



**Kings' School Winchester**

**Pupil Premium Strategic plan**

**To 'promote a sense of belonging, success and purpose for all pupils.'**

## Narrowing the Attainment Gap for Disadvantaged Pupils at Kings' School

**Describing:** Disadvantaged pupils at Kings' School are consistently making less progress than their peers, resulting in a lower set of GCSE results and fewer opportunities in life when leaving school.

**Barriers to learning** in school encompass: curriculum, leadership and staff awareness, teaching and learning, pastoral care, inclusion, vocabulary gap and a cultural capital deficit. External barriers include: attendance, parental engagement, diminishing external support and low literacy skills on entry.

**Defining:** The learning environment at Kings' School is not yet one in which all disadvantaged pupils are given the appropriate toolkit to attain their aspirational goals and when this is also combined with a lack of effective support from home, pupils lose a desire to learn successfully.

**Vision:** Kings' School is a place in which pupils really value learning, curiosity, ambition and each other. This attitude imbues the environment and stems from a teaching body that genuinely models passion for life-long learning, has the highest aspirations for all pupils no matter what their background or where their home is and interacts with pupils with courtesy, respect and a high level of skill. The programmes run by the school promote a sense of belonging, success and purpose for all pupils.

**Programmes:** some key areas of focus have been targeted. These are high quality teaching; lack of cultural capital; limited vocabulary; low aspirations; absence and pupil engagement; positive interaction with families and provision of positive role models.

## Overview

Since 2011/12 schools have been eligible to receive funding in the form of the Pupil Premium. The level of funding is linked to the number of pupils in school who meet the following criteria:

- Receives Free School Meals
- Has received Free School Meals in the past 6 years (Ever 6)
- Children in Care (Looked After Children)
- Children adopted from care (Post Looked After Children)
- Service Families

In addition, in 2020/21 the school is in receipt of catch funding to address learning gaps created by the school closures for Covid 19. Pupil Premium pupils will benefit from this in addition to the Pupil Premium funding.

### Extra funding for children from service families

The school receives approximately £13,640 of Pupil Premium funding to support the particular needs of pupils from service families. Most of our service family pupils do really well without additional support. A relatively high proportion of them have parents who are relatively senior and/or experienced and so they do not all experience the frequent moves or separation that can sometimes be difficult for children.

We are aware, however, that children from service families are potentially vulnerable during periods of deployment and conflict. Our Welfare and Pastoral teams, together with the partner agencies with whom they maintain links, have the capacity needed to provide additional support at such times.

Our additional funding is used to support:

- a) a large Welfare Team – four colleagues are tasked with providing emotional support to pupils who need it – this capacity is partly intended to cover the additional needs of children from service families – total cost = £95,432
- b) a large Pastoral Team – thirteen colleagues are tasked with providing wider pastoral support; again, they are available to meet any pastoral needs specific to children from service families – total cost = £258,500

### Extra funding for children adopted from care

In addition to this, the school receives funding for post LAC pupils. This is assimilated into the Pupil Premium spending plans, although there is additional, ongoing monitoring of the wellbeing of these pupils and access to ELSA small groups or Welfare Support.

## Principles

We continually strive to ensure that teaching and learning opportunities meet the needs of all our pupils. Our ambition is to ensure that appropriate provision is made for pupils who belong to vulnerable groups and that the needs of disadvantaged pupils are adequately assessed and addressed. To this end the school uses a broad range of measures to decide which pupils should benefit from support from the Pupil Premium.

We recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate funding to support a wider range of pupils who have been legitimately identified as being disadvantaged. The target group who receive support from funding is subject to continual scrutiny by Pastoral staff, senior leaders and Governors of Kings' School.

## Objectives

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for disadvantaged pupils.
- The funding will be used to diminish the difference between the achievement of disadvantaged pupils and their peers.

The school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others, as far as is within our power. We will ensure that the additional funding impacts on the pupils who need it most and that it makes a significant impact on their education and lives.

