst students are positive through student/parent voice and staff referrals for 1:1 decrease. □ Develop wellbeing and mental health CPD for staff in school which meets the changing needs of our cohorts. □ KEVIGS Family Hardship Fund available to students/parents should they require additional, individualised support. This broken down into 3 areas: <ul style="list-style-type: none"> ○ Access to Learning (e.g uniforms) ○ Impact on Learning (e.g Revision guides) ○ Wider Opportunities (e.g enrichment) □ PP Attendance is at or above school and national figures and reaching towards 98-100% □ A graduated approach to Attendance Support is in place and working effectively to increase the attendance of students who are a concern.
<p>Ensure that 100% PP pupils achieve and carry on to Further and Higher Education is above national levels:</p> <ul style="list-style-type: none"> • Targeted PP Career Provision providing tailored trips to Higher Education; Work Placements; Networking Opportunities and Careers and Higher Education Guidance. • Develop teaching staff strategies in up-to-date T&L and HQT to ensure students achieve and therefore can access Further & HE. • Enrichment Programme opens up different opportunities for all students and increases their aspirations and ambitions. 	<ul style="list-style-type: none"> □ 100% of current Y11 to continue to Further Education. □ 0% NEET □ 100% PP students accessing careers information and guidance □ Any PP students who are identified as under performing have access to mentoring to support their achievements and aspirations and help us understand any unknown factors/barriers to achievement. □ Teaching staff use up to date high quality evidence-based teaching strategies to support all PP students achieve in their subjects.

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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Standardised Assessments which includes CEM Testing (MIDYIS, INSIGHT), NGRT and Specialist Teacher Assessments.	CEM – How and Why Tests are Standardised EEF Attainment Measures Database (Archived) EEF Assessing and Monitoring Pupil Progress (Archived)	1, 2, 4
Training and professional development for staff through purchasing of EduCare online training, but also specific training on Metacognition and Disciplinary literacy. This area will also include any support for ECT as deemed appropriate across the course of the year.	EEF - Improving Literacy in Secondary Schools - 6months progress on average and involves the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text EEF - Guidance Report: Metacognition and Self-Regulated Learning – on average 7months progress gained.	All
KESH Staffing of Heads of Year, Deputy Head and KESH Admin for PuP systems, Academic Learning Mentors, along with the support systems of Provision Map, Pastoral Genie and School Robins	EEF – Making Best Use of Teaching Assistants –we will utilise the guidance in these reports to develop the staffing and process of supporting all pupil premium students and monitoring their progress.	2, 3
Maths Boostering: develop departmental High Quality Teaching strategies, additional tutoring, extra mathematics support workshops. Subscription to GCSE Pod.	EEF – Improving Maths in KS2 & 3 What Makes Great Teaching – Sutton Trust Great Teaching Toolkit - EBE	1, 4
English Boostering: develop departmental High Quality Teaching Strategies, additional tutoring and workshops. Subscription to GCSEPod.	EEF – Guidance for Teachers: Literacy What Makes Great Teaching – Sutton Trust Great Teaching Toolkit - EBE	1, 4

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

Budgeted cost: £18,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured Interventions & Programmes such as Votes for Schools, IDL Software to support learning, Microsoft Accessibility suite	EEF - Using Digital Technology to Improve Learning	All
Access to Education Materials: support a range of across subjects: Revision Guides, GCSEPod, student learning device Purchases, resources for study support, social and communication skills etc	EEF – Guide to Using Pupil Premium EEF – Social and Emotional Learning	All

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing to develop the role of the Attendance Officer and the Student and Family Liaison within the Attendance Support system.	DfE Improving school attendance Our own experience of information, advice and strategies from Attendance Buddy subscription service.	4
Wellbeing Support through the employment of, ELSA provision (including ongoing supervision). Also includes investment in Boxall Profile Online Assessment tool.	EEF Social and Emotional Learning Promoting children and young people's mental health and wellbeing – DfE (updated Sept 2021) Counselling in Schools – a blueprint (2016)	2, 3, 4
PuP Fund as a contingency for issues that may arise in the year. For students, families and staff bids.	Our experiences show that having an amount set aside to support students and their families throughout the year, when issues or unknown needs arise, is really important to ensure swift and timely intervention.	All

Total budgeted cost: £ 102,200,

Part B: Review of outcomes in the previous academic year: 2022-23

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

1. Literacy rates on entry to the school [KS3]

The NGRT assessment in Y7 has been used to identify those students who require additional literacy intervention – 2 students were below national average and have been supported alongside intervention groups; 1 vocabulary intervention group (15 students) and 1 comprehension intervention group (18 Students). 1 of those students who was identified below national average in January, moved up 20 places within the cohort as a result of this intervention; to a high average stanine (from 3 to 6). 87% of the vocabulary intervention and 89% of the comprehension intervention improved on their NGRT vocabulary stanine results after the support offered. Investigation into a range of e-libraries to promote reading has also occurred and the role out of 'eplatform' reading library to support wider reading will occur from September 2023. Moving forward, Fluency Assessments will be carried out in Sept 23 using sixth formers on our new Y7 cohort and used alongside the NGRT to identify those who need further support. Sessions during enrichment – vocab and comprehension by AHN and an academic learning mentor will look at splitting these into ability groups to give even greater targeted support.

