

Pupil Premium Strategy Statement – Kingsdown School

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

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

School overview

Detail	Data
Number of pupils in school	1037
Proportion (%) of pupil premium eligible pupils	32.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Vanessa Edwards
Pupil premium lead	Anthony Russell
Governor / Trustee lead	Linda Bacon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£284,550
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£284,550

Part A: Pupil premium strategy plan

Statement of intent

At Kingsdown School we believe that every student should be able to access a wide and varied education that prepares them for the wider world beyond. Staff at Kingsdown School are committed to knowing the students well, teaching them well and having high expectations in everything that they do. All students will experience high quality teaching through our Kingsdown TEMPO strategies.

Our goal is for all pupil premium students to leave Kingsdown School as well-rounded individuals that thrive in their future endeavors. We aim to close the attainment gap between pupil premium and non-pupil premium individuals.

The school mission statement of 'we champion each and every student' is particularly prevalent when supporting pupil premium students. Kingsdown School is committed to meeting the needs of all students through the Kingsdown TEMPO strategies. Some students may receive additional support through small group work, 1:1 tuition, wrap-around support, provision of equipment and uniform, extra-curricular activities and trips to name a few.

The strategy is informed by research, mainly from the [EEF](#) which is aimed at addressing the academic gap which exists between pupil premium and non-pupil premium students.

The key principles which underpin the strategy and reflect the whole school priorities:

Know them well: A pastoral programme that is bespoke to the individuals that attend Kingsdown School, an inclusive school environment where all students are able to thrive by being championed. Working with students, parents and carers in understanding the barriers to entry and having a commitment to the improvement of attendance, punctuality and attitude to learning.

Teach them well: Ensuring that there is clarity and consistency within the Kingsdown TEMPO teaching deployed in lessons using the Kingsdown centralised curriculum. Evidence-based approach in the deployment of ESCs for some students, quality assurance of vulnerable learners, including student voice and learning walks to improve the quality of teaching and learning and inclusive strategies.

Have high expectations: As a rights respecting school Kingsdown students are encouraged to take advantage of extra-curricular activities, student leadership opportunities, a house system that creates a sense of belonging and a drive to develop the whole child, including an integrated careers and personal development

programme. Students are expected to demonstrate the Kingsdown BEATs in everything that they do, these are considered key to their success.

The three principles above shape the culture and ethos at Kingsdown School. By interweaving these key principles through our PP strategy, this will ensure that students are provided with the best possible education which is well planned, robust and ambitious to give PP students and all students the best life chances.

Challenges

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

Challenge number	Detail of challenge
1	<p>PP students' ability to read</p> <p>Many of our students arrive with reading ages significantly below chronological age: 21.08% of our PP students have a standardised reading score of 85 or below. Our data analysis of Progress 8 in previous years suggests that this becomes a real barrier once reading age is two years below chronological.</p>
2	<p>Attendance</p> <p>The main barrier faced by pupil premium students is the impact of attendance. PP student attendance has been 84.6% compared to Non-PP of 88.3%. This is the main barrier for all students and DA in particular.</p>
3	<p>Behaviour</p> <p>PP students received a higher proportion of parkings, suspensions, exclusions and home learning detentions than Non-PP students.</p> <p>Parkings= 5531 in 23/24, 49% were PP</p> <p>Suspensions = 408 in 23/24, 61% were PP</p> <p>Exclusions = 4 PEX in 23/24, 50% were PP</p> <p>Home learning detentions = 5414 in 23/24, 44% were PP (some access issues)</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
Activity	Evidence that supports this approach
Improved Progress 8 for pupil premium students across the curriculum, across Key Stages, and in particular at KS4.	By the end of our current plan, in 2024/25, Progress 8 for pupil premium students will be increased from the previous year closing the gap further between PP and Non-PP.

	Progress 8 for pupil premium students will improve from 2024 at Kingsdown. Due to the disruption of COVID-19 there will be no national P8 data in 24/25 and 25/26.
Improved attainment 8 scores.	The Attainment 8 score for our disadvantaged students in 2024 was 31.05. In order for this to equate to each student averaging a grade 4 in all their subjects, we should aim for a figure of 40.0 or greater.
Improved APS in Ebacc subjects.	Aim for a figure of 3.5 APS for PP students so that more students gain the opportunity to study these subjects post 16 if they wish. The APS for PP students in 2024 was 2.71.
Reduce the per pupil number of parkings and suspensions for PP students.	Parkings and suspensions should be reduced year on year, to reduce the gap between PP and Non-PP.

