

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2024 to 2025 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	1053 (years 7-11)
Proportion (%) of pupil premium eligible pupils	38.4% (404)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mary Morris
Pupil premium lead Recovery premium lead	Gareth Edwards
Governor / Trustee lead	Christine Holland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£424,200
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	£424,200

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 financial contribution towards uniform costs, providing a free breakfast, purchasing revision materials, aiding work experience, running intervention sessions, a laptop loaning scheme and a residential revision programme.

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
Attainment 8	37.64	June 2025
Percentage of Grade 5+ in English and maths	38%	June 2025
Percentage of Grade 4+ in English and maths	61%	June 2025
Ebacc entry	69%	June 2025

Challenges

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

Challenge number	Detail of challenge
1	Attendance: 2023/4. Disadvantaged pupils' attendance was 88.5% compared to their non-disadvantaged peers (94.8%) . Whilst attendance of Disadvantaged students has increased, the gap to their non-disadvantaged peers is also increased (83.1% v 87.8%).
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 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 (<i>*with some exceptions</i>)
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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

“Budgeted cost: £212,000 (50%)

Activity	Evidence that supports this approach	Intended outcomes addressed
To ensure the profile of disadvantaged students remains high in school.	<p>EEF - Pupil Premium Guidance SEND Code of Practice Special Educational Needs in Mainstream Schools EEF</p> <p>Key points</p> <ul style="list-style-type: none"> • 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.	<p>EEF - Impact of COVID 19 on pupil attainment EEF - Pupil Premium Guidance</p> <p>Key Points</p> <ul style="list-style-type: none"> • 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. • Comprehensive Level 2 and 3 offer at KS5 	1,2,6, 7

<p>Continued teacher development and monitoring of quality first teaching through the CPD programme, including Walkthrus and NPQs</p>	<p>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)</p> <p>Key points</p> <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ○ Meta-cognition. (EEF, Hattie) <ul style="list-style-type: none"> ○ Improve teacher understanding of metacognition and how this can improve quality of teaching and learning - Walkthrus ○ Mastery learning in core subjects. (EEF, Hattie) <ul style="list-style-type: none"> ○ Maths Mastery through BBO Maths Hub. ○ Reading comprehension. (Sutton, EEF) <ul style="list-style-type: none"> ○ Teacher development regarding literacy and numeracy across the curriculum. <ul style="list-style-type: none"> ○ Tutor Reading Programme ○ Personalised and formative feedback. (EEF, Hattie, Dylan Williams) <ul style="list-style-type: none"> ○ 4 quarters marking ○ Regular retrieval practice in every lesson leads to greater retention. (Roediger and Butler). ○ Improvement in achievement and retention of knowledge in students. (Marzano, Gaddy and Dean 2000). <ul style="list-style-type: none"> ○ Activate prior learning – retrieval practice / quizzes / visual aids / 	<p>1, 2, 4</p>
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	<p>discussions – bringing crucial information to the working memory and assimilate new information. (Baddely, 2003).</p> <ul style="list-style-type: none"> • Staff CPD a priority to ensure high quality teaching and learning so that staff feel supported and empowered. Walkthrus, instructional coaching 	
<p>A continued focus on reducing differences across the curriculum and different year groups and improving the literacy skills of students (reading and spelling ages)</p>	<p>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</p> <p>Key points</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ 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) ○ 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 	<p>3, 4, 6, 8</p>

<p>Funding is available for staff to buy resources and equipment for disadvantaged students, including revision guides</p>	<p>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</p> <p>Key points</p> <ul style="list-style-type: none"> Individual departments/teachers have access to resources that support QFT for disadvantaged students. 	<p>2, 3, 4, 6, 7,8</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £127,000 (30%)

