Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2023 to 2024 academic year 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
School name	King's Academy Prospect
Number of pupils in school	1078 (years 7-11)
Proportion (%) of pupil premium eligible pupils	31% (354)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mary Morris
Pupil premium lead Recovery premium lead	Sue McCavish
Governor / Trustee lead	Christine Holland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£357,075
Recovery premium funding allocation this academic year NTP funding allocation this academic year	£108588

£25065
(22950 mainstream/ £2115 SEN funded) |
| 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 | £490728 |

Part A: Pupil premium strategy plan

Statement of intent

Nationally, there is a gap between the outcomes and attainment of students who are poorer than their peers. This disadvantage starts at birth, and by the time students reach secondary school, the gap in attainment is typically more than two years. In April 2011, the government introduced a Pupil Premium Grant, which provided additional funding to schools where students faced additional material, social and cultural disadvantage. King's Academy Prospect uses this money in a variety of ways to 'narrow the gap' between disadvantaged students and their peers.

Our mission is to ensure that there is no significant difference in school experience for disadvantaged students and where possible these students are prioritised through classroom strategies and allocation of resources. The overriding aim is to reduce the attainment gap between disadvantaged students and their peers by taking a holistic view of each individual child's needs whilst raising attainment overall.

At King's Academy Prospect we believe in equity; we recognise that some disadvantaged students need more support than others and we aim to use the Pupil Premium to give everyone what they need to be successful, rather than treating all students equally. We place teaching and learning at the forefront of our efforts to close the attainment and progress gap between disadvantaged and non-disadvantaged students.

''Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all of their resources (not just the Pupil Premium) on proven ways of improving teaching." EEF 2017.

Research conducted by the EEF concludes that common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. We will ensure that all teaching staff know who their disadvantaged pupils are and are aware of strengths and areas for improvement across the school.

Overriding principles and objectives

- The profile of disadvantaged students must be high for all staff and well understood. Staff can recognise where additional support may be needed and direct accordingly.
- High aspirations are crucial. Being disadvantaged does not mean that students are not able.
- What works to raise the aspirations and achievement of disadvantaged students, will raise the aspiration and achievement of all students.
- Some disadvantaged students need to make better progress than non-disadvantaged students, due to their start point being further behind.
- We listen to and respond accordingly to student and parental voice.
- We provide mental health and emotional wellbeing support.
- Parental engagement is crucial.

- We ensure the progress of disadvantaged students is at the forefront of our planning and delivery of learning activities both in and outside of the classroom.
- The progress of all students, from their starting points, is monitored after each assessment and reporting point but there will be particular emphasis on disadvantaged students and particularly those who are more able.

How we prioritise the Pupil Premium:

- A focus on attendance and punctuality
- High quality pastoral support and guidance
- A rich and balanced curriculum for all students
- CPD for teaching and support staff
- Quality first teaching and effective assessment
- A focus on literacy to enable all students to make good progress in all subjects
- Provision of additional intervention and resources where appropriate
- Extra-curricular activities, including educational visits and school trips to enhance cultural capital
- Effective home-school partnership

Based on research and best practice in other schools, we use the funding in a number of ways to support our disadvantaged students. While doing this we remember that not all students who qualify for the Pupil Premium Grant are socially disadvantaged and not all socially disadvantaged students qualify or are registered for the Pupil Premium Grant. We therefore focus on the needs and levels of progress of all students as well as those who are eligible for it.

In providing support we will not socially isolate students. Therefore, it is likely that all groups receiving additional support will be a mix of disadvantaged and non-disadvantaged students. Some examples of strategies that have been aimed at those entitled to the PPG are providing a free breakfast, purchasing revision materials, aiding work experience, running intervention sessions, a laptop loaning scheme and financial contribution towards school trips and visits.

Measuring Impact

At King's Academy Prospect we take a holistic approach to assessing the success of our programmes as well as rigorous analysis of academic support, determining whether student success can be attributed to a range of factors in place to support them, such as high quality teaching, mentoring, small group interventions, home visits, parental contact and extra-curricular activities. Where many provisions are in place for individual students, it can be challenging, given the complexity of the overlapping nature of any individual's provision, to pinpoint which provisions have had the most success. We actively monitor the academic progress of disadvantaged students through separate data analysis after data Reporting Points and we discuss their progress with Heads of Faculty/Department and Progress. Disadvantaged students' attendance at school events and extra-curricular is tracked and monitored too. We are aware of the long-term impact and effects of the pandemic, both academically and pastorally on all our students, but we prioritise our disadvantaged students for identification and support to ensure they 'catch up'