## Provision

The funding stream for Pupil Premium is ringfenced within the school budget and can be measured against provision for the target group of pupils. Our provision is designed to be multi-faceted and support the development of the whole child. Broadly speaking, funding is allocated to the following key areas:

1. Individual and group support for academic interventions KS3/KS4
2. Provision of extra-curricular group based opportunities/activities.
3. Enhanced level of internal/external staffing expertise to support pupil academic and social development.
4. Provision of off-site educational opportunities for target group pupils.
5. Using Covid Catch Up funding for a range of intervention strategies and welfare support will enhance academic attainment and well being
6. Discretionary individual pupil spend.

This year 309 pupils are eligible for the pupil premium, a slight increase on last year. There is a slightly higher proportion in KS3 than in KS4. The total amount of funding for 2020/21 is £248,000.

### Reporting

It is the responsibility of the Headteacher or delegated member of staff to produce termly reports to Governors, highlighting monitoring procedures and development outcomes.

Detailed monitoring procedures are fully embedded within the school. Academic outcomes for this group are highly scrutinized alongside performance and development outcomes which are less easily empirically measured.

# Pupil Premium Strategy Statement

## 1. Summary Information

<b>School</b>	<b>Kings' Winchester</b>				
<b>Academic Year</b>	<b>2020-21</b>	<b>Total Pupil Premium Budget (Including Deprivation, Service Families, and Looked After Children)</b>	<b>Est. £248,000</b>	<b>Date of most recent PP Review</b>	<b>March 2021</b>
<b>Total Number of Pupils</b>	<b>1736</b>	<b>Number of pupils eligible for Pupil Premium</b>	<b>265 Disadvantaged 44 Service</b>	<b>Date for next internal strategy review</b>	<b>November 2021</b>

## 2. Current attainment

<b>2019/20 ACTUAL VS FFT20</b>	<b>Pupils eligible for funding including SPP (at Kings')</b>	<b>Pupils not eligible for funding (at Kings')</b>
% achieving 9-4 incl. EM	71.2% (75%)	93.2% (83.2%)
% achieving a positive overall P8 score	46% (62%)	63.5% (71.8%)
Progress 8 score average	-0.24 (0.12)	0.32 (0.36)
Attainment 8 score average	4.98 (4.87)	6.27 (5.45)
<b>2020/21 MOCK DATA VS FFT20</b>		
% achieving 9-4 incl. EM	54.5%	87.4%
% achieving a positive overall P8 score	35.2%	70%
Progress 8 score average	-0.31	0.41
Attainment 8 score average	4.03	6.02

## 3. Barriers to future attainment

**In school barriers** (issues to be addressed in school, such as poor literacy skills)

<b>A</b>	<b>Curriculum</b>
<b>B</b>	<b>Leadership/Staff Awareness</b>
<b>C</b>	<b>Teaching &amp; Learning</b>
<b>D</b>	<b>Pastoral Care</b>
<b>E</b>	<b>Inclusion</b>
<b>F</b>	<b>Lockdown Learning Gap</b>
<b>G</b>	<b>Cultural capital deficit</b>

<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
<b>H</b>	<b>Attendance</b>
<b>I</b>	<b>Parental Engagement</b>
<b>J</b>	<b>Diminishing External Support</b>
<b>K</b>	<b>Progress made during KS2, low literacy skills on entry</b>
<b>L</b>	<b>Aspiration, confidence and engagement on entry</b>
<b>M</b>	<b>Healthy lifestyles</b>

