

# Pupil Premium Strategy Statement - Kingsthorpe College

## School overview

Detail	Data
School name	Kingsthorpe College
Number of pupils in school	1400
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 <sup>st</sup> December 23
Date on which it will be reviewed	1 <sup>st</sup> September 24
Statement authorised by	Sharan Matharu
Pupil premium lead	Jamie Hartnett
Governor / Trustee lead	James Thomas

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£271,688
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£271,688

# 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	<p>Disadvantaged student <b>progress and attainment</b> is generally lower than the rest of cohort, particularly for low prior attainers in English language, English literature and mathematics.</p> <p>2023 results demonstrate an improvement in overall attainment 8, but the gap is still noticeable in term of progress compared to their non disadvantaged peers.</p>
2	<p>Assessment, observations and discussions with key leaders in school tells us that <b>reading ages</b> for students who receive free school meals and those who are eligible for pupil premium funding 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.</p> <p>On entry in year 7 there is a difference of -9.05 in students standard age score compared to their non disadvantaged peers.</p>
3	<p>Data gathered from the PASS survey tells us that disadvantaged students don't realise their own potential, and therefore <b>aspiration is lacking</b>. This is linked to a cultural capital deficit and a lack of educational ambition to succeed in their studies.</p> <p>Student voice has demonstrated that students value their experiences inside and outside of the classroom but those who have had additional experiences outside the classroom have a more significant attitude towards school.</p>
4	<p>Average <b>attendance</b> for disadvantaged students below that of their peers and the national expectation of 95%. This is a gap that has widened since the pandemic.</p>
5	<p>Information gathered around suspensions, internal exclusion and conduct scores show that disadvantaged students are more likely to demonstrate <b>negative behaviour</b> 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.</p>

## 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
1	<p><b>Progress and Attainment</b></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><b>Reading ages</b></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>
3	<p><b>Aspiration</b></p> <p>Increased levels of confidence and a portfolio of academic and cultural experiences, enabling students to feel proud of their achievements.</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"> <li>• Taking up leadership roles in school.</li> <li>• Attending extracurricular activities</li> <li>• Representing the school</li> <li>• Attending school trips</li> <li>• Participating in the Duke of Edinburgh scheme</li> </ul>
4	<p><b>Attendance</b></p> <p>To achieve and sustain improved attendance for all students, particularly for our disadvantaged students.</p>	<p>Acknowledging that the gap has widened since the pandemic, our aim is to:</p> <ul style="list-style-type: none"> <li>• Achieve pre-pandemic rates of attendance from disadvantaged families.</li> <li>• Decrease the trend in the number of disadvantaged students who are persistently absent.</li> </ul>

		<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>
<p><b>5</b></p>	<p><b>Behaviour</b> 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"> <li>• Foster a sense of belonging in students</li> <li>• Increase in the number of positive conduct scores for students from a disadvantaged background.</li> <li>• Decrease in the number of suspensions and repeat suspensions</li> </ul> <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: £ 205,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
T&L CPD sessions based on current research and evidence for quality first teaching.	<a href="#">EEF Attainment Gap Report 2018</a> <a href="#">EEF Guide to the Pupil Premium</a> <a href="#">EEF - The Tiered Model</a>	1,3
Disadvantaged student strategic leadership, oversight and monitoring.	<a href="#">EEF Attainment Gap Report 2018</a> <a href="#">EEF Guide to the Pupil Premium</a> <a href="#">EEF evidence summary mentoring</a>	2, 3, 4, 5, 6
Student loan ICT facilities purchase and maintenance.	<a href="#">EEF T&amp;L Toolkit - Homework</a> <a href="#">EEF T&amp;L Toolkit - Digital Technology</a>	1, 2, 3, 5
Leadership of literacy to create a reading culture and harness the power of oracy.	<a href="#">EEF Literacy in Secondary Schools</a> <a href="#">EEF Guidance Report - Improving Literacy</a>	1, 2, 3, 4, 5
Additional Pastoral Deputy Head of Year	<a href="#">EEF Toolkit parental engagement</a> <a href="#">EEF toolkit mentoring</a> <a href="#">EEF behaviour interventions</a>	4,5,3
Additional staffing in core subject to allow intervention and small class teaching groups	<a href="#">EEF instruction</a> <a href="#">EEF Feedback</a>	1,3