Aim	Target	Target date
Progress 8	0.43	June 2024
Attainment 8	39.91	June 2024
Percentage of Grade 5+ in English and maths	27.5%	June 2024
Percentage of Grade 4+ in English and maths	63.8%	June 2024
Ebacc entry	65%	June 2023

Challenges

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

Challenge number	Detail of challenge
1	Attendance: 2022/3. Disadvantaged pupils' attendance was 83.1% compared to their non-disadvantaged peers (87.8%) . This was lower than previous academic year- 89.3% v 93.1%.
2	Low aspirations and/or attitudes to learning, which may mask ability/potential in some cases and mean that some disadvantaged students coast or settle for 'okay' or lead to higher levels of disengagement than their non disadvantaged peers.
3	Disadvantaged students' progress not being in line with non-disadvantaged students' progress.
4	Inherited KS2 performance, especially in core subjects and low levels of literacy at start of Year 7 as a starting point.
5	Low cultural and education capital. This can limit some students' ability to access higher level learning and/or maintain resilience with more challenging work.
6	Lower levels of engagement and support from families of disadvantaged students, for example at subject consultation meetings and academic review days.

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
1 To develop and communicate a clear vision which will raise the profile of disadvantaged students and enhance the school's inclusive ethos	Teachers, support staff, students and families are all aware of this strategy plan for disadvantaged students. Teachers and support staff are all engaged in activities listed below to support its successful implementation in the school.
2 To raise achievement for disadvantaged students through a sharp focus on "Quality First Teaching	All students will experience quality first teaching in every lesson. This is achieved through our Teaching and Learning Strategy:

	consistent application of our Lesson framework and relentless routines, effective and timely CPD (Walkthrus) and monitored through DDIs (Developmental Drop-Ins) and DDDs. (Department Deep Dives)
3 To improve the reading and spelling ages of disadvantaged students so that the gap between them and their chronological age is in line with or less than non-disadvantaged students.	Reading and spelling age data (tested 2 times a year) will show that there is no gap between disadvantaged and non-disadvantaged students.
4 To close the gap between non-disadvantaged students and disadvantaged students in meeting their FFT20 targets and in Progress 8 and Attainment 8 key performance indicators.	Disadvantaged and non-disadvantaged students have the same progress scores against FFT20. See targets above.
5 To improve attendance and resilience for disadvantaged students and reduce the numbers for persistent absence	Attendance to be at least in line with or above national and local averages for disadvantaged students and with non-disadvantaged students in the school. Gaps are recognised, addressed and closed by key members of staff. Attendance action plan and strategy focused on disadvantaged students showing positive impact.
6 To improve/raise aspiration for disadvantaged students and their families and develop a strong partnership to support students	Disadvantaged students' behaviour is in line with non-disadvantaged students and achievements are recognised and rewarded through a well-planned rewards strategy that starts in the classroom. Achievement and reward are used positively. Number of exclusions (FTE/PE) for disadvantaged students in line with or below national average for all pupils. A similar proportion of disadvantaged to non-disadvantaged Year 11 students continue to sixth form. Zero NEET disadvantaged students. All students to have careers meetings and final destinations. Engagement by families with school events (parents' evening/Academic Review Days) is in line with or better than for non-disadvantaged students.
7 To deliver a curriculum with intent that meets the needs of our students, providing a range of aspirational pathways, whether vocational or academic	A full and balanced curriculum is in place for all students in all Key Stages, which includes EBACC entry for all* at Key Stage 4 *(*with some exceptions)*
8 To ensure disadvantaged students have access to a wide range of extra-curricular activities and enrichment experiences both inside and out of school	Participation of disadvantaged students in enrichment and extra-curricular activities is higher than or at least in line with non-disadvantaged students. Any disadvantaged student will be supported with

	costs towards extra-curricular activities where a need is identified.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

"Budgeted cost: £220000

Activity	Evidence that supports this approach	Intended outcomes addressed
To ensure the profile of disadvantaged students remains high in school.	EEF - Pupil Premium Guidance SEND Code of Practice Special Educational Needs in Mainstream Schools | EEF Key points ● Data available in SIMs and ClassCharts regarding all disadvantaged students by prior attainment and additional needs. ● Training and induction provided so that all staff understand our ways of working with disadvantaged students and the importance of understanding individual students' needs. ● Focus on disadvantaged students with high prior attainment and/or SEND.	1
All students are following a curriculum that meets their needs and provides aspirational routes to success.	EEF - Impact of COVID 19 on pupil attainment EEF - Pupil Premium Guidance Key Points ● KS3 curriculum and pathways are reviewed each year to ensure high expectations,aspirations and opportunities for disadvantaged students ● Expectation of EBACC pathway at KS4 for majority of learners (some expectations) ● Provision of both academic and vocational pathways to ensure that all students have a route that will enable them to be successful. ● Analysis of students on each pathway to ensure that disadvantaged students are appropriately represented on all pathways.	1,2,6, 7

