

The Pupil Premium 2016/17

(Revised March 2017)
(Date of next review: July 2017)

The Pupil Premium (PP) was introduced in April 2011 in order to narrow the achievement gap between disadvantaged students and their peers.

Disadvantaged students are those entitled to free school meals (at any time over the last 6 years), those in care with the local authority (looked after children), and any children whose parents are in the armed forces.

In the 2015 to 2016 financial year all secondary schools received the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £935 for pupils in year 7 to year 11.

Schools will also receive for students from armed forces families, or in receipt of a military pension:

- £300 for pupils in year 7 to year 11.

Schools will also receive £1,900 for each pupil who has left local-authority care because of one of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding (referred to as CLA students).

Not all the funding for these pupils, however, goes to their school; £400 per student is kept by the virtual school head (VSH) in the local authority that looks after the child. VSHs are responsible for managing pupil premium funding for looked-after children.

At KTS we have a dedicated specialist who works with these students on a full time basis.

All of the above figures remain unchanged for the academic year 2016-2017.

The allocation of funds is taken from the school census data, which is collated in January every year. This year's allocation will be set from the January 2016 census.

All schools are held accountable for the spending of these monies.

Pupil Premium at the Knights Templar School

The Knights Templar School is committed to providing effective resources and support to help all our disadvantaged students improve their academic outcomes and reach their full potential.

For the school year beginning September 2016, based on the census from January 2017, KTS has 7 CLA students and 229 students on roll in the years 7 to 11 who are eligible for PP funding (PPG). We currently have four students from a service background on roll.

This means an expected fund of **£206,570**. This will be adjusted after March 2017.

The number of disadvantaged students varies throughout the school year as a few students leave the area and a few join the school.

As the qualifying time of the allowance is for 6 years after the last claim for Free School Meals (FSM), it also follows that some students will lose their entitlement as we work through the academic year.

KTS - year 2015 – 2016 - Use of the PP funding

For the financial year 2015/16 the school received a total of £214,565 in Pupil Premium allocation.

There was also a sum of £28,618 carried over from the previous year.

The total being £243,536.

Of this sum, £216,666 was spent on staffing to enable us to offer the following:

- 1. Our main objective was to support our GCSE students in the core subjects of English, Science and Maths.**

Intervention and links	Breakdown of intervention	Evidence of success
Science staffing – extra group. Study materials including revision guides, past papers and stationery.	Science created an extra specialist teaching group in Year 10. This focused its expertise and resources towards our disadvantaged students. Some targeted Year 11 disadvantaged students had extra tuition by subject specialists in all 3 science areas	Achievement has improved this year, especially in Science Additional. The proportion of students achieving their target grades is above whole school levels. A mentoring programme began last year for the current year

	<p>in order to boost performance in GCSE Additional Science. Each Pupil Premium student was provided with a pack of revision guides and other helpful materials to assist them with independent study.</p>	<p>11, with priority given to Pupil Premium students.</p>
<p>English staffing – Pupil Premium Support Assistant.</p>	<p>English employed an extra member of staff to work with disadvantaged pupils either on an individual basis or in small groups of 2 or 3 students. Within the classroom, disadvantaged pupils were given extra support and guidance.</p>	<p>There was an improvement in the proportion of PP students achieving their target grades in English Language. The proportion of students achieving their target grades in both subjects is above whole school levels.</p> <p>Going forward – all PPG students will be provided with revision guides to boost their independent study of the subject. Teachers and support staff will run revision sessions in-house during the run up to exams.</p>
<p>Maths staffing – Pupil Premium Support Assistant. Revision sessions – after school and during May half term.</p>	<p>Maths employed an extra member of staff to work with disadvantaged pupils either on an individual basis or in small groups of 2 or 3 students. Within the classroom, disadvantaged pupils were given extra support and guidance. Revision guides were provided free of charge to all students in receipt of the Pupil Premium. The Maths department also offered revision sessions after school and during half term, specifically targeting students in receipt of the Pupil Premium funding.</p>	<p>There was a small improvement in the achievement of Pupil Premium students compared to students nationally; however, this was lower than we would like compared to progress in other subjects.</p> <p>Maths are reviewing their Pupil Premium strategy for 2016-17. Classes after school have started for all Pupil Premium pupils except for those in the lowest set, who will have sixth formers attached to some lessons for extra reinforcement. The Pupil Premium Support Assistant is also running sessions in the PSR for targeted students.</p>

Another main objective was to fully support our CLA students and disadvantaged students needing extra help out of the classroom.

