

Pupil premium strategy statement Seven Kings School

This statement details our school's use of pupil premium (and recovery premium for the 2022-4 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	Seven Kings School
Number of pupils in school	2204
Proportion (%) of pupil premium eligible pupils	259 pupils (15.0%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Jane Waters
Pupil premium lead	Deborah Emmanuel
Governor / Trustee lead	Jean Roult

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£295,020
Recovery premium funding allocation this academic year	£35,383.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£330,403.25

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make excellent progress, achieve high attainment across the curriculum enhanced through rich educational experiences. Our staff are proficient at supporting individual pupils to learn through personalised planning and effective resources.

The focus of our pupil premium strategy is to support disadvantaged pupils, working at all abilities, to achieve that goal. We work with our vulnerable young people to ensure that they are supported to overcome their challenges, such as those who have a social worker and young carers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefiting the non-disadvantaged pupils in our school. At Seven Kings, what is considered high quality teaching is research-led, modelled and co-constructed to ensure impact for all and specifically targeted pupils. We know that adaptive planning that is both challenging and responsive to individual needs is critical to supporting pupils to make progress. In support of this, all pupils at Seven Kings are entitled to two high quality conversations each year to support leaders in understanding contexts and to help us understand how to best support pupils to be successful in their current and future learning.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Monitoring, evaluating and challenging the progress and attainment of all pupils whilst delivering a curriculum that is both ambitious and enriching is a constant of our middle leaders' priorities.

Our strategy is also integral to wider school plans for education recovery and narrowing gaps, notably in its targeted support through mentoring, class intervention and small group and 1:1 tutoring for pupils, whose education has been worst affected, including non-disadvantaged pupils.

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set and, in doing this, and where required, that they have the resources needed to enable to access learning

- be proactive to ensure that we 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.

Our approach is research driven and we have used the Education Endowment Foundation (EFF) strategy approach to support our learners across all phases.

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

Challenges

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

Challenge number	Detail of challenge
1 All-Through	<p>Reading is a key focus for all teachers and pupils across the school and the sequencing of reading support is carefully planned from EYFS through to sixth form. <i>'The ability to read truly represents the difference between inclusion in and exclusion from society.'</i> (ILA) Reading is fundamental, particularly post-pandemic and in a community of predominantly (85%) EAL learners, in ensuring all pupils thrive. Therefore, maintaining a culture of reading and ensuring that all teachers plan using high-quality texts in lessons and understand how to support pupils' reading development is key to our planning.</p> <p>We are working on narrowing the gap in core subjects at primary focusing on pupils' ability to read with pace and fluency and understanding of what they read so that they develop confidence in whole class reading contexts and make progress.</p> <p><i>At the end of KS1 2022, 87% of non PP pupils had made expected progress in reading and 50% of the 12 PP pupils. No PP pupils were reading at greater depth.</i></p> <p><i>At the end of KS2 2022, 81% of non PP pupils had made expected progress in reading and 83% of PP pupils.</i></p> <p><i>43% of non PP pupils achieved the greater depth standard in reading and 33% of PP pupils which remained a priority.</i></p> <p><i>At the end of KS1 2023, 78% of non PP pupils had made expected progress in reading and 100% of the PP pupils. 10% of PP pupils were reading at greater depth.</i></p> <p><i>At the end of KS2 2023, 82% of non PP pupils had made expected progress in reading and 68% of PP pupils.</i></p> <p><i>36% of non PP pupils achieved the greater depth standard in reading and 36% of PP pupils showing development in closing the gap at this standard.</i></p>

