

Kingsmeadow Community School Pupil Premium strategy statement 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 2023)

Detail	Data
School name	Kingsmeadow Community School
Number of pupils in school	978
Proportion (%) of pupil premium eligible pupils	48%
Academic years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	1st October 2021
Date of first review	February 2022
Date of second review	February 2023
Date of third review	September 2023
Date of final review	September 2024
Statement authorised by:	Domenic Volpe
Pupil premium lead	Mark Barrett
Governor / Trustee lead	Jessica Blakey

Funding overview (updated September 2023)

Detail	Amount
Pupil premium funding allocation this academic year	£385,670
Recovery premium funding allocation this academic year	£52,559
School-led tuition funding (all allocated to National Tutor Programme)	£49,964
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£488,193

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	The development of social and emotional wellbeing.
2	Aspirations for further education and career opportunities.
3	Opportunities to expand cultural capital beyond just academic learning.
4	<i>Students who have struggled to adapt socially following periods of isolation.</i>
5	<i>Students who have a rate of attendance that is below average.</i>
6	Consistent challenge to achieve the highest possible outcomes in all subjects.
7	Autonomy in learning and the skills to ensure sound preparation for assessment.
8	Engaging fully with marking and feedback
9	<i>Students who did not maintain average academic levels of progress during periods of isolation.</i>
10	<i>Students who have weaknesses in literacy and numeracy.</i>

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
Social, personal and emotional barriers do not limit PP students.	<ul style="list-style-type: none"> The gap narrows between attendance of PP eligible students and non-PP eligible students. PP-eligible students feel safe at school, in terms of health and wellbeing as well as in confidence and aspiration. Improved sixth form recruitment of PP eligible students.

	<ul style="list-style-type: none"> • NEET rates for PP eligible students improve.
Increased academic performance of students eligible for PP.	<ul style="list-style-type: none"> • The progress gap between PP eligible students and non-PP eligible students reduces towards the national average. • Classroom and home learning engagement of PP eligible students observed to improve. • The attainment gap between PP eligible students and non-PP eligible students reduces towards the national average. • EBacc results for PP eligible students improve in line with above.
Individual PP students are correctly identified for relevant interventions which have an impact on their outcomes.	<ul style="list-style-type: none"> • Reduction in PP student exclusions. • Persistent absenteeism for PP eligible students is reduced. • Identified PP students close the achievement gap with their counterparts.

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: £ 285,571

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching and expectations - investment in teacher development	EEF evidence to inform teaching CPD	6, 7, 8, 9, 10
Quality first teaching and expectations - investment in leadership development	Educational Development Trust: Successful School Leadership - ', a study of ten 'outstanding' school leaders, points towards the development of leadership capacity within the school as a key lever of success'	2, 3, 6, 7, 8, 10
Overtly teach revision strategies to students, supply high quality revision materials and engage parents	EEF Toolkit: <i>Secondary Homework and Parental Engagement</i> - 'moderate impact... based on moderate evidence'	5, 6, 7, 8, 9
Increase teacher numbers: additional maths and additional English teacher reduce class sizes in PP student heavy classes; additional spanish/literacy intervention teacher	EEF Toolkit: <i>Reduced class sizes and Oral language interventions</i> - 'moderate impact... based on moderate/extensive evidence'	5, 6, 7, 8, 9, 10
Invest in resources and a whole-staff CPD strand in order to continue to raise standards in literacy and numeracy through teaching and learning across the curriculum		9, 10

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

Budgeted cost: £192,655

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one counselling		1, 4, 5
Engage identified students with the National Tutoring programme.	DfE recommendation.	6, 7, 9, 10
Employment of an additional student attendance support worker leading to close monitoring of PP-eligible student attendance leading to staff awareness and actions at all levels	Considerable evidence summarised in The Key: <i>Improving pupil attendance (secondary)</i>	5
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>	9, 10
Key stage 4 Key Assessment, coursework and examination intervention	EEF Toolkit: <i>Small group tuition</i> - 'moderate impact... based on limited evidence'	6, 8, 9

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

Budgeted cost: £ 122,772

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased tutor time to deliver additional curriculum areas and character learning in a supportive, social environment.	Youngminds.org.uk: <i>Coronavirus impact on young people</i> series of reports	1, 2, 3, 4
Reading aloud programme	EEF Toolkit: <i>Reading Comprehension Strategies</i> - 'high impact... based on extensive evidence'	3, 10