Intervention and links	Breakdown of intervention	Evidence of success
Specialist CLA support worker	At KTS , we also continued to fund and support our specialist CLA support worker who works full time in school supporting and liaising with teaching staff, carers, the Virtual School , and all other bodies to create the best possible learning environment for our Looked After students.	The attendance of looked after students in the school is excellent compared to most similar schools – on average, nearly 98% for the regular attendees. There is a dedicated area for the use of CLA and PPG students – the Pupil Support Room - which has proved popular and successful with this group .
Pupil Support Room (PSR)	Our Pupil Support Room continued to be open from 8am until 4:30 pm Monday, to Thursday and 8am until 3:30 pm on Friday. The space has been used to support any disadvantaged student with their learning. The PSR can also be used to support students who catch up on work after an illness, those not able to attend certain classes due to sports injury or those dealing with emotional traumas that need extra support.	Over 20 students were regularly or occasionally using the PSR during study periods, or study leave, for revision. The quiet, supported space offered ‘Pimp My Grade’ sessions after school, used for completing and improving coursework. Results show that the Pupil Premium students regularly attending the PSR for after-school study sessions achieved well above the national PPG cohort – students will be further encouraged to use this provision this academic year.
Emotional Welfare	We also employ a Student Welfare Officer who is available to offer extra support as needed to any disadvantaged student.	The Student Welfare Officer continues her work with disadvantaged students this academic year.
Revision/Catch-up	The funding has been used to pay teaching and support staff linked to targeted revision classes and extra help with Controlled Assessments.	We are well above national Pupil Premium progress. Maths, Science and PE in particular made good use of this funding and their revision sessions were well

		attended, with 65% of the year group attending the half term session for Maths.
S Band Class	<p>At KTS we are continuing with an extra small class of 6 students in year 7 who receive a special transition programme.</p> <p>The support in this group enables them to progress and join the other mainstream groups in year 8. This transition class has now been in place for 4 years. The first students to pass through are now in year 11, confidently taking GCSE subjects.</p> <p>As a result of the above, the lower mainstream sets in year 7, have smaller numbers so that students were able to receive extra attention from their teacher.</p>	<p>The students benefitted from a more supportive transition to secondary school, and students often reached their target for year 7.</p> <p>The intervention was found to be not as successful for the school year 2015-2016, and due to staffing and general costs it has been decided to use the resources elsewhere.</p>
Trained support staff	<p>We have continued to employ 2 part-time primary trained support teachers to help provide targeted support for literacy and numeracy. This was aimed at lower school but is to be extended to disadvantaged students in years 9, 10 and 11.</p>	<p>The PP grant has been used to employ a full time English TA and Maths TA who work throughout the key stages. They can work with disadvantaged students to support their learning, or with other students so that the teacher can focus on disadvantaged students. The support can be within the classroom or targeted support outside the classroom and 1:1 work.</p>

There was a sum of £25,000 available for many other school initiatives:

In 2014, a staff training session was dedicated to the use of PP funding to raise awareness. To follow on from this, a large staff room display has been created to aid staff in improving the progress of disadvantaged students and letters to parents, detailing school provision for students in receipt of the Pupil Premium, have and will be distributed. Teachers are aware of which students to target and use a range of provision and recording strategies to improve their chances in their subjects, aiming to share best practice inside and outside the classroom.

Literacy, and revision material for other subjects, has been promoted through closer liaison with the library. Following a staff training session there was more understanding of the resources in the library and the support it can offer all students. Some disadvantaged students have been included in the Reader Leader programme. The training of students to become lead-readers is enabling them to coach and support other students in improving their reading. The library’s improvement plan has been approved – detailed below.

All other subjects were encouraged to look at their own subject areas and put in the most effective intervention methods they could to support their disadvantaged students. In particular, a tracking system has been introduced where teachers log their interventions alongside report and results data. This enables teachers to gauge the effectiveness of their provision.

