

# Pupil premium strategy statement – Kings Academy

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1049
Proportion (%) of pupil premium eligible pupils	14.2%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 – 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	David Wiltshire
Pupil premium lead	Kay Lewis
Governor / Trustee lead	Chris Thurling

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122.740
Recovery premium funding allocation this academic year	£32.016
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£153.756

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum with particular focus on the key benchmarks of English, Maths and Ebacc subjects and overall progress 8 data. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers (HAPS).

We will consider the challenges faced by disadvantaged pupils, such as those who have a social worker, are looked after, or are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality adaptive first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach is also designed to be responsive to specific challenges seen within the Academy setting including the attendance disparity between disadvantaged and non-disadvantaged students, the continued focus needed on the building of positive relationships to help behaviour for learning in our disadvantaged cohort, and a focus on the wider participation opportunities, including extra-curricular enrichment, for disadvantaged students. The interventions highlighted in this statement will be rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set and that quality first adaptive teaching strategies are employed in all lessons/classrooms, including intervention around reading and literacy.
- act early to intervene at the point need is identified through continual liaison between key stakeholders such as the pastoral and safeguarding teams, our welfare intervention panel, and attendance meetings with key staff.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, whilst also supporting our disadvantaged cohort from a pastoral and welfare perspective, being clear about the challenges that our students can

experience and how this might affect their behaviour, attitude, attendance and achievement.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Progress:</b></p> <p>We recognise that whilst disadvantaged students make good progress at Kings (2023 P8 score), there is a need to maintain this positive outcome and continue to work with colleagues to narrow the gap between disadvantaged and non-disadvantaged students. Through quality first adaptive teaching strategies, that have been embedded in all lessons, a clear reading strategy, and a revised T&amp;L strategy for January 2024, we will be promoting positive outcomes for all disadvantaged students whilst also understanding and embedding the link between 'what works for non-disadvantaged students, works for disadvantaged students as well'.</p>
2	<p><b>Attendance:</b></p> <p>Our attendance data shows that absenteeism from school, individual lessons and 'desktop truancy' is impacting negatively on the progress of our disadvantaged cohort. This is a complex and nuanced challenge which often requires an individual approach and therefore, more investment of time and staffing, on top of a clear system of tracking and a graduated approach.</p>
3	<p><b>Behaviour:</b></p> <p>We recognise that the emotional regulation and resilience of many of our learners, especially our most disadvantaged, needs strengthening and supporting. Not all of our disadvantaged students have a range of strategies to use when they are dealing with challenging academic work or in other social situations, that can cause them to behave inconsistently with school expectations.</p>
4	<p><b>Participation and Opportunity:</b></p> <p>Our observations show us that some of our disadvantaged students need support to widen their aspirations in school and beyond. We need to offer them wider enrichment opportunities that enable them to aim high and at the same time, be motivated to succeed academically. We recognise some of our more disadvantaged students have felt less connected to the wider school community. We want to reinvigorate a greater sense of belonging and inclusion for every child, with no child feeling marginalised due to the challenges they face.</p>
5	<p><b>Culture and Ethos</b></p>

	<p>We recognise that the culture and ethos around disadvantaged needs to be a hybrid of high expectation around standards of behaviour and learning, whilst also ensuring that these expectations are coupled with exemplary pastoral and wellbeing support. We need to foster an ethos of inclusion for all students, particularly our disadvantaged, and ensure that all staff recognise the challenges disadvantaged students face, where to signpost them to for support, whilst also ensuring the expectation is maintained that they will, and can, achieve their very best at Kings.</p>
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## 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
<p>Maintain the positive progress 8 score from 2023 and work to improve this further.</p> <p>Maintain the increase in attainment 8 scores from 2023 and work to narrow the gap to non-disadvantaged.</p> <p>Maintain the success of HAPS disadvantaged in 2023.</p> <p>Improve the 9-4% and 9-5% outcomes for disadvantaged in English and Maths</p>	<p>2024 GCSE results will show a positive P8 score for disadvantaged students and disadvantaged attainment 8 data will also show an increase from 2023.</p> <p>9-4% Eng/Maths measure and 9-5% Eng/Maths measure for disadvantaged will show an increase from 2023, in line with 2022 data.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils through bespoke, individual support and a graduated response</p>	<p>Comparison data using the newly established graduated response stage model for attendance will show a decrease in overall disadvantaged student % attendance.</p> <p>Work closely for the LEA service Education Engagement, to support school with the attendance of disadvantaged students that drops below 70%.</p> <p>Foster positive communication and relationships with key disadvantaged students and their families to encouraged attendance and the importance of being in school using LEA provided EBSA materials.</p> <p>To establish a consistent recognition through the school's reward system, of positive attendance and improved attendance</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects to help improve incidents of behaviour issues.</p>	<p>Behaviour data will show a decrease in the logs of 'c' points for disadvantaged students.</p> <p>Behaviour stage data will show that disadvantaged students do not escalate to the top of the behaviour stages model.</p> <p>Use of school's welfare and inclusion panel referral system and pupil referral panel</p>