Intent		Implementation					
Barrier - A	Programme	Projects: Autumn 1	Projects: Autumn 2	Projects: Spring 1	Projects: Spring 2	Projects: Summer 1	Projects: Summer 2
Curriculum	Ongoing development of curriculum to ensure it is fit for purpose	Underperforming pupils are identified and prioritised for interventions. Year 11 pupils targeted for bespoke academic mentoring who will also check for IT access and proficiency, in case of another lockdown. KS3 small group tuition withdrawal in English and Maths. Extension lunchtime clubs running in English to promote aspirations – Debating, KEDx and Journalism. PPG pupils explicitly encouraged to attend.	Targeted Year 7s enter Learning Launch for English to accelerate literacy skills Maths Squad/Cafe and Science Club for targeted pupils Evaluation of intervention groups at end of 10 week cycle. Targeted and bespoke ‘catch up’ revision for Yr 11: invitation only and for specific areas of focus. Spreadsheet used to track pupils and ensure all curriculum areas are covered. Blended learning – for remote teaching: planning for ways to continue small group work in lockdown.	Working with Osborne staff to review and evaluate Learning Launch provision. Targeted revision sessions in Core subjects for Yr 11 intervention groups. Yr 11 Revision classes begin – targeting PPG pupils to attend.	Evaluation of Yr 8 previously Learning Launch pupils – are they still making expected progress? Underperforming pupils are identified and prioritised for interventions. Evaluation of intervention groups at end of 10 week cycle.		Evaluation of Learning Launch catchup – how much progress has been made for Yr7 pupils? Evaluation of intervention groups at end of 10 week cycle Evaluation of Yr 11 Mentoring programme

**Impact**  
 Appropriate challenge and engagement for all, including high attaining disadvantaged pupils. Improved value added and Progress 8 outcomes  
 Withdrawn pupils in KS3 make accelerated progress. Pupils in Yr 7 Learning Launch make rapid progress with reading comprehension skills.  
 Pupils leave school with a valuable qualification enabling greater life choices.

Intent		Implementation					
Barrier - B	Programme	Projects: Autumn 1	Projects: Autumn 2	Projects: Spring 1	Projects: Spring 2	Projects: Summer 1	Projects: Summer 2
Leadership and Staff Awareness	Sharing good practice to promote progress	<p>Pupil progress data is closely reviewed - pupils seriously or critically underachieving in subject areas</p> <p>Intervention Groups are highlighted to teaching staff so they can prioritise effective intervention</p> <p>Ongoing meetings between Core HODs and HOYs to discuss pupils of concern</p> <p>Appointment of new PPG Co-ordinator in Science.</p>	<p>After data drops, add page to Departmental Dashboards with specific information about FSM6 and Lower Attaining pupils.</p> <p>Share strategies and pupil profiles via SIMS at line management and department meetings.</p> <p>Identification and targeting of cross-over (between English and Maths in Year 11) underachievers.</p> <p>Introduce outcome from Tier Review – accountability within department areas for pupils underachieving</p> <p>increase teacher knowledge of pupils' PPG/ SEND status in classes.</p> <p>HoYs and DHoYs identify focus group pupils – inform Department areas.</p> <p>HoYs have overview of top underperformers in Year group and oversee intervention for those.</p> <p>Line management meetings for HoDs, accountability for PPG progress and spending of PPG money.</p>	<p>Regular review of progress of FSM/PPG pupils – monitoring and tracking- Department level accountability for the progress of pupils</p> <p>Line management meetings for HoDs, accountability for PPG progress and spending of PPG money.</p> <p>Core Disadvantaged Pupils' Champions review underachievers within subject areas – highlight PPG and SEND needs, organise interventions, including small groups</p>	<p>HoYs and DHoYs review the pupils on their focus group list – inform HoDs of any changes</p> <p>Line management meetings for HoDs, accountability for PPG progress and spending of PPG money.</p>	<p>Core Disadvantaged Pupils' Champions review underachievers within subject areas – highlight PPG and SEND needs, organise interventions, including small groups</p> <p>Line management meetings for HoDs, accountability for PPG progress and spending of PPG money.</p>	<p>Line management meetings for HoDs, accountability for PPG progress and spending of PPG money.</p> <p>Review of use of PPG funding and intervention strategies in Pastoral and Department areas.</p>