	● Comprehensive Level 2 and 3 offer at KS5	

Continued teacher development and monitoring of quality first teaching through the CPD programme, including Walkthrus and NPQs	Research School - Effective CPD
	EEF - Pupil Premium Guidance
	EPI - High Quality Professional Development
	EEF - Effective CPD Characteristics
	EEF - Metacognition Report
	EEF - Guidance Report Effective CPD
	Metacognition and Self-regulated Learning EEF
	EEF - Impact of COVID 19 on pupil attainment
	WalkThrus
	National professional qualifications (NPQs)
	
	Key points
	
	● EEF guide to pupil premium – tiered approach. Quality first teaching is top priority.
	
	● Developing key strategies to improve teaching, learning and progress over time of all students, including disadvantaged students. Supported by research.
	
	    ○ Meta-cognition. (EEF, Hattie)
	        ○ Improve teacher understanding of metacognition and how this can improve quality of teaching and learning - Walkthrus
	    ○ Mastery learning in core subjects. (EEF, Hattie)
	        ○ Maths Mastery through BBO Maths Hub.
	    ○ Reading comprehension. (Sutton, EEF)
	        ○ Teacher development regarding literacy and numeracy across the curriculum.
	        ○ Tutor Reading Programme
	    ○ Personalised and formative feedback. (EEF, Hattie, Dylan Williams)
	        ○ 4 quarters marking
	    ○ Regular retrieval practice in every lesson leads to greater retention. (Roediger and Butler).
		1, 2, 4

	○ Improvement in achievement and retention of knowledge in students. (Marzano, Gaddy and Dean 2000). ○ Activate prior learning – retrieval practice / quizzes / visual aids / discussions – bringing crucial information to the working memory and assimilate new information. (Baddely, 2003). ● Staff CPD a priority to ensure high quality teaching and learning so that staff feel supported and empowered. Walkthrus, instructional coaching	

A continued focus on reducing differences across the curriculum and different year groups and improving the literacy skills of students (reading and spelling ages)	Catch-up premium: coronavirus (COVID-19) - GOV.UK
	EEF - Pupil Premium Guidance
	Improving Literacy in Secondary Schools | EEF
	Assessment and feedback | EEF
	PotentialForSuccess
	 Improving Literacy in Secondary Schools
	 Literacy Trust Research
	 Mathematics in Key Stages 2 and 3 | EEF
	 Mathematics | EEF
	 Science | EEF
	
	Key points
	● Literacy coordinator and team
	● Reading and spelling ages for all years (7-11) tested twice a year to determine what level of support to put in place and monitor and evaluate impact of interventions.
	● Tutor Reading Programme for all students.
	● GL assessment package for Key Stage 3. CAT4 and progress testing in core subjects to establish baseline using external testing, identify gaps in knowledge, plan interventions and measure progress.
	● Forensic analysis after each reporting point across the curriculum to ensure that under performance is addressed in all year groups and subject areas.
	● Use of online intervention packages to support literacy and numeracy
	  ○ Sparx reader and Bedrock for all students in Years 7 and 8 - 1 lesson a fortnight and homework
	  ○ Sparx maths for all students in Years 7-11 (homework)
		3, 4, 6, 8

	○ Bedrock for all Year 11 students as part of independent study ○ Seneca - set as homework for all students in Years 7-11 in science ○ Literacy across the curriculum - word banks, reading strategies and resources, vocabulary books	
Funding is available for staff to buy resources and equipment for disadvantaged students, including revision guides	EEF - Pupil Premium Guidance Ebbinghaus's Forgetting Curve - Learning Skills Baddeley's Model of Working Memory - an overview Literacy Trust Research Against The Odds - Social Mobility Report Research to support the most academically able disadvantaged students Key points ● Individual departments/teachers have access to resources that support QFT for disadvantaged students.	2, 3, 4, 6, 7,8

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

Budgeted cost: £150000

Activity	Evidence that supports this approach	Intended outcomes addressed
Academic Support – Intervention teachers in English and maths	Using pupil premium	EEF DfE's catch-up premium guidance Sutton Trust - Potential of Higher Attaining Learners Mentoring Small Group Tuition Key points ● Intervention teachers to have QTS and experience of intervention work with students. ● Prioritising Key Stage 4 disadvantaged students not predicted to achieve FFT20 in English and maths. ● Small group intervention work before school, in tutor time and some WB/core PE lessons and after school.	2,3, 4

