

# Pupil Premium Strategy Statement Samuel King's School



This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	90
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement for each academic year</b> )	2023/2024 to 2026/2027
Date this statement was published	January 2024 Updated March 2024
Date on which it will be reviewed	January 2025
Statement authorised by	Rob Dawson Headteacher
Pupil premium lead	Claire Reed Assistant Headteacher
Governor / Trustee lead	Pat Sharples Governing Board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19665
Recovery premium funding allocation this academic year	£6000
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£25665</b>

# Part A: Pupil premium strategy plan



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## Statement of intent

Co-located with Alston Primary School on the Church Road site in Alston, the School has strong community links and is very much a central part of life in the area. We have strong links to the local church and various other community groups on the Moor. Our active PTA organises any number of activities and events for the students – both in and out of school.

We have a three year Key Stage 3 curriculum and offer a range of GCSEs in KS4 for Year 10 and Year 11.

The site is a busy one with the Alston Pre-School located in the building as well as Children's Centre activities overseen by Barnardos. We believe that the presence of these two organisations really strengthens what we can offer to our families and the wider community.

Samuel King's School is a friendly school that offers a family feel environment where everyone knows each other's name. We have a flexible approach to teaching, providing a curriculum that is tailored to meet the needs of all our learners.

Our school prides itself on the strong relationships built between staff, students and parents. We believe that success is a shared responsibility, and so we work collaboratively with parents to provide the best educational experience for our students. Our school is committed to providing a safe and nurturing environment where students are supported to become confident and independent learners. We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for all our pupils and they all fully understand part they play in addressing educational disadvantage.

Our Assistant headteacher and SENDCo, Claire Reed, is responsible for Pupil Premium in our school. Miss Reed works onsite and through her leadership capacity, and close working relationship with SLT including Mr Dawson - Acting Headteacher, Mrs Bainbridge - Deputy Headteacher, Mr Hagerup - Senior Teacher and Mrs Seaton - School Business Manager as well as the wider pastoral team. There is a sharp focus on the quality of pupils' learning experiences. The SLT play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. Pupil Premium is a standing agenda item on weekly SLT meetings.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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. 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 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 identification of need and 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 section details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<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, between 0 - 100% of our disadvantaged pupils arrive below age-related expectations compared to 30 - 60% of their peers. This gap persists during pupils' time at our school.</p>
2	<p><b>Homework Completion</b></p> <p>Our pupils from disadvantaged backgrounds often find it harder to complete their homework, due to less consistent home environments or a lack of engagement in school from their families. As the children grow older, the importance of them keeping up with their homework becomes even greater, as they can fall behind their peers, leading to homework becoming a non-preferred task.</p> <p>Our assessments show that pupils from disadvantaged backgrounds are 25% less likely to complete homework tasks.</p>
3	<p><b>Issues Relating to Attendance</b></p> <p>From our experience, we have found that the most disadvantaged pupils are more likely to have low attendance. We have found that disadvantaged pupils are also more likely to become persistently absent, which can in turn result in a negative impact on their GCSE results.</p> <p>89.61% of disadvantaged pupils have been 'persistently absent' compared to 90.55% of their peers during that period. Our attendance data indicates that attendance among disadvantaged pupils is in line with non-disadvantaged, however disadvantaged pupils make equate to 25% of persistent absenteeism. Disadvantaged year 11 students are 12% more likely to be late into school and lessons.</p>
4	<p><b>Raising Aspirations</b></p> <p>On average, our disadvantaged pupils are more likely to come from families who have had less experience of higher education. Consequently, for some, going on to university-level study can be seen as an unrealistic goal for their secondary-level education. Pupils from disadvantaged backgrounds often need extra support to make them aware of their options for them following Year 11.</p>