			Core Disadvantaged Pupils' Champions review underachievers within subject areas – highlight PPG and SEND needs, organise interventions, including small groups				
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**Impact**  
 Greater accountability for the progress of individual pupils in classes.  
 Greater use of SIMS registers and marksheet entry to identify and target pupils – pupils have high profile for teachers with specific strategies consistently and regularly used  
 Greater staff awareness of pupils and how to meet their specific learning needs. Staff record and share interventions on SIMS

Intent		Implementation					
Barrier - C	Programme	Projects: Autumn 1	Projects: Autumn 2	Projects: Spring 1	Projects: Spring 2	Projects: Summer 1	Projects: Summer 2
Teaching and Learning	High quality teaching	Lesson obs - ALL PPG pupils are identified by staff with particular focus on underachievers in subject areas. to prioritise in planning, marking and feedback School intervention groups in English and Maths Behaviour management strategy – Relentless Routines and Visible Consistencies reset following lockdown closure Extension lunchtime clubs running in English to promote aspirations – Debating, KEDx and Journalism. PPG pupils explicitly encouraged to attend.	Lesson obs: expectation that staff know their PPG pupils and can identify ways in which they are receiving support/ Quality First teaching Focus on improving the outcomes for high attaining, disadvantaged pupils INSET day input – SEND carousel training – adapting teaching to pupils' needs. Creation of a Teacher's Toolkit for teaching in a Covid classroom. Ensure Yr 11 PPG pupils are able to access all online learning revision opportunities – check for IT provision and competence.	Investigate strategies to improve attendance at revision sessions. Staff to prioritise underachievers in their classes and to address the possible effects of PPG/ SEND needs in planning, marking and feedback	Lesson obs: focus - disadvantaged pupils' progress		Review of disadvantaged attendance at revision session – lessons learned for further development Review of efficacy of behaviour management strategy – reflections for further improvement

**Impact**

Staff share good practice and effective strategies for teaching disadvantaged pupils, which in turn benefits all pupils in the classroom, promoting an environment of success.

Higher numbers of target pupils attend revision sessions.

Reduced exclusion and inclusion rates of disadvantaged pupils. Autumn 2020, Inclusions 21 of 46 (45.6%), Exclusions 10 of 16 (62.5%)

Intent		Implementation					
Barrier - D	Programme	Projects: Autumn 1	Projects: Autumn 2	Projects: Spring 1	Projects: Spring 2	Projects: Summer 1	Projects: Summer 2
Pastoral Care	Developing positive relationships with pupils that build a sense of belonging and purpose	Parents of PPG pupils in Year 7 are contacted in the first two weeks of school to begin a positive and ongoing relationship and invitation to a 'Meet the Tutor evening' Premium+ initiative, close monitoring and targeted preventative pastoral care Specialist BASE provision for emotionally vulnerable pupils who are unable to access the main school.	Individual pupil profiles created for HOY Focus pupils. Mentoring for Year 11 pupils – building resilience and academic success		Individual pupil profiles created HOY Focus pupils.	KS3 Pastoral Engagement initiative with bespoke activities to encourage extra-curricular participation and parental engagement	Bespoke transition events and activities for disadvantaged pupils in Year 5 and 6.

**Impact**

Year 5 and 6 pupils able to overcome emotional hurdles and so successfully attend Kings'.

Improved attitude to learning and behaviour because of greater sense of purpose and belonging

Welfare team monitor and analyse school attendance of pupils receiving 1 to 1 intervention leading to improved attendance. Figures are presented to the Governors half termly with impact on attendance increases and decreases recorded by Year Group and by Male/ Female split. FSM6 cases are tracked separately.

Improved outcomes for targeted Year 8s.