English, maths and science Academic Mentors	Mentoring One-One Tuition Small Group Tuition National Tutoring Programme Key points ● Tuition and small group teaching has greater impact when linked directly with what they students are learning in their key lessons. ● Department mentors assigned to Academic Mentors to support with lesson planning and delivery and monitoring impact. ● Prioritising Key Stage 3 and 4 disadvantaged students not predicted to achieve FFT20 in English and maths. ● Small group work and/or supporting students within a classroom	4, 5
Academic Support – Lesson 6 all subjects	DfE's catch-up premium guidance Key points ● Support identified and intervention provided by subject teachers, prioritising disadvantaged students during compulsory lesson 6 in Year 11.	2, 4, 6
Use of NTP online tutoring Packages and alternative provision	One to one tuition | EEF Small group tuition | EEF DfE's catch-up premium guidance EEF - Guidance Report - Metacognition Key points ● 1-2-1 or groups of 1-3 targeted online intervention in English and maths (and some science). ● Key Stage 4 students ● Focus on disadvantaged and higher prior attainment students and vulnerable students. ● Alternative provision for some identified students in English, maths and science - Academy 21	4, 6
Use of online intervention packages to improve literacy of weakest readers and spellers	Improving Literacy in Secondary Schools Literacy Trust Research Key points ● Year 8 and 9 - Additional Bedrock hour a week for bottom 20% of readers and for all Year 10 students. ● Years 10 and 11 - Lexonik programme. 3 trained Lexonik members of staff in school to deliver to identified students	3,4,6

Targeted mentoring of identified students	Mentoring Key points ● Key PP students in Year 11 and their families assigned a mentor to support them through GCSE final year to ensure good progress ● Coachbright programme for identified HPA students in Years 10 and 11 (and trained Year 12 students to act as mentors with Year 10) ● Brilliant Club for KS3 students	4, 5, 6, 8

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

Budgeted cost: £ *120728*

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

Further development of work with families and students to
(a) improve rates of attendance of disadvantaged students
(b) reduce rates of persistent absence among disadvantaged students
(c) improve resilience and positive mental health for disadvantaged students
	Attendance interventions rapid evidence assessment | EEF
	Parental engagement | EEF
	
	Key points
	● Attendance strategy meetings and updates. Attendance Lead, EWO, PP lead, Heads of Progress.
	● Increase of EWO hours
	● Use of FFT attendance tracker by SLT/HOPs and tutors
	● Attendance Review Meeting with Heads of Progress.
	● Staff briefing/updates – praise positive year groups/houses/form groups.
	● Assembly/Tutor Time. Promote positive attendance.
	● Mental health awareness and support for all students, led by AAHT for wellbeing
	● Year Group progress meetings.
	  ○ Identify KM students whose tutors need to be calling/challenging/building relationships with home.
	  ○ Tutors are accountable for attendance in their form.
	  ○ KM Students called first, even if parent has called in. Robust conversations.
	● Frequent Communication with home.
	  ○ Attendance letter sent home at the start of each team.
		5, 6

	- Attendance reminder in weekly HT Letter - Attendance celebrated in #PrideinProspect: attendance is crucial to success. - Information evenings, where attendance is a priority - Academic review days and parent consultation evenings are well attended, attendance of PP families is higher than or equal to non PP families. Key students are targeted. - Celebrations. - Using the existing rewards system (R4 100% attendance half termly) for individuals and form groups. - Also 'most improved'. - Heads of House/Key Stage Leaders one-on-one conversations. Initially all students below 95% attendance, then KMs between 92-95%	
Aspiration and engagement is embedded across the curriculum for all students and there is a positive climate for behaviour and learning.	Mentoring Improving Behaviour in Schools | EEF Key Points - Targeted approaches for individual students: some pupils from disadvantaged backgrounds show low engagement with or have low expectations of education: Academic Mentor to work with KS4 and 5 students with specific focus to support academic study but also to raise aspirations and support students with higher education applications. - Explicit teaching of expectations and positive behaviour includes simple approaches and regular routine: introduction of Year 11 passport for weekly mentoring by tutor, target sheeting for Years 7-10 during academic review day (twice a year) and weekly setting of standards once a week in tutor time - Mentoring interventions from the Student Services team for identified students - to support the development of trusting relationships with an adult. - Students are all allocated careers' appointments for post-16 transition and guidance with mentors. - Inclusion staff work with any students vulnerable to NEET. - Disadvantaged students supported with college, apprenticeships and UCAS applications and interviews.	2,3,4,6

	● Further develop ways to raise aspiration on an individual basis eg:
	  o Student leadership and peer coaching.
	  o Work experience.
	  o University/college visits.
	  o Visiting speakers/mentors.
	  o External mentoring groups.	

