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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kingsbury School
Number of pupils in school	689
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mr Martin Clarke Headteacher
Pupil premium lead	Mrs C Atkins Associate Assistant Headteacher
Governor / Trustee lead	Helen Hewlett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,530
Recovery premium funding allocation this academic year	£39,744
Student Led Grant Funding	£11,070
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	£214,344

Part A: Pupil premium strategy plan

Statement of intent

Our core purpose is to **Enthuse**, **Aspire** and **Achieve**. Our vision will be centred on achievement; not just academic achievement, but also social and emotional achievement. We endeavour to create an ethos of high aspirations, high motivation, high self-esteem, and ultimately high achievement for every student.

We want our students to achieve and to be happy. We aim for our provision to be **valuable for all and vital for our most vulnerable** (disadvantaged and SEND)

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment and progress across the curriculum.
The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, with the help of parents and specialist support staff.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our intention, within faculties, is to work together and provide extra opportunities, resources, time and meaningful intervention to help disadvantaged pupils make equal to or better progress than non-disadvantaged pupils, narrowing the gap that currently stands between the two groups. Leading to a rich, rewarding and successful life, following their passions and strengths into further education and higher skilled employment or university

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Establish personalised barriers and strategies that are pupil focused.
- Ensure disadvantaged pupils are challenged in the work that they are set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Faculty disadvantaged leads will be at the forefront within faculties.
- Continue to improve liaison and communication with parents to work together in collaboration.

Challenges

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

Challenge number	Detail of challenge
1	Attendance rates for some disadvantaged students are below the school average. These students cannot access the curriculum if absent and therefore their learning is affected.
2	Teaching and Learning: Lessons need to be more consistent in their approach to embedding common practices, taking into account, groupings, retrieval, home learning, behaviour, and catch-up.
3	Difficulties in their home lives are an issue for some of our disadvantaged students. Some struggle with a range of emotional and family issues, making it difficult for them to engage when in school. Some struggle financially, making school engagement more challenging.
4	Literacy skills in disadvantaged students are, on average, lower than their peers.
5	Aspirations and enrichment: The pupil PCP's have found that a large proportion of disadvantaged pupils do not 'aspire' either in school or for later life and this is affecting their life choices and commitment in lessons as well as their option choices.
6	Wellbeing and emotional support: Some pupils have developed anxieties, school phobias and poor learning and behavior habits based on extended time at home after Covid, Intervention needs to be in place to re-establish the school attitudes to learning aims.

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
Attendance of PP students in all year groups will improve, in line with non-PP students. Attendance will be 'good' compared to national data.	Absence and persistent absence of PP reduces and is closer to that of non-disadvantaged students; gaps have reduced.

Improve levels of reading for all pupil premium students	Reading ability of our Year 7 PP students will improve to match their expected reading age.
Support for pupil premium students' mental health and wellbeing will increase and continue to improve.	That intervention and support systems are used regularly to support disadvantaged. That disadvantaged students receive more positive praise and rewards from pastoral staff than they did in the previous academic year. Case studies show disadvantaged students overcoming barriers to achievement. That the % numbers of disadvantaged students engaged in extra-curricular activities and visits etc is in line or better than all students.
Pupil premium students will actively engage with their learning and achieve positive outcomes, supported with aspirational targets	PP pupils to perform in line with non-PP students. PP progress will be closer to 0. HA PP will have positive VA. All PP not on target will receive academic mentoring support.
Disadvantaged students receive an enriched experience and increase their cultural capital, by access to school trips, events and careers interviews.	Disadvantaged students will have increased exposure to cultural capital. All Year 10 and 11 PP students will have an annual Careers interview.

Activity in this academic year 2023-2024

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: **£99,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and allocation of additional teaching staff in English, Maths and Science to facilitate the creation of additional teaching groups in each of these subjects, therefore reducing class sizes and allowing increased teacher support.	Smaller class sizes allow greater teacher/student interaction and intervention. This has led to class sizes as small as 16 in the core subjects. Much smaller classes allow for adaptive teaching techniques and increased personalisation. Reducing class size | EEF (educationendowmentfoundation.org.uk) Education Endowment Foundation | EEF	2
CPD: High quality teaching to ensure all students make progress, are challenged and can effectively remember knowledge and skills. This will involve ongoing teacher training (Professional Growth) and support and release time. The Quality of Education Team lead regular CPD to strengthen the school's practice.	EEF outlines the need for high quality teaching. Cognitive strategies such as recall/retrieval are widely practiced at the school. These are supported by metacognitive strategies. Evidence to support can be found here: Education Endowment Foundation | EEF Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)	2
Curriculum (topics and sequencing) is reviewed by each Faculty and curriculum plan (with necessary adjustments) is quality assured by the SLT Curriculum Lead.	This is to ensure high quality teaching allowing all students to make progress and ensure that gaps in learning are identified and addressed.	2

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

Budgeted cost: **£28,100 + £4,000 (Lexonik) = £29,216**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 NTP provision	National tutoring programme, Policy Paper.	2, 3, 4
Targeted intervention for identified Year 11 students, including small group and 1:1 tuition	Tuition targeted at specific needs and knowledge gaps can be an effective method to support student progress both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk)	2, 3, 4
Purchase of Lexonik Reading Intervention programme. Key members of staff trained in delivery of these packages.	Demos Report, 2018: Children from disadvantaged backgrounds who read often tend to score better than privileged children who don't read at all. Reading is an effective form of support for depression, anxiety and anger.	4

