

Cirencester Kingshill School Pupil Premium Strategy Statement. December 2023.

This statement details our school's use of pupil premium for the 2023 to 2024 academic year. 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

Detail	Data
School name	Cirencester Kingshill School
Number of pupils in school	847
Proportion (%) of pupil premium eligible pupils	23.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Jo Lindley, Headteacher
Pupil premium lead	Stephen Pritchard, Deputy Headteacher
Governor / Trustee lead	Claire Cleaver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,000
Recovery premium funding allocation this academic year	£41,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£30,538
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£241,938

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 pupils.

Challenge number	Detail of challenge
1	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils 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 pupils arrive below age-related expectations compared to 20.6% of their peers. Using GCSE grades for the last 3 years it can be seen that, on average, 33.15% of disadvantaged pupils achieved below a Grade 4 compared to 21.1% of their peers within school (Nov 2022).</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils 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 pupils arrive below age-related expectations in English compared to 18.6% of their peers. This gap remains steady during pupils' time at our school, as GCSE results over the last 3 years shows that, on average, 28.8% of disadvantaged achieved below a Grade 4 compared to 15.4% of their peers within school (Nov 2022).</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and, in particular, the emotional wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, 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 pupils, including both their attendance and attainment.</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.32 – 2.74% lower than for non-disadvantaged pupils (Nov 2022).</p> <p>30.5% – 38.8% of disadvantaged pupils 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 pupils' progress.</p> <p>Attendance of PP students 2022-23 was 85.3%, indicating a need to work hard to support attendance for these students</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
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 (ie 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 (ie above -0.45 based on 2019 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.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <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.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£119,323**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access resources and CPD offers.</p>	<p>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:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>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:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	1, 3, 4
<p>Further develop the school-wide CPD strategy on teaching and learning and curriculum development. This enables teachers to engage with training, research and release time to observe others teach and to have feedback and support with their own teaching.</p>	<p>Classroom teaching is seen to be the single biggest lever to improve outcomes for PP pupils (EEF).</p> <p>School direction is to move from 'calm and purposeful' to make the pupils think hard and learn and remember more.</p>	1, 2, 3
<p>Commission external support to work alongside teachers on pedagogy and curriculum development to support improvements in quality of education across the school.</p>		

Appointment of additional teaching to support KS3 pupils who are below age-expected performance in literacy and numeracy		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£76,855**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide structured small group literacy and numeracy lessons for identified KS3 pupils to support development in phonics and reading comprehension.</p> <p>Purchase of diagnostic software (LUCID) 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 intervention sessions during registration and/or lunchtimes.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Provision of laptops to support learning of pupils who struggle with handwriting and to access online learning intervention.</p>		
<p>Target Year 11 key pupils in after-school sessions.</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>	1, 2, 3

Homework club to be made available to all pupils x3 sessions per week Learning mentor to support identified underperforming students	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Enhanced digital provision and purchase of AI apps as part of the digital strategy to support interventions for those students at risk of underperformance		
Purchase of tutor group reading books to support whole-class reading strategy		

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

Budgeted cost: **£45,760**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of an additional Wellbeing Officer and behaviour and inclusion staff to provide intervention for specific pupils who require support with regulating their behaviour and emotions.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund 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: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	4

<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Provision of Education Welfare Officer time to 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>www.jrf.org.uk/sites/default/files/jrf/migrated/files/education-attainment-interventions-full.pdf</p>	
<p>Provision of curriculum materials to support pupils' 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>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 allow pupils full access to the curriculum (ie 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>Evidence from teachers and the PP Learning Mentor work suggests engagement and attendance could be improved through discrete purchase of items (eg 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>	

Total budgeted cost: £241,938

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

P8 progress for disadvantaged pupils in 2022 examinations was -0.24 against the national figure for disadvantaged pupils of -0.69 (in 2019, the most comparable year given impact of COVID on results, Kingshill disadvantaged pupils' P8 was -0.22 compared to a national figure for disadvantaged pupils of -0.45). In 2023 the P8 at Kingshill for disadvantaged pupils was -0.66 (against the national figure of -0.57). This is a disappointing drop in results, although it should be noted that the actual gap between performance of disadvantaged and non-disadvantaged pupils at Kingshill slightly narrowed in 2023. Work on improving academic progress for PP students remains a high priority.

Attendance of PP pupils in 2023 was 85.6% compared to non-PP in school of 91.6%. In 2022 these figures were 85.3% and 89.6% respectively. Although this shows PP attendance was 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 is a high priority.

Analysis of our most recent data for use of the SSR room facility for PP pupils indicates that bookings are currently running at around 38% PP bookings. This is slightly higher than for the equivalent period last year, but lower than we would historically see. Use of our Inclusion facility saw PP bookings contributing 38% of total bookings (marginally up from previous figure of 37%). 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.

Further information (optional)

Additional activity

Our pupil premium strategy is supported by the work of our Learning Mentor. Pupil surveys indicate that this is the single most valuable intervention we provide for disadvantaged pupils.

Support for pupil mental health and wellbeing is of primary importance. We have increased our capacity to support identified pupils by the appointment of an additional mental health and wellbeing practitioner in 2021. Referrals to the wellbeing team come via our pastoral middle and senior leaders and often form part of a range of support, including with external agencies. This function is particularly important in encouraging attendance at school for a number of pupils.

We ensure pupils understand our 'catch-up' plan by providing information about the support they will receive, how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety. All Year 11 pupils receiving after-school provision have contact home from a senior leader to promote the offer and engage parents as well as pupils in the process. Following requests from pupils, a section of the library is now dedicated to hosting texts, guides and syllabi relevant to the GCSE and BTEC courses pupils take during KS4. This is maintained by the learning mentor and careers advisor who provide individual and small-group support for study skills with PP pupils. Additional support for PP students with exams work and revision in particular is provided by the Learning Mentor.

We offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils are encouraged and supported to participate. This includes financial support from the PP budget.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated which activities undertaken in previous years had had impact as well as evaluate which issues had arisen more recent as a result of COVID disruption.

We triangulated evidence from multiple sources of data including assessments, questionnaire responses from parents, and discussion with students and teachers in order to identify the challenges faced by disadvantaged pupils. In particular, newer initiatives include the provision of the KS4 courses resource section in the library and use of our funding to more extensively support provision of materials for practical subjects. This includes food ingredients and laptop loans.

The school SENDCo has contributed to the establishing of particular support for those pupils who enter school behind their peers academically.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.