

Personal Outcomes (including attendance, aspirations, and transition)

All PP students to meet with learning mentor 3 times a year to raise aspirations. PP student priority for mentoring.

PP individual passport (on, above, below) inform individual needs and are updated annually.

PP parents encouraged to actively engage e.g., parents evenings. PP tutor phone home in term 1, 3 and 5.

To implement an Attendance Improvement Plan for all students below 96%.

PP students to be monitored by PSFA with early intervention to support if attendance below 96%.

CLA and targeted PP students receive transition support in year 8 with parents invited to tour the Academy.

Resources and Professional Support

To deliver an extensive induction and professional development programme to ensure that all teachers are experts in delivering inclusive Quality First Teaching.

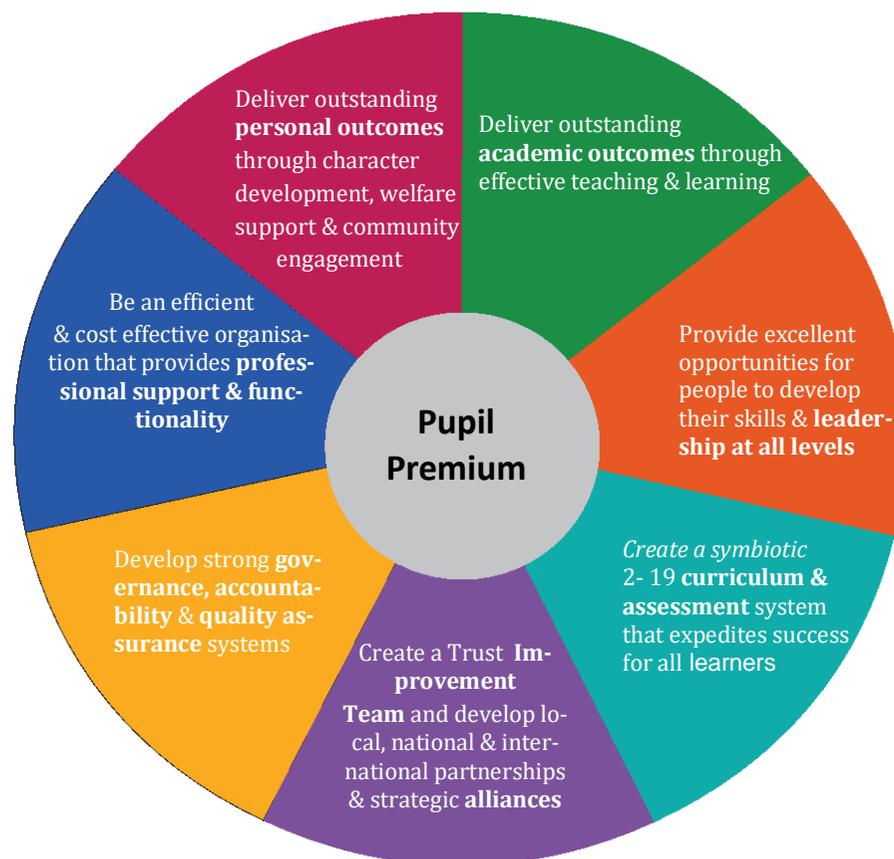
To provide all PP students with welcome pack at start of the year and year 11 PP students with revision materials.

All trips for PP can be subsidised and for compulsory course elements.

Quality Assurance

Annual report reviews outcomes, schedule, and expenditure.

PP designated Governor to monitor above.



Trust Collaboration and Improvement

PP student identified prior to joining Kings and offered enhanced transition as appropriate.

PP collaborative group to share best practice.

Curriculum and Assessment

Regular monitoring of progress, including close monitoring of PP students, and subsequent action taken where necessary at faculty and classroom level.

All HOFs track PP progress and report to their SLT link on a termly basis about their progress.

Academic Outcomes QFT

PP students prioritised as part of 'focus five' in classrooms.

PP are provided with course materials free or subsidised as appropriate e.g., revision books.

Outstanding revision support, programmes and resources including 1-to-1 academic mentoring in year 11.

Subject intervention in maths and English including small group intervention classes and additional English and maths lessons taught in small classes as part of Key Stage 4 curriculum for those requiring extra support.

PP students receive targeted TA support in lessons. PP pupils are supported with homework through Heads of House, Deputy Heads of House and tutor when identified on data capture.

Opportunities and Leadership (extra-curricular)

PP students encouraged to engage more in wider school life and to look to the future (e.g., university visits, author visits, careers advice), key role of tutor. PP student encouraged to join Sports Academy and take music lessons.

PP students prioritised for all positive student scheme to challenge and develop e.g., Achievement Project, HE+.

PP student will be prioritised to enable representation on student council.

