Pupil premium strategy statement 2025-2026 (Year 2 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	1446
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025/2026 Year 2 of 2024-27 plan
Date this statement was published	October 25
Date on which it will be reviewed	October 26
Statement authorised by	Paul Averis (headteacher)
Pupil premium lead	Rhiannon Duckett (Senior Assistant Leader for Successful Families)
Governor / Trustee lead	Sally Winnall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£231 000
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	£231 000

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 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.

Challenge number	Detail of challenge
1	Lower prior attainment compared to non-disadvantaged students *For the 3-year groups that will graduate under this 3-year plan, GL assessment data has been used to support students by filling gaps in their knowledge.* *These tests highlighted that there is a fairly consistent attainment gap when students start with us. Disadvantaged students are between 6 and 7 points below their peers when starting year 7.*
2	Lower attendance figures than non-disadvantaged students *On average disadvantaged students at Kingsmead achieve attendance of 86%, which is significantly above the national average attendance of disadvantaged students.* *However, there is still a gap between the attendance of non-disadvantaged students and disadvantaged students.* *Consistent attendance is crucial to not only progress but also means we are consistently able to support students in other ways.*
3	Over time proportion of behaviour incidents has not decreased at the rate that would be anticipated *The behaviour of all pupils has improved drastically over the previous 3-year plan, with a significant decrease in low level and more serious behaviour incidents.* *However, there are still a small number of behaviour incidences taking place, so this is something we would like to continue to monitor.*
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.*
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	<u>Aspirations</u> *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.* *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 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.*

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	By the end of this 3-year strategy, the aim is to achieve a P8 of >+0.5. The progress score for disadvantaged students for the 24/25 academic year was -0.2 , with a goal of +0.2 for the 25/26 academic year. This aligns disadvantaged students progress to increase at the same rate as non-disadvantaged students.
Attainment 8	The attainment 8 goal for 2027 is an average of 55 points. Disadvantaged students achieved an average of 38.3 points for the 24/25 academic year and the goal is an average of 42 points for the 25/26 academic year.

%grade 4+ in English and maths	In the 24/25 academic year 43% of disadvantaged students achieved a 4+ in English and maths, compared to a national average of 48%. By 2026, 67% students will achieve this measure, increasing to 75% by the end of this 3-year plan.
Progress made in KS3	By the end of this 3-year strategy, year 7's in 2024 will be in year 9 and sitting their 2nd set of GL assessments – we aim for the gap between PP and non to have narrowed within this period.
Attendance	Sustained high attendance evidenced by: • 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% • The number of students who are considered persistently absent to be below 17%.
Ebacc	The aim of this 3-year-plan is continuing to offer all students a broad and robust curriculum. Therefore, meeting the expected levels for national Ebacc measures.
Engagement	Eligible pupils have access to a wide range of wider school experiences – with at least 20% eligible representation in all events, trips etc. Equally parental engagement in events such as parent and partnership evenings will be increased.

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: £115500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide a full and rigorous CPD programme to all staff: - Focus on adaptive teaching - Targeted craft of the classroom sessions - Purchase of Carousel teaching package to support CPD pro-gramme	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'*	1,2&6
Quality first teaching: - Regular SOL QA to en-sure consistent ap-proach to supporting eligible pupils - Use of specialist TA's in subjects - Adaptive teaching prac-tice throughout all sub-jects. - Inclusion team coupled with JMAT learning walks - QA of seating plans and their utilisation in les-son	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.'*	1,2,3&6
Address and remove between-subject variances Complete QA, additional train-ing and RAM meetings to re-move variance between sub-jects.	Internal data from last year (as well as external data) highlighted variance between classes/groups within same subjects, despite similar cohorts (i.e PP numbers, SEND numbers)	1,3&6

Development of a research team to develop resources and strategies to support disadvantaged students across faculties.	The EEF toolkit highlights an increase of up to 8 months for students who develop their own self-regulation and metacognition – the research team are looking to develop a pool of resources that allows for students to work more independently and take more autonomy over their learning	1,3,5&6
Improve literacy levels across all year groups for disadvantaged students	Oral language interventions have been reported to add 6 months to students learning as have phonics and reading comprehension strategies.	1-6

