

| <p>FSM meal supplement – 50p per student per day (£95 per student per year).</p> | <p>£4085</p> | <p>All FSM students received additional school support for lunchtime food - no student goes hungry.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|-------|--|--------------|-------|------------------------|--|--|--|----------------|--|--|--|--------------|--|------|------|------------|--|------|------|--------------|--|------|------|------------------|--|------|------|-----------------------|--|--|--|----------------|--|--|--|--------------|------|------|------|--|------|------|--|--|--|------|--|
| <p>3. Ensure that students have equal access to the school curriculum</p> <p>A. The following money is allocated to support students with educational visits and sporting activities throughout the year. £200 is allocated to the Parent Pay account of all FSM and LAC children £50 is allocated to the Parent Pay account of all forces children</p> <p>B. Specific initiatives</p> <ul style="list-style-type: none"> - Small group additional lunchtime tuition in Y11 Science - Extra Mathematics (1:1, small group and peer mentoring strategies) - Extra English (1:1 and small group work) - 1:1 support for Careers advice from an independent advisor - SENCO/TA support & Deputy Headmaster/Year Leader budget to support: CAT intervention strategies, use of EWO, EBSS support and strategies from The Pupil Premium toolkit. - Activities to support the involvement of parents - Prizes and merits | <p>£8600</p> <p>£2000</p> <p>£3000</p> <p>£3000</p> <p>£12075</p> <p>£1,500</p> <p>£1,500</p> | <p>100% of the parents surveyed wished to retain the educational visits/enrichment grant. All students in receipt of Pupil Premium funding had access to the wider curriculum and enrichment programme. Additional requests for support from parents were considered on a case by case basis.</p> <p>78% of PP students met/exceeded their target grade in Biology (64% whole cohort), 56% in Chemistry (57% whole cohort), 78% Physics (71% whole cohort). 32 students participated (not all PP). Of the 4 x Y7 students 3 met or exceeded their maths target, 4 x Y8 - all met or exceeded their target, all 7 x Y9 students met or exceeded their targets 2 x Y10 students are working towards their end of KS4 targets. 100% of Y11 students (13) passed the GCSE Mathematics examination.</p> <p>100% of Y11 students passed the GCSE English examination.</p> <p>Supporting students at transition points in Y9 and Y11.</p> <p>Intervention strategies to support student progress across Y7 – 11. Student attendance has remained at 96%+. EBSS support has been effective in supporting individual and specific groups of students. Senior leadership focus on monitoring standards of marking. Where appropriate, parents were invited into school to support the academic progress of their son. Improved student motivation and academic achievement through recognition of achievement.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>4. Spending on existing and new staff</p> <p>The school has not appointed new staff to support this initiative.</p> <p>The school has re-defined and changed the emphasis of:</p> <ul style="list-style-type: none"> - The Data Manager to take account of the changes to the monitoring of academic achievement of FSM and Forces children. - Allocated a small sum for the administration of the Pupil Premium funding. | <p>£1,500</p> <p>£2,500</p> | <ul style="list-style-type: none"> • School data dashboard developed, information used in school and reported to governors via HM reports. • Reviewed and developed the process for tracking student progress and for improving the quality of information given to parents. Parental questionnaire findings indicated increased satisfaction with the information being provided to parents about academic progress. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>5. Educational Attainment of students eligible for Pupil Premium Funding. (These figures include FSM, FE6, Forces, LAC and Pupil Premium Plus)</p> | <table border="1"> <thead> <tr> <th colspan="2"></th> <th>Whole cohort</th> <th>Pupil</th> </tr> </thead> <tbody> <tr> <td colspan="4">End of KS3 2017</td> </tr> <tr> <td colspan="2">Premium</td> <td></td> <td></td> </tr> <tr> <td>Attainment 8</td> <td></td> <td>4.55</td> <td>4.36</td> </tr> <tr> <td>Progress 8</td> <td></td> <td>0.50</td> <td>0.50</td> </tr> <tr> <td>Core average</td> <td></td> <td>4.79</td> <td>4.75</td> </tr> <tr> <td>Non-core average</td> <td></td> <td>4.68</td> <td>4.62</td> </tr> <tr> <td colspan="4">Trends in GCSE</td> </tr> <tr> <td colspan="2">Premium</td> <td></td> <td></td> </tr> <tr> <td>Attainment 8</td> <td>2017</td> <td>6.52</td> <td>6.19</td> </tr> <tr> <td></td> <td>2016</td> <td>6.67</td> <td></td> </tr> <tr> <td></td> <td></td> <td>6.58</td> <td></td> </tr> </tbody> </table> | | | | Whole cohort | Pupil | End of KS3 2017 | | | | Premium | | | | Attainment 8 | | 4.55 | 4.36 | Progress 8 | | 0.50 | 0.50 | Core average | | 4.79 | 4.75 | Non-core average | | 4.68 | 4.62 | Trends in GCSE | | | | Premium | | | | Attainment 8 | 2017 | 6.52 | 6.19 | | 2016 | 6.67 | | | | 6.58 | |
| | | Whole cohort | Pupil | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| End of KS3 2017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Premium | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attainment 8 | | 4.55 | 4.36 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Progress 8 | | 0.50 | 0.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Core average | | 4.79 | 4.75 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-core average | | 4.68 | 4.62 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Trends in GCSE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Premium | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attainment 8 | 2017 | 6.52 | 6.19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2016 | 6.67 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 6.58 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | |
|----------------|------|-------|-------|
| | 2015 | 6.65 | |
| 6.23 | | | |
| Progress 8 | 2017 | NDA | |
| NDA | | | |
| | 2016 | +0.35 | |
| +0.35 | | | |
| | 2015 | +0.35 | -0.20 |
| 5 A* - C E & M | 2017 | 100% | |
| 100% | | | |
| | 2016 | 97% | |
| 94.4% | | | |
| | 2015 | 98.7% | |
| 91.7% | | | |
| % A*/A grades | 2017 | 46% | 41% |
| | 2016 | 50% | |
| 51.5% | | | |
| | 2015 | 49.2% | |
| | | 35.3% | |

