



Pupil Premium Strategy Statement

King Edward VI School, Lichfield

This statement details our school's use of pupil premium (and recovery premium) 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	King Edward VI School																								
Number of pupils in school	Total number of students: 1625 (years 7 – 13) 1253 (years 7-11)																								
<table><tr><th>Year</th><th>PP Students</th><th>% of PP students in year group</th><th>FSM</th></tr><tr><td>Year 7 (252)</td><td>47</td><td>18.7</td><td>36</td></tr><tr><td>Year 8 (250)</td><td>39</td><td>15.6</td><td>30</td></tr><tr><td>Year 9 (258)</td><td>39</td><td>15.1</td><td>22</td></tr><tr><td>Year 10 (247)</td><td>42</td><td>17.0</td><td>30</td></tr><tr><td>Year 11 (246)</td><td>39</td><td>15.0</td><td>27</td></tr></table>	Year	PP Students	% of PP students in year group	FSM	Year 7 (252)	47	18.7	36	Year 8 (250)	39	15.6	30	Year 9 (258)	39	15.1	22	Year 10 (247)	42	17.0	30	Year 11 (246)	39	15.0	27	
Year	PP Students	% of PP students in year group	FSM																						
Year 7 (252)	47	18.7	36																						
Year 8 (250)	39	15.6	30																						
Year 9 (258)	39	15.1	22																						
Year 10 (247)	42	17.0	30																						
Year 11 (246)	39	15.0	27																						
Proportion (%) of pupil premium eligible pupils	16.4% (206 of 1253)																								
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027																								
Date this statement was published	December 2024																								
Date on which it will be reviewed	December 2025																								
Statement authorised by	Mrs Catharine Forster																								
Pupil premium lead	Mr Dave Butler & Miss Zoe Love																								
Governor / Trustee lead	Mr Jeff Quantrill																								

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£146, 640
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil Premium Strategy Plan

Statement of Intent

At King Edward VI School, we want to provide the best possible education and personal development opportunities for all our students. We know that disadvantaged children generally face additional challenges in reaching their potential at school and we therefore aim to reduce barriers that these vulnerable young people face so that they have the same opportunities as students who are not disadvantaged. Each child is an individual and our provision for and intervention with Pupil Premium students is targeted to address their individual barriers to learning and achievement.

Our Pupil Premium strategy statement has been devised following careful diagnostic assessment to identify the main challenges faced by disadvantaged children at King Edward School. Our strategy is based on the Education Endowment Foundation's (EEF) principles. This is a tiered approach:

Tier 1 – High quality Learning and Teaching

High quality teaching is proven to have the greatest impact on closing the attainment gap. Our curriculum is carefully planned and sequenced to provide regular opportunities for knowledge recall, development of literacy skills and opportunities for cultural capital regardless of the subject area. We ensure that all students are supported (and appropriately challenged) by the work set.

Tier 2 – Targeted academic support

Assessment data is carefully interrogated to ensure that we intervene early and appropriately. Additional staffing capacity in English, Maths and Science is planned carefully to enable us to target students who may need additional support to catch up. Our Sixth Form academic mentors receive training to support them in their vital peer mentoring role and they will be deployed in the first instance to work alongside our disadvantaged students.

Tier 3 – Wider strategies. These are non-academic challenges that pupils are facing that can negatively affecting their education and impact their access to teaching, for example:

- attendance and levels of persistent absence
- social and emotional challenges
- wellbeing and mental health, including building inclusion and a sense of belonging
- access to technology and educational materials
- high mobility

We ensure that all students (and particularly our disadvantaged students) can access a wide number of opportunities available at our school such as Duke of Edinburgh, extra-curricular PE, music lessons and clubs, Gifted and Talented club and many, many more. These are essential opportunities that raise aspirations, build confidence, and provide opportunities for success. We monitor carefully the uptake of opportunities for our disadvantaged students, remove financial barriers (where applicable) and tutors conduct termly one to one learning conversations with disadvantaged students to identify individual barriers and enable participation in wider school opportunities.

