

# 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	107
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2024 – July 2025
Date this statement was published	October 2024
Date on which it will be reviewed	Termly – July 2025
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

## Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£69,950
Recovery premium funding allocation this academic year	£ 0
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>	£69,950

# 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 Post 16 and beyond. The local Post 16 offer is challenging, highly competitive and pupils need to be able to compete with their peers to secure places. 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"> <li>• 100% of pupils make progress from their starting 'phase'</li> <li>• Percentage of pupils starting KS4 requiring reading intervention, reduced (where pupils have been with us for KS3)</li> </ul>
Increase percentage of pupils achieving entry level onto FS level 1 and 2 (in Maths, English and Science)	<ul style="list-style-type: none"> <li>• 100% pupils leave with a qualification – any level</li> <li>• 95% pupils leave with a qualification in English <i>and</i> maths</li> <li>• Increased % of pupils leave with level 2 qualification in Maths, English and Science</li> <li>• 80% pupils leave with a qualification in English, maths and science</li> <li>• 95% of pupils to make progress on or above baseline</li> </ul>
Increase percentage of pupils achieving 5 or more qualifications	<ul style="list-style-type: none"> <li>• 100% of pupils KS4 achieve English and maths outcomes (any level)</li> <li>• 65% achieve maths, English, science and ICT (any level)</li> <li>• 90% achieve 5 or more quals 5 or more qualifications (1-9)</li> <li>• 75% achieve 8 or more quals</li> </ul>
Improved outcomes against Gatsby Benchmarks	<ul style="list-style-type: none"> <li>• 100% pupils from year seven onward to have one or more appropriate and meaningful encounters with an employer</li> <li>• 100% pupils in year eleven will have had at least 1 first-hand encounter with an employer</li> <li>• 85% pupils have experiences of work and explore skills required for employees, either in a workplace or community-based setting</li> </ul>
Continued range and uptake of rich and well-planned extra-curricular activities and opportunities afforded by wider curriculum offer	<ul style="list-style-type: none"> <li>• Development of Personal Development offer in KS3 and KS4 and increased outcomes in Year Eleven (King's Trust and ASDAN)</li> <li>• 90% of pupils attend or experience an extra-curricular activity, experience or trip including further opportunity born of outdoor adventure learning (including King's Trust, Outdoor Education).</li> <li>• 85% pupils to experience an extra – ordinary school trip/visit/experience that nurtures, develops and stretches pupils' talents and interests</li> </ul>

## 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: £ 19,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting unqualified and 'ECT' staff 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
Specific focus on training for Teaching Assistants through increased CPD offer (ABC model)	Use TAs to help pupils develop independent learning skills and manage their own learning Use TAs to deliver high quality one-to-one and small group support using structured interventions	1, 2,3,4 & 5

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intensive Reading intervention for all staff with responsibility for reading intervention delivery	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. <b>EEF</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	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. <b>EEF</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1, 2,3 & 5

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>P16 support to foster engagement for pupils (and parents/carers as required), via supported opportunities to attend careers events/colleges with a tutoring approach involved where apt.</p>	<p>Personalised support for individual pupils, feeding into Phased Reviews seeking parental support  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p>Outcomes for pupils – positive onward destinations for pupils – NEET figures  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Parental survey/engagement with annual reviews and attending college events</p>	<p>1, 2,3, 4 &amp; 5</p>
<p>Extra curricular activities: clubs including sports, outings and trips and residential opportunities</p>	<p><b>Sports clubs:</b>            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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p><b>Outdoor experiences and adventure learning:</b> 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. <b>EEF</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></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.’ <b>Social Mobility Commission</b></p>	<p>1, 3, 4 &amp; 5</p>

**Total budgeted cost: £ £69,950**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

1. Improved phonics and reading attainment for those who are not at the age expected standards
  - 75% intervention students made progress in NGRT, phonics or both.
2. Increase percentage of pupils achieving entry level onto FS level 1 and 2 (in Maths, English and Science)
  - 100% pupils achieved a qualification in English *and* maths
  - 95% pupils achieved an entry level qualification in English, maths and science
  - 90% achieved an GCSE Eng Lang, maths and combined science
  - 85% pupils made on or above expected progress from baseline (completed at time of arrival to school) in English
  - 90% pupils made on or above expected progress from baseline (completed at time of arrival to school) in Maths
3. Increase percentage of pupils achieving 5 or more qualifications
  - 100% pupils achieved a qualification – any level
  - 95% Pupils were entered for 5+ qualifications (up to level 2/GCSE)
  - 25% pupils achieved 14 or more qualifications
  - 50% pupils achieved 12 or more qualifications
  - 85% pupils achieved 8 qualifications or above
  - 95% pupils achieved 5 or more qualifications
  - 100% pupils achieved an English GCSE
4. Improved outcomes against Gatsby Benchmarks 4,5 and 6
  - Year 7 and 8 pupils (56%) attended the encounter with the health sector (100% who it was offered to on the day)
  - Pupils who had an encounter with the fire service last academic year across KS3 (80%)
  - Pupils who had an encounter with the fire service last academic year across KS4 (94%)
  - Pupils who had an encounter with the army KS3 (50%)
  - Pupils who had an encounter with the army KS4 (56%)
  - Year 11 pupils who engaged with mock interviews (70%)
5. Increased range and uptake of extra-curricular activities and opportunities afforded by wider curriculum offer
  - 100% of pupils offered opportunity to engage with multiple fundraising events and activities across the year
  - 100% of Year 7 and 8 pupils had access to Christmas events including: Kingsmead Advent activity calendar, a Christmas jumper day for charity, dinner, quiz and roller world end of term activity.
  - 100% pupils engaged with adults and activities at lunchtime. All pupils had access to end of term activities (RA dependent), two Drayton Manor trips were run to facilitate engagement from all. One bespoke Y11 trip for 2 pupils.
  - Ice cream van at the end of the term was offered to all pupils.
  - KS3 academic trips and activities included: Access to swimming sessions, visits to Sudbury House, a Hindu Temple, National Justice Museum, Jamia Mosque, The Multi Faith Centre to sample Asian and Jewish food
  - KS3 Extra Curricular trips and activities included: Visits to Roller world, Lazer Quest, Bowling, Padel Centre, Jungle Jo, Alvaston Park, National Memorial Arboretum, Firestation visit and demonstration, Adventure Golf
  - KS4 academic trips and activities: Prison me, no way, Army careers, residentials, Peak District walks, food trip to local Chinese supermarket
  - KS4 Extra Curricular Trips and activities included: Padel Centre, Football games/tournaments, Fire station visit and demonstration, Adventure Golf
  - 74% Y11 pupils attended two day residential opportunity in the Peak District (Spring)
  - 30% Y11 pupils attended five day residential opportunity in the Lake District (Summer)
  - 100% of Y11 pupils offered residential opportunity for Duke of Edinburgh attended
  - Clubs offered to all pupils included: The Den, Art, Dance, Cooking, Games, Football and Basketball

## 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***

<b>The impact of that spending on service pupil premium eligible pupils</b>



## 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.*