Intent		Implementation					
Barrier - E	Programme	Projects: Autumn 1	Projects: Autumn 2	Projects: Spring 1	Projects: Spring 2	Projects: Summer 1	Projects: Summer 2
Inclusion	Promoting a sense of belonging, success and purpose	Tutor groups elect Year/ School Council – greater representation of PPG pupils within Pupil Voice Monitor and target participation in extracurricular activities	Extra swimming lessons for targeted pupils if Covid restrictions are lifted Pupil voice – targeted disadvantaged groups of pupils given opportunities to express their opinions. Monitor and target pupils for positions of responsibility – prefects Round 2 ( delayed process due to lockdown)	Reflect on the monitoring and target participation in Extra-curricular and House Activities: Explicit expectation that tutors encourage their PPG pupils to volunteer for school council and participate in extracurricular activities	Pupil voice – targeted disadvantaged groups of pupils given opportunities to express their opinions.	Monitor and target pupils for positions of responsibility – prefects  Pupil voice – targeted disadvantaged groups of pupils given opportunities to express their opinions.	Recruiting peer supporters to help with Yr 6 transition. Reflect on the monitoring and target participation in extra-curricular and House activities how to improve efficacy

### Impact

Increased number of pupils involved in Out of Hours activities – leading to a greater sense of belonging

Greater use of pupil voice for disadvantaged pupils to give their opinions

Fuller utilisation of discretionary individual pupil spend

Greater numbers of pupils involved in positions of responsibility: prefects 7% first round 2020/21, target 12% 2020/21. Increased participation levels in extra-curricular activities: House (7% of PP cohort 2020/21 first half term, target 25% 2020/21) PE and Offsite trips and activities currently on hold due to COVID 19.

Intent		Implementation					
Barrier - F	Programme	Projects: Autumn 1	Projects: Autumn 2	Projects: Spring 1	Projects: Spring 2	Projects: Summer 1	Projects: Summer 2
Lockdown Learning Gap	Intervention and provision to ensure catch up.	KS4, Yrs 10 and 11 invitation only – PPG pupils who had struggled to engage during Lockdown offered additional 2 mornings before the start of school term for Transition to GCSE/ Booster workshops KS3 and Yrs 6 into 7 PPG pupils offered free places on the Summer	Academic mentors ensure Yr 11 PPG pupils are able to access all online learning revision opportunities – check for IT provision and competence. Provision of equipment and further training if necessary. Yr 11s identified through Engagement grades from lockdown /	Purchase of Accelerated Reader for use in Years 7 and 8 to enable catch up for reading skills. Introduced in place of Kings' Reader sessions. Provision of extra, small group interventions led by LSAs – spaces required to facilitate small group work.	Review of progress made by pupils in small group interventions.		Review of progress made by pupils using Accelerated Reader. Review of progress made by pupils in small group interventions.

		<p>Activities camp happening in week before return to school. Promoting positive engagement with return to school. Provision of PPG Transition Booster packs to Yr 7 PPG containing stationary, reading book and calculator.</p>	<p>PPG or SEND status and low stakes testing at the start of school offered bespoke, invitation only intervention after school. In school training for staff for how to improve remote learning provision in local lockdown happens Literacy Co-ordinator works alongside PPG Champions in English and Science – run reading comprehension tests with Yr 9 to identify where possible intervention needs are. Small group interventions organised to address findings.</p>				
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### Impact

Attainment levels of lower attainers and disadvantaged improve due to their better grasp of subject specific and sophisticated vocabulary and expression. Staff have increased confidence in addressing vocabulary gap in their lessons. Pupils falling significantly below age related expectations on entry make at least 6 months' progress in their first year

### Intent

### Implementation

Barrier - G	Programme	Projects: Autumn 1	Projects: Autumn 2	Projects: Spring 1	Projects: Spring 2	Projects: Summer 1	Projects: Summer 2
Cultural Capital Deficit	Developing Cultural Capital	Cultural Capital additional input at the start of Year 7 in all subject areas	Discussed with HODs to feed into development of KS 3 curriculum Review of Cultural capital input in Year 7 – HOD feedback ITT training given on Cultural Capital. Provision of board games, CC DVDs and	Expanding the target audience for KEDx talks and Debating club, encouraging participation from disadvantaged pupils. KS4 Curriculum- Depts to consider how they are addressing Cultural	Introduction of cultural capital element to tutor times House Quiz	Embedding Kings' Skill: Big Picture Thinking, leading to a broadening of pupils' cultural capital	Review of GCSE exams – which elements of cultural capital were essential? Have they been taught?