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, CPLD, recruitment and retention)

Budgeted cost: £84k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training of teachers in subjects with frequent literacy demands (e.g. English, Science, Humanities) on approaches to reading, writing and phonics from Fresh Start	Focusing reading interventions early has a significant impact: Improving Literacy in Secondary Schools (EEF)	1
Continued CPLD in Kingsdown TEMPO teaching	2019 progress data of improved Progress 8 (+0.57) suggests that this approach will make the most impact. From the EEF Attainment Gap Report	1, 2, 3

	<p>What happens in the classroom makes the biggest difference.</p> <p>CPLD sessions on TEMPO teaching strategies for all students has a greater impact on pupil premium than on other pupils</p> <p>The majority of students who are pupil premium do not have a grade 4 in English and Maths by the age of 19 (50.2%) FFT - Grade 4 (Maths & English)</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £140k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintaining the Inclusion Pathway Curriculum (IPC) Targeted reading intervention	Cohorts with reading ages significantly below chronological in year 7, 8 and 9 receive a curriculum designed to improve their reading and learning of the core concepts of each subject. Fresh start and Lexia on timetable Staff CPLD and lesson observations	1
Fresh Start reading and Lexia intervention for pupils with reading ages significantly below chronological age in years 7, 8 and 9	Focusing reading interventions early has a significant impact: Improving Literacy in Secondary Schools (EEF) For students who engaged with Fresh Start, it has led to average progress of 1 year 4 months in 23/24.	1

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

Budgeted cost: £61k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of attendance officer and embedding of good practice set out in the DfE's Improving School Attendance	DfE Improving School Attendance From EEF Guide to Pupil Premium "Spending on intervention is welcome, but this is not the main purpose of the money. It is much better to spend it on	2
	wider barriers to learning, such as attendance and behaviour." Intervention programmes will be targeted and whole school where possible	

Development of the Gold Tracker and attendance trackers	This allows tutors, pastoral, SEND and teaching staff to identify students at risk of not making progress from entry in year 7 and to develop robust action plans that lead to impact	3
<p>The right team will meet to discuss our students and their needs and progress made in interventions and in their lessons on a termly basis through a student support panel following key data captures using live attendance data and whole knowledge of the child. As a result of the panel meetings action plans for individuals will be devised and implemented with timely reviews of impact.</p> <p>Meetings will take place with PP pupils and their parents/ carers starting with those identified as most high risk from the trackers.</p>	<p>From EEF Guide to Pupil Premium “Spending on intervention is welcome, but this is not the main purpose of the money. It is much better to spend it on wider barriers to learning, such as attendance and behaviour.”</p> <p>This should reduce the parkings and exclusions of PP pupils.</p>	3
Book Your Future	All year groups to have at least 2 tutor times per week in which they read a class text. Research shows that this has a significant impact in developing reading. This 2024 article details how it has a large impact on all students, but a very large one on PP students.	1

Total budgeted cost: £285k

Part B: Review of the previous academic year

Outcomes for pupil premium pupils

Category	Progress 8	Diff.
PP [39]	-0.89	
NON PP	-0.16	-0.73
PP SEND [10] 3 EHCP 7 SEN SUPPORT	-2.23	
NON PP SEND	-0.41	-1.82
PP GIRLS	-0.52	
PP BOYS	-1.24	-0.72

PP students make good progress at Kingsdown School: The gap is slightly higher than where we would like it to be compared to previous years, however, this is a three year plan and there are strategies and interventions that continue to be put in place which should reduce the gap.

HPA PP students achieved a good APS: HPA students that were also PP in 2024 achieved a score of 3.81 which was above the APS for all students which sits at 3.73. LPA PP students did the worst with an APS of 1.33, MPA PP students did slightly better with an APS of 2.83.

SEND students are underperforming at Kingsdown: PP SEND students achieved a much lower P8 which was -2.23 compared to their NON-PP SEND peers. At Kingsdown the Progress 8 for SEND students who are NON-PP is -0.41. They were almost in line with the rest of the year 11 cohort, the school P8 is -0.33.