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Kings of Wessex Academy
Number of pupils in school	948
Proportion (%) of pupil premium eligible pupils	13% Year 9 21.7% Year 10 11.6% Year 11 12.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr D Wiltshire, Headteacher
Pupil premium lead	Miss G Hunt, Deputy Headteacher
Governor / Trustee lead	Mrs Gillian Briggs

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,620
Recovery premium funding allocation this academic year	£13,195
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this	£109,815

Part A: Pupil Premium Strategy Plan

Statement of Intent

The intention of Kings Academy is that all pupils, irrespective of their background or challenges, make good progress and achieve high attainment across the curriculum.

Our approach is specifically designed to common challenges and individual needs identified for our students, taking into consideration the demographics of the area, current and prior information of challenges specific to the local area and information sharing with parents/guardians.

Kings Academy is situated in Cheddar, a rural town in Somerset. Students who attend are from a wide radius with the catchment area of approximately 10 square miles with two local feeder schools. Most students travel by bus.

The focus of our pupil premium strategy is to support disadvantaged students, including progress for those who are already high attainers. We will consider the challenges that vulnerable pupils face, including those who have a social worker and young carers.

We work closely with our feeder schools to ensure the appropriate support and strategies are in place for all our students and deliver an enhanced transition for those identified as disadvantaged and or with additional needs.

21.7% of the current Year 9 cohort have been identified as disadvantaged compared to the previous year of 11.6%.

Outlined in this document are strategies offered intended to support students' needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach. High-quality teaching and feedback is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time, will benefit all students including non-disadvantaged students to make expected progress.

Within the intended outcomes detailed in this report, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider Academy and Trust plans for education recovery, with our own revision and tutor programme for those students whose education has been worst affected.

Intent

<p>1.Readiness for Learning</p>	<ul style="list-style-type: none"> • All students have the correct equipment to start their day allowing them to have a positive start to their learning • The tutor role is an integral part of the students school day and their first point of contact for pastoral support • All students look the same and feel part of a community • Uniform is worn with pride with all staff challenging incorrect uniform and showing a consistency in approach
<p>2.Social</p>	<ul style="list-style-type: none"> • All students have the opportunity to access Kings Academy extra- curricular activities • All students demonstrate the Academy's PRIDE (Positivity & Perseverance, Respect and Reconciliation, Integrity and Innovation, Democracy and Diplomacy, Equality and Empathy) values in and out of the Academy • An embedded house system, (to include) house councils where students can be part of the wider academy life contributing to the community, supporting charities and events • A designated space for disadvantaged students to access before school and at social times where staff members are on hand for any additional support
<p>3.Academic progress</p>	<ul style="list-style-type: none"> • Disadvantaged students make expected progress in line with targets and are within 0.2 of the cohort • Adopt a whole school approach in which staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what can be achieved • Gemma Hunt (Deputy Headteacher – Welfare and Inclusion) is the named designated member of the Senior Leadership Team to drive whole school disadvantaged students agenda • Mrs Gillian Briggs is the named governor to work with the Senior Leadership Team and school to hold the Academy to account and review outcomes • Designated 1:1 and small group mentoring through our learning mentors • Sixth form peer mentoring scheme • Additional English and Maths support within the extended tutor time programme • English and maths booster lessons • Early identification of individual students needs with support plans

<p>4. Behaviour, Safety and Attendance</p>	<ul style="list-style-type: none"> • Behaviour for learning is consistent for all individuals, groups, and classes • Ensure disadvantaged students have a number of well-being supportive interventions available to them such as Parent Family Support Adviser, counselling, pastoral mentoring, and parent/guardian regular meetings • Prioritise disadvantaged students in pastoral and attendance support • Embed a behavior for learning model that ensures all students have time to reflect and resolve • Early identification of needs with support plans for staff to follow and shared through provision map • A menu of welfare interventions to support all students • An amended curriculum offer to support individual students needs and abilities
<p>5. Extra-curricular</p>	<ul style="list-style-type: none"> • A wide range of extra-curricular activities are available for all Kings students • A designated space for disadvantaged students to access before school and at social times • Whole school Employability agenda • Focus days are placed in the curriculum to focus on Learning to Learn; Work skills; Further/higher education, and training opportunities • Work Experience opportunities for all students (Covid permitting)