Our strategy is reviewed formally annually. The evaluation of individual strategies deployed is an on-going process.

Challenges

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

Challenge number	Detail of challenge																								
1	<p>Literacy skills and reading comprehension of students eligible for PP are lower than for other students. This impacts their progress in all subjects.</p> <table><tr><th>Year Group</th><th>Average Reading Age in Year 7</th><th>Average Reading age for PP students in Y7</th><th>Average Reading age for non-PP students</th></tr><tr><td>Y7</td><td>13 years and 4.5months</td><td>12 years and 0.3months</td><td>13 years and 8.4 months</td></tr><tr><td>Y8</td><td>13 years and 10.1 months</td><td>12 years and 9.0 months</td><td>14 years and 0.2 months</td></tr><tr><td>Y9</td><td>13 years and 9.5 months</td><td>12 years and 9.2 months</td><td>13 years and 11.6 months</td></tr><tr><td>Y10</td><td>13 years and 11.1 months</td><td>13 years and 6.3 months</td><td>13 years and 11.9 months</td></tr><tr><td>Y11</td><td>13 years and 8.5 months</td><td>12 years and 7.9 months</td><td>13 years and 10.7 months</td></tr></table>	Year Group	Average Reading Age in Year 7	Average Reading age for PP students in Y7	Average Reading age for non-PP students	Y7	13 years and 4.5months	12 years and 0.3months	13 years and 8.4 months	Y8	13 years and 10.1 months	12 years and 9.0 months	14 years and 0.2 months	Y9	13 years and 9.5 months	12 years and 9.2 months	13 years and 11.6 months	Y10	13 years and 11.1 months	13 years and 6.3 months	13 years and 11.9 months	Y11	13 years and 8.5 months	12 years and 7.9 months	13 years and 10.7 months
Year Group	Average Reading Age in Year 7	Average Reading age for PP students in Y7	Average Reading age for non-PP students																						
Y7	13 years and 4.5months	12 years and 0.3months	13 years and 8.4 months																						
Y8	13 years and 10.1 months	12 years and 9.0 months	14 years and 0.2 months																						
Y9	13 years and 9.5 months	12 years and 9.2 months	13 years and 11.6 months																						
Y10	13 years and 11.1 months	13 years and 6.3 months	13 years and 11.9 months																						
Y11	13 years and 8.5 months	12 years and 7.9 months	13 years and 10.7 months																						
2	<p>Attendance of disadvantaged students at school is historically lower than their non-disadvantaged counterparts. This negatively impacts disadvantaged students’ progress. The attendance for pupil premium students in 2023-24 was 87.6% which was 2.2% higher than the national average. The attendance of PP students in Year 7-10 was also above national average and particularly good in Year 7 (92% - 3% above national average) and Year 8 (90.8% - 4.5% above national average). The attendance of Year 11 was of particular concern and recorded at 78.2% which was 4.6% lower than the national average. This was as a result of a number of PP students who didn’t attend on the grounds of mental heath. There remains a gap between whole school attendance 93% and PP attendance of 5.4% in comparison to the previous year of 4.6% (2022-23). Persistent absence for PP students was recorded last year at 24.8% (40 students) which is lower than the national average of 27% for PA for all students. However, the whole school PA figure was recorded at 14.2% so there remains a significant gap.</p>																								
3	<p>Behaviour - disadvantaged students are more likely to receive a higher number of negative behaviour points, higher suspensions, and isolation. We had 75 suspensions (26 students) last academic year for disadvantaged students including 1 PEX. We had 46 suspensions (23 students) for non-PP students. Suspensions were highest in Year 10 32(14 students) and lowest in Year 7 – 0 suspensions. Negative logs were 14705 for PP students and 38278 counts for Non-PP students which will be higher due to low numbers of PP – PP incidents equate to around 28% of the total negative incidents.</p>																								
4	<p>Gaps in knowledge and understanding due to lower attendance or lack of home support/parental engagement. This is reflected by lower attendance at parents evening for PP as well as greater consequences for failure to hand in HWK by PP. Data from 2023/24</p> <table><tr><th>Year group</th><th>Total Students</th><th>Non-PP Attendance</th><th>PP Attendance</th></tr><tr><td>7</td><td>249</td><td>85%</td><td>86% (37 out of 43)</td></tr><tr><td>8</td><td>257</td><td>87%</td><td>57% (24 out of 42)</td></tr><tr><td>9</td><td>249</td><td>85%</td><td>59% (27 out of 46)</td></tr><tr><td>10</td><td>246</td><td>82%</td><td>Data not available</td></tr><tr><td>11</td><td>246</td><td>84%</td><td>62% (26 out of 42)</td></tr></table>	Year group	Total Students	Non-PP Attendance	PP Attendance	7	249	85%	86% (37 out of 43)	8	257	87%	57% (24 out of 42)	9	249	85%	59% (27 out of 46)	10	246	82%	Data not available	11	246	84%	62% (26 out of 42)
Year group	Total Students	Non-PP Attendance	PP Attendance																						
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9	249	85%	59% (27 out of 46)																						
10	246	82%	Data not available																						
11	246	84%	62% (26 out of 42)																						