Improved parental engagement in learning and progress of students.	Parental engagement	EEF New guide for schools to support their pupil premium strategy	 Using Digital Technology to Improve Learning Key points ● 2 opportunities each year to meet with tutor at Academic Review Day as well as subject consultations. ● KS3 and 4 information booklets and evenings. ● Online programmes to support independent learning at home, including Sparx, Seneca and Kerboodle. ● Laptop lending scheme: disadvantaged students must not be limited in their learning or progress due to a lack of technology at home. ● Key Stage 3 and 4 progress managers (non teaching) to support parental involvement in academic interventions as well as emotional/pastoral support.	1, 4, 5, 6, 8
All students can access and benefit from opportunities for enrichment of social and cultural capital	Literacy Trust Research Against The Odds - Social Mobility Report Social and emotional learning	EEF Research to understand successful approaches to supporting the most academically able disadvantaged pupils School inspection update: education inspection framework January 2019 Special Edition Physical activity	EEF Outdoor adventure learning	EEF Key Points ● Interventions which focus on improving social interaction and cultural capital tend to be more successful than those solely focusing on personal and academic outcomes or those aimed at preventing problematic behaviour. ● EEF states that wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.	1, 4, 5, 6, 8

	- Learning is contextualised in concrete experiences and language rich environments. - Extra-curricular and enrichment activities offer students a context for learning and a stimulus to trigger their interest which can be evidenced in lessons, students' work and progress tracking. - All students must have access to a range of experiences, including disadvantaged students. Financial support offered is bespoke for individual students based on identified needs. Experiences may include - - School clubs and enrichment activities: academic, sport, arts and social so that students feel part of the community but also have shared experiences at different levels. - Extra- and super-curricular activities - Attendance support – regular attendance increases academic success but also community involvement. - Weekly aspirational assemblies and celebrations. - Trips and visits, including to Ufton Court - Free breakfast scheme. - School Leadership. - Peer tutoring/coaching.	

Total budgeted cost: £ *490728*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year

School overview

Metric	Data
School name	King's Academy Prospect
Pupils in school	1012
Proportion of disadvantaged pupils	33.50%
Pupil premium allocation this academic year	£357170 (£499224 incl Recovery Funding and NTP)
Academic year or years covered by statement	2022/23
Publish date	September 2022
Review date	July 2023
Statement authorised by	Mary Morris
Pupil premium lead	Sue McCavish
Governor lead	Christine Holland

Disadvantaged pupil performance overview for last academic year 2022/3

Progress 8	-1.01
Attainment 8	26.10
Percentage of Grade 5+ in English and maths	12%
Percentage of Grade 4+ in English and maths	22%
Ebacc entry	16%
EBacc at grade 5+	4%
EBacc at grade 4+	6%

Please go to
https://www.compare-school-performance.service.gov.uk/school/136876/king's-academy-prospect to
view provisional results for all students, including a comparison of outcomes of our Pupil
Premium students compared to all non-disadvantaged students nationally.

Although our Pupil Premium students did not achieve their school targets (based on FFT20
benchmarks), we did close the gap between actual results and school targets from 2022 to
2023 in many key measures. For Attainment 8 we closed the gap by 2%, for English and
Maths Grade 5+ by 7% and for English and Maths Grade 4+ by 15%. Our P8 outcome for
PP students was slightly higher in 2023 than in 2022.

When comparing the performance of our Pupil Premium students to our non-disadvantaged
students however, results indicate that the gap widened from 2022 to 2023. This is indicative
of the national picture. Furthermore, national data (link above) shows that they performed
significantly lower than all non-disadvantaged students locally and nationally.

Current reporting data for our Pupil Premium students in Year 11 this year indicates that we
will close the gap further between outcomes and FFT20 targets for Attainment 8 and English
and Maths Grades 5+ and 4+ and we continue to work towards meeting our FFT20 targets in
2024. Improving outcomes of all our PP students remains our highest priority for 2023/4.
The number of Pupil Premium students entered for the EBacc in 2023 was slightly higher
than in 2022 at 16%. The number of Pupil Premium students achieving a standard and
strong pass were slightly lower than in 2022 at 6% and 4%. These numbers were unusually
lower for this cohort; a result of decisions made to move to a 2-year Key Stage 4 and to
address lost learning through Covid. These numbers are higher for 2023/4. From the current
cohort of Year 11 PP students, 65% are entered for the EBacc, with 16% predicted to
achieve a standard pass and 7% a strong pass. 76% of current PP students in Year 10 are
entered for the EBacc.