	system will highlight any disadvantaged student whose behaviour may have escalated and offers opportunity to put in support around ELSA, mentoring and PFSA as examples.
To improve participation of disadvantaged students in school extra-curricular opportunities including trips and visits, clubs and other events that support personal development	Establish register of attendance at extra-curricular activities such as trips, clubs etc To highlight to students and families what is on offer for students outside of the classroom. To encourage greater student leadership and participation opportunities through the school/house council and newly established student support team.
To embed literacy and reading support for our weakest disadvantaged and non-disadvantaged students, to aid in their academic outcomes, but also increase their confidence with learning overall	NGRT tests as standard for year 9 entries and data analysed to identify further need. Lexia intervention for identified students and subsequent data analysed. Paired reading programme data

## 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: £51.252

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on SLC, literacy and reading initiatives	Strategies including: freyar model, dual coding, SLC icons and guided reading, writing and group work processes. Reading ages on class charts tiles INSET day programmes, CPD hours afterschool, weekly wake and take initiative	1, 5
Introduction of Associate Assistant Head roles for T&L and CPD	AAHT leads on 'wake and take' T&L staff training focussing on key T&L areas such as HAPS. AAHT leads on reading and literacy strategy – SLC, Freyar models, wider reading lists, Lexia programme, paired reading programme	1, 5

Implementation of reading programme. Paired reading, NGRT tests for Year 9 students and Lexia for bottom 20% of readers identified by NGRT reading tests	NGRT reading test data. Lexia reading programme. Dyslexia Gold programme Paired reading Register and Read resources	1, 2, 3
Implementation of revised T&L strategy – CORE pillars of T&L at KOW, learning flow and live marking focus	Student Voice SLT Learning Walks Work scrutiny Faculty QA process	

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

Budgeted cost: £51.252

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Mentoring for all identified students through learning mentor staff and x 1 teaching staff member (GLB)	Dedicated termly mentoring of all PP students Provision Map notes of meetings SV on efficacy of mentoring	1, 2, 3
Enhanced Mentoring for identified students using up to date and most recent data sets	Data collections for year 11 students, including PPE results. Provision Map notes on meetings held. Provision of resources for enhanced mentoring – revision guides, 15-1 support guides printed	1, 2, 3
ELSA provision	Funding for 2 ELSA trained staff to support the pastoral and house teams in engaging disadvantaged students with support around metacognition and emotional regulation to improve behaviour	1, 2, 3, 4
WIP and PRP panels, including Chaplain attendance	WIP meeting minutes PRP meeting minutes Costing for Chaplain time	1, 2, 3, 4

Discretionary spending on essential and desirable learning resources for PP students	All revision guides. Expressive Arts subject supplies Uniform provision Equipment packs Exam resources Trip and Visits	1,2,3,4,5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £51.252

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to Trips and Visits (compulsory and non)	Compulsory trip cost covered for all PP students (Geography field trip, x 1 PA theatre trip) 20% costing support for other curriculum trips and PP places kept (3 for every trip)	1, 2, 3, 4
Contribution to extra-curricular clubs such as DofE	DofE participation numbers of PP students DofE leader highlights funding to parents through launch of event	1, 2, 3, 4
Intervention work led by Pastoral Assistants	1:1 mentoring by pastoral assistants Internal Exclusion staffing	1, 2, 3, 4, 5
Home Visit Protocol for LTA students. Cover time costed for use of pastoral assistants and cover supervisors/DHOH	Home visit records on PM Cover diary and programme	1, 2, 3, 4
Implementation of graduated response and levels of absence	Data from stages document Data from fortnightly attendance meetings Data from termly ALM with County	1,2,3

**Total budgeted cost: £153.756**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils was positive in the academic year 2022-2023 with a P8 overall score of 0.09.