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

Budgeted cost: **£82,744**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Restorative behaviour strategy for all students to ensure positive attitudes to learning and strong staff/student relationships. This includes training for all staff and personnel investment in the pastoral team to include behaviour managers and an additional deputy headteacher responsible for behaviour and welfare. Provision of bespoke counselling and mentoring for disadvantaged students who are struggling to manage their behaviour and emotional/mental	Evidence suggests that, on average, behaviour interventions can produce improvements in academic performance along with a decrease in problematic behaviours. Effective approaches can promote better engagement with teaching and learning by reducing challenging behaviour and improving pupil engagement. Improving Behaviour in Schools | EEF (educationendowmentfoundation.org.uk)	5, 6

wellbeing. Counselling through agencies and an emotional wellbeing coach is also accessed for targeted individuals. The behaviour team to lead a variety of workshops and small group interventions to support positive engagement with learning and the school.	Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	
Attendance Officer based for 5 mornings a week, priority focus on PP students, particularly PA. Careers Advisor employed by the school (4 days per week)	DfE guidance 2021: supporting school attendance. Leading Change: Anna Freud Centre. EEF: Careers education; international literature review	1, 5, 6
Extended and flexible use of The Pastoral Hub to support students displaying emotional based school refusal and wider mental health issues.	SecEd 2021: Darren Martindale; emotionally based school avoidance. DfE guidance 2021: supporting school attendance.	1, 5, 6
Purchase of NRGT testing.	RSA study on effects of disruption on primary pupils – impact on current Year 7.	4
Uniform	£2500 towards PE kits and uniform to subsidise the uniform hub.	3
Subject specific requirements to support pupils accessing the curriculum.	Some student families need support in accessing all curriculum areas. We aim to ensure that all students receive an inclusive education and that specific curriculum needs are met. Visits also allow students to develop cultural capital.	3, 5
Breakfasts	It was found whilst doing the PCPs that 70-75% of disadvantaged pupils were attending school without having breakfast. It was published that not eating breakfast not only reduces academic performance by pupils struggling to concentrate but that it also affects attendance due to stomach aches etc.	3, 6
Encouraging disadvantaged students to engage in student leadership roles within the school to promote pride and ambition: Young Leadership Team and ambassadors.	We want students to feel that they can make a difference in the life of the school engaging with other students and processes which will instil character values. Role models are established within older years for younger students to aspire to.	5

Total budgeted cost: £214,344

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

- Progress data for 2022-2023 shows a reduced gap of 0.28 in Mathematics when you compare pupil premium students to non-pupil premium students (data compared to previously validated data from 2018-2019).
- The progress gap also reduced in Combined Science, Biology, Chemistry, Physics, Geography, History, Citizenship, DT, Drama, Music and Psychology. It is acknowledged that the progress of pupil premium students still needs to be better in some of these subjects.

	2019	2022	
	Progress (Dis vs. Non-Dis)	Progress (Dis vs. Non-Dis)	Change 2019-2022
English Language	-0.42	-0.97	-0.55
English Literature	-0.27	-0.97	-0.70
Maths	-0.75	-0.47	0.28
Science (Combined)	-0.87	-0.36	0.51
Biology	-1.04	-0.74	0.30
Chemistry	-0.60	-0.58	0.02
Physics	-1.11	-0.54	0.57
Geography	-1.05	-1.01	0.04
History	-0.69	-0.38	0.31
French		0.70	
Art	0.92	-0.77	-1.69
Citizenship	-0.10	0.25	0.35
Design and Technology	-0.69	-0.57	0.12
Drama	-1.60	-1.58	0.02
Music	-0.57	0.06	0.63
Psychology	-1.09	-0.19	0.90
Child Development	-0.12	-1.26	-1.14
Creative Imedia		-0.25	
Sport Science	-0.78	-2.18	-1.40
Hospitality and Catering	-0.87	-2.70	-1.83

- 95% of Year 9 now have a personal 1:1 Pupil Centred Profile; the impact of this is that 70% of the pupils disclosed that they were affected by anxiety. Consequently, assemblies have been calendared for next year to support pupils with strategies to effectively manage symptoms.
- The school created adapted curriculum plans to address gaps in learning because of absence. Disadvantaged students were supported financially, where required, for uniform, transport, all revision guides and school equipment. Planned educational

visits and music lessons were supported for disadvantaged students where requested.

- Year 9 pupil premium pupils were met with to discuss options. The impact of this is that more pupil premium pupils received guidance and could discuss their thoughts to make a confident decision.
- All Year 11 students had a 1:1 vocational Careers Guidance Interview. Continued bi-weekly 1:1 intervention for five RONI students around raising aspirations, regular check-ins for three students who had not been attending school, and a home visit with our career's coordinator has been conducted. As a result, 22 pupil premium students (100%) received a conditional offer at post-16 provision.
- Home visits and in-school counselling have supported disadvantaged students throughout the year.

Externally provided programmes

Programme	Provider
National Tutoring Programme	MyTutor
Calm Careers	Nikki Hamilton
Emotional Wellbeing Coach	Breathe and Achieve
Educational Psychologist	WES

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This includes:

- Embedding retrieval practice and 5-minute flashbacks in every lesson to develop memory and brain function.
- Ensuring pupils are assessed via STAR marking on two occasions every half term, with interim marking throughout as per the school marking policy.
- Ensuring the use of TIFs (take it further) in all lessons to promote challenge and aspiration.
- Use of tutor time to deliver information and support on attendance, behaviour, reading, motivation and career aspirations.
- Delivery of Personal Development (PD) using allocated time within the curriculum to teach pupils a range of topics including social, bullying, mental health and finance.
- To utilise focus days to cover topics that arise such as mental health throughout the year.
- Year 11 Raising Achievement Strategy.
- NGRT testing has taken place in the autumn term of 2023-2024 for Year 7 to 9. This will provide accurate data of pupils start point, prediction of grades, gaps in knowledge and wellbeing areas of need.