

Kingsmeadow Community School Pupil Premium strategy statement 2025-2028

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 effect that last year's spending of pupil premium had within our school.

School overview (updated September 2024)

Detail	Data
School name	Kingsmeadow Community School
Number of pupils in school	891
Proportion (%) of pupil premium eligible pupils	47
Academic years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 - 2028
Date this statement was published	March 2025
Date of first review	January 2026
Date of second review	September 2026
Date of third review	September 2027
Date of final review	February 2028
Statement authorised by:	Mark Barrett
Pupil premium lead	Stephen Ferguson
Governor / Trustee lead	Sarah Diggle (TBC)

Funding overview (updated September 2024)

Detail	Amount
Pupil premium funding allocation this academic year	£442,490
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£442,490

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations and discussions with students indicate underdeveloped oracy and also vocabulary gaps among many students. These are particularly evident at KS3, but also exist in KS4. They are more prevalent among students eligible for pupil premium funding than their peers.
2	School and DfE records indicate that whole-school attendance is below national average. The average attendance of students eligible for pupil premium funding is below that of their peers.
3	Internal and external assessment indicates that overall achievement, including achievement in Maths and English, among students eligible for pupil premium funding is below that of their peers.
4	Classroom observations, work scrutiny and discussions with students indicate that student's behaviours for learning are not developed highly enough. These include the understanding of their learning processes, response to feedback and ability to work independently for prolonged periods. Evidence suggests that these underdeveloped behaviours for learning are more prevalent among students eligible for pupil premium funding than their peers.
5	Our own observations, backed up by national studies, evidence increasing levels of social, emotional and mental health needs among students. Whilst these increasing needs are prevalent among the whole student population, the level and range of need is more pronounced among students eligible for pupil premium funding.

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
Through identification and intervention, low on entry literacy levels are not a barrier to achievement, particularly among students who are eligible for pupil premium funding.	<ul style="list-style-type: none"> ● Improvements seen in whole-school literacy levels ● The gap in literacy levels between students in receipt of pupil premium funding and their peers narrows
Attendance levels among students, in particular those who are eligible for pupil premium funding, support good progress and outcomes.	<ul style="list-style-type: none"> ● Improvements seen in whole school attendance levels ● The reduction of persistent absenteeism, particularly among students who are eligible for pupil premium funding ● The gap in attendance levels between students in receipt of pupil premium funding and their peers narrows
Students' progress, particularly those eligible for pupil premium funding, is good and their outcomes allow for increased options and opportunities when they complete their compulsory education.	<ul style="list-style-type: none"> ● Whole-school progress and outcomes improve in line with national averages ● The attainment gap between students eligible for pupil premium funding and their peers narrows ● Student progression into education and employment post-16 improves to at least national average, particularly for those who are in receipt of pupil premium funding
Improving mental health and wellbeing of students, particularly for those in receipt of pupil premium funding, is supported so that issues do not become a barrier to achievement and future opportunities.	<ul style="list-style-type: none"> ● Behaviour support leads to a reduction in behaviour incidents, suspensions and exclusions, particularly for those who are in receipt of pupil premium funding ● Parent/carers and student voice indicates increased feelings of confidence, resilience and mental health

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 328,407

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching and expectations - investment in teacher development around adaptive teaching	EEF evidence to inform teaching CPD The National College blogs (Katy Bloom)	1, 3, 4
Quality first teaching and expectations - investment in leadership development	Educational Development Trust: <i>Successful School Leadership</i> - 'a study of ten 'outstanding' school leaders, points towards the development of leadership capacity within the school as a key lever of success'	1, 3, 4
Increase teacher numbers: additional maths and additional English teacher reduce class sizes in PP student heavy classes	EEF Toolkit: <i>Reduced class sizes and Oral language interventions</i> - 'moderate impact... based on moderate/extensive evidence'	1, 3
Invest in resources and a whole-staff CPD strand in order to continue to raise standards in literacy through teaching and learning across the curriculum	EEF: <i>Improving Literacy in Secondary Schools</i> DfE <i>Literacy and Numeracy catch-up strategies</i>	1

<p>Increased effectiveness of TA support through promoting agency and apprentice TAs to permanent positions and employing new maths and English HLTA support (previously funded through recovery premium)</p>	<p>DfE: <i>Use of teaching assistants in schools - research report</i></p> <p>EEF: <i>Deployment of Teaching Assistants</i></p>	<p>1, 3, 4</p>
<p>Investment in new Deputy SENDCo to take lead on EAL, phonics-level literacy intervention and support increased TA numbers</p>	<p>DfE: <i>Supporting SEND</i></p>	<p>1, 3</p>

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

Budgeted cost: £ 221,553

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy intervention programme</p>	<p>EEF: <i>Improving Literacy in Secondary Schools</i></p> <p>Lexia: <i>Evidence-Based intervention techniques</i></p> <p>DfE <i>Literacy and Numeracy catch-up strategies</i></p>	<p>1, 3, 5</p>
<p>Intervention sessions for core subjects timetabled against other subjects with potential for students withdrawal</p>	<p>Considerable evidence summarised in <i>The Key: Improving pupil attendance (secondary)</i></p>	<p>3</p>

Raising Attainment of Students (RAS) sessions introduced to Year 11 Thrive, staffed by relevant subject teachers	EEF: <i>Targeted Academic Support</i>	3
In-class and additional literacy and numeracy intervention for KS3 students	Actions based on EEF report: <i>Improving Mathematics in Key Stages 2 and 3</i> and EEF Guidance reports: <i>Improving Literacy</i>	1, 3
Key stage 4 Key Assessment, coursework and examination intervention	EEF Toolkit: <i>Small group tuition</i>	3

