

Pupil premium strategy statement – Kingsmead School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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	88
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2024
Date this statement was published	September 2023
Date on which it will be reviewed	Termly – July 2024
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
--------	--------

Pupil premium funding allocation this academic year	£ 61, 065
Recovery premium funding allocation this academic year	£ 23, 736
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
Total budget for this academic year <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>	£ 84, 801

Part A: Pupil premium strategy plan

Statement of intent

We strive for Kingsmead pupils to become resilient and confident learners who are empowered and ambitious about their abilities, and future opportunities available to them, in P16 and beyond. As SEND pupils who have had varied educational experiences before joining us, regardless of their backgrounds, we are unapologetically ambitious about what they should experience, learn and grown from: good today; better tomorrow.

To that end we support all pupils in achieving and being their personal best; facilitating engagement with a range of educational experiences that in many cases, because of SEND need or circumstance, have not been made available to them. Exposure to a range of exciting and in some case 'first' every day experiences whether these be sporting, cultural or educationally enriching, supports pupil engagement with education in ways that they have ever experienced before.

Given our high percentage of disadvantaged pupils, we believe in opportunity for all – no child is left behind. Parental/carer engagement is also key to achieving this ambitious belief. Therefore the activities and approaches below are open to all pupils who need access to them, at the right place and time, to facilitate progress and achievement academically and beyond.

Quality first teaching and approaches to assessment and intervention support our approaches as do strong approaches to pastoral support systems that underpin work around pupil attendance, behaviours and attitudes. Educational Health Care Plans and facilitation of progress against recommended outcomes are also an integral part of our provision and are considered every step of the way, during a pupil's time with us.

Challenges

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

Challenge number	Detail of challenge
1	Prior access to aspirational educational opportunities due to SEND needs being misunderstood or undiagnosed
2	Prior access to interventions supporting the closing of knowledge gaps due to previous disengagement/attendance issues
3	Behaviours being misunderstood at a cost of pupil 'experience' and equality of opportunity ever afford to them
4	Social economic backgrounds, cost of living and access therefore to a range of enrichment activities or exposure to British Cultural experiences
5	Disenfranchisement due to contextual safeguarding and vulnerabilities impacting upon attendance, engagement and behaviour

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
Improved phonics and reading attainment for those who are not at the age expected standards	<ul style="list-style-type: none"> • 100% of pupils make progress from their starting 'phase' • Percentage of pupils requiring reading intervention by year eleven reduced by 50%
Increase percentage of pupils achieving entry level onto FS level 1 and 2 (in Maths, English and Science)	<ul style="list-style-type: none"> • 100% pupils leave with a qualification – any level • 95% pupils leave with a qualification in English <i>and</i> maths • 80% pupils leave with a qualification in English, maths and science • 95% of pupils to make progress on or above baseline
Increase percentage of pupils achieving 5 or more qualifications	<ul style="list-style-type: none"> • 25% pupils achieve 5 or more qualifications (1-9) including English/Maths (level 2/GCSE) • 85% pupils achieve 5 or more qualifications - any qualification
Improved outcomes against Gatsby Benchmarks 4,5 and 6	<ul style="list-style-type: none"> • Improved evidence of all teachers link curriculum learning with careers relevant to our cohort and more pupils achieving grade 4 maths and English • All pupils from year seven onward have even more appropriate and meaningful encounters with an employer • All pupils in year eleven will have had at least 1 first-hand experience of a work-place by the time they leave us
Increased range and uptake of extra-curricular activities and opportunities afforded by wider curriculum offer	<ul style="list-style-type: none"> • Selection of clubs and trips on offer grows from last year (wider curriculum offer) • 90% of pupils attend an extra curricular activity, experience or trip including further opportunity born of outdoor adventure learning (forest schools, Prince's Trust and Outdoor education).

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting unqualified teachers through their qualifications	Teachers are qualified in relevant areas	1, 2,3,4 & 5
Supporting staff through targeted reading intervention training	Staff are equipped to be able to offer more reading interventions appropriate to levels of need	1, 2 & 5

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intensive Reading intervention 1:1 tutor	Increased reading levels On average, one to one tuition is very effective improving pupil outcomes. One to one tuition might be an effective strategy for providing target support for pupils that are identified as having low prior attainment or are struggling in particular areas. EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2 & 5
Tutoring available for KS4 pupils to support achievement of 5 qualifications	Outcomes for pupils Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2,3 & 5

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

Budgeted cost: £ 25,000

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

<p>P16 support and engagement, tutoring approach involved – 4,5,6</p>	<p>Outcomes for pupils – positive onward destinations for pupils – NEET figures</p> <p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted ‘academic’ support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil’s understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum – we are applying to wider curriculum opportunities, experiences we wish to afford our pupils. EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1, 2,3, 4 & 5</p>
<p>Extra curricular activities: clubs including sports, outings and trips</p>	<p>Sports clubs:</p> <p>Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise. This might be through organised after school activities or a programme organised by a local sporting club or association. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>Outdoor experiences and adventure learning:</p> <p>Given previous experiences last academic year, we believe, in line with EEF and closing the disadvantage gap that: it is good for our pupils to be challenged physically (and emotionally). Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>‘Employers in the UK labour market increasingly demand soft skills – and these types of skills (which may be developed via extracurricular activities) could be an important factor in driving intergenerational social mobility.’ Social Mobility Commission</p>	<p>1, 3, 4 & 5</p>

Total budgeted cost: £ 85,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Improved rates of progress: Reading

Comparing Access Reader reading ages with Accelerated Reader reading ages is futile. Because of this, I asked teachers to do a final Star test giving us some comparison data. For various reasons some groups were unable to do the second test.