2. USE OF PUPIL PREMIUM FUNDING 2017 - 18

The school expects to receive a total of £57,035 Pupil Premium funding for the 2017-18 academic year. This sum is made up of £935 x 41 students eligible for Free School Meals (FSM); 4 x £1900 Pupil Premium Plus and £300 x 37 students whose parents are in the Armed Forces.

BARRIERS TO LEARNING

- Access to finance to fund school uniform and wider curriculum enrichment opportunities.
- Raising aspirations - increasing admissions to the school, broadening horizons via curriculum enrichment and careers information advice and guidance.
- Strengthening the core curriculum through extra English and Mathematics.
- Mental Health and Well-being related issues.
- The need to access effective learning strategies - utilising EEF research.

| How the school plans to use the Pupil Premium? | Cost | Expected impact of Pupil Premium funding? |
|--|--|--|
| <p>1. Approach to admissions – increasing accessibility</p> <p>In order to increase accessibility to the school for students from deprived backgrounds the school will continue to implement the following transition strategies based around:</p> <ul style="list-style-type: none"> • FB to work with able students at Huntingtower Primary School to stretch and challenge their mathematical skills. • Head Master continues to visit all primary schools in the summer term to inform a smooth transition for Y6 boys and to identify strategies to encourage more applications. • Head Master continues to attend Grantham primary-secondary Heads meetings throughout the year to address the challenges faced at KS2 and KS3. • Director of Music to work with primary colleagues and students in Y5 on a music project leading to a concert for primary school parents at King's in early July 2018. • Use Sixth Form students to work with designated Grantham Primary Schools as role models to encourage increased applications to King's. <ul style="list-style-type: none"> - Musicians to lead music assemblies - PE students to lead sporting activities on Wednesday afternoons - Students interested in a career in teaching to support primary school curriculum initiatives. | <p>£3,000</p> <p>No cost</p> <p>No cost</p> <p>£500</p> <p>No cost</p> | <p>Increase the number of students attaining higher standard scores in the end of KS2 statutory assessments for mathematics.</p> <p>Increase the numbers who apply and are offered places in Y7.</p> <p>Remove any barriers which parents may have to applying for a place at King's</p> <p>By providing role models, encourage primary school boys to apply for a place at King's</p> |
| <p>Providing for the social and emotional well-being of students</p> <p>A grant of £125 is awarded to all FSM, LAC children and £75 to forces children to support the purchase of school uniform (awarded each year in July).</p> | <p>£8400</p> | <p>Parents supported with the purchase of school uniform and shoes. Students are in correct school uniform.</p> |

