Pupil premium strategy statement – The King's Church of England Academy

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

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

School overview

Detail	Data
Number of pupils in school	771 (inc. 6th Form)
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers	2023 – 2026
Date this statement was published	September 2023
Date on which it will be reviewed	August 2024
Statement authorised by	Principal
Pupil premium lead	Principal
Governor / Trustee lead	Mrs J Timperley-Goodwin

Funding overview

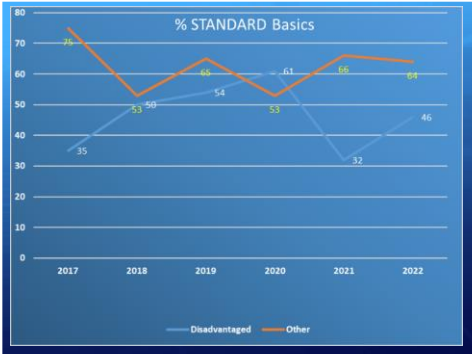| Detail	Amount
Pupil premium funding allocation this academic year	£ 210,105
Recovery premium funding allocation this academic year	£ 53,268
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£ 0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£263,373

Statement of intent

Our intent is that all students, irrespective of their background or circumstances, are enabled to achieve their God-given academic and personal potential so that they can make a positive impact in the world.

High-quality teaching is at the heart of our approach, since it is the core business of the academy. 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 academy. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment and those with special educational needs will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Lack of aspiration and engagement by disadvantaged students, especially with independent study.
	Behaviour analysis shows that disadvantaged students, notably males, are more likely to be suspended or removed from lessons due to poor behaviour
	There is a strong correlation, based on internal data over five years, between a student's poor 'attitude to learning' and 'commitment to homework' scores and poor GCSE outcomes
2	Poor attendance and/ or punctuality.
	Our attendance data shows that attendance for disadvantaged students is lower than that for other students. Disadvantaged students are more likely to be persistently absent: 86.2% compared to 89.7% for other students (academic year 2022-23)
3	Poor reading comprehension and/ or reading ages below chronological age

	Baseline assessments on entry to the academy show that disadvantaged students are more likely to struggle with reading comprehension and /or have a reading age behind their chronological age Poorer accuracy and speed of recall in timetable facts Baseline assessments on entry to the academy show that disadvantaged students are more likely to recall quickly and accurately key times table facts
4	Discussions with students and parents/ carers and analysis of MyConcern records have identified ongoing issues such as poor mental health, low self-esteem and anxiety. These issues are mainly driven by socioeconomic factors and affect disadvantaged students' ability to effectively engage with their education.
5	At the end of Key Stage 2 a gap in attainment has already been created between disadvantaged students and their peers – evidenced nationally and through our work with the RADY project.
6	The attainment of disadvantaged students in English and maths GCSEs is generally lower than that of their peers.

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
Achieve and sustain improved attendance for all students, particularly for disadvantaged students	Sustained high attendance by 2025/26: End of year attendance at or above national Robust challenge to absence due to illness – currently @ 6% 2023 Robust challenge to persistent absentees from 2022-23
Improved attainment across the curriculum at the end of Key Stage 4	Achieve a rolling improving three year trend for Progress 8 for disadvantaged students, particularly males

	Achieve a rolling three year improving trend in the standard BASICs measure (Grade 4+)
	Achieve a sustained broadly average Progress 8 score for disadvantaged students in maths (-0.25 through +0.25)
	Achieve a sustained broadly average Progress 8 score for disadvantaged students in English (-0.25 through +0.25)
	Ensure that disadvantaged students' option choices continue to generate the best progress outcomes
Improved reading comprehension amongst disadvantaged students across Key stage 3 Improved reading age for identified students across Key Stage 3 and 4	NGRT comprehension data demonstrates an X % improvement in comprehension skills among disadvantaged students and a smaller disparity between other students The 'Thinking Reading' programme will graduate enrolled students within recommended timescales; teacher reports and student work will evidence improved engagement with the curriculum for these students
Improved accuracy and speed of recall in the 21 key times table facts across all maths classes in Key Stage 3	Assessment data will show sustained accuracy rates at the following minimum thresholds 97%: HATS; 87%+: MATS; 77%+ LATS
Achieve and sustain improved well being for all students, particularly disadvantaged students	Sustained levels of well-being by 2025/26: Student and parent voice overwhelmingly indicates that students feel safe, supported and are generally happy Engagement levels with the enrichment curriculum increase, especially the student leadership programme and DofE award
Improved self-regulatory skills among disadvantaged students across all subjects	Reduced need for Internal exclusion and/ or suspensions ClassCharts analysis together with teacher voice shows that disadvantaged students are better able to regulate their own learning Improved homework completion rates across all classes and subjects Improved referral rates to The Gallery and 'Meet the Principal' across all classes and subjects