Challenges

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

Challenge number	Detail of challenge
1. Readiness for Learning	<ul style="list-style-type: none"> • Not all students have the correct equipment to start their day and allow them to have a positive start to their learning. • Not all students have the correct uniform which leads to feeling 'different' and potentially dis-engaged • Not all students have access to the technology needed to complete home learning • Not all students are identified as having differentiated needs from their previous education setting
2. Social	<ul style="list-style-type: none"> • Some students have limited opportunities to access Kings Academy extra- curricular activities • Not all students are able to fund the enrichment educational trips and visits • Some students have not eaten breakfast when they arrive at school and as a result are tired and unable to concentrate • Some students struggle with the busy areas of social times and this can result in a reduction of attendance
3. Academic Progress	<ul style="list-style-type: none"> • Our data from 2021 results show that disadvantaged students achieved less than their peers with a progress gap of 0.85 and a progress gap of 0.79 between SEN and non-SEN • There is an academic gap in progress between boys and girls with boys achieving lower than girls • Since the start of the global pandemic the progress gap between disadvantaged and non-disadvantaged students has increased • Not all students are identified as having differentiated needs from their previous education setting

<p>4. Behaviour, Safety and Attendance</p>	<ul style="list-style-type: none"> • Our assessments, observations, and referral data show an increase in Social, Emotional, Mental health (SEMH) concerns in the current Year 9 intake as well as an increase in disadvantaged students this year • The percentage of disadvantaged students in the current Year 9 cohort is 21.7% compared to the previous year of 11.6% • 2021 data shows an increase in teacher referrals into our internal Safeguarding referral system (SGMS) for the most disadvantaged students compared with previous years data • The pandemic has negatively impacted the Social, Emotional and Mental Health (SEMH) of some students and families and as a result has also reduced individual students attendance • Overall Attendance of disadvantaged students is lower than non-disadvantaged students and persistent absence in disadvantaged students is higher than non-disadvantaged • In 2019-2020 the persistent absence rate of the Academy was 16.84% • 22.05% of those persistent absences were of disadvantaged students • Our assessments confirm the national trend indicating that absence negatively impacts on disadvantaged pupils' progress • Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations
<p>5. Extra curricular</p>	<ul style="list-style-type: none"> • Students have had less opportunities for extracurricular activities due to the location of students and restrictions due to COVID, however, we are now building on an enrichment programme which includes a range of music, creative and performing arts clubs, sport activities, science, maths and photography clubs, creative writing, and debate clubs

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
1.Improved Readiness to Learn	<ul style="list-style-type: none"> • Increase of 5% of FSM accessing their Free School Meals allowance • Tutor support and checks show that there are a sustained higher percentage of students that will have their tools for learning at the start of the Academy day • Tutor support and checks show correct uniform is consistent • Tutors prioritise communication home to disadvantaged students parents/guardians and this is evidenced on Provision Map • All students have access to technology to be able to access home learning which can be assessed by communication home and student survey • Stronger transition and communication with feeder schools planned within the calendar to ensure all information is gathered of the different needs of students before transitioning to Kings Academy
2.Social	<ul style="list-style-type: none"> • Stronger links made with their local community and agency projects to ensure all students can socialise outside of the Academy • Embed the House system and House council which enhances the participation of students taking part in extracurricular roles and roles of responsibility and creates links to community projects • Create a safe and quiet space in the Learning Resource Centre for home learning or extracurricular activities • Create House areas within the Academy where students are able to socialise with peers of all year groups • An increase in the number of students eligible for free school meals accessing the café to buy food • Continue to develop the extended tutor programme, focus days and PSHE/Citizenship curriculum in line with the ever-changing social challenges • Reduced behaviour incidents logged at social times

3.Academic Progress	<ul style="list-style-type: none"> • By the end of this academic year in 2022, disadvantaged students make expected or above expected progress at the end of Key Stage 4 in line with FFT targets • By the end of this academic year in 2022 there will be a progress gap of 0.2 or under between disadvantage and non-disadvantaged students at the end of KS4 • Evidence of the progress of disadvantage students will be quality assured by <ul style="list-style-type: none"> - Learning walks - Deep dives - Data drops - SLT link meetings - Governor visit days
4.Behaviour, Safety and Attendance	<p>Sustained high levels of wellbeing from 2022 - 2024 demonstrated by:</p> <p>qualitative data from student voice, student and parent surveys and teacher observations, safeguard my school data and Local Inclusion Support referrals and outcomes</p> <ul style="list-style-type: none"> • Sustained high attendance from 2022-24 demonstrated by: the attendance figure to be no less than 97% the percentage gap between disadvantaged students and non-disadvantaged students to be no more than 4% • We aim to not to exclude any disadvantaged students from the Academy but where this is unavoidable, we will have no more than 2% of disadvantaged students excluded within a whole academic year • A 10% reduction (relative to the difference in % per cohort) of the disadvantaged students behaviour logs/exits/on calls
5.Extra-curricular	<ul style="list-style-type: none"> • An increase of 25% of all students on 2021/2022 figures of which a 5% increase of disadvantage students • An increase of extra-curricular programmes available for all students during the day

