

## Pupil premium strategy statement 2024-2025 (Year 1 of 3 year plan)

This statement details our school's use of pupil 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   | Kingsmead School   |
| Number of pupils in school  | 1433   |
| Proportion (%) of pupil premium eligible pupils   | 22%  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024/2025<br>Year 1 of 2024-27 plan                                |
| Date this statement was published   | October 24   |
| Date on which it will be reviewed   | October 25   |
| Statement authorised by   | Simon Cope (Deputy Head teacher)                                   |
| Pupil premium lead  | Rhiannon Duckett (Senior Assistant Leader for Successful Families) |
| Governor / Trustee lead   | Jane Heggie  |

### Funding overview

| Detail  | Amount      |
|---|-------------|
| Pupil premium funding allocation this academic year   | £231,358.75 |
| Recovery premium funding allocation this academic year  | N/A         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | 0           |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £231,358.75 |

## Part A: Pupil premium strategy plan

### Statement of intent

#### **Our Vision**

At Kingsmead we understand that each child is unique: we strive to unlock the potential every person has no matter what role they hold within our school. We do this by removing any barriers to success, recruiting the best staff and challenging them to be outstanding in their day-to-day practice. We demand the highest commitment from teachers, governors and students.

We do this for our students, parents and local community and believe that our values; resilience, innovation, mindfulness and employability will help us reach this goal.

Kingsmead is a school for taking chances, it is a school to excel in, it is a school that will always challenge you to try harder, to do better, to be honest with yourself and proud of what you achieve.

#### **Our Values**

Our values help build our students' character and achieve our school vision. They are:

***Resilience***

***Innovation***

***Mindfulness***

***Employability***

At Kingsmead we all share these values and we like to show it in everything we say and do. We take pride in finding every individual's talent and making them the best that they can be.

The focus of our Pupil Premium strategy is to support disadvantaged students to achieve their goals. We consider the challenges faced by vulnerable students and carry out specific activities to counteract these challenges.

Effective first teaching is at the heart of all we do. The impact of this is seen in the outcomes for all students, particularly the disadvantaged. We have a particular focus currently on tier 3 vocabulary, retrieval practice and metacognition.

We use our 6-week cycle data analysis to inform what we do, robust and impactful use of PLCs which ensure students always know what they can improve on and the use of technology such as our Blended Learning platform which supports in all of this.

Our response and approach to the support of disadvantaged students is always based on data and knowing our students. The approaches we adopt aid towards ensuring the best outcomes possible.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <p><u>Lower prior attainment compared to non-disadvantaged students</u><br/>Data from latest round of GL testing to be confirmed</p>  |
| 2                | <p><u>Lower attendance figures than non-disadvantaged students</u><br/><i>On average disadvantaged students at Kingsmead achieve attendance of 90%, which is significantly above the national average attendance of disadvantaged students.</i><br/><i>However, there is still a gap between the attendance of non-disadvantaged students and disadvantaged students.</i><br/><i>Consistent attendance is crucial to not only progress but also means we are consistently able to support students in other ways.</i></p> |
| 3                | <p><u>Over time proportional of behaviour has not decreased at the rate that would be anticipated</u><br/><i>The behaviour of all pupils has increased drastically over the previous 3-year plan, with a significant decrease in low level and more serious behaviour incidents.</i><br/><i>However, there are still a small number of behaviour incidences taking plans, so this is something we would like to continue to monitor.</i></p>  |
| 4                | <p><u>Potential for issues related passive families.</u><br/><i>Data analysis has highlighted that parents of disadvantages students are less likely to engage with school, in particular with events such as parents' evenings etc.</i><br/><i>Passive parental engagement has been seen to lead to more issues arising regarding wellbeing and safeguarding.</i></p>  |
| 5                | <p><u>Inability to self-fund resources and/or experiences</u><br/><i>The requirements for the qualification of PP funding are linked to household income below £16,190 either in the present or over the last 6 years.</i><br/><i>Therefore, families within this category need additional support in the provision of uniform, equipment or paying for school experiences like trips.</i></p>  |
| 6                | <p><u>Aspirations</u><br/><i>There is a potential for students who are disadvantaged to have lower aspirations based on life experiences. This can be influenced from home or peers.</i><br/><i>Therefore, it is important to ensure all students' potential is realised and they are given the opportunity to partake in experiences they may never have</i></p>   |

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|  | <i>before Although our NEET figures continue to be 0, it is vital that students are exposed to a broad curriculum and various careers orientated events in order to raise aspirations.</i> |
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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   |
|--------------------------------|--|
| Progress 8                     | <p>By the end of this 3-year strategy, the aim is to achieve a P8 of &gt;+0.5.</p> <p>The progress score for disadvantaged students for the 23/24 academic year was +0.1, with a goal of +0.4 for the 24/25 academic year.</p> <p>This aligns disadvantaged students progress to increase at the same rate as non-disadvantaged students.</p>            |
| Attainment 8                   | <p>The attainment 8 goal for 2027 is an average of 55 points.</p> <p>Disadvantaged students achieved an average of 46 points for the 23/24 academic year and the goal is an average of 49 points for the 24/25 academic year.</p>  |
| %grade 4+ in English and maths | <p>In the 23/24 academic year 63% of disadvantaged students achieved a 4+ in English and maths, compared to a national average of 48%.</p> <p>By 2025, 68% of students will achieve this measure, increasing to 75% by the end of this 3-year plan.</p>  |
| Attendance                     | <p>Sustained high attendance evidenced by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 6% and the attendance gap between disadvantaged students and their peers to be no larger than 3%</li> <li>• The number of students who are considered persistently absent to be below 17%.</li> </ul> |
| Ebacc                          | <p>The aim of this 3-year-plan is continuing to offer all students a broad and robust curriculum. Therefore,</p>   |