Where data is available:

Between January and July

88% of the reading ages and the NRSS (Normed Reference Standardised Scores) scores went up. The NRSS measures students nationally with the same date of birth. Total is 150, benchmark is 100.

16% were already at the bench mark or NRSS score 100

16% Achieved this bench mark by the end of the time period

22% moved up one or more percentiles towards the benchmark

50% improved but not into the next percentile

- Improved rates of progress in KS4 from Entry Level 1,2 and 3 – FS level 1 and 2 (or equivalent) – maths, English and Science - relative to starting points as identified through base-line assessments* and ongoing assessments, MAG and TAG data.

Science:

Of the 16 pupils entered for GCSE Science, 56% achieved a GCSE

Of the 13 pupils entered for Entry Level science, 85% achieved an entry level.

Of the 11 that passed:

Entry 1 = 4 (36%) Entry 2 = 2 (18%) Entry 3 = 5 (45%)

Maths:

Of the 16 pupils entered for GCSE Maths, 56% achieved a GCSE

Of the 16 pupils entered for Entry Level maths, 88% achieved an entry level.

Of the that passed:

Entry 1 = 1 (6%) Entry 2 = 4 (25%) Entry 3 = 9 (56%)

English:

Of the 16 pupils entered for GCSE English Lang, 63% achieved a GCSE

Of the 16 pupils entered for Entry Level English, 88% achieved an entry level.

Of the that passed:

Entry 1 = 0 Entry 2 = 3 (19%) Entry 3 = 11 (69%)

Lack of/no attendance from four pupils and lack of parental engagement around these four had an impact on all subjects. Pupils experience COVID lockdowns in years 8 and 9 ahead of starting KS4 courses and this was a year where students were not of a Level 1/Level 2 calibre across the board (certainly with lost learning in the mix) – due to SEND and academic ability.

75% of pupils got an English and a maths outcomes

All pupils left with a qualification.

- Improved outcomes via increased support, engagement and attendance of the lowest attaining and attending pupils in KS3 nurture, through 1:1 interventions.

Pupils with parental engagement progressed during their time on 1:1, and either reengaged or reintegrated back into groups or fuller timetables. They were supported in accessing AP which also made a difference to attendance and engagement/progress made and were supported in engaging with end of term activities. Parental engagement and contextual safeguarding challenges remained for some pupils but the support in place was improved and in a more timely fashion setting the right tone for the next academic year.

- Develop personal skills and readiness for P16 opportunities and settings, by having opportunities that will instil greater confidence and independence to help them engage more with the wider community and prepare for adulthood. Support Y11 pupils to engage with and experience a range of enriching pupil activities (both in school and beyond) that focus on their KS4 experience (that

evolves to be 'different' to that of KS3), thus better preparing them for P16, independence, adulthood and working life.

Focus was incredibly impactful on pupils who attended year eleven. All pupils who routinely attended, attended their GCSE exams, they engaged with further opportunities on offer, including a residential and embraced P16 interviews and processes up until the point of leaving us. Summer results were testament to how more resilient they were as a result of this target. Impact on pupil behaviour was felt were there were no exclusions in Spring and Summer terms, 6 serious incidents in the autumn term, 4 in the spring and 2 in the summer.

- To plan and provide a range of enrichment activities and opportunities (both within and beyond the classroom) for learning and personal development that pupils would not normally experience including local trips, theatre, residential trips, observation of key dates in the calendar.

25 pupils attended the Aladdin Panto in the run up to Christmas - huge team effort but incredible experience for the pupils. There were two Christmas dinners run across the two sites to support different pupils comfortably engaging across our school community/cohort and our take on Christmas Jumper day saw money raised by staff and pupils for charity.

Sports events over the year again were hugely impactful and inclusive, offered as clubs and as opportunities in lessons including Cricket the last term and links with other schools for games in football and cricket.

Residential was 'game changing' for pupils as were Peak District walks engaging pupils. Celebrations: Kings coronation and end of term were enjoyed by all pupils and staff coming together; Warner Brothers' trip was fantastic and all pupils including more 1:1 pupils who wished to, attended an end of term activity. Further events are to be calendared into next academic year. Impact on pupil behaviour was felt across the year as a result of these opportunities where exclusions and incidents per pupil dropped term by term:

Autumn Term IPP: 7.11 Exclusions: 16

Spring Term IPP: 4.69 Exclusions: 7

Summer term IPP: 2.14 Exclusions: 2

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.