5	Well-being: belonging & inclusion discussions with students and contact with families have identified social and emotional worries for many students. This includes low self-esteem, anxiety. Our evidence identifies that this is particularly the case for our disadvantaged students.
6	Our observations and discussions with students show that disadvantaged students are more likely to lack independent learning and organisational skills .
7	Aspiration: Discussions with students and families have revealed a lack of aspiration and fewer opportunities. This is often related to not being able to see beyond their current circumstance/social status.

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	<p>2024/2025 outcomes demonstrate that progress for disadvantaged students is in line with the progress of other students, including E/M 4 and 5+, Attainment 8 and Progress 8.</p> <p>Intervention strategies in English, Maths and Science and robust and focus primarily on disadvantaged students.</p> <p>Metacognition and independent learning strategies as identified in the Quality of Education plan are widely implemented.</p> <p>Peer tutoring builds confidence for KS3 students.</p>
Curriculum aspirations for disadvantaged students are high whilst maintaining a focus on supporting individual needs	To ensure a broad, balanced, and aspirational curriculum to support disadvantaged students in next steps. Continue to increase the number of disadvantaged students meeting the Post 18/sixth form entry requirements.
Improved overall attendance figures for disadvantaged students	<p>Gap in attendance rates continues to close between disadvantaged students and their non-disadvantaged counterparts.</p> <p>Reduction in unauthorised absences and persistent absenteeism for disadvantaged students in line with their non-disadvantaged counterparts.</p>
High levels of progress in literacy, reading and comprehension for all pupils eligible for PP	Improved literacy and comprehension skills among disadvantaged students. This will be demonstrated through internal assessments and national exams.
PP students receive targeted guidance, support and mentoring to ensure equality of progress and attainment in lessons and opportunity and participation in the wider school life	Increase in participation of wider school and enrichment opportunities, particularly amongst disadvantaged students. Examples include School Council, PE clubs etc.
Wellbeing for all pupils, including those who are disadvantaged is improved.	<p>King Edward VI School builds on the work of the Wellbeing Award for Schools.</p> <p>All students have access to support in line with their level of need.</p> <p>Paceful approach and emotion coaching strategies are used to support all students but especially those who are classed as vulnerable. Lots of time has been devoted to staff training by K Russell and K Baker to ensure students are fully supported.</p> <p>Learning Conversations conducted by Form Tutors each term provide a prime opportunity to develop key relationships with students and designated adults.</p> <p>We regularly review student need via our inclusion meetings ensuring timely interventions for individuals.</p> <p>Data from student voice (surveys, My Concern data) shows higher levels of wellbeing by 2025 – particularly for disadvantaged students.</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 and learning - Budgeted cost: £ 75,079

