

## 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
School name	The King's CofE Academy
Number of pupils in school	735 (Inc 6 <sup>th</sup> Form)
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Emma Postlethwaite
Pupil premium lead	Mrs A Smith
Governor / Trustee lead	Mrs H Miller

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248,325
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£248,325</b>

# Part A: Pupil premium strategy plan

## 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. Quality first 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- Behaviour and engagement	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- Attendance	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: YTD attendance 84.7% compared to 92.4% for Non-PP students (2024-25).
3- Mental Health & Self-esteem	Discussions with students and parents/ carers and analysis of My Concern 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.
4- Attainment	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. The attainment of disadvantaged students in English and maths GCSEs is generally lower than that of their peers.

5- Parental Engagement	The parental engagement of disadvantaged students is lower than that of non-disadvantaged students. Attendance to parent's evenings for disadvantaged students is significantly lower than non-disadvantaged peers.
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## 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
Improve the behaviour of disadvantaged students with a focus on improved self-regulatory skills.	The number of suspensions for disadvantaged students is significantly reduced in comparison with non-disadvantaged students to <60%. Arbor analysis together with teacher voice shows that disadvantaged students are better able to regulate their own learning.
Achieve and sustain improved attendance for all students, particularly for disadvantaged students	Sustained high attendance by 2025/26 with the gap between PP and Non-PP reduced to <3%.
Improved attainment across the curriculum at the end of Key Stage 4	Achieve an improved three year trend for Attainment 8 for disadvantaged students, particularly males. Achieve an improved three year trend in the standard BASICs measure (Grade 4+). Achieve a sustained broadly average P8 score for disadvantaged students in English and Maths (-0.25 through +0.25).
Achieve and sustain improved wellbeing for all students, particularly disadvantaged students	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.
Improve parental engagement of parents from a disadvantaged backgrounds	Ensure the parental engagement gap between disadvantaged and non-disadvantaged is less than 10%.

## 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:17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued delivery of standardised diagnostic assessments.	<p>Standardised assessments provide reliable insights into cohort/ individual student specific strengths and weaknesses.</p> <p>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</p>	4
Acknowledging that an attainment gap already exists at the end of KS2 and using adjusted 'forecast grades' to benchmark student GCSE outcomes.	<p><a href="https://explore-education-statistics.service.gov.uk/findstatistics/key-stage-2-attainment">https://explore-education-statistics.service.gov.uk/findstatistics/key-stage-2-attainment</a></p> <p>The RADY project Ready, D. D., &amp; 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. <a href="https://doi.org/10.3102/0002831210374874">https://doi.org/10.3102/0002831210374874</a></p>	4
Continued enhancement of quality first teaching across all subjects.  This will include CPD sessions focussed on further development of T&L.	<p>The best available evidence shows that great teaching is the biggest lever schools have to impact on the attainment of all learners</p> <p><a href="https://educationendowmentfoundation.org.uk/supportfor-schools/school-planning-support/1-high-qualityteaching">https://educationendowmentfoundation.org.uk/supportfor-schools/school-planning-support/1-high-qualityteaching</a></p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback</a></p>	1,4

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

Budgeted cost: £94,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued delivery of reading interventions:</p> <p>1 'Staffordshire Literacy' programme</p> <p>2 LEXIA</p> <p>3 'Thinking reading'</p> <p>Improving literacy in all subject areas (e.g., talk like a scientist).</p> <p>This will include:</p> <p>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</p> <p>2 Promoting tier 2 vocabulary as a common thread across all subjects</p>	<p>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</p> <p><a href="https://www.naeyc.org/resources/pubs/tyc/feb2014/theword-gap">https://www.naeyc.org/resources/pubs/tyc/feb2014/theword-gap</a></p> <p>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</p>	<p>1,3,4</p>
<p>School-led small group tuition and support in maths</p>	<p>Targeted 3-4 boundary interventions and masterclasses for KS4.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Century Maths is also being used (Online AI platform) to address gaps in key skills and knowledge at KS3.</p>	<p>4</p>
<p>Keep the Cash and My Bank</p>	<p>Two whole day experiences (Keep the Cash) and support from My Bank where students can develop understanding of financial literacy through mathematical application.</p>	<p>1,4</p>
<p>Mentoring students in Key Stage 3</p>	<p>Early identification and support for students at risk of underperforming in years 7, 8 or 9.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mentoring</a></p>	<p>1,2,3,4,</p>

Educational Opportunity fund	Based on our context we have identified a need to have a contingency fund to support such things as: <ul style="list-style-type: none"> <li>• Uniform</li> <li>• Homework club snacks</li> <li>• DofE enrolment and expedition resourcing</li> <li>• School trips</li> <li>• Enrichment club fees</li> <li>• Equipment for school (e.g. Food tech/ calculators)</li> </ul>	1,2,5
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £137,155