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|  | meeting the expected levels for national Ebacc measures. |
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## 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: £125,622.51

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><u>Continued development of MFL department in order to increase disadvantaged participation, success and therefore the overall Ebacc measure:</u></p> <ul style="list-style-type: none"> <li>- Hiring and retention of new staff members, with specific language backgrounds</li> <li>- Promotion of interim HOD to cover maternity</li> <li>- Embedding of cultural capital in KS3 SOL's</li> <li>- Continued promotion of languages throughout all curriculums</li> </ul> | <p><a href="https://www.aqi.org.uk/publications/stepping-stone-the-future-of-the-ebacc-and-student-progression/">https://www.aqi.org.uk/publications/stepping-stone-the-future-of-the-ebacc-and-student-progression/</a> Encouraging participation within a language is massively beneficial for students and supports in them being offered a broad and rich curriculum.</p>   | <p>1,4&amp;6,</p>             |
| <p><u>Provide a full and rigorous CPD plan for all staff</u></p> <ul style="list-style-type: none"> <li>- Whole staff disadvantaged training</li> <li>- Twilight sessions specifically targeted to supporting staff in removing barriers</li> <li>- Teacher development groups</li> </ul>  | <p>Reflective aspect of CPD links closely with John Hattie's philosophy:</p> <p><i>'Visible learning as a concept is incredibly simple: it aims to make student learning as visible as possible. This means that all students should be able to see how their efforts are contributing to their education and that teachers are able to self-reflect on their practice to measure how it impacts student outcomes'</i></p> <p>Findings from the teacher development trust highlighted that:</p> | <p>1,3&amp;6</p>              |

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| <ul style="list-style-type: none"> <li>- Safeguarding and barriers training for all</li> </ul>   | <p><i>'Those from disadvantaged backgrounds are particularly affected: they stand to benefit even more than their classmates from effective teaching but are similarly more sensitive to poor teaching. This underscores the need to raise the quality of teaching.'</i></p>  |                        |
| <p><b><u>Maintain specialist teachers in all areas</u></b></p> <ul style="list-style-type: none"> <li>- Fully staffed departments in each subject area</li> <li>- Emergency cover completed in department where possible</li> <li>- Use of specialist TA's in KS4</li> <li>- Staff wellbeing support to aid retention</li> </ul>               | <p>Consistent use of subject specialist teaching in areas has proven to significantly improve not only internal and external outcomes but also reduce behaviour issues and improve overall wellbeing</p>  | <p>1,2,3,4,5&amp;6</p> |
| <p><b><u>Quality first teaching:</u></b></p> <ul style="list-style-type: none"> <li>- Continued development of the Blended learning platform to support students in improving and upgrading as well as filling gaps</li> <li>- Gatsby Benchmark QA</li> <li>- Regular SOL QA</li> <li>- Embedded use of Bedrock to support literacy</li> </ul> | <p>Bedrock data analysis last year showed a measurable increase in pupils making/exceeding expected progress throughout the year. Particularly in years 7&amp;8.</p> <p>The Gatsby benchmark is crucial in preparing our students for the wider world and also meeting one of our key values</p> <p><a href="https://www.morrisby.com/blog/meeting-the-8-gatsby-benchmarks-for-careers-guidance#:~:text=The%20Gatsby%20Benchmarks%20are%20a,to%20continue%20developing%20their%20skills.">https://www.morrisby.com/blog/meeting-the-8-gatsby-benchmarks-for-careers-guidance#:~:text=The%20Gatsby %20Benchmarks %20are%20a,to%20continue%20developing%20their%20skills.</a></p> |                        |