Activity	Evidence that supports this approach	Intended outcomes addressed
<p>Academic Support – Intervention teachers in English and maths</p>	<p>Using pupil premium EEF Sutton Trust - Potential of Higher Attaining Learners Mentoring Small Group Tuition</p> <p>Key points</p> <ul style="list-style-type: none"> 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. 	<p>2,3, 4</p>
<p>Academic Support – Lesson 6 all subjects</p>	<p>Key points</p> <ul style="list-style-type: none"> Support identified and intervention provided by subject teachers, prioritising disadvantaged students during compulsory lesson 6 in Year 11. 	<p>2, 4, 6</p>
<p>Use of online intervention packages to improve literacy</p>	<p>Improving Literacy in Secondary Schools Literacy Trust Research</p> <p>Key points</p>	<p>3,4,6</p>

of weakest readers and spellers	<ul style="list-style-type: none"> 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 	
Targeted mentoring of identified students	<p>Mentoring</p> <p>Key points</p> <ul style="list-style-type: none"> 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: £ 85,200 (20%)

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	<p>Attendance interventions rapid evidence assessment EEF Parental engagement EEF</p> <p>Key points</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Identify KM students whose tutors need to be calling/challenging/building relationships with home. 	5, 6

	<ul style="list-style-type: none"> ○ Tutors are accountable for attendance in their form. ○ KM Students called first, even if parent has called in. Robust conversations. ● Frequent Communication with home. <ul style="list-style-type: none"> ○ Attendance letter sent home at the start of each team. ○ 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. <ul style="list-style-type: none"> ○ 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% 	
<p>Aspiration and engagement is embedded across the curriculum for all students and there is a positive climate for behaviour and learning.</p>	<p>Mentoring Improving Behaviour in Schools EEF</p> <p>Key Points</p> <ul style="list-style-type: none"> ● 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' 	<p>2,3,4,6</p>

	<p>appointments for post-16 transition and guidance with mentors.</p> <ul style="list-style-type: none"> ● Inclusion staff work with any students vulnerable to NEET. ● Disadvantaged students supported with college, apprenticeships and UCAS applications and interviews. ● Further develop ways to raise aspiration on an individual basis eg: <ul style="list-style-type: none"> ○ Student leadership and peer coaching. ○ Work experience. ○ University/college visits. ○ Visiting speakers/mentors. ○ External mentoring groups. 	
<p>Improved parental engagement in learning and progress of students.</p>	<p>Parental engagement EEF New guide for schools to support their pupil premium strategy Using Digital Technology to Improve Learning</p> <p>Key points</p> <ul style="list-style-type: none"> ● 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. 	<p>1, 4, 5, 6, 8</p>

<p>All students can access and benefit from opportunities for enrichment of social and cultural capital</p>	<p>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</p> <p>Key Points</p> <ul style="list-style-type: none"> ● 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. ● 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 - <ul style="list-style-type: none"> ○ 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. 	<p>1, 4, 5, 6, 8</p>
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Total budgeted cost: £ 424,200

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 2023 to 2024 academic year

School overview

Metric	Data
School name	King's Academy Prospect
Pupils in school	1217
Proportion of disadvantaged pupils	38.1%
Pupil premium allocation this academic year	£357,075 (£490728 incl Recovery Funding and NTP)
Academic year or years covered by statement	2023/4
Publish date	September 2023
Review date	September 2024
Statement authorised by	Mary Morris
Pupil premium lead	Sue McCavish
Governor lead	Christine Holland

Disadvantaged pupil performance overview for last academic year 2023/4

Progress 8	-0.68
Attainment 8	31.4
Percentage of Grade 5+ in English and maths	20.5%
Percentage of Grade 4+ in English and maths	38.4%
Ebacc entry	53.4%
EBacc at grade 5+	8.2%
EBacc at grade 4+	13.7%

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 in England.

Results for our disadvantaged students improved, in some measures significantly in 2023/2024 from 2022/2023:

Progress 8 by 0.33

Achievement 8 by 5.3

Grade 5+ in English and maths by 8.5%

Grade 4+ in English and maths by 16.4%

EBACC entry by 37.4%

The gap between the percentage of our disadvantaged students and all non-disadvantaged students in England achieving a Grade 5 in English and maths closed from 40.64% in 2023 to 32.6% in 2024.

[Attainment at age 16 - Social Mobility Commission State of the Nation - GOV.UK.](#)

The percentage of our disadvantaged students being entered for the EBACC was 8.7% higher than for all non disadvantaged students in England.