<p>2 All-Through</p>	<p>Oracy. The pedagogy of talk continues to be a whole school priority and staff are trained by our English team and our SAL therapist, to support pupils to become increasingly confident and empowered in articulating their opinions to their peers in paired, group and class contexts. This remains a priority as it is through talk for learning that we see pupils develop their articulacy and communication skills, not just verbally but also in the impact on their reading and writing across the curriculum. It is through talk that young people are empowered and have agency.</p>
<p>3 All-Through</p>	<p>Core English and maths skills. Targeted intervention is planned to develop pupils' confidence and understanding in foundation skills in English and maths; this is targeted for pupils across the school from Reception to Key Stage 4.</p> <p>This support is targeted at our bottom 20% and PP pupils to help narrow the gap or stretch and challenge. This year we are using in-school specialists to support targeted pupils.</p> <p>This year's whole school focus on adaptive teaching is supporting staff to fine tune their ability to identify and plan for specific needs of all pupils that they teach. Additional personalised interventions include: 1.1 reading, focused additional guided sessions to support reading and small group maths and writing interventions outside the timetabled sessions.</p>
<p>3 Primary</p>	<p>Greater Depth in writing. Post Covid-19 experience has shown that children need to become fluent and consistent in their use of secretarial skills and build on creating an author's voice. Statutory writing outcomes in Reception, Year 2 and Year 6 were above National and Local Authority in summer 2022. We are currently focusing on a greater proportion of children achieving greater depth in writing across the school.</p> <p><i>At the end of KS1 in 2022, above 50% of our PP pupils achieved the age-related expectations in writing.</i></p> <p><i>At the end of KS2 in 2022, 84% (maths), 83% (Reading) and 100% (Writing) of PP children achieved age-related expectations or above in their end of KS2 statutory outcomes.</i></p> <p><i>At the end of KS1 in 2023, 100% of PP pupils achieved age-related expectations in writing.</i></p> <p><i>At the end of KS2 in 2023, 65% (maths), 68% (Reading), and 79% (Writing) of PP pupils achieved age-related expectations.</i></p> <p><i>Statutory writing outcomes are above the national and local authority in Summer 2023.</i></p>
<p>4 All-Through</p>	<p>Well-Being. Our assessments, including wellbeing survey and SDQs (Strengths and Difficulties Questionnaire), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. Currently 150 pupils are being mentored across both primary and secondary. 31% of those that are being mentored are PP.</p> <p>To further support our understanding of how best to support the well-being of our pupils, in conjunction with UCL, the use of SDQ's (Strengths and difficulties</p>

	<p>questionnaires) are used with pupils currently being mentored to identify need and personalised approach to mentoring sessions.</p> <p>Further UCL research study to begin in Jan 2023 with Year 10-13 pupils develop an app to monitor and improve the mental health of young people in years 10 to 13. We are part of the Reset Mental Health and Well Being Research Pilot being carried out by UCL for children aged between 13 and 15.</p>
5 All-Through	<p>Attendance. Our attendance data between Sep 2019 - Jul 2021 indicates that attendance among disadvantaged pupils was between 93.9% - 91.3% which was significantly lower than for non-disadvantaged pupils, 2 of the years being affected by COVID.</p> <p><i>In (2022/2023) between Sep - Dec overall attendance for PP pupils was 93.38%. We will continue working with families and personalise approaches to each child to ensure that attendance continues to remain above 95%.</i></p>
6 All-Through	<p>IT equipment. During remote learning, families that had no ICT equipment or access to the internet were supported with ICT devices including chromebooks and dongles/mobile broadband vouchers from DfE, refurbished laptops from the school and local community and school funded mobile broadband devices. We are committed to ensuring that all children have access to ICT at home and as such all children without a device and that are registered as eligible for PPG are given a device to keep. We also support access to supervised learning resource areas before, during and after school to ensure all children have access to technology.</p> <p>This year our continued focus is to create greater consistency in the way that teachers set work for pupils on Google Classroom to ensure that all pupils are able to access it and that the learning set enables pupils to consolidate learning and remember.</p> <p>Alongside this we will be upskilling our parents of PP and vulnerable pupils to advise and guide them on how to best support pupils to complete their home learning and how to use Google Classroom as a learning tool.</p>
7 All-Through	<p>Independence. EEF evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well, particularly for disadvantaged pupils.</p> <p>Increasing pupils’ ability to be self-regulatory through the use of metacognitive strategies is a continued priority to develop pupil’s own ability to use and plan their independent study time and to reflect on their own learning. Pupils developed self-regulatory habits in Covid and we are keen to sustain these skills so that pupils build self-motivating skills for life.</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	Success criteria
Sustained high attainment among disadvantaged pupils across the curriculum as demonstrated at the end of KS2 and KS4.	Those targeted through Quality First Teaching, adaptive teaching and targeted intervention and mentoring to meet ARE and

