

Pupil Premium Strategy Statement - Kingsthorpe College

School overview

Detail	Data
School name	Kingsthorpe College
Number of pupils in school	1428
Proportion (%) of pupil premium eligible pupils	20.3%
Academic year/years that our current pupil premium strategy plan covers	22/23 23/24 24/25
Date this statement was published	1 st December 22
Date on which it will be reviewed	1 st September 23
Statement authorised by	Jennie Giovanelli
Pupil premium lead	Jamie Hartnett
Governor / Trustee lead	James Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£246,743
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	£246,743

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to **accumulate advantage** for disadvantaged students. No matter what experiences they have had in the past, we see it as our duty to ensure they feel successful now and in the future. We aim to instil self-agency in our young people to allow them to make choices, seize opportunities and thrive in life.

Our strategy is about ensuring that students have access to all the opportunities they need to thrive in school, while recognising that it isn't always easy for disadvantaged students to 'step forward' to the opportunities that the school community provides.

The way we are approaching the leadership of the disadvantaged agenda is different this year. Rather than having a single senior leader being responsible for this agenda, we are using a matrix way of working. This will empower all leaders across our school to take ownership of their specialist areas, enabling us to be strategic and responsive to the changing needs of our students.

Our Trust Key Principles:

- *All disadvantaged students should **be known well in school**, and they should feel 'seen' and valued as members of the school community.*
- *All disadvantaged students should **experience high quality teaching** which enables them to experience success and accumulate knowledge and intellectual curiosity.*
- *All disadvantaged students should **be challenged and work within a culture of high aspiration**.*
- *All disadvantaged students should **be able to 'step forward' to opportunities** to lead, participate and engage in the wider life of the school. This includes through cultural capital, formal and informal roles in the student body and cross-curricular enrichment.*

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged student progress and attainment is generally lower than the rest of cohort, particularly for low prior attainers in English language, English literature and mathematics. 2022 results demonstrate an improvement, but the gap is still significant.
2	Data and information gathered about parental engagement from our disadvantaged students suggests that we are not always able to reach the families who need the most support. We need to better understand how to reach them so we can be responsive to their needs.
3	Assessment, observations and discussions with key leaders in school tells us that reading ages for students who receive free school meals and those who are eligible for pupil premium funding (ever 6) are significantly lower than they should be - a gap that has widened as a result of the pandemic. Across KS3, FSM and PP students are more likely to have a reading age of more than two years below their chronological age.
4	Data gathered from the PASS survey tells us that disadvantaged students don't realise their own potential, and therefore aspiration is lacking . This is linked to a cultural capital deficit and a lack of educational ambition to succeed in their studies.
5	Average attendance for disadvantaged students below that of their peers and the national expectation of 95%. This is a gap that has widened because of the pandemic.
6	Information gathered around suspensions, reflection room and conduct scores show that disadvantaged students are more likely to demonstrate negative behaviour in school. We need to further improve our relationships with students and families to allow students to be successful inside and out of the classroom.

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
	<p>Leadership</p> <p>To have a clear understanding of the challenges that groups of our disadvantaged students typically face, recognising that disadvantage doesn't always look the same.</p>	<ul style="list-style-type: none"> • A set of clearly evidenced data systems and activities in place by 2022/23 to support disadvantaged students. • A system of distributed leadership (matrix way of working) that enables us to intelligently hold each other to account.
1	<p>Progress and Attainment</p> <p>Improved attainment among disadvantaged students across the curriculum by the end of KS4, with a focus on EBacc subjects.</p>	<p>Increasing trend of number of disadvantaged students achieving positive P8 score from their GCSE exams.</p> <p>GCSE progress and achievement data to show outcomes for disadvantaged students and their non-disadvantaged peers to have increased parity over time.</p> <p>Progress data taken from across KS3 demonstrates that the gap is closing before they enter GCSE studies.</p>
2	<p>Parental Engagement</p> <p>To have greater levels of engagement with our disadvantaged families, creating a platform for parents to voice their needs so we don't rely on assumptions.</p>	<p>Sustained high levels of engagement from disadvantaged parents by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • A significant increase in home school contact. • A significant increase in attendance at parents evening, or equivalents. • A significant increase in pupil and parent voice from disadvantaged families.
3	<p>Reading ages</p> <p>Improved levels of literacy and oracy at KS3 and KS4 enabling students to fully access the KS3 and 4 curriculum and take part in wider school life.</p>	<p>Reading and comprehension tests demonstrate improved comprehension skills and a smaller disparity between disadvantaged students and their non-disadvantaged peers. Teachers should recognise this improvement through engagement in lessons, quality of student work, etc.</p>
4	<p>Aspiration</p> <p>Increased levels of confidence and a portfolio of academic and cultural</p>	<p>Sustained high levels of engagement with wider school activities, evidenced by similar proportions of disadvantaged pupils compared to non-disadvantaged peers:</p> <ul style="list-style-type: none"> • Taking up leadership roles in school. • Attending extracurricular activities