In October 2022 the school received a full Ofsted inspection. The report confirms:
- Pupils are aspirational and rightly optimistic about their futures. Leaders set high
  expectations for pupils' learning, behaviour and wider development, which are
  routinely put into practice. Staff make sure that pupils' best interests are at the heart
  of all that they do.
- Pupils' achievement is good overall across all year groups, including in the sixth
  form. They receive very effective support and guidance which helps them make
  informed, positive choices about what they do when they leave school. Pupils are,
  therefore, prepared well for the next stages in their lives.
- Leaders are focused fully on making sure that all pupils achieve their best.
- Teachers are able to concentrate on making sure pupils get a good education. Staff
  morale is high and they are supported well. Leaders provide teachers with the right
  training, which has a very positive impact in classrooms.
- The curriculum is ambitious and designed to include all pupils.
- Pupils in key stage 4 study a wide range of subjects and the proportion of pupils
  taking the English Baccalaureate is rising rapidly to very high levels.

- Leaders make sure that pupils get the right help when they need it, prioritising the development of pupils' reading and writing. Support for pupils whose reading is weaker is especially effective.
- Leaders take the right action to raise individual pupils' attendance when necessary.

Review: 2022/2023 strategy's aims and outcomes

Aim	Outcome
To develop and communicate a clear vision which will raise the profile of disadvantaged students and enhance the school's inclusive ethos	PP responsibility now with AHT for Quality of Education, overseen by the DHT. There is a clear moral imperative; the grant is used to change life possibilities for Pupil Premium students. Member of MLT focused NPQSL on improving outcomes of PP students. Project included: - focus on literacy, in particular enrichment of vocabulary across the curriculum - questionnaires to selected PP students in Years 7-10 to identify barriers to learning and progress - dissemination of research and student voice in staff briefings and training to raise awareness and support whole school CPD Continued focus on PP students in Year 11 in terms of outcomes, underperformance identified and addressed. This is achieved through MLT and line management meetings and through department RAAPs and DIPs. (Department data analysis and improvement plans) Additional resources provided to departments for PP students as requested through DIPs.
To raise attainment for disadvantaged students through a sharp focus on Quality First Teaching	Timetabling for the new academic year was completed following a review of 2022/23. This included the even allocation of option block lessons at Key Stage 4. Whole school DDI and DDD processes monitor and review the consistency and impact of delivery of curriculum for PP students on their outcomes, with priority being Year 11 classes. These have shown strong subject knowledge, strong classroom routines and retrieval practice as well embedded. Our Assessment Policy has been reviewed and key strategies have been developed and implemented and are monitored closely. This feeds into our CPD programme for all teachers. There is a programme of regular testing of all students, using the GL assessment package for CAT4 and core subject progress testing is used to consolidate targets, identify gaps in knowledge, plan interventions and measure progress in all subjects. Teachers know

	their students, including those who are PP, EAL and SEND and follow whole school policies for ensuring good progress of these students. Training for all staff by SENCo on support for SEND students, including PP students and provision is tailored and well thought through for these students, including through Pupil passports. The progress of HPA PP students is tracked and intervention put in place, overseen by the AHT and the More Able Coordinator. All HPA PP students have a Pupil Passport on Classcharts. Support for teachers is put in place where weaknesses are identified, using Walkthru coaching. Member of the Mobius Maths Hub with Maths Mastery fully embedded in the department. Last year we were used as a case study for developing Mastery Teaching and HOD has been requested to support other schools in the network and invited to be part of the Secondary Subject Leadership Work Group, funded by the DfE. Poor behaviour is extremely rare; improving pedagogy is a much more important focus. Regular co-planning sessions are every two weeks in all departments, which particularly support less experienced teachers, including ECTs. There is strong support for all ECTs and Teach First teachers, including through the appointment of a dedicated Teach First coordinator last year. Staff CPD and wellbeing strategies are strategic, effective and supportive. External standardisation and moderation takes place across curriculum subjects and with other KGA schools to ensure consistency and share good practice. This is being developed further this academic year.
To improve the reading and spelling ages of disadvantaged students so that the gap between them and their chronological age is in line with or less than non-disadvantaged students.	Reading and spelling ages are tested twice a year for all students and results analysed and reviewed by SLT and link Governor from the LGB. Well-considered approaches for the weakest readers, including for PP students are evident. There is a good evidence base and regular monitoring. Use of tiered language is widespread in lessons e.g. in history there is judicious use of source material. Continued implementation of Bedrock (KS3/4) and Lexonik (KS4) for targeted students and introduction of Sparx Reader for all KS3 students- regular testing to track improvements and target support. The Tutor Reading programme is really well executed in Years 7 and 8 and has provided a rich reading curriculum and encouraged wider reading. A review of the TRP canon is planned this year to

	ensure even greater engagement in all year groups.

