

Cirencester Kingshill Pupil Premium Strategy Statement 2022 - 2025

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students

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

School overview

Detail	Data
Number of students in school	805
Proportion (%) of pupil premium eligible students	24
Academic year/years that our current pupil premium strategy plan covers	2021/22 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Jo Lindley, Headteacher
Pupil premium lead	Dan Radbourne, Lead Practitioner for SEND & Inclusion (SENDCo)
Governor / Trustee lead	Jon Poulton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,608
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>	£201,608

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. We are aware of the challenges faced by disadvantaged pupils who attend a school with otherwise high levels of socio-economic advantage. Our support for aspiration and curriculum access is important in this regard.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted catch-up and emotional support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>The maths attainment of disadvantaged students is generally lower than that of their peers and teacher diagnostic assessments suggest that many students particularly struggle with problem solving tasks.</p> <p>Assessments on entry to year 7 in the last 5 years indicate that on average 39.2% of our disadvantaged students arrive below age-related expectations compared to 20.6% of their peers. Using GCSE grades for 2019-2021 it can be seen that, on average, 33.15% of disadvantaged students achieved below a Grade 4 compared to 21.1% of their peers within school.</p>
2	<p>Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 5 years, on average 34.1% of our disadvantaged students arrive below age-related expectations in English compared to 18.6% of their peers. This gap remains steady during students' time at our school, as GCSE results over the last 3 years show that, on average, 28.8% of disadvantaged achieved below a Grade 4 compared to 15.4% of their peers within school.</p>
3	<p>Our assessments, observations and discussions with students and families suggest that the education and, in particular, the emotional wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment.</p>

5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged students has been between 1.32 – 2.74% lower than for non-disadvantaged students.</p> <p>30.5% – 38.8% of disadvantaged students have been ‘persistently absent’ compared to 14.7% - 28% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students’ progress.</p> <p>Attendance of PP students for 2023-24 was 86.16% compared to the school’s average of 90.68%, indicating a need to continue to work hard to support attendance for these students and a new attendance strategy has been launched.</p>
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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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	<p>By the end of our current plan in 2024/25, further reduce the achievement gap between PP pupils at Kingshill and the national achievement of non-PP pupils (i.e. for the gap to improve to less than the 2018 figure of 0.19).</p> <p>Improve P8 score for High Prior Attaining PP pupils to be at least that for All PP pupils nationally (i.e. above -0.45 based on 2018 figures).</p> <p>A8 score for PP pupils to be at least 40.00 (2019 = 38.99).</p> <p>Improve EBacc entry for PP pupils to above 25% (2019 = 20%)</p>
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of</p>

	disadvantaged pupils and their non-disadvantaged peers.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • Raise PP attendance to 95% (94.2% for 2018-19) • The percentage of all pupils who are persistently absent being below 19% and the figure among disadvantaged pupils being no more than 12% lower than their peers.

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: £99,433

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop the school-wide CPD strategy on teaching and learning. Introduce a new teaching framework,	Classroom teaching is seen to be the single biggest lever to improve outcomes for PP pupils (EEF). Ensure every teacher is supported to deliver high quality teaching.	1, 2, 3

with Quality First Teaching a priority.	1. High-quality teaching EEF School direction is to move from 'calm and purposeful' to all students thinking hard and working hard.	
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)	1, 3, 4
Appointment of additional teaching to support KS3 pupils who are below age-expected performance in literacy.	Provide high quality literacy interventions (EEF) Nurture groups for English in year 7 & 8 TAs trained to deliver Phonics programme as intended (Read Write INC) Improving Literacy in Secondary Schools EEF	1

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

Budgeted cost: £64,043

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide structured small group literacy lessons for identified KS3 pupils	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the	2