	experiences, enabling students to feel proud of their achievements.	<ul style="list-style-type: none"> • Representing the school • Attending school trips • Participating in the Duke of Edinburgh scheme • Completing the trust-wide softer skills challenge
5	<p>Attendance</p> <p>To achieve and sustain improved attendance for all students, particularly for our disadvantaged students.</p>	<p>Acknowledging that the gap has widened during the pandemic, our aim is to:</p> <ul style="list-style-type: none"> • Achieve pre-pandemic rates of attendance from disadvantaged families. • Decrease the trend in the number of disadvantaged students who are persistently absent. <p>By the end of the three-year plan, average attendance for disadvantaged students to be above 95% and in line with their peers.</p>
6	<p>Behaviour</p> <p>To decrease the number of suspensions and internal isolations received by disadvantaged students.</p>	<p>Understanding the underlying factors that lead to the negative behaviours being demonstrated.</p> <ul style="list-style-type: none"> • Foster a sense of belonging in students • Increase in the number of positive conduct scores for students from a disadvantaged background. • Decrease in the number of suspensions and repeat suspensions <p>By the end of the 3 year plan there will be no disproportionality between disadvantaged students and those from a non-disadvantaged background in average conduct score.</p>

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: £ 105, 540

Activity	Evidence that supports this approach	Challenge number(s) addressed
T&L CPD sessions based on current research and evidence for quality first teaching.	EEF Attainment Gap Report 2018 EEF Guide to the Pupil Premium EEF - The Tiered Model	1,3
Disadvantaged student strategic leadership, oversight and monitoring.	EEF Attainment Gap Report 2018 EEF Guide to the Pupil Premium EEF evidence summary mentoring	2, 3, 4, 5, 6
Student loan ICT facilities purchase and maintenance.	EEF T&L Toolkit - Homework EEF T&L Toolkit - Digital Technology	1, 2, 3, 5
Leadership of literacy to create a reading culture and harness the power of oracy.	EEF Literacy in Secondary Schools EEF Guidance Report - Improving Literacy	1, 2, 3, 4, 5

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

Budgeted cost: £ 72, 579

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of learning support mentors	EEF evidence summary parental engagement EEF evidence summary behaviour interventions EEF evidence summary mentoring	2, 5
Targeted 1:1 tuition and support in variety of subjects by internal and external	EEF evidence summary 1:1 tuition EEF evidence summary feedback EEF evidence summary music lessons	1, 2,3,4,5

teachers (use of the national tutor programme)		
HLTA in class support for English, maths and science	EEF evidence summaries small group tuition EEF Guidance Report - Improving Literacy EEF evidence summary reading comprehension EEF evidence summary teaching assistant intervention	1, 3,
IDL reading intervention strategy	EEF Guidance Report - Improving Literacy	3
Year 11 revision weekend	EEF evidence summary 1:1 tuition EEF evidence summary feedback	1,4,5

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

Budgeted cost: £ 68, 624

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform assistance	EEF Guide to the Pupil Premium	2, 5
Breakfast club	EEF Guide to the Pupil Premium	2, 5
Duke of Edinburgh Award support	EEF evidence summary outdoor adventure learning	1, 2, 3, 4, 5
Support for cultural capital experiences	EEF evidence summary music lessons EEF evidence summary outdoor adventure learning EEF Guide to the Pupil Premium	2, 3, 4, 5
NCC PP Administration costs	EEF Guide to the Pupil Premium	2
Every child needs a champion support programme	EEF evidence summary parental engagement EEF evidence summary mentoring EEF evidence summary SEL	6,5,2,4

Total budgeted cost: £ 246, 743

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.