PP boys made poor progress at Kingsdown. This gender gap is not reflected in the whole school data for boys where the P8 score is -0.35, nor the whole school data for girls which was at -0.31, nor the performance of SEND students, including those who are both SEND and PP. This strongly suggests that the progress of PP boys was dramatically affected by attendance. The Progress 8 for PP boys was -1.24.

PP girls in 2024 made better progress at Kingsdown than their PP boy peers: The progress of girls was -0.52.

The Most Significant Barrier to the Progress of Pupil Premium Students is Attendance

ATTENDANCE	NON-PP [136 students]	PP [39 students]	DIFFERENCE
>95% [92]	+0.16 [75 students]	-0.03 [17 students]	-0.19
90-95% [36]	-0.11 [32 students]	-1.08 [4 students]	-0.97
80-90% [19]	-0.5 [16 students]	-0.23 [3 students]	+0.27
50-80% [15]	-1.9 [8 students]	-1.74 [7 students]	+0.16
<50% [14]	-2.15 [6 students]	-2.87 [8 students]	-0.72

Conclusions

All students with 95% attendance or greater achieve significant progress, with PP students scoring a P8 of -0.03. The gap to other students is only -0.19.

There are some anomalies, however, the pattern of attendance and Progress 8 shows a very clear correlation between the two, so that we can conclude that the gap between PP and all other students is primarily caused by poor attendance.

This suggests that the many interventions and the curriculum are having a very positive impact on progress for the students attending school more consistently.

The Impact of Efforts to Improve Attendance on PP and SEND Students

The range of measures that are in place to continue to improve attendance:

1. Attendance officer full time - monitoring attendance and measuring impact
2. EWO works at KDS 3 days a week - working with families and students to build attendance
3. Home visits for all students with attendance below 85%
4. Line management of attendance from the Safeguarding Lead
5. Detailed attendance tracker and weekly panel meetings to review attendance <95%
6. Attendance Friday - where students track their attendance in their planners and through discussion with their Form Tutor
7. A DDSL leads on championing attendance with students and parents

The impact of this so far continues to be very positive:

- Absence is on a downward trend for all year groups, with an overall drop of 1.0%
- Attendance has also improved for PP students compared to last year, with absence falling by 1.2%
- Persistent Absence has also improved, with an overall drop of 1.5% since last year.
- The gaps in PA for students has closed from 35.2% in 22/23 to 33.7% in 23/24.

Continual development

- There is some work still to be done in supporting and improving SEND students attendance which has gone from 84.7% in 22/23 to 82.7% in 23/24 a drop of 2.0%

The Impact of the Reading Strategy

Fresh Start

When tested, out of all PP students in school, 21.08% of them achieved a SAS (Standard Age Score) of less than 85, this then led to students taking part in Fresh Start to improve their overall reading age.

Year group	Number of students with a score less than 85	Fresh start impact average for students who engaged with the programme
Year 7 into 8	19 out of 84	+11 months
Year 8 into 9	16 out of 64	+7 months
Year 9 into 10	10 out of 64	+1 year 1 month

This shows a great amount of progress, so that PP students have, on average, improved their chronological reading age after taking part in reading strategies in school. A range of students have made progress when they engaged with the programme taking the test at the before Fresh Start and afterwards.

The Impact of The Brilliant Club

Key headlines:

62% of students involved were PP.

13 students graduated

9 students achieved a 1st or 2:1

From Baseline assessments and end of course assessments, students made better than national average improvements on Written Communication, Subject Knowledge and Critical Thinking, bringing them slightly above UK comparisons for each area.

Competency	Kingsdown School			UK Comparison		
	Baseline Average	Final Average	Average progress	Baseline Average	Final Average	Average progress
Written Communication	48	64	33 %	51	62	23 %
Subject Knowledge	49	64	32 %	51	64	25 %
Critical Thinking	49	63	30 %	50	62	25 %

Externally provided programmes

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

Programme	Provider
The Scholars Programme	The Brilliant Club
Elevate Education	Elevate Education

2024/25:

Programme	Provider
The Scholars Programme	The Brilliant Club, due to begin in February 2025
Elevate Education	Elevate Education, Due to begin in Spring 2025
Elevate Programme	Study Higher, Oxford Brookes, Due to begin in January 2025