Last year we became a Lexonik school. Analysis has shown that this programme works very well for our Key Stage 4 students in terms of improving their reading ages. 25 Year 11 students, 9 of whom were Pupil Premium were specifically targeted to complete the 6-lesson programme, delivered by our trained members of staff in school. Of the 25 students, all made progress, 12 of them by more than 2 years, 4 of whom were Pupil Premium students. Following completion of the course, all students were deemed to be at least at the level needed for exam success (15.5+ years) As well as the numerical data all 3 Lexonik teachers reported increased levels of confidence by students in Lexonik sessions and in the post-test, compared to the pre-test. Students were more willing to attempt new vocabulary and demonstrated confidence to use their Lexonik skills to decode language. The best results were for students with significant gaps between their reading and spelling ages; the students who had higher spelling than reading ages made the greatest gains. We are expanding the Lexonik programme this year with Year 11 and Year 10 students.

Further analysis of reading and spelling age data, specifically comparing Pupil Premium students progress to non-disadvantaged students to be developed further next year. |
| To close the gap between non-disadvantaged and disadvantaged students in both P8 and A8 KPIs | See above.

Last year 2 part time (50% TT each) English and 1 part time (80%) maths specialist intervention teachers supported Year 11 students not predicted to achieve their target grades. This was in small targeted groups for set periods of time. Of those students who regularly attended their maths intervention, 85% achieved their FFT20 target grade. 53% of these were Pupil Premium students. The numbers overall were lower for English, but 72% of those with good attendance improved by at least one grade following the intervention. 24% of these were Pupil Premium students. More work needs to be done to encourage good attendance to all interventions, including by those students whose overall attendance is not good.

Of the 260 students (from Years 7-11) who benefited from small group or individual tutoring through the NTP last year, 101 were Pupil |

	Premium students (39%) In addition to specialist intervention teachers, we also employed an Academic Mentor in maths to work largely with Key Stage 3 students, facilitated online tuition through MyTutor and TalentED in English, maths and science for identified students in Years 10 and 11 and introduced a compulsory lesson 6 for identified students in EBacc subjects. The provision of online learning platforms available to students has increased to include Seneca in all subjects and Sparx Reader and we have continued our laptop lending scheme to students in all year groups, prioritising Pupil Premium students.
To improve attendance and resilience for disadvantaged students and reduce the number for persistent absence	Our Attendance Action Plan is implemented by all HOPs and monitored by SLT. Attendance was lower overall for PP students in 2022/23 compared to 2021/22 and the gap between PP and non PP widened slightly. (By 0.9%) However, attendance was higher for our PP students than for all PP students nationally (0.2% higher) Attendance continues to be a key priority for this academic year for all students and in July 2022 we joined the DfE Attendance Hubs programme.
To improve/raise aspiration for disadvantaged students and their families and develop a strong partnership to support students	Since April 2023 we have participated in the DfE Behaviour Hubs programme. This has provided excellent support and resources. A full audit was completed and key areas for development identified. Action plan approved and signed off by DfE. Through Class Charts we continue to monitor and analyse the awarding of positive and negative points to students, as part of our behaviour management policy. On average, the ratio of positive behaviour points to negative was lower for pupil premium students than for non-disadvantaged students. The ratio of number of students to application of sanctions is higher for Pupil Premium students than for non-Pupil Premium students. The biggest overall difference was in Year 9 (10%) and the smallest differences were in years 7 and 8 (6% and 5% respectively) 40% of all fixed term exclusions were for non-Pupil Premium students, compared to 60% for all Pupil Premium students. However, last year Pupil Premium students made up 34% of the cohort. The ratio of number of students to positive recognitions (R1-5s) was more in line for all year groups overall for Pupil Premium students, with the smallest gap of 3% for R1, R2 and R5s. Addressing any imbalance is a priority for this academic year and this analysis will be used by