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for middle leaders, teachers and LSA's</p> <p>Middle leader training on:</p> <p>Effective curriculum design and implementation.</p> <p>Rosenshine's principles and using these effectively in the classroom.</p> <p>The use of metacognition and other strategies to improve attainment.</p> <p>Formative assessment</p> <p>Effective quality assurance, including a focus on Pupil Premium students in lesson observations, learning walks and work scrutinies.</p> <p>Whole school literacy focus prioritising 'disciplinary literacy across the curriculum' through calendared CPD time for all teaching staff.</p> <p>Teachers supported through training and reflection time to provide targeted vocabulary instruction in every subject, prioritising the teaching of Tier 2 and 3 vocabulary.</p> <p>SEND practices in the classroom</p>	<p>Effective Professional Development EEF</p> <p>Rosenshine's Principles in Action Book</p> <p>This approach is following the tiered model recommended in the EEFs Guide to Pupil Premium. High quality teaching and learning.</p> <p>Education Endowment Foundation - Metacognition</p> <p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p> <p>1. High-quality teaching EEF</p> <p>Improving Literacy in Secondary Schools EEF</p> <p>Review: Closing the Reading Gap by Alex Quigley</p> <p>Research indicates that disadvantaged students have lower reading ages and confidence than their non-PP peers.</p>	1,4,6

Assemblies and tutor activities to raise the profile and understanding of metacognition.	MORNING REGISTRATION AT KES	
Training for the use of Go4schools.	To improve the tracking all monitoring of students' academic and behaviour data. This will enable earlier interventions for our disadvantaged students.	
Appraisal objectives for all Teachers to include a focus on progress and using GO4Schools to track and intervene. A second objective should link to the implementation of Literacy and Metacognition strategies following the Quality of Education plan.	See above – link to EEF guidance on literacy and metacognition.	1,4,6
Quality Assurance measures focuses on monitoring the most vulnerable.	Learning walks, work scrutiny's and student voice activities routinely include a focus on our most vulnerable learners.	1,3,4,6
Purchase of standardised diagnostic assessments.	English Department to purchase and use a testing system that will take a more forensic look at the skill levels of our Y7 students. This will enable more targeted interventions e.g. improving comprehension, use of phonics, etc.	1,4
Class sizes – Using the PP to enable us to keep average class sizes down: KS3 Average 27 students per class, KS4 Average 24 students.	Reducing class size EEF	1,4,5,6
Purchase of T&L packages / resources: English – Accelerated reader & Bedrock, trial of Sparx reader with year 7 and 10. Languages – Kerboodle Science - Kerboodle Maths - Sparks & Active Learn	Digital Literacy Curriculum Bedrock Learning Sparks Maths Pearson Active Learn Kerboodle: Secondary Online Learning Oxford University Press Accelerated Reading Program Renaissance	1,4,6
Programme of activities to support engagement with the library and reading for pleasure: accelerated reading programme for all year 8 students; induction lessons and A_Z of reading programme for all year 7.	Reading Improves Teenagers Vocab Whatever Their Background Say Researchers Last academic year 36 PP students took part in Bookbuzz 23/4 26 made progress. For world Bookday year 7 PP were invited specifically to an author visit.	1,5

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

Budgeted cost: £41,645

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development and growth of our Learning Hub to support the need of individual learners to provide access for 25 periods out of 25 periods per week.	Mentoring EEF Student voice and parental feedback showed a positive impact use of the Learning hub and subsequent support had for those students who accessed it. For the academic year 2023/24 we had 73 students in total in the Hub of which 23 were PP. Impact For those with injuries it kept them in school and enabled them to go to a lot of lessons they wouldn't normally have got to and stayed at home. For some cases the Hub provided an important base which enabled students to remain in school on modified timetables. We enabled an additional curriculum for those doing a different language. We are an EAL base and have supported some of Ukranian pupils to learn English We have supported the attendance of some students finding it difficult to come into school otherwise by providing the Hub as a check in point/reintegration into lessons.	1,2,3,4,5,6
To support our disadvantaged students via the homework club which is staffed by a member of the Learning Support Team 5 days per week. – Early intervention to support organisation.	Homework EEF Homework Logs now included in Learning Conversations, Form Tutors to advise pupils and ALs of those who need to attend.	1,4,6
Academic mentoring. Selected sixth form students to complete mentoring training and provide subject specific peer mentoring for Year 7 and 8 students identified as needing support.	Peer tutoring EEF	1,3,4,6
Year 7 pupil premium students to receive a book from the Bookbuzz collection and follow up activities with the school librarian. Book Trust - Boo Buzz.	Reading comprehension strategies EEF Education Endowment Foundation - Accelerated Reader Suzie Crowley – increase in reading age evidence. Numbers on LRC engagement at lunch. Accessing Y8 lesson more.	1,4

