# Pupil premium strategy statement 2023-2024 (Year 3 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

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| Detail | Data |
| School name | Kingsmead School |
| Number of pupils in school | 1428 |
| Proportion (%) of pupil premium eligible pupils | 18% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023/2024  Year 3 of 2021-24 plan |
| Date this statement was published | October 23 |
| Date on which it will be reviewed | October 24 |
| Statement authorised by | Simon Cope (Deputy Head teacher) |
| Pupil premium lead | Rhiannon Duckett (Senior Assistant Leader for Successful Families) |
| Governor / Trustee lead | Dave Ryder |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £221,490 |
| Recovery premium funding allocation this academic year | N/A |
| 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 funding, state the amount available to your school this academic year | £221,490 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **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. Notably our use of 6-week cycle data analysis to inform what we do, robust and impactful use of PLC’s 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 in 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.

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| Challenge number | Detail of challenge |
| 1 | Lower prior attainment compared to non-disadvantaged students  *During transition week 2023, we conducted GL assessments with year 6 students, to give us more information in addition to their SATs results. GL assessment support us in identifying the specific gaps in each students’ knowledge.*  *SATS results for this cohort highlighted an on average gap of 2 points between PP and non-PP in reading and an on average gap of 2 points between PP and non-PP in mathematical ability. An overall gap of 2 points. RADY (Raising the achievement of disadvantaged youth) will be used to ensure these students have the same starting point and aspirations as others throughout KS3 and 4.*  *Our intention is to bridge the gap completely between PP and non-PP students, despite starting points.* |
| 2 | Lower attendance figures than non-disadvantaged students  *Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been between 2-6% lower than for non-disadvantaged pupils. Though this gap is much smaller than the national average it is something we would like to remove*  *Currently we are 89% attendance disadvantaged, compared to 92% non-disadvantaged (May 2023). Attendance as of September 2023 was 92% for disadvantaged and 94% for non-disadvantages. 10% above the national average.*  *68 disadvantaged pupils have been ‘persistently absent’ compared to 102 of their peers during that period.*  *Attendance is vital to allow for effective retrieval and recall practice.*  *It is clear from analysis of Kingsmead 6-week assessment cycles, that students who have lower attendance tend to progress at a much slower rate than expected, which matches national average trends also.*  *As staff we see this affecting their confidence, their enjoyment of school and ultimately their outcomes and life chances. We look to find ways to reduce any barriers to attendance to ensure we develop resilient, innovative, mindful and employable learners.*  *We use timetabled sessions such as PULSE and STRAT to review current attendance and work together to implement strategies across whole groups and individual students.* |
| 3 | Over time proportional of behaviour has not decreased at the rate that would be anticipated  *With the adoption of a new behaviour structure in the last few years, we have been able to clearly track and compare the behaviour incidents for all groups.*  *During the 22-23 academic year PP students averaged 7 negative behaviour incidents per pupil. Compared to 4 per pupil overall. Although this numbers are small, we have very high expectations of students and believe in truly setting them up for the future. These are often smaller incidents, or link with home learning due to a lack of resources. Escalation to R&R or cycles has reduced since 2022, showing an improvement in serious offences.* |
| 4 | Potential for issues related passive families.  *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.*  *Passive parental engagement has been seen to lead to more issues arising regarding wellbeing and safeguarding. Which can be seen when comparing active parental engagement and the impact on a child’s behaviour to that of a passive parents child.* |
| 5 | Inability to self-fund resources and/or experiences  *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.*  *Therefore, families within this category need additional support in the provision of uniform, equipment or paying for school experiences like trips.* |
| 6 | Aspirations  *There is a potential for students who are disadvantaged to have lower aspirations based on life experiences. This can be influences from home or peers. There is a large focus on this across this school with close attention paid to inclusion of careers etc. within specific subjects.*  *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 before.* |

## 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.

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| Intended outcome | Success criteria |
| Progress 8 | By the end of our current plan 2023/24, disadvantaged students achieve +0.8 in progress 8 and in line with non-PP at Kingsmead.  We have seen since 2019 (-0.51) a sizeable increase in achievement for PP. We achieved +0.2 in 2023. We currently predict an outcome of +0.4 in 2024, although we will aim for +0.8 to meet our goal. |
| Attainment 8 | By the end of our current plan 2023/24, disadvantaged students achieve 48 attainment points in attainment 8, in line with non-PP at Kingsmead.  We have seen since 2019 (38) a sizeable increase in achievement for PP, 2023, 43.2 points. |
| %grade 4+ in English and maths | By the end of our current plan 2023/24, 61% of disadvantaged students to achieve 4+ in English and maths and in line with non-PP at Kingsmead.  We have seen since 2019 (32%) a sizeable increase in achievement for PP, 2023 56% meaning our target of 61% is achievable. |
| Attendance | Sustained high attendance from 2023/24 demonstrated by:   * the overall absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%. * the percentage of all pupils who are persistently absent being below 18% and the figure among disadvantaged pupils being no more than 20% higher than their peers. |
| Ebacc | By the end of our current plan 2023/24 PP students will achieve an average point score of 3.7.  We have seen since 2019 (3.17) a sizeable increase in the achievement for PP, 2023 3.5. |