			other online cultural or enrichment experiences for families just before Christmas.	Capital needs of their subject areas.			
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**Impact**  
Disadvantaged pupils' understanding of cultural capital is expanded, quantified by explicit and implicit understanding in assessments for learning. Greater understanding of social and historical context of complex texts. Increased number of participants in extra-curricular activities promoting cultural capital.

Intent		Implementation					
Barrier - H	Programme	Projects: Autumn 1	Projects: Autumn 2	Projects: Spring 1	Projects: Spring 2	Projects: Summer 1	Projects: Summer 2
Attendance	Improved attendance	First day absence telephone calls for disadvantaged pupils. Premium+ initiative, close monitoring of targeted pupils Home visits for pupils with persistent absence	Ongoing: a stepped, systematic approach to attendance from support through to legal procedures. This includes weekly review meetings with Pastoral Leaders, a series of carefully calibrated warning letters and a pro-active approach to prosecuting non-compliant parents.	Attendance Review Day Disadvantaged families invited into school to develop collaborative strategies		Attendance Review Day Disadvantaged families invited into school to develop collaborative strategies	Coffee mornings for hard to reach families at transition

**Impact**  
Improved punctuality and attendance. Attendance history

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
<b>FSM</b>	89.6	91.12	90.82	90.33	90.17	89.62	87.80
<b>PPG</b>	90.05	92.63	93.75	93.4	92.23	91.76	90.72

Intent		Implementation					
Barrier - I	Programme	Projects: Autumn 1	Projects: Autumn 2	Projects: Spring 1	Projects: Spring 2	Projects: Summer 1	Projects: Summer 2
Parental Engagement	Positive parental contact	Ongoing: Premium+ initiative, regular check-in phone calls to targeted families.	Ongoing: Parents' Evening Personal Invitation scheme Ongoing: Yr 11 Mentors to make regular positive contact with parents. Staff encouraged to make positive phone calls home to parents of PPG pupils who are performing well in lessons and assessments.	Audit of PPG parents who engaged with the online Parents' Evening. Phone calls to parents of PPG pupils who did not access the online Parents' Evening system.		KS3 Pastoral Engagement/Reward initiative. Staff supporting Stanmore Primary with events like their Summer Fete. Discount tickets to all Year 6 PPG parents at Stanmore for Kings' School summer fete. Audit of PPG parents who engaged with the online Parents' Evening. Phone calls to parents of PPG pupils who did not access the online Parents' Evening system.	Transition outreach events to target hard to reach families in Year 6. Dedicated LSA staff member known to these families, to support at these events

**Impact**  
Building relationships and trust with hard to reach families. Improved attendance at Parents Evenings: Disadvantaged attendance 45% at Parents eve 1 2020/21, target 85% 2020/21

Intent		Implementation					
Barrier - J	Programme	Projects: Autumn 1	Projects: Autumn 2	Projects: Spring 1	Projects: Spring 2	Projects: Summer 1	Projects: Summer 2
Diminishing external support	Increased in-school training and support	Ongoing: training and development of Pastoral and Welfare Teams to meet the increasing number and complexity of pupil needs in order for them to be able to learn. Ongoing: use of onsite BASE, avoiding using external pupil referral units.	Additional drugs and substance misuse programme for Year 8. Ongoing: Pastoral Information Evenings for parents in Year 7-10 to educate on external pressures on pupils Doubling capacity for ELSA support staff. CAMHs Training Year 10 Mental Health	Restructuring of Pupil Support Department to create more LSAs with enhanced areas of responsibility and knowledge to lead in interventions: Sensory processing, Autism, Speech and Language, Visual Impairment, Hearing impairment, CBT	Training for LSAs with enhanced responsibilities.	Review of Pupil Support restructuring and areas of enhanced responsibility – are they effective? More training necessary? Further areas needed?	Evaluation of Year 10 Mental Health Ambassadors with CAMHS

			Ambassadors to support their peer.	adaptive behaviour intervention			
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**Impact**  
Less reliance on external agencies to support pupils needs. Fewer pupils educated off-site. Fewer pupils unable to access a mainstream education. Increased attendance figures (2019/20 60.6%).

