



### **What is Pupil Premium?**

Pupil Premium is additional funding given to schools to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

The Government believes that it is for schools to decide how the Pupil Premium Grant (PPG), allocated per eligible pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. Schools are required to publish online information about how they have used the Premium. This is to ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.



### **Pupil Premium at King Solomon Academy: closing the attainment gap:**

At King Solomon Academy we pride ourselves on having high aspiration and ambition for all pupils, regardless of their background. We operate a no excuses culture, setting children up to have the skills, knowledge and confidence to succeed. Our mission is to ensure that every pupil achieves academic success and has the opportunity to be successful at university and beyond when they are eighteen years old.

**King Solomon Academy is proud to have been identified as being in the top 20 schools nationally for the performance of our disadvantaged pupils at Key Stage 4 every year that pupils at KSA have sat GCSE exams.**

We believe our pupils achieve such outstanding outcomes because they work hard towards the goal of being successful at university and beyond. We believe that they sustain such high levels of motivation because we make it real for them: we name our classes after well-known universities, we name each year group by the year in which they will graduate from sixth form and we take all pupils on high-impact residential trips to British and European universities.

We have high expectations for all of our pupils, and believe that with great teaching and a lot of love and care, every child can fulfil their potential.

Many interventions are adopted on a whole school basis and are not restricted to pupil premium eligible pupils only. However, the implementation of some intervention programmes would not have been possible without the Pupil Premium. The majority of school strategies are targeted towards improvement in the attainment and progress of pupils. It is also important that low attaining pupils grow in confidence and independence. As a result, quality social experiences in and outside school also have a significant impact.

It must also be remembered that there can be children who, whilst being eligible for FSM and Pupil Premium, are not low attaining but may not be maximising their full potential. We must therefore never confuse eligibility for the Pupil Premium with low ability. We must focus on supporting all disadvantaged children to achieve the highest levels

As an inclusive school, King Solomon Academy strongly believes that no pupil should be disadvantaged as a result of background and ensures that resources and support are also provided for children who may not necessarily be eligible for free school meals or looked after, but who have been identified by the school as being at an educational disadvantage compared to their peers. This support is funded out of the academy's main budget. Programmes involving children who are eligible for the grant as well as those who are not are often part-funded by Pupil Premium, proportional to the children they benefit.

#### **Aims:**

At King Solomon Academy we will:

- Make decisions about the spending of Pupil Premium funding based on educational research and best practice
- Make decisions about the spending of Pupil Premium based on our knowledge of the children and their families
- Ensure that staff are aware of the potential barriers to learning for FSM and LAC pupils
- Track the attainment and progress of disadvantaged pupils as a group and ensure this is in line with the progress and attainment of the wider cohort
- Measure the success of the PPG investment against the extent to which we overcome educational disadvantage by closing the achievement gap between disadvantaged pupils and their peers

## Pupil Premium at King Solomon Academy<sup>1</sup>:

	2015-16	2016-17
Disadvantaged pupils in the school community	59.9%	63.5%
Pupil Premium income	£494,596	£492,988 <sup>2</sup>

### The success in closing the achievement gap at King Solomon Academy:

GCSE outcomes from the previous two years demonstrate the strong performance of all pupils in nationally standardised assessment<sup>3</sup>. They also highlight the strong performance of disadvantaged pupils at the academy compared to disadvantaged pupils nationally.

### Academic Year 2015/16:

- The academy had a Progress 8 score of 1.08 (placing it in the top 5% of schools nationally) with disadvantaged pupils at the academy making progress at the same rate as non-disadvantaged pupils.
- The academy had an Attainment 8 score of 60 for the academic year and there was no significant difference between the attainment of disadvantaged and non-disadvantaged pupils.