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £75,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued delivery of standardised diagnostic assessments. Explore further for the end of KS3 CORE	Standardised assessments provide reliable insights into cohort/ individual student specific strengths and weaknesses. NGRT and CATs enable our staff to analyse data that they are familiar with and make valid comparisons between cohorts. Timely use of these assessments enables our students to receive the correct additional support through interventions and teachers planning of lessons	5,6
Acknowledging that an attainment gap already exists at the end of KS2; using adjusted 'forecast grades' to benchmark; student GCSE outcomes; setting all students the target to make 'Outstanding' steps of progress	National data https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment The RADY project Ready, D. D., & Wright, D. L. (2011). Accuracy and Inaccuracy in Teachers' Perceptions of Young Children's Cognitive Abilities: The Role of Child Background and Classroom Context. American Educational Research Journal, 48(2), 335–360. https://doi.org/10.3102/0002831210374874	5,6
Continued enhancement of quality first teaching across all subjects. This will include: CPD Monday's focussed on further development of instructional and content pedagogies Ongoing teacher training and support to embed: 1 Action feedback 2 Retrieval activities 3 Deliberate practice time	The core business of the academy is to deliver learning experiences that last a lifetime. The best available evidence shows that great teaching is the biggest lever schools have to impact on the attainment of all learners https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1,3,5,6

Roll out the meaningful homework programme. This will include: 1 half term overviews to assist student organisation 2 success criteria and guidance notes to improve clarity of expectations 3 exemplars 4 rewards and recognitions	This is an inexpensive method to help students become more independent. There is significant internal data that shows commitment impacts on KS4 outcomes. The EEF provides a broader evidence base https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,5,6
Further enhancement of the maths curriculum and teaching. This will include: 1 progression planning from KS2 – links with primary methods 2 LBQ 'cold' and 'hot' assessments to inform planning – linking content pedagogy development with common misconceptions 3 cross curricular links – science/ geog 4 carefully created opportunities for student practice 5 long term planning for teaching problem solving skills	https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3 https://www.gov.uk/government/publications/subject-report-series-maths	3
Further enhancement of the English curriculum and teaching. This will include: 1 Flash marking 2 diversifying texts studied 3 Agreed content pedagogy for HATs 4 'READing' initiative 5 progression planning from KS2 – to address scaffolding dependency 6 Tier 2 and 3 vocabulary	https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english	3

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

Budgeted cost: £97,885

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued delivery of reading interventions: 1 'Staffordshire Literacy' programme 2 LEXIA 3 'Thinking reading' Improving literacy in all subject areas (e.g., talk like a scientist). This will include: 1 The identification of tier 2 and 3 vocabulary and connecting it to the key skills and knowledge to be acquired by each subject each half term 2 Promoting tier 2 vocabulary as a common thread across all subjects	We researched the Thinking Reading programme based on its evidence of impact. First year trials with a small cohort of students have shown significant gains. https://www.thinkingreading.com/case-studies EEF 'Improving Literacy in Secondary Schools' guidance. Students being able to use subject specific vocabulary is key as they learn new, more complex concepts in each subject https://www.naeyc.org/resources/pubs/tyc/feb2014/the-word-gap TAs will trial, half termly, sets of Tier 2 Vocabulary cards are part of their support to students – increasing students' awareness and understanding of this language	1,3.5,6
School-led small group tuition in maths	Tuition by a HLTA: maths to target students across Key stage 3 in addressing gaps in key skills and knowledge https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
Mentoring students in Key Stage 3	Early identification and support for students at risk of underperforming in years 7, 8 or 9. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1,2,6
Educational Opportunity fund	Based on our context we have identified a need to have a contingency fund to support such things as. In a number of cases this spend can mitigate unnecessary conflict: 1 uniform 2 homework club snacks 3 DofE enrolment and expedition resourcing 4 school trips 5 enrichment club fees	

6 equipment for school (e.g. Food tech/ calculators)	

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

Budgeted cost: £90,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance - to include: 1 increased challenge to absence due to illness 2 proactivity at a higher threshold 3 targeted Form time reviews 4 rewards and recognition 5 use of action plans/ PSPs	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	2
Communication – to include: 1 100% Classcharts active users in all year groups 2 further embed the ANT programme (advanced notification texting)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2,3
Enrichment	We will continue to offer a range of high-quality extra-curricular activities to boost student wellbeing, behaviour, attendance and aspiration. Provision includes: 1 Half termly enrichment programme 2 Duke of Edinburgh Award 3 NCS 4 Full engagement in Staffordshire inter-school sporting events	4

Total budgeted cost: £263,965

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage 5

A priority is that disadvantaged students continue to achieve well in comparison to their peers if they choose to remain with us and study in our 6th Form. For 2023- 2024, there were 4 disadvantaged students in year 13.