Below are some examples of incentives and interventions taken by the school:

Intervention and links	Cost	Breakdown of intervention	Evidence of success
Digital Theatre	£490	The school’s subscription to the online digital drama library. Available to both Drama and English students. Yearly licence.	Drama have used this in over a range of key stages. The library have trialled cinema screening evenings for families of PPG students – these will be reconsidered next year as they look for ways of improving attendance.
Revision guides added to library provisions and PSR	£161.45 (at time of purchase) & £1,500 for ‘First News’ package	Supporting the purchase of revision guides for all subjects, and purchasing copies to keep in the library and Pupil Support Room. ‘First News’ is a package that provides student-friendly newspapers and	The PSR and library as quiet study spaces will be promoted again to the current year 11 in particular. New GCSE specification guides have been purchased, and the effectiveness of the library will be monitored this year.

		other non-fiction resources used school-wide.	The PSR enjoyed a steady footfall from some year 11 Pupil Premium students last year, and this has had a positive effect on their results.
Visit – Bletchley Park	£ 315- coach £ 364 – museum of computing	Supporting a learning initiative with year 9 ICT. PPG students were taken on a visit to Bletchley Park. The students were shown various uses of computing and code breaking.	The trip raised their awareness of ICT development and hoped to guide them in their choices of GCSE options.
Elevate Education Seminar	£345.95	A specialist company targeting pupil friendly revision techniques was brought in to run a 'study skills' workshops purely aimed at PPG students in year 11.	The 'Elevate Education' workshop was both enjoyable and informative. All year 11 PPG students had the opportunity to learn how to revise and when, breaking down the process for them. Elevate were invited back to a workshop with year 10 students, and are due in October this year for the follow-up.
Revision guides	£796.81 (at time of purchase)	Revision books for several departments to issue to disadvantaged students.	The study guides are specific to the exam board and help students to organise their own learning and revision.
Controlled assessment guidance & assisted after-school study	£5,082	Providing after school Teacher Assistant support to help disadvantaged students with their Controlled Assessment work required for GCSE subjects. Providing focused after school support for year 11 students in the PSR, including aid from the English Pupil Premium Support Assistant.	Results were stronger in some subjects than others, but the provision proved to be a key motivational tool for many underperforming students. Over 20 students were regularly or occasionally using the PSR during study periods, or study leave, for revision. Overall, the GCSE results of Pupil Premium students not only increased this year but was above the whole school average.

		This also includes overtime for TAs assisting with Pupil Premium students during History and Geography controlled assessments.	
Resits/re-marks/ exam fees	£152	Paying for exam re-marks and resits for disadvantaged students. Enabling music students to sit their grade exams.	All students whose music exams were paid for received a Merit or Distinction in their exams.
IT / photocopy charges	£377.28	Used to provide resources for workshops and seminars	
School trips contributions: rewards trips, curriculum trips and Duke of Edinburgh	£4,702.92	Addresses the financial barrier to learning.	This provision enables all students to benefit from the same educational, morale-building and aspirational trips as their peers have access to.
Summer School and Year 6 Transition Club	£1,400 & £270	Both interventions are designed to ease vulnerable and otherwise disadvantaged students into secondary school life through a range of supported, educational, creative activities.	Attendance was excellent and students felt much happier after attending the events, with improved confidence and with the majority looking forward to transition. There were a number of individual cases where confidence and interaction improved considerably during Summer School in particular. Nearly 70% of pupils who attended Summer School in 2016 had attendance of 95% or above by March 2017.

These initiatives are targeted at specific student groups and show the schools understanding of an individual's needs. All help to contribute to a student's wellbeing and progress.

How well did we do?

These staffing levels, especially targeting our disadvantaged students have helped us, over the last 3 years, to narrow the gap in the achievement of our disadvantaged and those disadvantaged and non- disadvantaged students in the national cohort.

The table below details these improved outcomes, showing the change in Value Added for these students compared to students nationally.

About Value Added – this is a measure of the progress made by students from the end of Year 6 (Key Stage 2 exams) to the end of Year 11 (GCSE Exams). Each students' GCSE results are compared to those achieved by students of similar ability nationally. Average progress is shown as:

1000.00

A Value Added score above 1000.00 indicates that students made more progress than all students of that ability in other schools.