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 127,663.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
12 hrs of CPD including Trust CPD 6hrs of Trust CPD 3hrs of Joint observation CPD 3hrs National college CPD All staff have a subscription to the National college	Research tells us that high quality teaching can narrow the disadvantage gap and there is a growing consensus that promoting effective CPD plays a crucial role in improving classroom practice and pupil	3
English and Math's further support in extended tutor time		1,3
Future recruitment of a literacy and numeracy coordinators		3
Learning Mentors and Employability coordinator roles		3
Targeted Teaching Assistant support	Teaching assistant interventions shows to improve outcomes for students Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	1,3
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	3
Tracked disadvantaged students data by Heads of Faculty on a termly basis and actioned at their SLT link meeting.	Mapping diagrams after data captures	3

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

Budgeted cost: £ 10,694.34

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus Five intervention – teachers focus on 5 students not making expected progress	Evidence from ‘deep dives’, Learning walks and book scrutinises shows that good quality feedback has a high impact on students’ progress Feedback EEF (educationendowmentfoundation.org.uk)	3
Specific Ebacc booster groups	Small group tuition EEF (educationendowmentfoundation.org.uk)	3
Senior lead appointed to drive disadvantaged students progress		1,2,3,4,5
Revision guides for disadvantage students	Disadvantaged students have the tools they need for learning and feel confident with these added resources	1,3
Pupil Premium Learning Passports	Staff have a deeper and clearer insight to students profile enhancing teaching and learning	1,3
Targeted mentoring 1:1 or small groups based on performance (underperforming) Learning Mentors Targeted mentoring for disadvantaged students Mentoring Passports	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,3
50% subsidiary for disadvantaged students on educational trips		2,3,4,5
Easter revision – Disadvantaged students positively targeted to attend		1,2,3,4,5
A specific collaborated staff group to share best practice when working		3,4,5

<p>with disadvantaged students.</p> <p>Wake and Take – T an L briefing weekly -</p> <p>Lead practitioners – sharing best practice</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,474.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
A range of pastoral support available including counselling, chaplain support, PFSA support, Trauma informed mental health schools practitioner and ELSA	The Early Intervention Foundation’s report on adolescent mental health found good evidence that CBT interventions support young people’s social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	2,3,4
Alternative Provision and Curriculum	Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,4
PFSA involvement with students and families of disadvantaged students of attendance below 96%	Parental engagement EEF (educationendowmentfoundation.org.uk)	1,3,4,5
<p>Embedding principles of good practice set out in DfE’s Improving School Attendance advice.</p> <p>Regular attendance meetings that focus on disadvantage students as a priority</p> <p>Somerset safeguarding, PFSA and the Local Inclusion Service will</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	3,4

support disadvantage students to regularly attend school		
Disadvantaged students prioritised for all positive student schemes to challenge and develop. E.G Achievement project and HE+		2,3,4,5
Employability – Higher education days PSHE Curriculum Focus Days Extended tutor Senior team mentoring		1,2,3,4,5
Disadvantaged students are prioritised to enable representation on the student council		2,3,4,5
CLA and disadvantaged targeted students and guardians receive further transition support in year 8	Parental engagement EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5
Uniform and Equipment support		1
Employability focus and work skills	Aspiration interventions EEF (educationendowmentfoundation.org.uk)	2,3,4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5

Total budgeted cost: £153,832.79 (-£44,017.79)

NB: Included in the total budgeted cost is a percentage of all teaching staff, pastoral staff, employability co-ordinator, learning mentors and HLTA. Percentages of staff costs are between 1% - 50%

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 students in the 2020 to 2021 academic year.

Out teacher assessed grades (TAG's) during 2020/21 suggested that the performance of disadvantaged students was lower than the previous 2 years.

The progress gap between disadvantaged and non-disadvantaged was 0.85. Overall attendance in 2020/21 was lower than in the preceding 2 years. At times when all students were expected to attend school, absence among disadvantaged pupils was 9.1% higher than their peers. Narrowing attendance gaps is a strong focus in our current plan.

Our assessments demonstrated that pupil wellbeing and mental health were negatively impacted significantly last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. The pastoral team were able to identify students that needed further wellbeing support. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. As part of the catch-up funding, we have enhanced our mentoring scheme by appointing two designated mentors, one of whom who is also trained in trauma informed counselling.

Externally Provided Programmes

Programme	Provider
Somerset Activity and Sports Partnership	SASP - LEA
Counselling and activities/workshops	SPACE – Somerset - Charity
Local Inclusion Support	LEA
Somerset Education Safeguarding	LEA
Employability	Local and National Employers – Higher education
Partnership board	LEA
School nursing team	LEA
Fusion family	Charity