<p>to support development in phonics and reading comprehension.</p> <p>Purchase of diagnostic software (LUCID) and GL Assessment New Group Reading Test (NGRT) to identify need and a phonics programme (Read Write Inc) to provide support for early readers</p> <p>Provide additional hours for TAs to provide additional sessions during registration and/or lunchtimes</p>	<p>case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Create English nurture groups in Year 7 and 8 for supported literacy teaching. Informed by data on Reading Assessments and teacher reports in class. Flexibility in entry and exit to these groups</p>	<p>Teaching targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 3
<p>Homework club to be made available to all students x 3 sessions per week</p>	<p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
<p>Using the UP Tracker to monitor progress of PP students and in collaboration with the Head of Year, assign inclusion staff to mentor and work with identified students to</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3

remove barriers. This will be to support students in accessing resources and materials necessary to access the curriculum.		
Provision of laptops to support learning of pupils who struggle with handwriting and to access online learning intervention. This can also include the need to access IT provision at home to access homework.		1, 4
Enhanced digital provision and purchase of AI apps as part of the digital strategy to support interventions for those students at risk of underperformance		1, 4
Purchase of tutor group reading books to support whole school reading strategy.	Helping to create a whole school reading culture ‘Now the whole school is reading’: supporting struggling readers in secondary school - GOV.UK	2

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

Budgeted cost: £38,132

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of additional behaviour and inclusion staff to	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:	3, 4, 5

<p>provide intervention for specific pupils who require support with regulating their behaviour and emotions.</p>	<p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school- based interventions Early Intervention Foundation (eif.org.uk)</p>	
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures.</p> <p>Attendance officer and Learning Mentors will provide the support to identified pupils and families.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>GCC 'Closing the Gap' Pupil Premium Conference 21st November 2019</p>	5
<p>Develop improved pupil aspirations in order to focus them on their learning in school</p>	<p>There is some evidence to suggest that supporting pupil aspiration, particularly through contact with home and mentoring and provision of study skills guidance, can support pupil achievement.</p> <p>The role of aspirations, attitudes and behaviour in closing the educational attainment gap Joseph Rowntree Foundation</p>	3, 4, 5
<p>Provision of curriculum materials to support pupils'</p>	<p>Analysis of pupil option subject choices for PP pupils indicates a disproportionately high number opt for subjects that require additional materials and trip opportunities to</p>	4, 5

<p>learning and curriculum access.</p> <p>This to include funding to support PP pupil access to enrichment trips that are linked to subjects they are studying.</p>	<p>allow pupils full access to the curriculum (i.e. Childcare, Drama, Textiles, Food Technology, I.T., music technology, Sport).</p>	
<p>Provision of a hardship fund to support PP pupil engagement in school and ability to access the curriculum.</p> <p>Ease of access to this form on website to support families in accessing this fund.</p>	<p>Evidence from teachers and the PP Learning Mentor work suggests engagement and attendance could be improved through discrete purchase of items (e.g. school uniform, core equipment) where circumstances change quickly, or pupils face significant hardship. Whilst this only applies for very few pupils, it can have a significant impact on their attendance, engagement, and achievement in school.</p>	<p>3, 4, 5</p>

Total budgeted cost: £ 201,608

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

P8 progress for disadvantaged pupils in 2024 examinations was -0.33 against the national figure for disadvantaged pupils of -0.54 (data still to be verified by DfE). In 2023 the P8 at Kingshill for disadvantaged pupils was -0.24 (against the national figure of -0.69). Work on improving academic progress for PP students remains a high priority.

School progress data showed last year that 86.51% of students achieved their expected outcomes across subjects compared to 80.32% of PP students. A new assessment programme has since been developed which will enable us to further target underperformance and intervene earlier.

Attendance of PP pupils in 2023/24 was 86.16% (up from 85.6% in 2022/23) compared to non-PP in school of 90.68%. Although this shows PP attendance slightly higher last year, these figures are lower than for 2019 (pre COVID) of 91.5% for PP and 92.9% for non-PP. Improving the attendance of PP within school remains a high priority.

Analysis of our most recent data for use of the student support room facility for PP pupils indicates that PP students make up 44% of bookings. This is slightly lower than the equivalent period last year. Use of our Inclusion facility saw PP bookings contributing 35% of total bookings (marginally down from previous figure of 38%). This is more marked for Y10 and Y11 pupils. Provision of emotional support for PP pupils, particularly around school-related anxiety, remains a priority and is an important factor in supporting the attendance and academic performance of PP students.

NEET figures for this reporting period (2022-23) - of the three students not in education, employment or training (1.8% of cohort) only one was a PP student.