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance to include: <ol style="list-style-type: none"> <li>1- increased challenge to absence due to illness</li> <li>2- proactivity at a higher threshold</li> <li>3- 3 targeted form time reviews</li> <li>4- rewards and recognition</li> <li>5- use of action plans/ PSPs</li> </ol>	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	2
Enrichment	We will continue to offer a range of high quality extra-curricular activities to boost student wellbeing, behaviour, attendance and aspiration. Provision includes: <ol style="list-style-type: none"> <li>1- Half termly enrichment programme</li> <li>2- Duke of Edinburgh Award</li> <li>3- NCS</li> <li>4- Full engagement in Staffordshire inter-school sporting events</li> </ol>	1,2,3,5

**Total budgeted cost: £248,550**

## 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 2024/25, there were 7 disadvantaged students in year 13 out of a cohort of 23.

At Level 3 the overall average points per entry was 28.32 (C-) for disadvantaged students compared to 289.28 (C=) for non-disadvantaged students. In all cases the students secured their choice of next steps as a result of their outcomes.

#### Key Stage 4

Headline Measure	Covid TAGs/ CAGs					
	19/20 Exams	20/21 Exams	21/22 Exams	22/23 Exams	23/24 Exams	24/25 Exams
Average Total Attainment 8	45.46	45.89 ↗	47.69 ↗	39.15 ↘	38.14 ↘	39.93 ↗
Average Attainment 8 Grade	4.55	4.59 ↗	4.77 ↗	3.92 ↘	3.81 ↘	3.99 ↗
Average KS2 Prior Attainment	5	5	104 ↗	104	104	105 ↗
Average Estimated A8	42.43	45.73 ↗	49.73 ↗	45.69 ↘	45.94 ↗	49.30 ↗
<del>Average Total Progress 8</del>	0.44	0.05 ↘	-0.22 ↘	-0.62 ↘	-0.73 ↘	-0.87 ↘
Students Achieving 9-5 in English and Maths	35.6	34.5 ↘	40.2 ↗	26.7 ↘	26.1 ↘	27.2 ↗
Students Achieving 9-5 in English	57.5	46.4 ↘	60.9 ↗	40.4 ↘	44.2 ↗	46.4 ↗
Students Achieving 9-5 in Maths	39.7	41.7 ↗	45.7 ↗	35.6 ↘	32.6 ↘	33.8 ↗
Students Achieving 9-4 in English and Maths	56.2	53.6 ↘	58.7 ↗	45.9 ↘	52.9 ↗	48.3 ↘
Students Achieving 9-4 in English	74.0	79.8 ↗	78.3 ↘	65.1 ↘	65.9 ↗	65.6 ↘
Students Achieving 9-4 in Maths	63.0	53.6 ↘	63.0 ↗	52.1 ↘	58.7 ↗	54.3 ↘

# KS4 Results (Disadvantaged)



Headline Measure	19/20 Exams	20/21 Exams	21/22 Exams	22/23 Exams	23/24 Exams	24/25 Exams
Average Total Attainment 8	44.78	38.47 ↓	41.46 ↗	35.16 ↓	30.63 ↓	35.88 ↗
Average Attainment 8 Grade	4.48	3.85 ↓	4.15 ↗	3.52 ↓	3.06 ↓	3.59 ↗
Average KS2 Prior Attainment	5	5	102 ↗	102	103 ↗	105 ↗
Average Estimated A8	40.95	41.16 ↗	45.99 ↗	42.68 ↓	43.24 ↗	48.06 ↗
<del>Average Total Progress 8</del>	0.38	-0.27 ↓	-0.40 ↓	-0.72 ↓	-1.15 ↓	-1.02 ↗
Students Achieving 9-5 in English and Maths	28.6	16.1 ↓	21.4 ↗	14.9 ↓	14.6 ↓	22.2 ↗
Students Achieving 9-5 in English	53.6	29.0 ↓	46.4 ↗	31.9 ↓	36.6 ↗	42.2 ↗
Students Achieving 9-5 in Maths	35.7	22.6 ↓	28.6 ↗	21.3 ↓	19.5 ↓	26.7 ↗
Students Achieving 9-4 in English and Maths	60.7	32.3 ↓	46.4 ↗	31.9 ↓	29.3 ↓	37.8 ↗
Students Achieving 9-4 in English	78.6	64.5 ↓	60.7 ↓	57.4 ↓	43.9 ↓	62.2 ↗
Students Achieving 9-4 in Maths	67.9	32.3 ↓	53.6 ↗	42.6 ↓	41.5 ↓	44.4 ↗

The 2024/25 cohort comprised 151 students, of whom 42 were disadvantaged (19 male and 23 female).

Disadvantaged students were, on average, persistently absent from the academy in the last academic year YTD attendance 84.7% compared to 92.4% for Non-PP students (2024-25). 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 academy development plan.

The average grade per subject in Attainment 8 slots for pupil premium students is 3.59 (male 3.39 and female 4.06). This is an improvement on the previous year's data. 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.