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

Budgeted cost: £ 32,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 tuition and	<a href="#">EEF evidence summary 1:1 tuition</a> <a href="#">EEF evidence summary feedback</a>	1, 2,3,4,5

support in variety of subjects by internal and external teachers (use of the national tutor programme)	<a href="#">EEF evidence summary music lessons</a>	
HLTA in class support for English, maths and science	<a href="#">EEF evidence summaries small group tuition</a> <a href="#">EEF Guidance Report - Improving Literacy</a> <a href="#">EEF evidence summary reading comprehension</a> <a href="#">EEF evidence summary teaching assistant intervention</a>	1, 3,
IDL reading intervention strategy	<a href="#">EEF Guidance Report - Improving Literacy</a>	3
Year 11 revision weekend	<a href="#">EEF evidence summary 1:1 tuition</a> <a href="#">EEF evidence summary feedback</a>	1,4,5

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

Budgeted cost: £ 34,043

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

Enrichment administrator	<a href="#">NCEF enrichment project</a> <a href="#">EEF T&amp;L toolkit</a>	1,3,4,5
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**Total budgeted cost: £ 271,688**



## 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 effect of school closures. The 2023 cohort missed significant periods of face-to-face teaching over the previous years and the return to pre covid examination procedures.

- **Progress 8 -0.45.** This is better than the national average of -0.57 and is roughly in line with the last set of comparable exams in 2019.
- **Attainment 8 36.22.** This is greater than the national average of 34.9 it is also an improvement on the previous exam cohort attainment 8 score of 35.33.
- **Percentage achieving grade 5 in English and Maths.** 26% of students in receipt of pupil premium achieve a grade 5 or above in English and Maths, this is a drop from 2022 results but higher than previous years.
- **Percentage achieving grade 4 in English and maths.** 48.9% of students in receipt of pupil premium achieved a grade 4 or above in English and Maths an increase of 16% compared the previous exam cohort of 2019.
- **Gap** – the gap in progress has increased to 0.51 from 0.47 in 2022. 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.

#### Improving the cultural literacy of disadvantaged students

Through 2022-23 we continued to offer over 30 activities each week to students. Students in year 7 & 8 were also able to take part in an enrichment carousel curriculum on Friday afternoons, enabling them to access skills such as origami, self-defence, Minecraft coding and foreign language films. 93% of students in provided positive feedback about their experiences in the enrichment curriculum.

2023 saw the additional of the KC activities week. This enabled students to increase their experiences outside the classroom whilst building on self-confidence, problem solving, public speaking and teamwork skills. Activities included race car design, adventure high ropes, graffiti art, code breaking, forensic investigation. Student voice gave an average rating of 8/10 for the activities with 90% of students saying it improved their attitudes towards school.

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 took part in the small group IDL reading interventions increased their SAS by +6 over a 10-week period. 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 2022/23 was lower than in the pre COVID year at 86.3% it was an increase from 2021/22 of 85.71%, it was also higher than the national average. At times when all pupils were expected to attend school, attendance among disadvantaged pupils was 6% lower than their peers, this gap has increased by 2%. The gaps in attendance have continued to increase post COVID, which is why attendance is a focus of our current plan.

## **Externally provided programme**

<b>Programme</b>	<b>Provider</b>
3:1 and 1:1 tutoring	My tutor
Accelerated reader	Star reading
NGRT	GL assessments
IDL	

## **Service pupil premium funding (optional)**

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

<b>Measure</b>	<b>Details</b>
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<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>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.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Through the pastoral support the service children developed strong friendships and has managed to integrate fully into year group life.</p>