5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain high. 27% pupils (1/4 of that 27% of whom are disadvantaged) currently require additional support with social and emotional needs, with 27% (1/4 of whom are disadvantaged) currently receiving intervention.</p>
6	<p><b>Behavioural and Pastoral Support Strategies</b></p> <p>Our behaviour data over the last year indicates that behavior incidents among disadvantaged pupils has been 10% higher than for non-disadvantaged pupils. 12% more disadvantaged pupils were placed on a behavior monitoring report.</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
To ensure disadvantaged pupils make comparable progress	<ul style="list-style-type: none"> <li>Percentage passing English and Maths GCSEs.</li> <li>Progress 8 score of the school</li> </ul>
To engage pupils more in their learning regardless of background	<ul style="list-style-type: none"> <li>Reported homework quality and completion from class teachers.</li> <li>Homework related sanction numbers should be low for both disadvantaged and non-disadvantaged pupils.</li> <li>High levels of engagement observed in lessons.</li> <li>Teaching materials and resources should contain high-level, rigorous content.</li> <li>Disadvantaged pupils' participation levels in extra-curricular academic clubs.</li> </ul>
To raise the levels of attendance (particularly persistent absenteeism) and punctuality of our disadvantaged pupils	<ul style="list-style-type: none"> <li>Attendance statistics and comparisons term by term.</li> <li>Comparison of disadvantaged and non-disadvantaged pupils' attendance and punctuality.</li> </ul>
To help our disadvantaged pupils to gain places at post 16 provision	<ul style="list-style-type: none"> <li>Percentage of pupils in Year 11 going on to Sixth Forms to do A Levels.</li> <li>Destination data for Year 11 students.</li> </ul>
To encourage emotionally healthy, strong and positive behaviours in our disadvantaged pupils	<ul style="list-style-type: none"> <li>Positive results from pastoral support strategies, e.g. improved positive points awarded and decreased behaviour sanctions.</li> <li>Positive results from mentoring programmes for pupils struggling with mental health-related issues.</li> <li>Reduced levels of wellbeing concerns raised especially recurring behaviours from groups of students.</li> <li>Increased levels of wellbeing reported in pupil voice surveys.</li> </ul>
To improve behaviour and offer creative pastoral support strategies	<ul style="list-style-type: none"> <li>Pupil voices survey data will reflect positive behaviour in school</li> <li>Pupils will feel safe in school</li> <li>Sanction numbers and behaviour data should be low for both disadvantaged and non-disadvantaged pupils</li> </ul>

## 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)



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p> <p>CAT4 tests</p>	1, 2, 4
<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 Maths Hub resources and CPD offers (including Teaching for Mastery training).</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><a href="#">Teaching mathematics at key stage 3</a></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><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1, 2, 4
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund literacy development in school including development of a new library, local library and book shop visits, authors into school to promote a love of reading. Drop everything and read "DEAR" sessions will feature on the school timetable each week.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:</p> <p><a href="#">word-gap (Oxford University Press)</a></p>	1, 2, 4
<p>Specific behaviour management CPD for staff</p> <p>Tom Bennet</p> <p>Positive Regard Behaviour approaches</p>	<p>Teaching behaviour management strategies to classroom staff can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on pupil attainment:</p> <p><a href="#">Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</a></p>	5, 6
<p>Carers lead role</p>	<p>One of the issues we have identified amongst our disadvantaged pupils is the lack of knowledge about opportunities for them after finishing school.</p> <p>We have created a Careers Lead who has created multiple resources on: post-16 courses, sixth forms, colleges, application processes, vocational courses, etc.</p>	2, 4



	<p>Our Careers Lead also helps our more disadvantaged pupils to complete their college applications and works closely with Inspira in order to ensure they have appropriate and aspirational FE options.</p> <p>Our option subject teachers organised subject specific trips to work places to raise aspirations and give understanding of students working towards GCSE's such as animal care trips to local farms</p> <p>During parents meetings with careers information on careers through inviting local collages and sixth forms along for parents and pupils to talk to.</p> <p>A dedicated Alumni board with information of past students and their careers is situated in the main corridor.</p>	
<p>Faculty Leads in the core subjects to monitor specific groups of students</p>	<p>Essential roles in monitoring the outcomes of our interventions and having a more focused approach on improving outcomes for our disadvantaged students</p>	<p>1, 2, 3, 4</p>
<p>CPD delivered on attachment, ACE's, trauma linked to behaviour. Bespoke training for identified staff.</p> <p>Orange button training</p>	<p>Research has shown that children with ACEs or trauma related past experiences may experience difficulty in a number of areas including mental health and attainment in school.</p> <p><a href="#">Adverse Childhood Experiences (ACEs) and Attachment - Royal Manchester Children's Hospital (mft.nhs.uk)</a></p>	<p>5, 6</p>
<p>KS3 and KS4 pastoral lead roles</p> <p>Assistant head/SENDCo working alongside pastoral support leads</p>	<p>Pastoral support in our school has been identified as a need for our students.</p> <p>The appointment of 2 pastoral leads who work alongside KS3 and KS4 closely supported by our Assistant head and SENDCo will mean that pupils have a key person who they can go to for support.</p> <p><a href="#">3. Wider strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Dedicated School MH leads are identified within year groups and they undergo training with outside agencies to support their peers</p> <p>Every Life Matters training sessions for students take place to educate them on healthy emotion and mental health and wellbeing.</p> <p>Outside agencies work in school such as Barnardo's, LINK workers, School Psychotherapist</p> <p>A dedicated Pastoral Space in school for pupils to go to when needed supported by the KS3 and KS4 pastoral leads.</p>	<p>1, 2, 3, 4, 5, 6</p>