Value added – PPG students 2014-2016

	2014	2015	2016
VA PP KTS	955.6	990.6	1000.5 est.
VA Nat. PP	996.4	976.3	
VA Nat. NPP	1005.7	1008.7	

About Progress 8 - the Progress 8 figure tells us how well KTS students have progressed between the end of primary school Key Stage 2 (Year 6) and the end of secondary school Key Stage 4 (Year 11), compared to similar students nationally.

The Progress 8 calculation is based on the final results students achieve in 8 DfE approved qualifications. These include 3 compulsory qualifications; English Language, English Literature, Maths. Then, 3 qualifications from Science A, Science Additional, Computer Science, Geography, History French, German or Spanish. Then a further 3 qualifications from other approved qualifications such as Art, PE, Drama, Design and Technology.

Value Added and Progress8 for Disadvantaged Students 2014-2016

	2014 Value added	2015 Value Added	2016 New Progress8
KTS Disadvantaged	966.6	990.6	-0.13
National Disadvantaged	977.6	976.3	-0.32
National Not Disadvantaged	1008.0	1008.7	+0.12
Gap KTSD to Nat. Not D	-42.4	-18.1	-0.25
KTS D students' progress was	Better than national D but below national NotD	Gap was smaller than previous year	Better than national D but below national NotD

At KTS we feel the results show us that we are offering the support needed to improve.

We, of course realise that we must build on that progress and our plans for the financial year 2016/17 include the following:

Current provision 2016/17

Total number of students eligible for PP at time of census	218 (229 at current count)	£935 pa
...of which are CLA	7	£1,900 pa
...of which are SSP	4	£300 pa
		Total: £206,570

Intervention and links	Cost (all figures rounded)	Breakdown of intervention	Success criteria/expected outcomes
2 Pupil Premium Support Assistants – English and Maths	£28,200	An additional member of staff works with disadvantaged students either on an individual basis or in small groups of 2-3 students.	All PPSAs are successful former students of KTS. The provision proved effective last year in helping student engagement, and we hope to build on this by honing their focus on specific students and involving them in additional revision sessions.
Science staffing - extra group KS4	£21,210	Science continues with their extra group at GCSE level, enabling smaller classes for specific groups.	The smaller groups – led by experienced and most effective teachers – aid student learning by providing a quieter environment and the opportunity for teacher input and frequent feedback.
Specialist Teaching Assistants	£37,180	Two Teaching Assistants, both fully qualified teachers, focus on disadvantaged students across the cohort.	Experienced TAs will be able to assist students, struggling with literacy and numeracy in particular, in accessing the KS3 and KS4 curriculum demands.

<p>Music tuition, exams and Music Twilight GCSE.</p>	<p>£1,479</p>	<p>PP funds are used to offer disadvantaged students the chance to learn an instrument. Their music exams are also funded. Music Twilight sessions are after school and are an additional GCSE – this incurs a small fee which is covered for students in receipt of Pupil Premium funding.</p>	<p>Out of the 22 year 7 students who accepted the offer of free music tuition, 9 have continued committing to this in year 8. The incentive was offered to the current year 7 intake as a result, with 30 students in total studying a musical instrument with the help of Pupil Premium funds. We also support students by paying their fees for music exams, all PPG students passing with either a Merit or Distinction for November exams. Music Twilight is funded for qualifying students.</p>
<p>Additional revision guides and materials for KS4</p>	<p>£1,002 at time of writing</p>	<p>Across KS4, students are offered revision guides for a range of GCSE subjects. This includes guides for Literature texts in English, workbooks and revision guides, stationery, and subject specific equipment (for example: calculators in Maths, ingredients for Food Technology, textbooks for History, materials for Art and kit for PE).</p>	<p>The provision of these materials enable the students to access additional support and remove possible financial burdens for parents. In particular, we hope that this will enable students to feel able to work independently, particularly when doing homework and revision.</p>
<p>Library improvement plan</p>	<p>£250 (current spent on revision guides, new books and posters) £700 approx. for additional digital technology (TBC)</p>	<p>The Library are increasing the variety of their available provision for students, with a focus on disadvantaged students. This includes new revision guides and relevant books for grades 9-1. They also aim to fit new iPads and Kindles for use by students for research and private reading.</p>	<p>The school is working to promote the library for in-school and after-school provision. The updated texts and equipment will ensure that students can access research easily for revision and homework. First News is a newspaper aimed at increasing students' proficiency with reading non-fiction, and</p>