Prioritise disadvantaged students for our English, Maths and Science intervention programme. Overstaffing in core subjects to enable intervention timetable.	Small group tuition EEF One to one tuition EEF A spreadsheet/register is kept to ensure interventions for year 11 students are monitored closely. (On TEAMS)	4,6
English and Maths small group sessions at Kingshill house. Where necessary adjustments are made to student curriculums to provide additional Maths and English support – This is though KS3 and KS4. Curriculum support is timetabled.	Collaborative learning approaches EEF Small group tuition EEF	1,4,6
Access to resources and opportunities, e.g., revision materials, textbooks, food ingredients and trips/visits.	To remove barriers to learning and support individual learning needs FSM get books/revisions guides automatically for Core subjects. Other areas parents can apply and will be granted support. ZZL has equipment to be handed out to all PP if needed. N.Nielson has a carefully monitored spreadsheet. Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)	4,5

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

Budgeted cost: £29,914

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance - improved capacity through additional administration support. This will enable our attendance office to co-ordinate early interventions to improve the attendance for our disadvantaged students. (See attendance strategy).	<p>Working together to improve school attendance</p> <p>Attendance interventions rapid evidence assessment EEF</p> <p>ALs now have focused mentoring sessions with at risk attendance pupils 80-90%.</p> <p>Attendance data is used proactively to enable the team to intervene early and identify cohorts who are at risk of becoming PA or who are PA which are monitored weekly. The data from our final cohort which was analysed in July 2024 included 89 PP students who were at risk of PA or classified as PA. 50/89 (56%) students on this cohort improved their attendance during this monitoring period. Interventions provided link back to our attendance intervention menu.</p>	2,4
Praise system to celebrate successes and improve parental engagement for our disadvantaged students.	<p>Impact of Praise on Behaviour</p> <p>Texts go directly home to inform of Gold awards as well as Certificates given out by tutors.</p> <p>We are now monitoring rewards to compare PP to non PP.</p> <p>Gold & Platinum rewards are also included in Learning Conversations to give Tutors an additional praise opportunity.</p> <p>Termly Celebration assemblies</p>	3,4
Pupil Premium Co-ordinator to work alongside the Guidance Team and oversee the progress, attainment, and personal development of our Disadvantaged students.	Additional capacity and support to create opportunities, monitor engagement and champion our disadvantaged Students.	1,2,3,4,5,6
Wellbeing action plan embedded following accreditation of the Well-being Award for Schools.	WAS - Wellbeing Award for Schools AwardPlace	5

