

Pupil premium strategy statement – Kingsmead School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	896
Proportion (%) of pupil premium eligible pupils	22.54%
Academic year/years that our current pupil premium strategy plan covers	2024/25 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	John Eddy Headteacher
Pupil premium lead	Jenny Webb Deputy Headteacher Culture and Ethos
Governor	Eva Heim

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 203 000
Pupil 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>	£ 203 000

Funding overview – last years table below – new one above

Detail	Amount
Deprivation Pupil premium funding allocation this academic year	£159,390
Total budget for this academic year 2024- 2025 <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>	£159,390

Part A: Pupil premium strategy plan

Statement of intent

The intention for our pupil premium plan is to support our students, irrespective of their background or the challenges they face, to make good progress from wherever their starting point and achieve high attainment across the curriculum to fulfil their potential.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment.

The approaches we have adopted complement each other to help our students excel.

To ensure they are effective we will:

- embed a whole school approach of high expectations.
- focus on high-quality teaching for all.
- Consistent formative assessment
- support home learning.
- use targeted and specific interventions.
- Attendance tracking to increase academic excellence
- monitor level of participation in trips, clubs and visits.

Challenges

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

Challenge number	Detail of challenge
1	The Maths and English attainment of PP students is generally lower than that of their peers.
2	Attendance is lower for PP students and this has a significant impact on final outcomes in year 11. We need to monitor this across all years to minimise impact in Year 11. We know that attendance increases when students are valued and have a sense of belonging in school. This has resulted in PP students falling further behind academically than their non-disadvantaged peers. PP attendance is lower in Year 8 and 9 compared to other year groups.
3	Behaviour data shows that pupil premium students do not get as many positive points as non PP students. Current figures 95% positive to negative ratio for non PP students 88% for PP students. Non PP

	students currently have nearly 100 more positive points on average compared to PP students.
4	Participation data shows that disadvantaged pupils those eligible for FSM do not engage in as much extracurricular as those that are non disadvantaged.
5	31%% of our pupil premium children also fit into another vulnerable group such as having an additional special educational need

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
Improve the quality of teaching and learning for all students to ensure access to the breadth of the school curriculum.	<ul style="list-style-type: none"> • Progress in English/Maths according to GCSE outcomes and census point reports in line with non-PP students. • Lesson observations, work scrutiny, and student council discussion show improvement.
Disadvantaged students will have access to additional holistic support to allow them to make good progress academically and personally.	<ul style="list-style-type: none"> • Additional emotional and behavioural support where necessary • Raising the profile of PP students with all staff • Staff CPD and support to understand and help to reduce barriers. • PP tracking at Raising standards meetings for Y11
Improve and maintain good levels of attendance to ensure that disadvantaged students are accessing high quality learning to promote progress and to reduce the gap to non PP students.	<ul style="list-style-type: none"> • Monitoring of attendance by the attendance officers and EWO. • Attendance interventions for targeted students • Parental engagement and support • PP to non-PP gap reduces from 2023/24
Engagement in and access to academic and extra-curricular participation for the students and their family.	<ul style="list-style-type: none"> • Subsidised music tuition for disadvantaged students. • Subsidised trips and visits • Priority appointments with the career's advisor • Provided revision guides • Provided learning resources and equipment • University visits to raise aspiration

Achieve strong Basics outcomes for PP students.	<p>Positive Progress 8 overall</p> <p>Basics of 5+E&M and 4+E&M in line with non disadvantaged peers.</p> <p>Disadvantaged students leave with as many qualifications as non-disadvantaged peers, with any bespoke curriculum considered with rigour</p>
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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, CPD, recruitment and retention)

Budgeted cost: £ 60 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NGRT and NGST to be purchased	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2,3
High standards and expectations – held by learners, encouraged by staff	<p>Disadvantaged students class work needs to be of a high standard. Ofsted Key Principles for using Pupil Premium - ‘2. The school never confuses eligibility for the pupil premium with low ability... focus [should be] on the highest levels’.</p>	1,2,3
PP identification and accountability	<p>Staff must know PP students and be held accountable for PP progress Working within the Trust to focus on disadvantaged outcomes.</p> <p>The most effective schools create the capacity and provide the expertise and support for teachers and other staff to better meet the needs of their disadvantaged</p>	1,2,3,4,5,

	learners” (<i>Addressing Educational Disadvantage, Marc Rowland, 2021</i>),	
Consistent use of formative assessment and feedback to inform planning and teaching.	Improving the quality, frequency and efficiency of formative assessment and the use of feedback is likely to have the biggest impact on outcomes of all. Feedback EEF (educationendowmentfoundation.org.uk)	1,2,5
High quality home learning	EEF suggests at secondary schools home learning has a + 5 month impact on PP students Homework, when linked directly to specific classroom learning, can have a strong positive impact on outcomes. Homework EEF (educationendowmentfoundation.org.uk)	1,2,5
PP provision begins in primary, best practice is shared. AHT Formative Years to work closely with feeder primary schools to identify needs.	EEF suggests early identification of unmet need in PP students is crucial	2,3,5