	£1,450 First News Newspaper subscription		also provides literacy comprehension activities for class teacher and form tutors.
Staff overtime	£260	TA and teaching staff support out of hours (after school or during holidays) to aid students in their revision. Maths support is available in the PSR after school Monday-Thursday.	This is aimed at disadvantaged students who may not have the benefit of study spaces at home, or benefit from extra reinforcement of skills before examinations. Most are small-group sessions and run for English and Maths.
Elevate Education seminar	£173	The 'Study Sensei' session was aimed at year 11 students and focused on study/revision skills.	The vast majority of invited students attended the seminar, which included interactive activities and a workbook for students to fill in. Most students were positive about their experience and a follow-up assembly is being planned.
Curriculum school trips, Work Experience and DofE	£3,184	As above – addressing the financial barrier.	The use of the PP allocation here allowed all year 11 students to partake in relevant work experience, attend trips related to their courses and partake in the Duke of Edinburgh Awards Scheme. The aim is to provide a positive learning experience for the students and also assist students in learning life skills and teamwork.
Summer School	£2,000-£3,000 (projected)	To run for upcoming disadvantaged year 7 students as an introduction to the secondary school, the focus on literacy and working well with others.	Summer school ran successfully last year, with students expressing (via a survey) that their initial nervousness faded by the end of the week, with many becoming

			more confident. By October, 14 of the 28 students who attended were on full attendance. By March, 19 are maintaining an attendance of 95% or above.
Year 6 Transition Club	£270 (projected)	Run by the PE staff – short sessions to engage students and help them learn to develop teamwork, communication and build friendships.	To help with the transition process, the PE department run a range of activities. The students will be able to meet PE staff and each other.
Digital Theatre	£490 (projected)	As above - the school's subscription to the online digital drama library. Available to both Drama and English students. Yearly licence.	This is a popular resource, used in a range of lessons. The Library and Drama department will be doing more to publicise use of this to the school – particularly evening cinema showings of plays where parents of Pupil Premium students are invited as well.

Additional intervention by departments and the pastoral team:

Maths

Within the classroom disadvantaged pupils are continuing to receive extra support and guidance.

Year 11 pupils are also invited to extra half hour revision sessions after school, further boosted by sessions during half term for both pupil premium and other students.

An after-school homework club runs once a week, led by the subject leader.

Additional intervention sessions run in the PSR to support students taking fewer subjects.

English

Disadvantaged pupils within classes are also given extra support and guidance.

Individual disadvantaged students are supported to ensure they meet their targets.

The PSR is used for 1:1 tuition after school to help students progress with literacy skills and English revision.

Intervention workshop to be attended in March by Pupil Premium Coordinator and English TA.

Science and other English Baccalaureate Subjects (Computing, Geography, History and Modern Foreign Languages)

Lunchtime revision sessions and drop-in after school sessions
Revision sessions to run in Easter holidays (Computing)
Speaking and writing support sessions
Mentoring programme (Science)
Differentiated resources

All other subjects

Lunchtime revision sessions, extra catch-up sessions and drop-in after school sessions
Mentoring programme and Easter revision sessions (Dance)
Materials and ingredients provided for projects (D&T)
Differentiated resources
LAMDA tuition (Drama)
Arts Award and tickets for shows (Drama)
Contributions to school trip costs relevant to Media (Media Studies)
Sixth form student helpers 1-2 lessons a week
Revision posters and activities
Use of kinaesthetic activities such as Plickers and Kahoot (applicable to all subjects across key stages)

We are continuing to promote the support given the last two years in relation to staffing of the vital support areas of CLA and the Pupil Support Room.

There will be after school support for any disadvantaged student taking part in their Controlled Assessment, and teacher led revision sessions in many subject areas.

We will continue to work alongside our SEN department to improve our targeting and support techniques.

At KTS we value each student as an individual whilst understanding that excellent classroom practice is essential for all.

We will endeavour to keep updating our use of the PP funds over the financial year to keep all informed about its best use.

We are encouraged by our results this year and are determined to continue to close the gap of learning and outcomes for our most vulnerable students whilst encouraging ALL to achieve their best.