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

Budgeted cost: £77000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions for HPA disadvantaged students - Careers events - Highflyers - Mentoring - Increased focus and push on degree apprenticeships as a suitable route	https://www.sec-ed.co.uk/content/best-practice/aiming-for-the-top-teaching-high-performing-students/ Give some useful and tangible strategies to use when supporting HPA students in lessons.	2,3,4,5&6
Use of targeted interventions to close individual gaps in learning - Use of period 6 sessions for year 11&13 - Intervention in 45-minute tutor time slot - Phonics specific groups in year 7 - Holiday and weekend intervention programmes	Intervention such as small group working summer as well schools etc have been reported to have a strong impact on students development and learning	1&6
Bespoke mentoring scheme UPS eligible staff to mentor disadvantaged students in an intense termly programme –	The EEF reports lower impact of mentoring schemes however our internal trials and methods have shown to have significant impact on disadvantaged students. With some students moving	1-6

setting fortnightly pastoral and academic targets.	half a grade in at least 4 subjects over a cycle of mentoring. The highest impact here is seen in students attendance.	

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

Budgeted cost: £38,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the attendance of disadvantaged students - Prioritising of disadvantaged students for home contact, visits and clinics - Monitoring by progress team - Competitions and reward schemes - Mentoring/target setting programmes	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) https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence Provides key strategies and research that support our approach	1-6
Support families through cost-of-living issues - Fund raising towards the hardship fund - Pre-loved sales - Food banks - Collaboration with outside agencies to increase funding - Successful acquisition of Turing funding for large school trips (for example the Turing scheme)	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'*	2,3&5
Remove barriers to learning for all students - Completion of a barriers to learning questionnaires for all students		1-6

- Provision of equipment to students in need - Continues implementation of D0-D4 system to support staff in levels of need - Aspirational workshops and assemblies	Feedback from careers sessions in which relatable, local business owners have worked with children receive highest positive feedback.	
Behaviour/EHE/suspensions/Exclusions	Internal data highlights a clear correlation between students with higher behaviour points and their progress – this may be due to them losing school time to suspensions and/or a drop in or lack of aspirations. By tackling these behaviour issues early on the hope is prevent the need for suspensions etc. which impact on both learning time and self esteem.	1,2,3&6

Total budgeted cost: £231 000

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.

Attainment (average % score / A8)

Year groups (2024-2025)	Pupil Premium	Non-Pupil Premium	Gap
7>8	54%	62%	-8%
8>9	55%	61%	-6%
9>10	54%	61%	-7%
10>11	34.21	44.84	-0.63

Progress (average % residual / P8)

Year groups (2024-2025)	Pupil Premium	Non-Pupil Premium	Gap
7>8	-6.3%	1.8%	-8.1%
8>9	-6%	1.9%	-7.9%
9>10	-6.2%	0.7%	-6.9%
10>11	-0.1	-0.54	0.44

Suspensions (% rate)

Year groups (2024-2025)	Pupil Premium	Non-Pupil Premium	Gap
7>8	22.6%	1.5%	21.1%
8>9	21%	4.4%	16.6%
9>10	28.8%	14.1%	14.7%
10>11	22.7%	8.3%	14.4%

Permanent Exclusions

Year groups (2024-2025)	Pupil Premium	Non-Pupil Premium	Gap
7>8	0	0	0
8>9	0	0	0
9>10	0	0	0
10>11	0	1	1

Attendance (2024-2025 academic year)

Year groups (2024-2025)	Pupil Premium	Non-Pupil Premium	Gap
7>8	89.3%	95.9%	-6.6%
8>9	90.6%	94.2%	-3.6%
9>10	83.7%	92.1%	-8.4%
10>11	85.3%	90.9%	-5.6%

Persistent Absence (2024-2025 academic year)

Year groups (2024-2025)	Pupil Premium	Non-Pupil Premium	Gap
7>8	32.3%	6.5%	25.8%
8>9	35%	11.3%	23.7%
9>10	46.2%	20.3%	25.9%
10>11	48.8%	26.4%	22.4%