<p>Staff CPD to help support the behaviour, wellbeing and attendance of all students, most notably our disadvantaged students.</p> <ul style="list-style-type: none"> - Trauma aware and a PACEful approach - Emotion coaching - Restorative practice 	<p>Improving Behaviour in Schools EEF</p> <p>Paceful approach and emotion coaching strategies are used to support all students but especially those who are classed as vulnerable. Lots of time has been devoted to staff training by K Russel and K Baker to ensure pupils are fully supported.</p> <p>Two members of SLT (KSH/RJL) doing 6 days training.</p>	3,5,6
<p>Extracurricular opportunities. We offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour attendance and aspiration. These include:</p> <ul style="list-style-type: none"> - Duke of Edinburgh - A range of PE clubs and fixtures - School council - Peer mentoring - G&T club - Music tuition - Where there is a cost for these opportunities, they are funded for pupil premium students. Places reserved for PP students on the Duke of Edinburgh Award scheme. 	<p>EEF - Arts Participation</p> <p>EEF - Aspiration Interventions</p> <p>D of E</p> <p>Yr 11 23-24 4/110 were pp: 4% compared to 15% as a year group.</p> <p>Trips</p> <p>27 Students were supported with trip funding (inc 13 abroad), ranging in costs.</p> <p>GCSE English Workshops</p> <p>23 Students were supported with funding, at £6 per student.</p> <p>Music Tuition</p> <p>12 Students were supported with funding, at £300 per student. They are then part of ensembles which aids their belonging and enjoyment.</p>	2,4,5,7
<p>Alternative provision and work placements e.g., Bridge placement and Eagles Nest.</p>	<p>Investigative Research into Alternative Provision</p> <p>Case study examples available</p>	2,5
<p>Student support mentoring.</p> <p>KSH/RJL – from student support. How many PP students on the vulnerable list</p> <p>At the end of last academic year – there were 75 PP students on our whole school vulnerable list</p>	<p>Mentoring EEF</p> <p>Improving Behaviour in Schools EEF</p> <p>Challenge partners report</p>	2,3,5
<p>Systems in place to for appropriate information, Advice and Guidance to ensure that disadvantaged students are on appropriate, aspirational pathways. Disadvantaged students are prioritised for careers appointments.</p>	<p>Kelly Baker – Ensure all PP in year 10 are prioritised for Careers meetings and support, and offered additional meeting in year 11 if required.</p>	7

<p>Relationship building with the local Military Defence Services Barracks to ensure best provision in school for Service Family Students.</p> <p>Working with Service Family students in school to ensure sense of belonging.</p>	<p>Barriers to learning for SFC are around attachment and supporting their emotional needs. Stronger relationships between school and the Barracks ensures needs are met as opposed to blanket strategies.</p>	<p>2,3</p>
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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 2023 to 2024.

Intended outcome	Review																		
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	<p>42 students were included in the outgoing Year 11 disadvantaged data.</p> <p>Attainment 8 score for disadvantaged pupils was 36.2 compared to 34.5 England non disadvantaged pupils.</p> <p>54.8% of pupil premium students secured English and Maths at grade 4+ (compared to 33% last year) and 33.3% of disadvantaged students secured English and Maths at grade 5+ (compared to 28% last year)</p> <p>Progress 8 for disadvantaged students was -0.5.</p> <table><tr><th>Disadvantaged</th><th>Attainment 8</th><th>Progress 8</th><th>9 to 5 in E&M %</th><th>EBacc Entry %</th><th>EBacc APS</th></tr><tr><td>National</td><td>34.5</td><td>-0.57</td><td>25.8</td><td>28.6</td><td>2.99</td></tr><tr><td>King Edward VI School</td><td>36.2</td><td>-0.5</td><td>33.3</td><td>26.2</td><td>3.45</td></tr></table>	Disadvantaged	Attainment 8	Progress 8	9 to 5 in E&M %	EBacc Entry %	EBacc APS	National	34.5	-0.57	25.8	28.6	2.99	King Edward VI School	36.2	-0.5	33.3	26.2	3.45
Disadvantaged	Attainment 8	Progress 8	9 to 5 in E&M %	EBacc Entry %	EBacc APS														
National	34.5	-0.57	25.8	28.6	2.99														
King Edward VI School	36.2	-0.5	33.3	26.2	3.45														
Curriculum aspirations for disadvantaged students are high whilst maintaining a focus on supporting individual needs.	<p>Options pathways cater for all students.</p> <p>As part of the Options process meetings take place with parents and disadvantaged student to discuss both pathways and options choices. This was a development for 2024 and more of these students are secure in their courses.</p> <p>Positive discrimination is used where a student might be on a cusp of a Pathway or in the case that we feel a different pathway may be more beneficial.</p> <p>The Options students may take at Key Stage 4 are wide and varied with additional options for those that need additional support.</p> <p>12 of our PP students have stayed on to our 6th form from year 11, in Sept 2024.</p>																		
Improved overall attendance figures for disadvantaged students.	<p>Attendance figures for disadvantaged students at KES continue to be higher than national. This continues to be an area of focus, particularly the improvement of the persistent absence figures.</p> <p>93% - Whole school attendance / PP Attendance – 87.6% (Taken from FFT 2023-24 report)</p> <p>National Average for Free School Meal Students (FFT Aspire Attendance) was 85.4%.</p>																		