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

Budgeted cost: £100 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide tuition for pupils whose education is impacted by low historical attendance.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1,2,3, 5

	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Small group tuition	According to EEF, small group tuition has a +4-month impact.	1,2,3, 5
Academic mentoring Via AAHT for data/raising standards	EEF suggests positive mentoring has an impact of +1 months	1, 2,3,5
Revision classes - Easter, Whitsun, Lunchtimes, Afterschool	EEF suggests extending the school time to have a +2 month impact and will also help to close the gap in independent study skills.	2,3,5
Personal mentoring – Y11.	EEF suggests positive mentoring has an impact of +1 months	2,3,5
2 school meals per day	The EEF and government research states that a healthy breakfast can help fuel pupil's concentration so they can get the most out of their school day. Cardiff University study 2015 – 'children who eat breakfast before school are twice as likely to perform well in tests'	2,4
Computer devices / internet support	EEF suggests digital technology can have a +4 month impact.	1,3,5
Careers advisor and Coordinator support	PP students often have low aspiration or struggle for work experience. Providing the Gatsby benchmarks is correlated with higher GCSE scores, work readiness and better destination percentages. Evaluation of the North East Gatsby Benchmarks pilot released Education Gatsby	1, 2
Funding of educational resources	Revision guides etc are costly / PP students are less likely to have the necessary family income	1, 2, 4

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

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Governance monitoring	'Strong governance is critical to schools' successful use of the pupil premium funding' (Ofsted – The Pupil Premium, an Update 2013)	1,2,3,4,5,
Parental involvement – parent forum with HT	EEF suggests parental involvement has an impact of +3 months	1,2,3,4,5,
Provide uniform where families are struggling to meet costs to help students attend school.	Sometimes removing income related barriers to learning is an important first step to improving outcomes. Research to understand successful approaches to supporting the most academically able disadvantaged pupils (publishing.service.gov.uk)	4
Attendance Appointment of Safeguarding admin officer tasked to work with pastoral team and attendance officer to challenge and support families with poor attendance. Additional support of granular tracking of student attendance via SIMS via external training.	Creating the capacity for the tracking of and intervention in the case of poor attendance has been found to be beneficial for disadvantaged pupils. Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk) We will be working with the CLF attendance team to follow the attendance playbook strategies ensuring identification of students whose attendance is a concern.	2

Praise and reward	Monitoring to ensure that PP students are rewarded at least as much as other learners.	2,3,4
Clubs and teams	To ensure clubs and teams are made up proportionately of PP students / provide access to provision such as music tuition.	3, 4
Funding of educational visits	PP students need support to access paid trips / are less likely to have access to a range of life experiences. The EEF toolkit suggests that overall; studies of adventure learning interventions consistently show positive benefits on academic learning. Pupils who are exposed to these have an enhanced knowledge and understanding of the world and gain the cultural capital needed to be global and good citizens.	2, 4
Priority counselling and student welfare access Training of staff to become ELSA accredited	Staff refer wellbeing concerns of PP students at a disproportionately high rate Improving children's SEMH will help them engage better with school and consequently will make better progress. ELSA will help to improve children's mental wellbeing which will in turn help them to engage positively with their learning in school. Recognised by the EEF as an effective strategy to increase progress and attainment.	1, 2,3,5

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

60,000

100,000

43,000

Total - £203,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact our pupil premium activity had on pupils in 2024 to 2025 academic year.

Review:

2025

We saw the number of PP students securing Basics 4+ increase by 11.2% points as well as closing the gap to non PP peers. We saw more PP students secure passes at grade 4 in both Maths and English again closing the gap to their non PP peers by 15 and 9 percentage points respectively. We saw improvements at the 5+ Basics measure. There was a notable improvement for PP students securing English at a Grade 5 of 17% points.

Attendance to October 2024 for PP students was 83.2% in 2025 the figure is 84.3%.

We saw an increase in positive rewards for PP students which supports our aim of an inclusive school where all belong. There is a gap between the average number of points for PP and non PP students which we need to explore further.

Utilisation rates of PP provision were high, including Revision Guide take up, careers appointment attendance rates etc. Use of welfare and support facilities from PP students remained high. As such we believe significant need was met by our provision.

Learning points:

- ✓ Intervention tutors will continue to focus on PP support specifically.
- ✓ AHT to mentor the Y11 PP students.
- ✓ Staff will work together collaboratively on intervention, ensuring support is targeted at PP pupils, including the 'Learning Route' which requires them to check on the understanding of PP students FIRST and mark their books FIRST.
- ✓ There will be a continued attendance focus utilising the home school liaison officer.
- ✓ Year 11 is too late for PP interventions. PP support needs to target all year groups, not just Year 11, with greater Year 7/8 focus.
- ✓ PP 'take up' of trips and PE activities should be specifically measured.

LPA for both attainment and progress, MPA for progress PP students need specific academic intervention support.

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
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Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.