| | | |
|---|---|--|
| <p>FSM meal supplement – 50p per student per day (£95 per student per year).</p> <p>Appointment of a full-time Mental Health and Well-being lead.</p> | <p>£4275</p> <p>£11,000</p> | <p>All FSM students have access to a nutritious mid-day meal.</p> <p>The school will be able to intervene earlier to support students with MHWB issues and, if appropriate, refer them for specialist support.</p> |
| <p>2. Ensure that students have equal access to the school curriculum</p> <p>The following money is allocated to support students with educational visits, DoE, music tuition and sporting activities throughout the year.</p> <p>£200 is allocated to the Parent Pay account of all FSM/LAC children £50 is allocated to the Parent Pay account of all forces children</p> <p>Specific curricular initiatives</p> <ul style="list-style-type: none"> - Monitor academic progress via CAT analysis. - Attendance data monitored and reported to Governors in each HM report. - Deputy Headmaster/ Year Leader budget to support: CAT intervention strategies, use of EWO, EBSS support and strategies identified in the Education Endowment Fund Pupil Premium toolkit, e.g: Improving feedback (+8), meta-cognition and self-regulation (+8) homework (+5), peer tutoring (+5) depending on emerging needs throughout the year. - Extra English and Mathematics - 1:1 and small group tuition (EEF research indicates +5 and +4 months respectively). - Activities to support the involvement of parents Duke of Edinburgh Award parents' information evenings Y7 Maths explained Y7 E-safety talk Y7 Creative approaches Y8 Positive relationships talk Y10 Study Skills workshop Dr Sigman lecture - Managing Screen Dependency. Preparing for Higher Education including Oxbridge applications Raising aspirations - Careers Talks A range of music concerts throughout the year - Prizes and merits - Continue with the Y6 – Y7 literacy project completed throughout the summer holidays. All Y7 boys provided with a spelling punctuation and grammar textbook and the focus for each term is shared with parents via HM newsletter. Head of Y7 and Second in English department to continue to work with primary colleagues to establish consistency of assessment standards in Y6 English. - Part of the reviewed IAG programme - 1:1 session for each student in receipt of PP funding in order to raise aspirations and focus thinking about career planning. | <p>£9000</p> <p>£1850</p> <p>No cost No cost</p> <p>£7010</p> <p>£2000</p> <p>£2000</p> <p>£2000</p> <p>£1000</p> <p>£1000 and money from other funds</p> | <p>Students able to access wider curriculum enrichment opportunities.</p> <p>The progress of students in receipt of PP will continue to be at least in line with the progress of other students. Tracking data reported to governors following each CAT.</p> <p>Year Leaders will plan interventions based on discussion with students, Subject Leaders and parents.</p> <p>Barriers to learning in English and Mathematics are identified and addressed to enable students to make progress.</p> <p>Student achievement supported by greater parental involvement.</p> <p>Recognition of achievement and increasing student motivation.</p> <p>In partnership with boys, parents and primary colleagues, encourage wider reading and improved literacy throughout the transition to secondary school.</p> <p>Each student Y8 – 13 has access to a 1:1 session with an external careers adviser. Aspirations raised and thinking about career planning is more focussed especially for students in Y9 and Y11.</p> |
| <p>3. Spending on existing/ new staff and administration</p> <ul style="list-style-type: none"> • The school has no plan to appoint new staff to support this initiative. A small amount of the funding will be used to contribute to the salary of the data manager to implement the changes in the student tracking system. | <p>£4,000</p> | <p>Accurate tracking of student achievement data in order to devise appropriate intervention strategies:</p> <ul style="list-style-type: none"> - In external examinations |

| | | |
|--|---|--|
| <ul style="list-style-type: none"> Allocated a small sum for the administration of the Pupil Premium funding. | | <ul style="list-style-type: none"> Internal tracking To improve the flow and quality of information to Heads of Year, Subject Leaders, Senior Leaders , Governors and parents about academic progress. |
| <p>4. Educational Attainment of students eligible for Pupil Premium Funding.</p> | <p>The progress of students in receipt of PP funding will be, at least, in line with the rest of their cohort. Data will be published to Governors following the analysis of each CAT. At the end of KS3 and KS4 the school will continue to monitor:</p> <ul style="list-style-type: none"> The Attainment 8 and Progress 8 data for students in receipt of PP funding in relation to the rest of the cohort. The number and percentage of students who attain grade 5 and above in English and Maths at GCSE. | |

APPENDIX – NUMBER OF CHILDREN & FUNDING PER YEAR GROUP 2017-18

| YEAR | FSM | FE6 | FORCES | LAC | PUPIL PREMIUM PLUS | TOTAL STUDENTS |
|--------------|-----------|-----------|-----------|----------|--------------------|----------------|
| 7 | 2 | 3 | 6 | 0 | 0 | 11 |
| 8 | 5 | 4 | 5 | 0 | 0 | 14 |
| 9 | 3 | 3 | 9 | 0 | 3 | 18 |
| 10 | 7 | 8 | 11 | 0 | 0 | 26 |
| 11 | 2 | 4 | 6 | 0 | 1 | 13 |
| TOTAL | 19 | 22 | 37 | 0 | 4 | 82 |