2. Ability to access Mathematics; English and Science curriculums [KS4]

The performance of disadvantaged pupils dropped this year, although there were positive performances continuing through areas of the curriculum such as Art, Biology, MFL and Maths. The lower numbers of PP students in Yr11 this academic year, many with additional difficulties (medical etc), has seen the drop in PP attainment/progress. To focus on improvements, we will provide additional review opportunities for eligible students/parents, encourage 100% attendance at the annual Parents evening and 100% engagement with careers meetings to aid motivation. We will look to add parental involvement in the Mock Exam Results Day and support Head of Departments with additional funding for subject specific revision resources, peer mentoring resources and additional workshops.

3. Emotional, behavioural and welfare challenges

The continuation of King Edward Support Hub (KESH) sees 2 qualified ELSAs accessing regular supervision, our Student and Family Liaison working on Early Help, Emotionally Based School Avoidance (EBSA) and when required Behaviour Outreach Support Service and Behaviour Plans. Wellbeing sessions were given in our Future U enrichment sessions in the summer term to year7 and the team have explored methods to gather whole school wellbeing measures, which will be implemented in 2023/24. In total 36 pupil premium students have been supported by our wellbeing support team on a 1:1 level this academic year.

4. Attendance

Like most schools, student attendance figures have been impacted by Covid-19 and the return to normal schooling, plus the continuing impact of covid-19 sickness and our efforts to limit it's spread across our site. We have supported 5 students on the local authority's Emotionally Based School Avoidance ladder, 2 of which attended Alternative Provision for an intervention period, 3 of which closed successfully and 2 of which will continue into the next academic year. The reinvigoration of our attendance policy, in line with the updated DfE Attendance Strategy, saw an

improvement in the attendance figures by 2% on 2021/22 and in line with their peers. Persistence absent levels have fallen from 31 students to 18 students too. This continues to be a key focus area.

5 Aspiration and Expectation

Learning Devices support for all PP students in 2022-23 again has ensured no students are disadvantaged from being involved in the ongoing digital strategy. The PP Fund paid for 13 days of 1-2-1 guidance from Complete Careers. As always, all Y11 students were emailed offering them the opportunity to meet with the external careers adviser in regards to their post 16 options and/or career path. Year 10 and 12/13 were also given the opportunities, along with a few referrals from year 9 through the support hub. There were a total of 65 meetings between Sept 22 - July23 with 9 pupil premium students in year 11 accessed the service at various points, along with 8 students with SEND including students with an EHCP.

Destination Data –

Y13: Total Number of applicants via UCAS 91 students (this included 7 students from the previous year group with deferred entry/changed course)

Top Universities: University of Lincoln, University of Exeter, Manchester Metropolitan University, University of Leeds, University of Nottingham

Top Courses: Law, Engineering (incs. all sectors), English Literature

4 students went into apprenticeships, 36% of the students when to a Russell Group University, 3% went to University of Cambridge

71% of the cohort got their firm choice & 6.5% got into their firm university but with a course change offered on results day, 3% of the cohort were placed in their insurance choice and 9% of the cohort were placed via clearing.

Y11 – 100% target met for 2022-23 and 0% NEET. 87% of cohort have continued to A Level studies at KEVIGS, Franklin Grimsby, Tollbar, Caistor etc. 4% of students went on to an Apprenticeship. The remaining students continued onto student T Levels/BTECs at nearby providers.

Externally provided programmes

Programme	Provider
N/A	

Service Pupil Premium(SPP) funding:

As per the [MoD/DfE Guidance](#), the SPP should be used to “offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment”.

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p> <p style="text-align: center;">2022-23 SPP = £6000</p> <p>Next Year’s Planned Spend (2023-24) SPP = £4690</p>	<p>THE SERVICE PUPIL PREMIUM is used to fund the Emotional and Welfare Challenge identified above, in particular:</p> <ul style="list-style-type: none"> ○ Head of Year Pastoral Support Time ○ ELSA Offer & statutory supervision <p>Service Pupil Premium students are included in the general PP strategy and supported when any wellbeing issues arise.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>100% of eligible students accessed support from a member of the Student Support team last year, with 5 students accessing specific wellbeing support.</p>

Further information

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