	SLT, Heads of Progress and in staff training and CPD to ensure that Pupil Premium students and their families have high aspirations and are prudently supported to achieve good outcomes at school. A priority by Heads of Progress has been the attendance of families of Pupil Premium students to academic review days and subject consultation evenings and this has had a positive impact. Strategies included phone calls to all families to encourage and facilitate attendance, especially for traditionally hard to reach families and SLT and ELT as mentors for key students and their families- the main point of contact between school and home, which has improved communication. Our upper and lower school progress managers (non teaching) continue to support parental involvement in academic interventions as well as emotional and pastoral support to students and their families. Provisions to support the wellbeing and positive mental health of all students have improved this year and include a Wellbeing room, supervised each breaktime by MHFA trained staff and the revival of the library as a positive and vibrant space for students, facilitated by the new librarian. A significant factor in outcomes for some students in Year 11 has been the deterioration of their mental health, adversely affected by Covid and this continues to impact students in other year groups. Support for mental health continues to be a key priority this year. All students, including PP students have at least one careers meeting and follow up support, including school avoiders, whose appointments are available to them online with our careers advisor, liaising with the Year 11 leadership team. Careers week in March each year focuses on how different subjects can lead to different careers with many visitors to lessons to demonstrate application to the world of work. Of the 66 students currently in Year 12, 17 of these are Pupil Premium students, (26%) From the most recent data available on the Compare School Performance website, 89% of our PP students either stayed in education or went into employment compared to 93% of all our students and 94% of all students in England. (96% - non disadvantaged students in England)
To deliver a curriculum with intent that meets the needs of our students, providing a range	Our curriculum is evolving and is ambitious for all students, including PP, SEND and EAL. The move to a 3-year KS3 pathway to ensure breadth

of aspiration pathways, whether vocational or academic.	and depth is now fully in place. Year 11 leavers (Summer 2023) were the last cohort to commence a 3-year Key Stage 3 pathway and, also due to Covid, the decision was taken for them to drop one option subject in the summer term of Year 9. 65% of current PP students in Year 11 are on an Ebacc pathway and 76% of Year 10. Triple science is now offered as an option subject, with 24% of those in Year 11 consisting of Pupil Premium students. Further work is needed to ensure that this proportion continues to increase so that it is equal to or higher than the percentage of the cohort in each KS4 Year group. Last year we moved from MS Teams to Google classrooms to improve online provision for all students for independent study.
To ensure disadvantaged students have access to a wide range of extra-curricular activities and enrichment experiences both inside and out of school	We have continued and increased our provision of a free breakfast for all students through the National School Breakfast Programme, partially funded by the DfE. We have increased our range of provision and added an additional location, to separate Key Stage 3 and 4 students, based on demand. This has been highly successful. Our current student leadership team is going from strength to strength; Pupil Premium students are well represented in all year groups and a wide range of opportunities are available, eg Peer Mental Health, Anti-Bullying Ambassadors, House Council. We continue to offer HPA students opportunities to participate in super-curricular programmes and events, including The Brilliant Club (KS3) and Coachbright (KS4), ensuring that Pupil Premium students are proportionally represented and visits to universities, prioritising students who may be first generation members of their families to consider higher education. Last year 26 of our current Year 11 students applied to do work experience with Reading Borough Council. Of these, 10 were Pupil Premium students. Of the 6 successful candidates, 3 were Pupil Premium. Curricular and end of year enrichment experiences for all year groups continue to be heavily subsidised for Pupil Premium students. Extra-curricular visits and residential trips are also subsidised. Additional funding is provided to departments with practical elements to their curriculum to support Pupil Premium students, for example in food technology, art and photography and construction. Tracking of attendance to extra-curricular clubs during the school day

	showed that 22% of all students who attended were Pupil Premium students compared to 78% non-disadvantaged. The proportion of Year 9 PP students attending extra curricular activities reflected the actual number of PP students in the year group with 34% compared to 66% non-disadvantaged. Year 7 PP students were the least represented at extra-curricular clubs throughout the year. Recent developments last year in tracking pupil attendance at extra-curricular clubs on Classcharts has facilitated monitoring by SLT and HOPs and this will continue to improve next year. We have continued to improve facilities to improve all students' wellbeing during breaktimes and after school. These have included the installation of table tennis tables, bats and balls and basketball hoops in social areas around the school as well as board games in the library, supervised study in computer rooms and the Wellbeing room.

Externally provided programmes

Programme	Provider
The Brilliant Tutoring Programme Reading Scholars	The Brilliant Club Reading University
Peer to Peer Coaching Programme	CoachBright
My Tutor English and Maths GCSE online tutoring	MyTutor
Study Sensei	Elevate Senior Programmes	Elevate Education
Strategies for Success Reach for the Stars	Learning Performance Learning Performance - Learning Performance
1-3 online Maths and English	Talent-Ed
Academic Mentor Maths 1-6 tuition	National Tutoring Programme: guidance for schools 2022 to 2023 - GOV.UK (www.gov.uk)
Bedrock literacy	https://app.bedrocklearning.org/
Lexonik	https://lexonik.co.uk/