## 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: £121,819.50

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Maintain specialist teachers within all areas.   * fully staffed departments with specialists in each subject * use of specialist TA’s in KS4 lessons * Staff wellbeing programme to aid retention | Internal and external assessments have continued to highlight the effect of quality first teaching from specialist teachers – within all key stages.  Case study – Student X, accompanied by specialist TA’s in lessons throughout year 11, went on to achieve incredible results. | 1,2,3 & 6 |
| Full and rigorous CPD programme for all staff   * Progress tutor training * Whole staff training * Primers and Craft of the classroom sessions throughout year * Safeguarding training for all * CPD focus on routines and retrieval. * CPD evaluation system | Reflective aspect of CPD links closely with John Hattie’s philosophy:  *‘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’*  Findings from the teacher development trust highlighted that:  ‘*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.’* | 1,5&6 |
| Quality first teaching   * Bespoke targeted support through RIU lessons * Quality SOLs with embedded routines, stetch and scaffolding * Consistent retrieval practice throughout school to aid memory and retention. * Rigorous QA process with focused work scrutiny’s and learning walks. * Fully embedded use of Bedrock within English lessons to support tier 3 vocabulary. | *‘Retrieval practice tops a list of the most effective evidence-based learning strategies.1 It was shown to be effective for learners of all ages and subjects.’* The Education Hub 23.  Bedrock data analysis shows a measurable increase in pupils making/exceeding expected progress during Autumn 1. Particularly in years 7&8. | 1,2,3,5&6 |

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

Budgeted cost: £73,210

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Identify and close individual gaps in students learning/knowledge/skills   * Use of 45-minute tutor time and enrichment slots for targeted interventions * Targeted period 6 sessions for year 11 &13 * One to one mentoring scheme to support the HPA PP students * Continual analysis of data collection points to identify trends and patterns * Use of PLC’s to inform home learning and RIU sessions * Path 2 success programme * Strong focus on digital literacy to support with home learning and revision | 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 students development as you are teaching them to be self-sufficient, effective learners  [https://educationendowmentfoundation .org.uk/education-evidence/teaching-learning-toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 1,2,3,4&6 |
| Measure and improve the literacy and numeracy levels of all PP students to ensure they match expected for their respective ages   * Use of GL assessments to support SAT’s results * Mixed ability groupings in years 7, 8 & 9 to allow for stretch and challenge for all * use of GL data to inform intervention programmes * 6 week cyclical data report to allow for consistent and accurate measures of improvement | The Sutton Trust created an in-depth analysis of numbers of PP students going on to further education which highlights the need to ensure literacy and numeracy levels are in line with age.  <https://www.suttontrust.com/wp-content/uploads/2021/10/Going-Further.pdf> | 1,2,3 & 4 |

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

Budgeted cost: £27,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continue to improve attendance of PP students   * Priority on PP parent contacts to check absences * Consistent attendance monitoring by progress team * Competitions and rewards schemes * Attendance clinics | Internal and national data highlights a continued gap between PP and non-PP attendance. As well as a disproportionally higher number of PP who are classed as PA (persistently absent)  Gov website states that  ‘*Our research found that pupils who performed better both at the end of primary and*[*secondary school*](https://educationhub.blog.gov.uk/category/secondary-schools/)*missed fewer days than those who didn’t perform as well.’* | 2,3 & 4 |
| Remove barriers to learning for all students.   * Prioritised mentoring system that allows progress tutors to support those who need it * Provision of equipment, uniform etc. that are vital to a students education and well-being * Pre-loved sales, food drives, hardship fund etc to support families with cost of living crisis * Collaboration with outside agencies who offer mentoring and support to students * Full enrichment programme which support students cultural capital * Scholars programme | 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.  The Sutton Trusts found that:  *‘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’* | 1-6 |
| Increase parental engagement and communication with school.   * ­Parent partnership evenings for each year group * Adapted parents evening system allowing for subject specialist conversations and also progress tutor meetings which challenges the students to be self-reflective. * Use of attendance clinics and parental meetings to allow for open conversation and discussion | Internal and national data highlights lower engagement with events such as review days/parents’ evenings – therefore sometimes reducing and hindering strong relationships between school and home.  Recent surveys highlights that some parents struggled with understanding reports etc. when they were sent home – increasing the need for face to face communication. | 2,3&4 |

**Total budgeted cost:** £221,490

# 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 2022 to 2023 academic year.

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| *Final outcomes:*  *The P8 achieved by the 2022/23-year 11 cohort was +0.18 (national average -0.41). This is a significant increase on the results achieved on the last official exams in 2022 (+0.02). There is a similar picture with A8, with students this year achieving 43.2 points, compared to a national of 38.4. The national average for students achieving a grade 4 or above in English and maths was 49 % with our students achieving 56%. The national average EBACC point score was 3.26 whilst our students achieved 3.5 points average. The national average P8 score for maths was 0.8, with our students achieving -0.1. Our pupil premium students have consistently achieved above national average in all accountability measures.*  *The whole student PP attendance figure by the end of July was 88% - which was roughly 5% lower than non-PP peers. This is however, 7% above the national average for PP attendance.*  *Equally as vital, over 50 families accessed our pre-loved sale which support families through the cost-of-living crisis. 160 slow cookers were all distributed to our families which were vital in promoting hot meals. Also, our provision of free breakfast to all students has had a huge impact on lateness and attention.* |