Improving the attainment of students in receipt of PP funding

Students are still feeling the impact of the COVID -19 pandemic and the affect of school closures. The 2022 cohort missing significant periods of face to face teaching over the previous 2 years. Based on preliminary results

- **Progress 8 -0.14.** This is greater than the national average of -0.55 and an improvement from the last set of exams in 2019 (-0.35)
- **Attainment 8 41.8.** This is greater than the national average of ... it is also an improvement on the previous exam cohort attainment 8 score of 35.33.
- **Percentage achieving grade 5 in English and Maths.** 38% of students in receipt of pupil premium achieve a grade 5 or above in English and Maths, significantly higher than previous years.
- **Percentage achieving grade 4 in English and maths.** 61% of students in receipt of pupil premium achieved a grade 4 or above in English and Maths an increase of 28% compared the previous exam cohort of 2019.
- **Gap** – the gap in progress has decreased to 0.47 from 0.54 in 2021. However, this has increased from the last set of exam results in 2019 from 0.22. This demonstrates the significant impact that the school closures have had on our disadvantaged cohort.

We have been successful in improving the overall outcomes for disadvantaged students. Although our progress and attainment gaps are better than the national average we have not been successful in our desire to further close the gap between the attainment levels of disadvantaged students compared to non-disadvantaged. This continues to demonstrate the impact that the COVID -19 school closures had on our disadvantaged students.

Improving parental engagement

Due to the lingering effects of the COVID 19 pandemic engaging families face to face was still difficult throughout 2021-22. We were successful in engaging our families through remote means and the continued IT and device support provided by the school enabled more families to attend parent consultation events. As we move back to more face to face meetings, we have been able to further engage with our families and the local community.

Throughout 2021-22 we regularly surveyed our families to look at ways in which we could support them and their children. Response to these survey's averaged at 50% from disadvantaged families and this is something we are looking to improve further this year. On average our families rated our communication as **8.5 out of 10** and **8 out of 10** for how well we support their child in school.

Over the past year we have set up a core working group to develop a whole school strategy to focus on reengaging our families especially those from a disadvantaged background. We have moved to a new MIS and the use of their online platform and App allows for parents to receive more instant feedback on how their child is doing in school.

Improving the cultural literacy of disadvantaged students

Through 2021-22 we increased the number of extra-curricular clubs on offer to students to over 30 each week. Students in year 7 & 8 were also able to take part in an enrichment curriculum on Friday afternoons, enabling them to access skills such as origami, couch to 5km running, Minecraft coding and foreign language films. 95% of students in provided positive feedback about their experiences in the enrichment curriculum.

The number of students in receipt of pupil premium taking part in after school extracurricular activities has not yet reached the level we would like and we are continuing to work with student voice to see where we can improve further.

Improving the reading age of students in receipt of PP funding

Through regular diagnostic testing we are still seeing substantial literacy gaps between our disadvantaged and non-disadvantaged students. Small group intervention and timetabled reading lessons have seen the gap narrow. Students who take part in the small group interventions make up to 12months more progress than their peers not involved. We are still affected by a gap when students start in year 7 and therefore literacy and reading is one of our key focus areas over the next 3 years.

Improving the attendance of students in receipt of pupil premium

Although overall attendance in 2021/22 was lower than in the pre COVID year at 85.71%, it was higher than the national average. At times when all pupils were expected to attend school, attendance among disadvantaged pupils was 4.37% lower than their peers, this gap has increased by 0.37%. Persistent absence was 13.5% higher than their non disadvantaged peers, this gap decreased from 17% last academic year. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Externally provided programme

Programme	Provider
3:1 and 1:1 tutoring	My tutor
Accelerated reader	Star reading
NGRT	GL assessments

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The service children have been allocated a member of the pastoral team to help with any anxiety or concerns that arise from a family member being deployed. Service children have a daily check in to ensure they are coping.
What was the impact of that spending on service pupil premium eligible pupils?	Through the pastoral support the service children developed strong friendships and has managed to integrate fully into year group life.