	Disadvantaged pupils at King Solomon Academy	England state-funded schools other pupils
Progress 8 score and confidence interval	1.07 (0.76 to 1.38)	0.10 (0.10 to 0.11)
Attainment 8 score	59.4	53.3
Grade C or better in English & maths GCSEs	86%	70.6%
Achieving the English Baccalaureate	73%	29.70%
Entering for the English Baccalaureate	78%	45.20%
Progress 8 score and confidence interval by subject area: English	1.17 (0.84 to 1.50)	0.08 (0.07 to 0.08)
Progress 8 score and confidence interval by subject area: Maths	1.02 (0.66 to 1.38)	0.10 (0.10 to 0.10)
Attainment 8 score by subject area: English	12.8	11.1
Attainment 8 score by subject area: Maths	11.5	10.5
Exam entries per pupil, all key stage 4 qualifications	9.2	8.6
Exam entries per pupil, GCSEs	9.2	8.9

<sup>1</sup> All figures financial and otherwise are as accurate as they can be at the time of publishing. All data is reviewed periodically and relevant documents updates as appropriate.

<sup>2</sup> At the time of writing, final payments are yet to be received for the academic year 2016/17 and as such, this is a projection

<sup>3</sup> <https://www.compare-school-performance.service.gov.uk/school/135242?tab=secondary>

In Key Stage Two assessments, the performance of disadvantaged pupils has been more varied, particularly in reading, which has therefore become a priority investment area across the primary phase.

	<b>Disadvantaged pupils at King Solomon Academy</b>	<b>England state-funded schools other pupils</b>
<b>Progress in reading</b>	-3.6 Well below national average (-5.6 to -1.6)	0.3 Average (0 to 0)
<b>Progress in writing</b>	2.3 Above national average (0.3 to 4.3)	0.1 Average (0 to 0)
<b>Progress in maths</b>	0.2 Average (-1.5 to 1.9)	0.2 Average (0 to 0)
<b>Percentage of pupils meeting the expected standard</b>	51%	60%
<b>Percentage of pupils achieving a 'high' standard</b>	8%	7%
<b>Reading score</b>	101	104
<b>Maths score</b>	105	104

#### **Pupil Premium Expenditure 2016/17:**

King Solomon Academy categorises its Pupil Premium Expenditure in three ways: raising aspirations, raising attainment and providing pastoral support

<b>Raising Aspirations</b>	
<b>Item or initiative</b>	<b>Cost</b>
<p><b>Subsidising residential trips</b></p> <p>KSA runs twelve residential trips each year, often to visit universities or to visit locations and experiences which increase the cultural capital of our pupils in order to enhance their university readiness</p> <p>Pupils for whom KSA receives PP funding have the cost of these trips which all pupils attend subsidised by 60% to ensure that family income is not a barrier to accessing educational visits which raise pupil aspirations</p> <p><i>(EEF Moderate impact for moderate cost, based on moderate evidence)</i></p>	£52,000

<p><b>The Access Project</b></p> <p>Tailored tuition programme for pupils set in aspirational corporate locations co-ordinated by a full time project manager.</p> <p>70% of pupils at KSA who are part of The Access Project are disadvantaged.</p> <p><i>(Nationally, at GCSE Level pupils engaged with The Access Project performed 0.5 grades higher than average and at A-Level, perform a grade higher).</i></p>	<p>£20,000</p>
<p><b>KSA Strings Programme</b></p> <p>Providing all pupils with the opportunity learn a musical instrument of their own and to perform in concerts as part of an Orchestra</p> <p><i>(EEF low impact for low cost, based on moderate evidence, KSA is confident in its qualitative impact based on individual pupil experiences overtime)</i></p>	<p>£30,000</p>
<p><b>First Story (Arts Participation)</b></p> <p>An enriching curriculum of after-school sessions for Upper School pupils which enhances both literary skills and cultural capital</p> <p><i>(EEF low impact for low cost, based on moderate evidence, KSA is confident in its qualitative impact based on individual pupil experiences overtime)</i></p>	<p>£4,000</p>
<p><b>Raising Attainment</b></p>	
<p><b>Teacher Coaching</b></p> <p>The appointment of skilled and senior staff with the specific responsibility for coaching and improving teacher effectiveness across the school</p> <p><i>(Rapidly improving rates of teacher performance at KSA, especially amongst new staff leads to excellent pupil outcomes)</i></p>	<p>£80,000</p>
<p><b>Tutor Fellow Programme</b></p> <p>Providing subject specialist in-class support and tuition for learners who are furthest behind national expectations in core subjects in Key Stage Three and Key Stage Four</p> <p><i>(KSA recognises EEF guidance about the potential for low impact of Teaching Assistants, however its Tutor Fellow Programme provides subject specialists)</i></p>	<p>£90,000</p>