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

Budgeted cost: £ 141,188

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one counselling	BACP: Effectiveness of school counselling	5
Change of pastoral structure to create five non-teaching Head of Year roles, increasing student contact time by 127 hours per week	TES: <i>5 evidence-backed pastoral approaches every teacher needs</i> The National College: <i>Pastoral & Wellbeing Interventions: Secondary</i>	2, 4, 5
Introduction of Vulnerable Student Register and subsequent school-staff phone	EEF: <i>Working with Parents to Support Children's Learning</i>	2, 5

calls and home visits		
Introduction of The Bridge provision for current and potential school refusers	EEF: <i>Understanding the use of internal alternative provision for pupils at risk of persistent absence or exclusion</i>	2, 5
Reading aloud programme	EEF Toolkit: <i>Reading Comprehension Strategies</i> - 'high impact... based on extensive evidence'	1
Additional extra curricular clubs and social support groups such as DofE, LGBTQ+, musical production, sports clubs and teams promoted to PP-eligible students	Social Mobility Commission: <i>An Unequal Playing Field</i> - 'extracurricular activities [...] promoting not only positive educational outcomes but also offering the possibility for developing a wider set of skills'	4, 5
Careers support and advice focussed on PP-eligible students	The Careers and Enterprise Company: <i>What works?</i> - 'positive impacts on the decision making, employability skills and educational outcomes for the young people'	5

Total budgeted cost: £ 691,148

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Review 1	
Intended outcome	Success criteria
Through identification and intervention, low on entry literacy levels are not a barrier to achievement, particularly among students who are eligible for pupil premium funding.	•
Attendance levels among students, in particular those who are eligible for pupil premium funding, support good progress and outcomes.	•
Students' progress, particularly those eligible for pupil premium funding, is good and their outcomes allow for increased options and opportunities when they complete their compulsory education.	•
Improving mental health and wellbeing of students, particularly for those in receipt of pupil premium funding, is supported so that issues do not become a barrier to achievement and future opportunities.	•

Review 2	
Intended outcome	Success criteria
	•
	•
	•

Review 3	
Intended outcome	Success criteria
	•
	•
	•

Review 4	
Intended outcome	Success criteria
	•
	•
	•

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Full review of previous 2 years Pupil Premium Strategy can be found here:

https://docs.google.com/document/d/1IE4ZZ59rSQWRZ_V_elfeRdeoOAJmpc3AmNb1WbhYpo/edit?usp=sharing

Externally provided programmes

Programme	Provider
Counselling Programmes	Operation Encompass RISE Team Breakfree Counselling Operation Endeavour EAL and Migrant Support from Local Authority
Behaviour Support Placements	Fast Forward Vocational Training (through Team Sport) Kip McGrath Motivation in Mainstream River Tyne Academy
Alternative Education Placements	Wheels Project Leaf Learning Kelly's Heroes Young Women's Outreach Project

Appendix 1

Below is an extract from the Pupil Premium Grant Conditions of Grant

1. Terms on which PPG is allocated to schools

The grant may be spent in the following ways:

- for the purposes of the school; that is, for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community services whose provision furthers the benefit of pupils at the school

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2021; some or all of it may be carried forward to future financial years. Any funding that is carried forward must be spent according to the conditions in this document.

2. Use of evidence

From academic year 2021 to 2022, schools must demonstrate how their spending decisions are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation's toolkit. In line with the EEF's [pupil premium guide](#), activities should include those that:

- support the quality of teaching, such as staff professional development;
- provide targeted academic support, such as tutoring; and
- tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

3. Accountability

To comply with School Information regulations, maintained schools are required to publish an updated pupil premium strategy annually. All schools must use the templates available on GOV.UK to publish their 2021 to 2022 pupil premium strategy, by the end of December 2021. The Department for Education will undertake monitoring checks on a sample of schools' published reports.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' plans, including their plans for and use of their pupil premium funding. Schools are held accountable for the outcomes they achieve with all their

funding, including through Ofsted inspections and by governors and trustees, and this will be no exception.

[Pupil premium: allocations and conditions of grant 2021 to 2022 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/pupil-premium)

Extract from the Recovery Premium Conditions of Grant

4. Terms on which RPG is allocated to schools

The grant may be spent in the following ways:

- for the purposes of the school, that is, for the educational benefit of pupils registered at that school
- or the benefit of pupils registered at other maintained schools or academies
- on community services whose provision furthers the benefit of pupils at the school

The grant does not have to be completely spent by schools in the academic year beginning 1 September 2021. Some or all of it may be carried forward to future financial years. Any funding that is carried forward must be spent according to the conditions in this document.

5. Use of evidence

Schools must demonstrate how their decisions on recovery premium spend are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation's toolkit. In line with the EEF's Pupil Premium guide activities should include those that

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

6. Accountability

To comply with School Information regulations, maintained schools are required to publish an updated pupil premium strategy annually. Schools are also required to include information on how they have used their recovery premium on the same template. All schools must [use the templates](#) available on GOV.UK to publish their

2021 to 2022 pupil premium and recovery premium strategy, by the end of December 2021.

[Recovery premium: conditions of grant for local authorities - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/recovery-premium-conditions-of-grant-for-local-authorities)