However, we did not achieve our FFT20 targets for disadvantaged students and this is continues to be a key priority for this academic year, alongside closing the gap with all non-disadvantaged students in England. This year we did achieve our FFT50 targets for Grade 5+ in English and maths for disadvantaged students.

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: 2023/2024 strategy's aims and outcomes

Aim	Outcome
<p>To develop and communicate a clear vision which will raise the profile of disadvantaged students and enhance the school's inclusive ethos</p>	<p>Responsibility for the Pupil Premium and Recovery strategies and funding continues to be with the Assistant Headteacher for Quality of Education in the school, overseen by the Deputy Headteacher. Last year the school also led the Pupil Premium strategy across King's Group Academies Trust. This involved training and development across all schools as well as bespoke CPD at King's Academy Prospect. was a continued focus on disadvantaged students in Year 11 in terms of outcomes, underperformance identified and addressed. Additional resources were provided to departments for disadvantaged students as requested throughout the year.</p>
<p>To raise attainment for disadvantaged students through a sharp focus on Quality First Teaching</p>	<p>Timetabling for the new academic year prioritised English and maths for Year 11 and tracking and intervention systems focused primarily on the progress of disadvantaged students. Through our quality assurance processes, we monitored and reviewed the consistency and impact of delivery of curriculum for disadvantaged students on their outcomes. Key strengths included strong subject knowledge, strong classroom routines and retrieval practice being well embedded. A key area for whole school development is assessment; to ensure that key assessment tasks support students to consolidate their knowledge in all subjects so that they make good progress. This year we have embarked on the two year SSAT formative assessment programme to complement our own CPD programme in the school. This year we developed our programme of regular testing, using the GL assessment package for CAT4 and reading and spelling testing. All current students in Years 10 and 11 have FFT20 targets using CAT data in the absence of SATS. These students were re-tested in the summer of 2024 to ensure these targets are rigorous and aspirational. Teachers know their students, including those who are disadvantaged and/or of higher prior attainment, have EAL or SEND and follow whole school policies for ensuring good progress of these students. All disadvantaged</p>

	<p>students of HPA and/or with SEND have a Pupil Passport on Class Charts to support them. Support for teachers is put in place where weaknesses are identified, using Walkthrus and Instructional Coaching. Regular co-planning sessions continue to take place every two weeks in all departments, which particularly support less experienced teachers, including ECTs and Teach First teachers, for whom there is a strong programme of support.</p>
<p>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.</p>	<p>Reading and spelling ages are tested twice a year for all students and results and analysis reviewed by the Senior Leadership Team and the Local Governing Body. We have well-considered approaches for the weakest readers, including disadvantaged. 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. There is continued implementation of Lexonik for students in Years 10 and 11 and Sparx Reader is now embedded for all students in Years 7-9; involving regular testing to track improvements and target support. The Tutor Reading programme is really well executed in Years 7 to 10 and has provided a rich reading curriculum and encouraged wider reading. At the end of last academic year we reviewed our reading canon, following consultation with students and teachers to ensure greater engagement in all year groups.</p> <p>We have continued to develop our Lexonik programme in the school.. Analysis has shown that this programme works very well for our Key stage 4 students in terms of improving their reading ages. 31 Year 11 disadvantaged students were specifically targeted to complete the 6 lesson programme, delivered by our trained members of staff in school. Of the 31 students, all made progress from their final set of Pre-Public exams in February/March to their actual exams in terms of Achievement 8 and Progress 8. As well as the numerical data, upon completion of the programme, all 3 Lexonik teachers reported increased confidence evident 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</p>