<p><b>Reduced Class Sizes for Lowest Prior Attainers at KS4</b></p> <p>The lowest ability groups of pupils in KS4 are taught in classes of less than 15 pupils with the intention of driving progress and attainment through small-group tuition</p> <p><i>(EEF Moderate impact for moderate cost, based on limited evidence)</i></p>	<p>£25,000</p>
<p><b>Teacher-led revision classes and boosters</b></p> <p>Pupils approaching nationally standardised assessments in Year 6, Year 10, Year 11, Year 12 and Year 13 are provided with teacher-led revision lessons in school holidays and at weekends in order to raise attainment and ensure progress</p> <p><i>(EEF Moderate impact for moderate cost, based on moderate evidence)</i></p>	<p>£15,000</p>
<p><b>Fresh Start Phonics and ReadWriteInc</b></p> <p>Staff training, resourcing and coordinating the teaching of phonics from early-years to Key Stage Three for the pupils that need it</p> <p><i>(EEF Moderate impact for very low cost, based on moderate evidence)</i></p>	<p>£12,000</p>
<p><b>Speech and Language Therapy</b></p> <p>Targeted support for pupils with development concerns relating to their speech, language and communication skills coordinated by the local authority</p> <p><i>(Accredited professional expands the reach of SEN provision beyond those pupils who have funded support from the local authority)</i></p>	<p>£40,000</p>
<p><b>Small group maths teaching and Maths Mastery</b></p> <p>Training, resources and staffing provision for targeted and personalised maths teaching using an evidenced-based curriculum and approach with a standardised assessment framework</p> <p><i>(EEF Moderate impact for moderate cost, based on moderate evidence)</i></p>	<p>£9,000</p>
<p><b>Education Psychology Outreach and Support</b></p> <p>Additional hours of expert support bought-in from the local authority to identify complex learning needs and to advise class teachers in addressing them</p>	<p>£9,000</p>

<p><b>Access Arrangement Provision</b></p> <p>Hiring and training temporary staff to provide access arrangements in externally assessed standardised exams</p>	<p>£15,000</p>
<p><b>Homework Help and Homework Clubs</b></p> <p>Provision to support the most vulnerable pupils who lack family support to complete homework, effectively extending their learning time and creating good habits for effective independent study</p> <p><i>(EEF Moderate impact for very low cost, based on moderate evidence)</i></p>	<p>£6,000</p>
<p><b>Pastoral Support and Social, Emotional aspects of learning</b></p>	
<p><b>Place 2Be and Upper School Counselling</b></p> <p>Place 2Be provides weekly, multi-tooled therapy for around thirty pupils in addition to a drop-in counselling service and targeted support for teachers in meeting the pastoral needs of their pupils and classes, all of which is led by a full-time project manager</p> <p><i>(Moderate impact for moderate cost based on extensive evidence)</i></p>	<p>£52,000</p>
<p><b>Family-style dining</b></p> <p>A family service model of lunchtime dining ensures all pupils irrespective of family finance are able to be provided with a healthy and nutritious meal every school day</p>	<p>£15,000</p>
<p><b>Home Visits and Induction</b></p> <p>Engaging parents and ensuring parent involvement in the transition into EYFS and Key Stage Three</p> <p><i>(EEF Moderate impact for moderate cost, based on moderate evidence)</i></p>	<p>£15,000</p>