	GD in writing and sustained in reading at the end of KS2 and Expected Targets at the end of KS4.
<p>To continue to sustain strong reading ability and comprehension among disadvantaged pupils across KS1-KS2 & KS3.</p> <p>To sustain our culture of reading so that all children have a love of reading - they can have rich discussions with their peers and adults.</p>	<p>Effective pedagogy of reading is habitual across phases and across our curriculum and pupils of all abilities experience and use rich talk and reading to drive their learning, they understand and buy into the value of high quality texts and ambitious discourse.</p> <p>Reading comprehension tests and Feed Forward assessments demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>Guided Reading is targeted and best supports pupils to access texts whilst supporting their ability to infer and understand.</p>
<p>Increased confidence in participation and engagement in classrooms</p>	<p>Adaptive teaching enables all pupils to access the curriculum and actively participate in their learning. All pupils demonstrate enjoyment of learning.</p> <p>Talk is modelled and practised with a sharp focus on discourse; pupils talk and listen with purpose, respond thoughtfully and build lines of argument and reasoning into their discourse. Over time pupils become increasingly able to talk and listen proactively, managing themselves as orators; the teacher moving from modeller, to facilitator, to observer as the pupils grow to be self-regulatory</p> <p>All pupils, especially those identified as Red on our GoGAR and A4P 'Engagement' criteria feel confident and empowered to voice their opinions, challenge their peers and be empowered in their own voice. Those identified as passive find their voice.</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher assessment and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning as suggested in improved attainment and ability to apply knowledge and skills in different contexts.</p>

<p>To continue to achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2022-3 demonstrated by:</p> <ul style="list-style-type: none"> - Qualitative data from pupil voice, SDQs, pupil and parent surveys and teacher observations and Strengths and Difficulties (S&D) questionnaires. - A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
<p>To continue to achieve and sustain high attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2022/3 demonstrated by:</p> <p>The overall absence rate for all pupils being no more than 3.5% at Primary, and 4% at Secondary. There will be no gaps between disadvantaged pupils and their non-disadvantaged peers.</p> <p>The percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than their peers.</p>
<p>Increased parental engagement and confidence with how best to support children at home and attendance data above national average for PPG pupils. Reduced number of PA pupils who are vulnerable or recognised as PPG.</p>	<p>Opportunities for parents to visit the school are well attended and parent voice allows for effective review and adaptation of what we offer.</p> <p>We see the impact of better communication and advice for supporting pupils with reading at home and pupils grow as readers and communicators.</p> <p>Families demonstrate increased confidence in their ability to support their child at home with their learning.</p>

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: £266'297.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Core English and maths</p> <p>Targeted 1:1 and 1:3 with our own specialist teachers in KS2-4</p> <p>Adaptive Teaching</p>	<p>Targeted interventions are identified in formative and summative assessment. Teachers use diagnostic assessment to plan and deliver targeted intervention (1:1, 1:3, small groups) to ensure that knowledge and understanding of key skills and application in varied contexts is improved.</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact (EEF)</p> <p>This year's focus all-through professional development is fine tuning adaptive teaching and how we target groups in our planning and delivering with a primary focus on disadvantage. This will include specific working triads focusing on key pedagogy.</p>	<p>1, 2, 3, 4</p>
<p>Reading & Oracy (Linked to SIP on Talk and Reading; Independence and Deprivation)</p>	<p>Pupils who are, or are, at risk of falling behind in reading are identified and supported swiftly in primary through our phonics, guided reading and whole class reading approach.</p> <p>In secondary the Access Reading Test (ART) is used to identify those who need support, provided through targeted intervention programmes and bespoke teacher LSA support, in the classroom, with decoding and comprehension.</p> <p>Across both campuses we ensure that pupils have access to high quality texts</p>	<p>1, 2, 7</p>