Surname	First Name	UPN	Year Group	Criminology Diploma - ALPS	Criminology Diploma - Results	Health And Social Care - ALPS	Health And Social Care - Results	Sport - Extended Diploma - ALPS	Sport - Extended Diploma - Result
A		disadvantaged	Year 13			DDM	DDD		
B		disadvantaged	Year 13	B-	D	DDD	DDD		
C		disadvantaged	Year 13					D*D*D*	DDD
D		disadvantaged	Year 13			DDM	D*DD		

🟩	Above forecast grade
🟧	At forecast grade
🟥	Below forecast grade

In all cases the students have secured their choice of next steps as a result of these outcomes.

A review of the Sport Diploma course has shown us that students struggled with course units that are presented as disparate entities, with few if any connections between them. Going forwards year 12 students are already on an improved curriculum offer, where there is an emphasis on the connections between the different strands of learning.

Key Stage 4

The 2023 cohort comprised 143 students, of whom 45 were disadvantaged (24 male and 21 female). The disadvantaged students had a KS2 average attainment score of 102.5 compared to other students who had an average score of 104.5.

Progress 8	Achieve an overall positive P8 score -0.66 (-0.45 2019 National, -0.55 2022) and PP male -0.92 (-0.7 2019 National, -0.72 2022)	🟥
Standard BASICs (4+ in English and maths)	Achieve an improving trend in the BASICs 33%, with PP male 33% (45% 2019 National)	🟥
English P8	Achieve a positive P8 score in English -0.69, with PP male -1.19 (-0.39 2019 National)	🟥
Maths P8	Achieve a positive P8 score in maths -0.75, with PP male -0.69 (-0.39 2019 National)	🟥
Open P8	Achieve a positive P8 score in option subjects -0.25, with PP male -0.77 (-0.48 2019 National)	🟥
Attendance	Maintain attendance at national level or better KS4 Year 11:80.1% with PP male 83.9% (National PP (all): 90.7% 2022-23)	🟥

Disadvantaged students were, on average, persistently absent from the academy in the last academic year (males: 83.9% and females: 82.2%). Absence rates for this group of students is too high. We know from our own internal data, as well as national data, the impact that poor attendance has on student outcomes. Raising the attendance of our pupil premium students remains a focus of our current school development plan.

The average grade per subject in Attainment 8 slots for pupil premium students is 3.5 (with similar attainment levels from male (3.4) and female (3.5) students). This is similar to the equivalent 2019 National figure of 3.7 but below our 2019 school figure of 4.1.

Pupil premium students were generally very successful in their vocational qualifications. The vast majority of student grades were either at or above their forecast grade in these subjects. The proportions of students who met or exceeded their forecast grade in each subject is as follows:

Child Development: 90%
Engineering design: 67%
Health and Social Care: 88%
Physical Education: 56%
iMedia: 83%
Hospitality and Catering: 88%

2023 results mean that we have yet to return to the successes we were gaining with disadvantage students up until when the pandemic struck, post 2019.

Current attainment (cohort 2018/19 – 71 pupils). Data presented: 2019, 2018, 2017	Disadvantaged 32 (School average)	Other 49 (School average)
% achieving 5 standard passes including English and Maths (5EM - standard)	44, 34, 39	60, 47, 78
% achieving 5 strong passes including English and Maths (5EM – strong)	17, 6, -	38, 33, -
% achieving a standard pass in English and Maths (BASICS – standard)	57, 50, 35	63, 53, 75
% achieving a strong pass in English and Maths (BASICS – strong)	26, 9, 18	38, 37, 50
Progress 8 Overall	-0.1, -0.62, -0.98	-0.24, -0.59, -0.08
Progress 8 English Pillar	0.41, -0.32, -1.07	0.03, -0.49, 0.14
Progress 8 Maths Pillar	-0.24, -0.82, -1.24	-0.42, -0.76, -0.26