

What barriers to achievement do our pupils face?

Pupil Premium funding allows us to provide subsidised travel, reducing the chance that higher travel costs will deter a student from choosing us. The Pupil Premium also allows us to assist with the cost of a school uniform, and it removes parental contributions to school trips and some residential trips. In addition, we want all students to have similar opportunities regarding music tuition and aspirational career goals.

In addition, the school has an aim of widening accessibility to increase the disadvantaged cohort to that able children from all backgrounds can benefit from our school. We visit local primary schools with higher proportions of disadvantaged pupils and hold outreach events at school to raise awareness of what we offer. We also run a series of familiarisation sessions for primary pupils from local schools to provide information and practice for the entrance exam. The qualifying score for disadvantaged pupils is also set at a value slightly lower than the qualifying score for other pupils.

How will the Pupil Premium be spent to address these barriers?

In line with the King Edward Promise, students who are eligible for the Pupil Premium will be entitled to:

- An annual uniform grant
- The cost of instrumental music tuition
- A contribution in the Duke of Edinburgh Award scheme
- The cost of an appropriate travel pass
- Individualised support where appropriate and necessary, including the provision of teaching assistance for students who have special educational needs.
- Targeted support to increase both the number of students making better than expected progress in GCSE English and Mathematics.
- Any requested support as agreed with the Student Premium Co-Ordinator and the Head.

In addition to this, students who are eligible for free school meals will be in receipt of the cost of a daily meal allowance

How will the effect of the Pupil Premium be measured?

There are a vast number of barriers needed to be overcome by our pupil premium students in order to achieve their full potential. Provisions often personalised and are made dependent upon the individual's needs and so the way in which these are monitored will differ:

Provisions addressing academic barriers	The effectiveness of these provisions will be predominantly measured using IAG data from staff. This will be supported by staff narrative who will feed back the strengths of the implemented provisions, as well as suggestions for improvements and adjustments. A provision will be deemed to be successful if the student is making at least expected progress.
Provisions addressing social & emotional barriers	Provisions linked to addressing social and emotional barriers will have individual targets linked to them. A provision will be deemed successful if this target is achieved. Feedback will be collated from all involved (student, staff, parents) in order to provide a supporting narrative.