	<p>in libraries and in lessons and that pupils from Reception to Year 9 have a library lesson weekly. Specific details of our approach to supporting reading and the research that drives it can be found in our Reading Policy.</p> <p>Research driven strategic plans led by Senior Leaders are underpinned by context driven pedagogy/ actions to support improvement in Talk and Reading.</p>	
Attendance	<p>We work closely with our EWO, social care and health to identify pupils' needs and issues that may affect their attendance at school. Pupils are monitored and tracked if they fall below 95% attendance at school and interventions are in place for all those that drop below 92%. Parental engagement, the use of fixed penalty notices, positive recognition and access to high quality pastoral support and high quality learning and teaching supports maintaining high levels of attendance.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Metacognition_and_self-regulation_review.pdf?v=1673606323</p> <p>(EEF Rapid Evidence Review: Attendance Interventions 2022)</p>	5
Well being	<p>There is a strategically planned approach to wellbeing taught through the curriculum. Pupils have access to mentoring and counselling in school should they require this. This includes art therapy. We have 5 full time equivalent members of staff employed by the school to support pastoral care and meet the needs of our cohort. We also work with external agencies, have two mental health lead practitioners and one ELSA trained member of staff. We also have a part-time play therapist employed to work with our younger children to support their well being. We teach social and emotional wellbeing and resilience to ensure our learners when challenged in school recognise school as a safe space.</p> <p>EEF Improving social and emotional wellbeing in primary schools</p>	4
Metacognition	<p>Explicit modelling of the expectations around self-regulatory behaviours and effective behaviour for learning. We</p>	7

	<p>teach pupils about how to be reflective learners and to be effective at independence study. Our learning mentor works strategically with targeted pupils to support them to be more self-regulatory and organised in their learning.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Metacognition_and_self-regulation_review.pdf?v=1673606323</p> <p>We work with external companies to provide timely inputs on revision and reflection.</p> <p>In addition to this we timetable a short course RS GCSE which runs parallel with our Learn to Learn lesson in Year 9 to develop pupils' study skills that support them to know more and remember more, preparing them for the short course GCSE in the summer term but also longer term as they make transition to GCSE.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £53'509.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech, language and other oral language interventions.</p> <ul style="list-style-type: none"> -Oracy -Reading -Watch your Language 	<p>The EEF has highlighted the effectiveness of oral and language intervention. There is strong research that shows it can add up to 6 months progress over the course of the year. We are focusing on the pedagogy of talk to empower pupils to share their opinions and collaborate with others and prepare them for contexts beyond school.</p>	<p>1, 2, 3, 4, 7</p>
<p>1:1 Intervention in Reading and writing.</p>	<p>The EEF places 1:1 and small group interventions as effective practice in supporting pupils to make progress. We will use our own in-school specialists to plan and deliver interventions to targeted pupils.</p>	<p>3</p>

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

Budgeted cost: £37'300.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mental health support through ELSA and additional pupil mentoring staffing. Seven Kings currently has two trained ELSA staff, a trained school counsellor and CBT therapist in addition to 5 full time equivalent learning mentors.</p>	<p>The DfE conducted a study on the impact COVID-19 has had on the mental health and wellbeing of young people. ELSA provide a service that has seen a positive impact on the lives of young people nationally. - click here</p>	<p>4</p>
<p>Provide support in tracking attendance and persistent absence through the Educational Welfare Offer (EWO) services. Meeting with parents to provide support and advice around attendance and ensuring PP pupils achieve rates in line with national averages and with non-PP pupils.</p>	<p>Improved attendance and targeted intervention. The DfE produced a report outlining the impact attendance has on educational achievement - click here.</p> <p>EWO meetings every two weeks. Targeted parent meetings, raising awareness with parents around time missed from learning. Safe and well checks carried out for vulnerable children not in school. PP pupils' first contact home if not in school within the first 30 minutes of school day.</p> <p>Case Studies around poor attendance. Attendance for all groups above national averages.</p>	<p>5</p>

Total budgeted cost: £357,106

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