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

Budgeted cost: £91,276.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

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| <p><u>Whole school focus on embedding extended writing and improving writing stamina of all students</u></p> <ul style="list-style-type: none"> <li>- SOL development</li> <li>- SOL QA</li> <li>- Training opportunities</li> <li>- Faculty champions to trial methods and techniques in areas</li> </ul>   | <p>2024 exam results outcomes highlighted that disadvantaged student performed lower in subjects which included extended writing within their final assessment.</p> <p><a href="https://evidencebased.education/strategies-for-disadvantaged-students/">https://evidencebased.education/strategies-for-disadvantaged-students/</a> provides insightful information regarding supporting disadvantaged pupils whilst preventing cognitive overload</p>                   | <p>1&amp;3</p>       |
| <p><u>Targeted interventions for HPA disadvantaged students</u></p> <ul style="list-style-type: none"> <li>- Careers events</li> <li>- Highflyers</li> <li>- Mentoring</li> <li>- Increased focus and push on degree apprenticeships as a suitable route</li> </ul>  | <p><a href="https://www.sec-ed.co.uk/content/best-practice/aiming-for-the-top-teaching-high-performing-students/">https://www.sec-ed.co.uk/content/best-practice/aiming-for-the-top-teaching-high-performing-students/</a> Give some useful and tangible strategies to use when supporting HPA students in lessons.</p>   | <p>2,3,4,5&amp;6</p> |
| <p><u>Use of targeted interventions to close individual gaps in learning</u></p> <ul style="list-style-type: none"> <li>- Use of period 6 sessions for year 11&amp;13</li> <li>- Enrichment slots used for necessary intervention in lower years</li> <li>- Intervention in 45-minute tutor time slot</li> <li>- Phonics specific groups in year 7</li> <li>- Sixth form SLT reading interventions</li> <li>- Holiday and weekend intervention programmes</li> </ul> | <p>Given students the tools to direct their own learning at home (with the support of parents) is a huge part of metacognition. Metacognition can add 7 months to a student's development as you are teaching them to be self-sufficient, effective learners</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> |                      |

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

Budgeted cost: £14,459.92

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><u>Improve the attendance of disadvantaged students</u></p> <ul style="list-style-type: none"> <li>- Recruitment of additional admin staff</li> </ul> | <p>Internal and national data highlights a continued gap between PP and non-PP attendance. As well as a disproportionately higher number</p> | <p>1,2&amp;3</p>              |



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|---|--|-------------|
| <ul style="list-style-type: none"> <li>- Prioritising of disadvantaged students for home contact, visits and clinics</li> <li>- Monitoring by progress team</li> <li>- Competitions and reward schemes</li> </ul>   | <p>of PP who are classed as PA (persistently absent)</p> <p><a href="https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence">https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</a> Provides key strategies and research that support our approach</p>                       |             |
| <p><u>Support families through cost-of-living issues</u></p> <ul style="list-style-type: none"> <li>- Fund raising towards the hardship fund</li> <li>- Pre-loved sales</li> <li>- Food banks</li> <li>- Collaboration with outside agencies to increase funding</li> <li>- <a href="#">Successful acquisition of Turing funding for large school trips</a></li> </ul>  | <p>Cost of living crisis has continued to worsen in recent months, with the biggest impact being on low-income families. Further preventing the ability for families to self-fund experiences, equipment etc.</p> <p>The Sutton Trusts found that:<br/><i>‘Disadvantaged students obtained statistically significant better GCSE results when they engaged in average or better out of school academic enrichment through activities such as educational outings or reading at home’</i></p> | 2,3&5       |
| <p><u>Remove barriers to learning for all students</u></p> <ul style="list-style-type: none"> <li>- Completion of a barriers to learning questionnaires for all students</li> <li>- Provision of equipment to students in need</li> <li>- Implementation of D0-D4 system to support staff in levels of need</li> <li>- Aspirational workshops and assemblies</li> </ul> | <p><a href="#">Feedback from careers sessions in which relatable, local business owners have worked with children receive highest positive feedback.</a></p>   | 1,2,3,4,5&6 |

**Total budgeted cost: £231,358.75**

## 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 the 2023 to 2024 academic year.

The progress 8 score for disadvantaged pupils in 2024 was +0.1. Compared the non-disadvantaged which was +0.4. This is significantly higher than the national disadvantaged P8 score, equally the progress gap is much smaller than schools locally or nationally. With regards to attainment, our disadvantaged students scored an average of 46 points.

The percentage of disadvantaged students achieving a 4 or above in maths and English was 63%, which is significantly higher than the national average of 48%.

The end of year attendance of our disadvantaged students was 89.7%. This continues to sit above the national average which is around 81%. However, there was an average of 2-3% gap between disadvantaged and non-disadvantaged attendance throughout the year.

Through the various cost of living support events, numerous families were supported. For example, the pre-loved sale supported over 50 families with repurposed, 2<sup>nd</sup> hand uniform. The hardship fund continued to grow and was able to support 15 families with various things such as uniform, trips or equipment.

#### Reflection of significant spends

A significant amount (around 30%) of the Pupil Premium liquid funds were used to purchase laptops. These laptops enable students to be able to successfully access the BLP and Satchel One in order to complete home learning and additional revision. This has had a significant effect on home learning sanctions as well as progress.

Another notable amount of spending was allocated to supporting parents with costings towards trips and other events such as rewards trips during activities week. For example, a London performing arts trip, geography coursework trips and support towards DofE. These are all experiences that have broadened students' cultural capital, directly supported their coursework or simply given them a really positive experience.

Lastly, the provision of resources has been a strong focus this past year. The need for this has intensified with the cost-of-living crisis. For example, all year 7 PP students were provided with a fully equipped pencil case. As were all year 11s in preparation for their exams. Year 11 PP students have also been given revision guides were needed and had the cost of a trip to see live theatre productions of their plays of study covered by the funding.