Intent		Implementation					
Barrier - K	Programme	Projects: Autumn 1	Projects: Autumn 2	Projects: Spring 1	Projects: Spring 2	Projects: Summer 1	Projects: Summer 2
Progress made during KS2, low literacy on entry	Transition enabling 'secondary school ready' standard of entry	Staff aware of pupils who may struggle with transition. Baseline entry tests for Year 7- feeding into SIMS profiles	Early identification of vulnerable pupils in Year 5 and 6. Year 7 Peer transition booklet – created by Yr 7s for use in feeder primary schools.		Bespoke visits and support by SENCO, followed by additional visits to Kings'		PPG pupil transition day – interactive engagement with secondary school specialisms eg photography. Provision of Transition Booster packs for PPG pupils, containing stationary, calculator and reading book.

**Impact**  
Pupils better prepared for transition, improved literacy skills. Established relationships with key staff. Pro-active/bespoke support and intervention in place on first day of entry, maximising chances of success.

Intent		Implementation					
Barrier - L	Programme	Projects: Autumn 1	Projects: Autumn 2	Projects: Spring 1	Projects: Spring 2	Projects: Summer 1	Projects: Summer 2
Aspiration, confidence and engagement on entry	Promotion of post 16 opportunities from Yr 7 - 11	Invitation only opportunities for Yr 10 and 11 pupils to attend College release – 1 day a week for 2 years-	Encouragement of Year 7 Enterprise groups including PPG pupils in their projects. Year 7 Enterprise Day: virtual experience.	Aspirational posters in subject areas of careers available to those with good qualifications in those subjects.	Visit to University of Winchester: Covid regulations dependent.	Early identification of disadvantaged pupils in Year 6. Heads of House review and evaluation of engagement of PPG pupils in extracurricular clubs.	Additional visits to Kings' in Summer Term of Year 6. Introduction of Year 5 Taster Day. Free inclusion and participation in Summer School at Kings' before the start of Year 7.

							Setting of the Summer Reading Challenge.
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**Impact**  
Year 7 pupils engaged in extra-curricular activities increases. Increased attendance from disadvantaged pupils in Year 7 follows through into future years. An even greater number of disadvantaged pupils moving on to sixth form education and beyond, 97.9% 2017/18, 100% 2018/19, 100% (98.5% College and 1.5% Apprenticeship) 2019/20.

<b>Intent</b>	<b>Implementation</b>						
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Barrier - M	Programme	Projects: Autumn 1	Projects: Autumn 2	Projects: Spring 1	Projects: Spring 2	Projects: Summer 1	Projects: Summer 2
Healthy Lifestyles	Promoting physical and mental well being	Ongoing: PSHE, Food Tech and PE curriculum content. Free ingredients in Food Tech for disadvantaged pupils. Free breakfast at school for disadvantaged pupils.	Ongoing: Targeted encouragement to participate in extra-curricular activities, promoting both physical and mental health. PE Outreach to KS2 in local primary schools. Yr 10 Mental Health Ambassadors trained by CAMHS to support their peers.				Review and evaluation of Year 10 Mental Health Ambassadors programme.

**Impact**  
Improved diet so able to concentrate in school. As a result better engagement, attitude to learning, behaviour and progress.  
Greater involvement in extra-curricular sporting and other clubs which promote a positive, healthy lifestyle. Prior knowledge of PE staff to encourage greater participation in sport at school.