	Year Group	All	Non PP	PP
	7	95.4	95.9	92.0
	8	94.61	95.0	90.8
	9	92.9	93.6	88.5
	10	92.7	93.7	85.6
	11*	88.7	89.9	78.2

Wellbeing for all pupils, including those who are disadvantaged is improved.	<p>All students including disadvantaged students have weekly wellbeing tutor time activities delivered by the form tutor. These ensure that students are equipped with skills and understanding of how to promote their wellbeing and where to access support.</p> <p>King Edward VI School secured the Wellbeing Award for Schools in December 2022</p> <p>Direct support offered for those students in need via:</p> <ul style="list-style-type: none"> -School counsellor -Lichfield mentors -PSA individual support
High levels of progress in literacy, reading and comprehension for all pupils eligible for PP	<p>Continued staff training opportunities are available whole school.</p> <p>Bookbuzz via LRC continues to prioritise PP in year 8 and meet the author opportunities were given to year 7 PP.</p>
PP students receive targeted guidance, support and mentoring to ensure equality of progress and attainment in lessons and opportunity and participation in the wider school life	<p>Guidance support mentoring spreadsheet available.</p> <p>PP Profile has been developed and shared with Hod's and AL's. All staff prioritise PP for AFL opportunities in lessons.</p> <p>Prioritisation to PP in year 10/11 for Careers interviews and support.</p> <p>Learning conversations termly from form tutors.</p> <p>Encouragement to join sports clubs, music group (with paid for music tuition), school council, and other extra-curricular groups. A lot wider variety of these are now on offer in school. Directing pupils towards the school website.</p> <p>50% of students that took part in the Scholars programme were eligible for Pupil Premium. They accessed 6 hours of university tuition, wrote a 2000 word assignment and 100% completed the programme by submitting a final assignment.</p> <p>Pupil Premium Scholars programme & Impact report available.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Brilliant Club	Scholars Programme
BookBuzz	Booktrust
Accelerated Reader	Renaissance
Maths Challenge	UKMT
Physics Olympiad	University of Oxford

Service pupil premium funding –

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> Resources to support students in their independent learning. Time for staff to visit the Barracks and work with families. Time for trips out to University – Links to Barracks Community worker and links with Student Support fostered. Pastoral Support Assistants (and Pastoral Lead) engagement with students beyond the classroom.
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> Resources both physical and practical support SFC students with their Independent learning.
	<ul style="list-style-type: none"> Improved relationships with the barracks, although direct contact with parents is still proving difficult. Relationship with Barracks continues to grow with a voice for the parents in the Barracks. Parents feel they have a voice. Ongoing pastoral support means that SFC students in school feel secure and a part of the school.

Further information

Our pupil premium strategy will be supplemented by additional activity that doesn't have direct funding from our pupil premium or recovery premium. This includes:

- Development of Learning conversations. These take place after each report for disadvantaged students. Tutors discuss academic achievement, extra-curricular participation and any support that may be required. (Challenge 1,2,3,4,5,6)
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, attendance, and aspiration. (Challenge 2,3,5)
- Early interventions to improve attendance <93% is first support/intervention trigger compared to <90%. (Challenge 2,4)

Planning, implementation, and evaluation.

In planning our Pupil Premium Strategy, we evaluated the impact of previous strategies and carefully reviewed the context of our school. We conducted student voice activities to identify barriers to learning, conversations with parents and school staff and monitored our internal qualitative and quantitative data. We explored the reports and studies about effective use of pupil premium and attended the National Forest Teaching School three-part training on using the pupil premium. In addition to this we also attended the Challenge Partnership remote training offer (RADY project).

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it to evaluate our activities. This is a 3-year strategy which we will adjust and amend at least annually to ensure the best possible outcomes for our students.