Kingsbury School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Kingsbury School
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024-2027
Date this statement was published	31st December 2024
Date on which it will be reviewed	1st December 2025
Statement authorised by	Martin Clarke
Pupil premium lead	Martin Clarke
Governor / Trustee lead	Helen Hewlett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,250
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*	£152,250

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.

Castle Phoenix Trust
Our Trust Ambitions of Impactful Teaching, Reading, Oracy, Digital Creativity, Achievement and Aspirations enhance our curriculums, ensuring they are accessible to all. They have been identified by our schools as being key drivers to success and are a collective focus. We are clear that by threading these ambitions through every aspect of school life, removing barriers to learning, our children will thrive pastorally and academically, knowing and remembering more about the content of our curriculums. The Ambitions are our DNA, and a key part of our school improvement strategy.

As part of Castle Phoenix Trust, these six Ambitions have been identified as **'Valuable for ALL but Vital for some**, in particular for our most vulnerable, disadvantaged and SEND pupils. Each school focus on bespoke aspects of each ambition related to their school context, community and pupil needs. Every school has an ambition leader and this enables collaborative working.

This year the ambitions are woven within our desire to create vibrant **inclusive classrooms** where pupils feel a strong sense of belonging and can access the learning in a way that ensures they make good progress. Ambition showcases are held each half term across our Trust for schools to share good practice.

Challenges

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

Challenge number	Detail of challenge
1	**Absence:** 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	**Reading and access to the curriculum:** Literacy skills in disadvantaged students are, on average, lower than their peers. We will develop confident and competent readers.
3	**Raising aspirations:** 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. We want our children to have high aspirations for their future through developing self-belief, valuing learning and broadening horizons (including careers related learning).
4	**Impactful Teaching:** Some pupil premium students do not make expected progress, primarily due to absence. Therefore, lesson routines and structures need to factor this into planning with strategies for catch-up, intervention and retrieval.
5	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.

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.
Each pupil can **read** at least in line with age related expectations Every school has a vibrant and systemic approach to enable reading for fluency and for pleasure	Reading outcomes for disadvantaged pupils improve year on year and the attainment gap narrows NGRT outcomes show reading score improvement for disadvantaged pupils in Year 7,8 and 9
There is an ambitious vision for **oracy** and a culture for building oracy. There is a sustained and wide-ranging curriculum for oracy Pupils develop a range of oracy skills	Voice 21 evaluation evidences increased confidence and competency with oracy
Pupils and staff gain increased knowledge, skills and understanding for using **digital technology** to enhance and transform learning	Every teacher has a toolkit and deploys strategies for effectively using iPads to aide pupil learning
Our classrooms are **inclusive** because of effective teaching. Pupil premium students will actively engage with their learning and achieve positive outcomes, supported with aspirational targets	Pupils understand what they are learning and why Pupils are engaged in learning
All pupils who receive funding make good or better **progress** in line with their peers	Attainment in English and maths continues to improve year on year. The attainment gap continues to narrow The attendance gap continues to narrow Persistent absence reduces
Pupils are motivated about their learning through linking and embedding in the curriculum strong connections between education and the world of work We broaden children's horizons and raise aspirations Children are supported to see a clear link and purpose between their learning experiences and their future	Gatsby Benchmarks are met Evaluation against CPT Primary career framework Evaluation against our Trust Skills for future success

Stereotypes that children and their parents might have about jobs and the people that do them are challenged Aspects of career related learning are developed Children are helped to learn more about their own talents and abilities and instil greater confidence	

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.

Castle Phoenix Trust Central Funding

Budgeted cost: £ *centrally funded*

Activity	Evidence that supports this approach	Challenge number(s) addressed
NGRT testing and analysis	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.	2
Membership of Voice 21		4
iPad provision, support and training Explain everything		4
School delivery partners		4
Executive Lead post for Attendance with a focus on disadvantaged pupils		1
Executive Lead posts for Aspirations and student leadership		3

Teaching

Budgeted cost: £99,000

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	4
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)	4
Curriculum (topics and sequencing) is reviewed by each Faculty and curriculum plan (with necessary adjustments) is quality assured by the SLT Curriculum Lead. Curriculum audits will be completed in 2024-2025.	This is to ensure high quality teaching allowing all students to make progress and ensure that gaps in learning are identified and addressed.	4

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention for identified Year 11 students, including small group, afterschool sessions 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)	1, 3, 4, 5
Lexonik Leap and Advance 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.	2
Year 11 Intervention Day in April 2025	Intervention targeted at specific needs and knowledge gaps can be an effective method to support student progress	1, 3, 4
Year 11 Mentoring Strategy	Intervention targeted at specific needs and knowledge gaps can be an effective method to support student progress. Targets to support students progress is likely to improve performance and motivation.	1, 3, 4, 5

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

Budgeted cost: £48,250

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 non-teaching Year Leaders. Provision of bespoke counselling and mentoring for disadvantaged students who are struggling to manage their behaviour and emotional/mental 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.	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) Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	1, 3, 5
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
Extended and flexible use of The Phoenix Suite 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.	5
Uniform	£2,500 towards PE kits and uniform to subsidise the uniform hub.	5

Breakfasts A breakfast club runs every morning for identified students.	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.	1, 5
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.	4, 5

Total budgeted cost: £152,250

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- The progress and attainment of disadvantaged students improved compared to 2022-2023. Overall Progress increased from -0.47 to -0.41. Significant progress gains are estimated in Maths and English (-0.66→+0.09 in English; and -0.67→-0.44 in Maths). Basics 5+ for for disadvantaged students has increased from 9.7% → 18.8%; Basics 7+ increased from 0% to 6.3%.
- Good and standard passes in English and Maths improved from 2022-23 outcomes. Students achieving grade 7+ in both increased by 7%, students achieving grade 5+ in both increased by 10% and students achieving grade 4+ in both increased by 8%.
- Attainment and progress in English improved from 2022-23 outcomes. Progress improved from -0.11 in 2022-23, to +0.21 in 2023-24.
- Attainment and progress in Maths improved from 2022-23 outcomes. Progress improved from -0.31 in 2022-23, to -0.11 in 2023-24.
- The Progress 8 of Year 11 SEND K Students for final outcomes is +0.89 based on SISRA estimates (significantly higher than the Progress 8 of -4.16 for 2022-2023 outcomes).
- Fixed term suspensions continue to show a decline with the number of incidents declining compared to last year (22.85% à 15.89%) . For the summer term, the number of student repeat suspensions declined from 15 to 3 compared to the autumn term, and remains well below national average. The percentage of Disadvantaged students who have been suspended continues to decline significantly, approximately halving when compared to the autumn term and this time last year.
- 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. Pupil Premium students are prioritised.
- Home visits and in-school counselling have supported pupil premium students throughout the year.
- Analysis of autumn term attendance data: Attendance has been increased overall, and for almost all key groups when compared to the same period last year. Whole school absence has reduced by 2%, disadvantaged absence by 4.3%, non-disadvantaged absence by 1.3%, and SEND-support absence by 16.5%; this shows that positive impact has been made with reducing the absence of key groups within school, as well as improving overall attendance. Compared to the same period last year, the gap between school attendance and the national average has reduced from 4.7% to 1.9% (a difference of 2.8%).
- Persistent absence has reduced by 4.5% and PA disadvantaged has reduced by 11.2% showing the impact of interventions with this group; equally SEND support PA has reduced by 21.4%.

Externally provided programmes

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

Programme	Provider
Emotional Wellbeing Coach	Breathe and Achieve
Educational Psychologist	WES

Service pupil premium funding (optional)

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

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil 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.