	<p>between their reading and spelling ages; the students who had higher spelling than reading ages made the greatest gains.</p>
<p>To close the gap between non-disadvantaged and disadvantaged students in both P8 and A8 KPIs</p>	<p>See above.</p> <p>Last year we were able to offer a comprehensive programme of intervention and support, primarily in English and maths but also science through the recruitment of academic mentors. This was in addition to our existing intervention teachers in English and maths. The team each worked with small targeted groups of Year 11 students not predicted to achieve their target grades in these subjects for set periods of time. Of these 31% and 34% of students were Pupil Premium in maths and English respectively. 2 of these students received 121 support in both subjects. Of those PP students (42 in total) who there was improvement from their final mock exam grades to their actual outcomes as follows:</p> <p>Progress score - 0.42 Grade 5+ in EM - 7% Grade 4+ in EM- 12%</p> <p>Furthermore, of the 11 PP targeted students who were predicted to achieve a grade 5 or above in English and maths, all of these achieved this. Not all targeted students achieved grade 4 or above (12 students) so this is an area of focus for this academic year. More work needs to be done to encourage good attendance to all interventions, including by those students whose overall attendance is not good.</p> <p>In addition to the above, we also used NTP funding for students to engage in online tutoring through MyTutor in English, maths and science. 10 of these students, 4 of whom were PP students, also completed a superbust programme in maths and all made progress of at least one GCSE grade between their final mock exams and their actual results.</p>
<p>To improve attendance and resilience for disadvantaged students and reduce the number for persistent absence</p>	<p>Our attendance action plan was implemented by all HOPs and monitored by SLT. Attendance was lower overall for PP students in 2023/24 compared to 2022/23 and the gap between PP and non PP widened slightly. (By ___%) However, attendance was higher for our PP students than for all PP students nationally (___ higher)</p> <p>Attendance continues to be a key priority for this academic year for all students and we continue to participate in the DfE Attendance Hubs programme.</p>

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 ratio of number of students to positive recognitions (R1-5s) was more in line for all year groups overall for Pupil Premium students. Addressing any imbalance is a priority 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 senior leaders 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) continued 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 again improved this year and include a Wellbeing room, supervised each breaktime by MHFA trained staff, the revival of the library as a positive and vibrant space for students and the installation of table tennis tables and basketball hoops in social areas around the school.

All students, including disadvantaged 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

	<p>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 100 students currently in Year 12, 19 of these are Pupil Premium students, (19%)</p> <p>From the most recent data available on the Compare School Performance website, 74% of our PP students either stayed in education or went into employment compared to 85% of all our students and 93% of all students in England. (95% - non disadvantaged students in England)</p>
<p>Yes To deliver a curriculum with intent that meets the needs of our students, providing a range of aspiration pathways, whether vocational or academic.</p>	<p>Our curriculum is ambitious for all students, including PP, SEND and EAL in all 3 Key Stages. All students continue to learn a language in Years 7-9 (except a very small minority) and last year 53.4% of our PP students were entered for the EBACC, which was 8.7% higher than for all non disadvantaged students in England. From our current cohort of Year 11 disadvantaged students, 61% are on an EBACC pathway and Year 10 41%</p> <p>Triple science is now offered as an option subject, with 19% of current Year 11 students consisting of Pupil Premium students. This figure is higher for our current Year 10 students (32%)</p> <p>We will continue to ensure that our disadvantaged students aspire to undertake ambitious pathways, whether vocational or academic.</p>
<p>To ensure disadvantaged students have access to a wide range of extra-curricular activities and enrichment experiences both inside and out of school</p>	<p>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.</p> <p>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, e.g. Peer Mental Health, Anti-Bullying Ambassadors, House Council.</p> <p>We continue to offer students with higher prior attainment 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.</p> <p>Curricular and end of Year enrichment experiences for all year groups were significantly subsidised for Pupil Premium students.</p>

	<p>Extra-curricular visits and residential trips were also subsidised. Additional funding was provided to departments with practical elements to their curriculum to support PP students, for example in food technology, art and photography and construction.</p> <p>The attendance of disadvantaged students to all extra-curricular activities was closely tracked throughout the year. 32.46% of all students who attended throughout the year were Pupil Premium students, which is a higher proportion than the number of Pupil Premium students in the school last year (31%) 43.48% of all Year 7 students who attended extra-curricular events were those entitled to the Pupil Premium, which was the highest representation. Year 7 were the least represented last year and, into Year 8 are the least represented this year. (21.67%) We will continue to monitor and track during this academic year as part of this school's strategy as well as a wider objective across King's Group Academy.</p>
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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	Senior Programmes Elevate Education
Academic Mentors 1-6 tuition Maths English Science	National Tutoring Programme: guidance for schools 2022 to 2023 - GOV.UK (www.gov.uk) https://stepintoteaching.co.uk/
Lexonik	https://lexonik.co.uk/