<p>Run extra curricular clubs and social support groups such as girls'/boys' working group, LGBTQ+, musical production, sports clubs and teams promoted to PP-eligible students</p>	<p>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'</p>	<p>1, 2, 3, 4, 5</p>
<p>Sixth form advice and recruitment focussed on PP-eligible students</p>		<p>2, 6</p>
<p>Careers support and advice focussed on PP-eligible students</p>	<p>The Careers and Enterprise Company: <i>What works?</i> - 'positive impacts on the decision making, employability skills and educational outcomes for the young people'</p>	<p>2</p>
<p>Increased pastoral team: two additional teacher positions and an additional student support worker and an Assistant Family Support Worker - Attendance</p>		<p>1, 4, 5, 9</p>

Total budgeted cost: £ 600,998

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

February 2022 Review	
Intended outcome	Success criteria
Social, personal and emotional barriers do not limit PP students.	<ul style="list-style-type: none"> Attendance figures have fallen post-covid, in line with national trends with PP attendance falling more than school average. Student and parent surveys show no discernible difference between the emotional wellbeing of students in receipt of PP funding and those not. Overall, there has been a small decrease, post-covid, in students' perception of how safe they feel at school, but figures remain high at over 70%. Regular individual year 11 interviews have improved our destinations information and impact on NEETs. 25% of students receiving a conditional offer for sixth form next year were in receipt of pupil premium; a significant improvement on zero in our current year 12 cohort.
Increased academic performance of students eligible for PP.	<ul style="list-style-type: none"> Internal key assessments would suggest a gap in year 11 of 0.75 between those in receipt of PP funding and those not. The pre-covid national gap was 0.55; there is no indication of what the post-covid national gap is likely to be. KS4 engagement among both those in receipt of PP funding and those not has been observed to be good. PP attendance at P6 and revision sessions needs more stringent monitoring. KS3 engagement in classes with high numbers of students in receipt of PP funding is an area for improvement, being targeted by teacher development and leadership visits and actions.
Individual PP students are correctly identified for relevant interventions which have an impact on their outcomes.	<ul style="list-style-type: none"> Break-free counselling plus our internal interventions are having a positive impact on many students, notably a higher percentage of students who are eligible for PP funding (over 60%). That said, PP exclusion rates remain high (67%) though persistent absenteeism figures are similar among those in receipt of PP funding and those who are not. Gaining access to external interventions remains extremely difficult, and so further funding into the

	staffing of pastoral support has occurred this academic year.
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February 2023 Review	
Intended outcome	Success criteria
Social, personal and emotional barriers do not limit PP students.	<ul style="list-style-type: none"> • Whilst attendance for those eligible for PP remains below average, it is better in comparison to national PP attendance than the rest of the cohort. • Student and parent surveys show that a significant majority of students feel safe at school. This number has dropped slightly, though, since 2021-22 which seems to be attributed to the busier corridors due to increased student numbers. Surveys indicate that those eligible for PP are more likely to feel safe at school than those who are not. • A significant increase in overall sixth form recruitment has been mirrored by an increase in recruitment of students eligible for PP. Numbers have increased from a year 13 of 12 students to a year 12 group of 50. Of these students, 26 are currently in receipt of bursary, demonstrating the positive recruitment of students from more deprived backgrounds.
Increased academic performance of students eligible for PP.	<ul style="list-style-type: none"> • The internal assessment information proved to be accurate, with an overall PP gap of 0.75 between those students eligible for PP and those not. This figure, though, is offset by the early entry of students in some qualifications. • Attendance at additional intervention classes (period 6 and lunch times) for students eligible for PP funding was around 32%. As this was a cohort where 41% of students were eligible this is a decent figure which could be improved further by more acute targeting of interventions towards identified students. • Half of the Department Improvement Plans list positive student engagement as a priority for action, with several of them highlighting those eligible for PP funding in particular. Along with FAV reviews into the impact of X and Y bands on student attendance, aspirations and expectations, this is leading to a greater pace in improving engagement and outcomes.
Individual PP students are correctly identified for relevant interventions which have an impact on their outcomes.	<ul style="list-style-type: none"> • Behaviour interventions would seem to be having some impact on students who are eligible for PP funding. PP eligible students have accounted for a smaller proportion of fixed term exclusions this year:

	<p>39% form a 45% population - a significant drop from last year. Attendance rates among students eligible for PP have increased slightly, somewhat significantly in year 11, whereas they have dropped among the rest of the cohort. A recent attendance FAV has led to a commitment to significant investment in improving attendance rates amongst all students.</p> <ul style="list-style-type: none"> • Gaining access to external interventions remains extremely difficult, and so further funding into the staffing of pastoral support has occurred this academic year.
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September 2023 Review	
Intended outcome	Success criteria
Social, personal and emotional barriers do not limit PP students.	<ul style="list-style-type: none"> • Attendance is a significant problem across school (and nationally). School attendance was 86% compared to a 92% national average - a gap of 6%. However, the gap between our PP students and national PP was students was smaller at 35 (83% versus 86%) suggesting that our focus on PP students' attendance has some impact. • The number of students in sixth form receiving bursaries is now over 40% - in line with our PP figure for the rest of the school - showing that we are now recruiting PP students into sixth form, on level 3 qualifications, at the same rate as non-PP students. • A higher proportion of PP students access our counselling services - often this is linked to long-term school refusal. Seeing more of these students in school, as evidenced by proportionally improving PP attendance, shows the positive impact on their wellbeing and feeling safe in school.
Increased academic performance of students eligible for PP.	<ul style="list-style-type: none"> • Although not confirmed until January, initial checks suggest an improved set of results against previous exam years and significantly better comparative performance for students in receipt of Pupil Premium funding for the academic year 2022-23. The PP gap is 0.16; the National PP gap is expected to be around 0.7. • Attendance of PP students at additional intervention classes has improved since the introduction of Thrive intervention sessions booked by departments. That said, attendance at after-school intervention is still poor (around 30% for a 45% PP cohort). A new registration and tracking procedure is being piloted from November 2023 which should help department

	heads and SLT to more accurately target non-attending students and follow-up.
Individual PP students are correctly identified for relevant interventions which have an impact on their outcomes.	<ul style="list-style-type: none"> • Of the students receiving a fixed-term exclusion, 50% of them are students eligible for PP funding. As our PP cohort is currently 48%, then this is in line with non-PP students. However, a higher proportion of PP students have more than one exclusion. The new behaviour policy has clearer steps for reintegration of students and the use of reports to support student and parents in avoiding recurrence of behaviour issues. • Proportionally higher numbers of PP eligible students access in-school support through our own school support workers and school-based initiatives such as Breakfree Counselling. We have had more success in engaging students with the external providers listed below, though numbers are still low, waiting lists long and costs can be punitive.

September 2024 Review	
Intended outcome	Success criteria
Social, personal and emotional barriers do not limit PP students.	<ul style="list-style-type: none"> • Attendance is a significant problem across school (and nationally). School attendance was 86% compared to a 92% national average - a gap of 6%. However, the gap between our PP students and national PP was students was smaller at 35 (83% versus 86%) suggesting that our focus on PP students' attendance has some impact. • The number of students in sixth form receiving bursaries is now over 40% - in line with our PP figure for the rest of the school - showing that we are now recruiting PP students into sixth form, on level 3 qualifications, at the same rate as non-PP students. • A higher proportion of PP students access our counselling services - often this is linked to long-term school refusal. Seeing more of these students in school, as evidenced by proportionally improving PP attendance, shows the positive impact on their wellbeing and feeling safe in school.
Increased academic performance of students eligible for PP.	<ul style="list-style-type: none"> • Although not confirmed until January, initial checks suggest that results for all groups of students are below national averages, including those in receipt of PP funding. Whilst the gap between PP and non-PP students is low (around -0.12 against an expected

	National Average of -0.4), the overall P8 of PP students at -0.94 is significantly below National Average. Poor attendance is the biggest factor in poor results, though performance in certain subjects is also a factor.
Individual PP students are correctly identified for relevant interventions which have an impact on their outcomes.	<ul style="list-style-type: none"> • Of the students receiving a suspension, 60% of them are students eligible for PP funding. As our PP cohort is currently 48%, then this means that PP students are slightly more likely to be suspended than their counterparts. • Proportionally higher numbers of PP eligible students access in-school support through our own school support workers and school-based initiatives such as Breakfree Counselling. We have had more success in engaging students with the external providers listed below, though numbers are still low, waiting lists long and costs can be punitive.

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_elfeRdeoOAjmpc3AmNb1WbhhYpo/edit?usp=sharing

Externally provided programmes

Programme	Provider
Counselling Programmes	Operation Encompass RISE Team Breakfree Counselling Operation Endeavour Team Around the School
Behaviour Support Placements	Fast Forward Vocational Training (through Team Sport) Kip McGrath River Tyne Academy
Alternative Education Placements	Wheels Project Young Women's Outreach Project

Appendix 1

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

6. 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.

7. 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.

8. 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/guidance/pupil-premium-allocation-conditions-2021-2022)

Extract from the Recovery Premium Conditions of Grant

5. 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.

6. 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

7. 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](https://www.gov.uk/guidance/recovery-premium-conditions-of-grant-for-local-authorities) 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/guidance/recovery-premium-conditions-of-grant-for-local-authorities)