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



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Online education platforms (Complete Maths, Senca Quizlet and Lexia)</p>	<p>The effect of homework has been rated as having an impact of +5 months by the EEF toolkit.</p> <p>We have found that online platforms are an accessible way for our pupils to access resources easily at home and at school during homework clubs</p> <p>Lexia, which is a specific literacy intervention is completed in small groups alongside a HLTA each week. Progress is monitored closely and tracked over time.</p> <p><a href="#">Teaching Assistant Interventions   Teaching and Learning Toolkit   EEF</a></p>	<p>1, 2</p>
<p>Revision guides and workbooks</p>	<p>The subsidising of revision guides and workbooks supports to our strategies relating to meta-cognition and self-regulation because our teachers instruct and teach pupils how to use them effectively, which in turn helps the pupils become more independent and lead their own learning.</p>	<p>1, 2, 4</p>
<p>Weekly homework club</p>	<p>This club takes place weekly and is open to all year groups. The club is ran by a teacher in the ICT room and means that pupils can get the support they need from a teacher or use the school ICT equipment if unable to at home.</p>	<p>1, 2</p>

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



Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance to be monitored by the Assistant head / SENDCo and attendance interventions based on half termly data	<ul style="list-style-type: none"> <li>• Our Assistant head and pastoral leads specifically call the parents of disadvantaged pupils to encourage better attendance.</li> <li>• Data-driven strategies have been used to target pupils and families where a tendency towards non-attendance is evident. A graduated approach of attendance monitoring is then followed through the use of attendance plans and review meetings</li> <li>• This is support by our Local Authority attendance officer</li> <li>• This has resulted in improved attendance percentage, as well as reported improved connection between the school and families.</li> <li>• Breakfast is available in school and promotes healthy lifestyles and readiness to learn before the start of each day. This has also had a positive impact on attendance and punctuality in school</li> </ul>	3, 5, 6
Instrumental music lessons subsidies	<p>Arts participation, including participation in music has been found by the EEF to have a strong positive impact at relatively low cost.</p> <p>Our instrumental lessons are subsidised for disadvantage pupils in order to improve access to an arts-based approach allowed the child to develop holistically.</p> <p>The performing arts and English teachers work in collaboration identifying resources that will support in both subject areas such as Digital Theatre Plus which aims to engage and further develop their interest in theatre, plays, playwrights themes within works the way they are rehearsed and directed. This resource can further enhance their practical work in Performing arts.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/arts-participation</a></p>	1, 2, 4, 5, 6
Class Charts	<p>A system has been introduced to allow staff to record positive and negative behaviour in school. Class Charts was primarily set up for teachers to use in school however this year the parents and pupil account feature has been set up to allow them to track their behaviour including detentions and attendance in lessons.</p> <p><a href="https://www.eef.org.uk/working-with-parents-to-support-childrens-learning">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4, 5, 6

<p>Drama and dance activities delivered through extra-curricular clubs and cultural trips</p>	<p>As well as being valuable in itself, arts participation can have a positive impact on education outcomes when the interventions are linked to academic targets.</p> <p><a href="#">Arts participation   Teaching and Learning Toolkit   EEF</a></p>	<p>4, 5, 6</p>
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**Total budgeted cost: £25665**

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## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Assessments on entry to year 7 last year indicated that 0% of our disadvantaged pupils arrived below age-related expectations compared to 32% of their peers. Subsequent internal and external (where available) assessments show that this gap narrows with a progress difference between 0.41-0.57 during pupils' time at our school.

Our observations identify that previously many disadvantaged children lack the support necessary to seek aspirational placements for their post 16 study. However last year 100% of school leavers went on to either college or sixth from providers.

Our evaluation of the approaches delivered last academic year indicates that the strategies and provision identified did not fit the purpose of the current cohort of students. This strategies has been rewritten to reflect the current needs and therefor intended outcomes and actions have changed. A much higher emphasis has been placed on academic achievement and the social, emotional and mental wellbeing of our pupils.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.



## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Online Literacy Intervention	Lexia
Online Maths Intervention	Complete Maths
Online Maths Intervention	Sparx
Online Science Intervention	Seneca
Revision Guides - Various	CGP
Instrumental Music Lessons Subsidies	Private Music Tutor
Digital Theatre Plus Subscription	Digital Theatre Plus
Class Charts	TES
Provision Map	TES

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