

The Kidsgrove Secondary School

Student Premium Strategy Statement 2025-2028



This statement details our school's use of student premium funding to help improve the attainment and progress of our disadvantaged students.

It outlines our student premium strategy, how we intend to spend the funding over the course of the next three years and the effect that last year's spending of student premium had within our school.

School overview

Detail	Data
School name	The Kidsgrove Secondary School
Number of students in school	339
Proportion (%) of student premium eligible students	25%
Academic year/years that our current student premium strategy plan covers (3-year plans are recommended)	3 Years (2025 to 2028)
Date this statement was published	January 2025
Date on which it will be reviewed	January 2028
Statement authorised by	S. Frost
Student premium lead	K. Hambleton
Governor / Trustee lead	N. Butler

Funding overview

Detail	Amount
Student premium funding allocation this academic year	£92079
Recovery premium funding allocation this academic year	0
Student premium funding carried forward from previous years (enter £0 if not applicable)	0

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£92079</p>
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Part A: Student premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face and make good progress across the curriculum. Furthermore, we seek to instil our core values of leadership, organisation, resilience, initiative and communication.

The focus of our student premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students. 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 students 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 students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school priorities and is explicitly focused through the reading strategy that aims to remove the barriers associated with low literacy for all learners but particularly disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective, we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.
- Senior leaders drive the urgency to ensure that data is used with rapidity to support the progress of learners and interventions are timely and effective.
- Ensure disadvantaged students are challenged in the work that they're set, which includes homework-based learning.
- Support disadvantaged students so that they feel confident to ask for help when they find work challenging.
- Leaders audit the participation of PP students with extra-curricular activities & trips and encourage good attendance to these.
- All disadvantaged learners are provided with careers support and 1:1 meeting as a priority.
- Ensure disadvantaged students are supported pastorally and academically to achieve their best through mentoring.

Academy Strategic Objectives

Strategic objectives	<p>1 - Student progress is improved, and outcomes are improving significantly with an improved A8 profile. A focus upon 7+ grades and high ability students is a priority for 2024-2025.</p>
	<p>2 - Teachers to use appropriate strategies to model effectively which leads to improved student independence of the 'Secure' phase of the 5 lesson steps. There are effective techniques to check that students have understood their learning and misconceptions are challenged. There is improved subject literacy use through tier 2 and tier 3 vocabulary.</p>
	<p>3 - Ensure that learning is adapted well enough to meet the differing needs and abilities of pupils, including those with SEND.</p>
	<p>4 - Embed 'Showbie' to support the improvement of digital workbooks and enhance the digital strategy.</p>
	<p>5 - To further develop literacy and reading as a key skill across the curriculum to remove barriers to learning and maximise the impact of the curriculum. Foster a love of reading throughout the key stages via a positive reading culture.</p>
	<p>6 - Establish extensive programmes of curriculum enrichment and extra-curricular activity to ensure learners are fully equipped with cultural capital.</p>

Challenges

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

Challenge number	Detail of challenge
1	Some PP students, particularly those in lower sets, do not always feel confident in asking for help and would appreciate more time to complete homework and to prepare for assessments.
2	There are some PP learners with SEND who are not yet making expected progress.
3	Some PP learners have historically been less prepared for their next steps and need a clear career plan in place to support them with this.
4	The attendance and participation of PP learners at extra-curricular and enrichment activities has been low compared to non-PP learners. Ensure barriers to attendance are known and shared with all staff so that these can be removed.
5	Assessment data, observations, and discussion with KS3 students indicates that disadvantaged students generally have lower levels of reading comprehension and reading confidence than that of their peers. This impacts their progress in all subjects.
6	Our behavior and suspension data indicates that suspensions among disadvantaged students have been higher than for non-disadvantaged students.
7	Our attendance data over the last 3 years indicates that attendance among disadvantaged students has been lower than for non-disadvantaged students. Disadvantaged students also have higher levels of 'Persistent absence' during the same period. This absenteeism is negatively impacting disadvantaged students' progress.

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.

Outcome Number	Intended outcome	Success criteria
1	PP students are confident in asking for help in lessons and in general for the support that they need to improve their progress.	<ul style="list-style-type: none"> • Student Voice is positive and there is an improvement seen in PP students accessing support. • Completion of homework is improved among the PP cohort and detention numbers are reduced. • The PP v non-PP progress gap is narrowed and consistently closed.
2	Consistently improving attainment among disadvantaged students, especially for those with SEND.	<ul style="list-style-type: none"> • KS4 outcomes demonstrate that disadvantaged students achieve a P8 score (or A8 score in 2025 & 2026) in line with their non-disadvantaged peers within the school and nationally.
3	PP students are provided with careers advice and guidance that results with a clear understanding of the next steps post KS4.	<ul style="list-style-type: none"> • Destination data continues to be positive and PP students are engaged in appropriate post 16 pathways.
4	Remove the barriers that prevent students from extra-curricular participation, so that attendance to enrichment opportunities is improved.	<ul style="list-style-type: none"> • Disadvantaged students access enrichment activities which develops their personal development and access to the curriculum through a homework referral system/club.
5	Improved reading comprehension among disadvantaged students across all years.	<ul style="list-style-type: none"> • All students, including all PP students, have a reading age at least in line with their chronological age. • Analysis shows that interventions have been appropriately targeted towards PP students leading to rapidly improving reading.
6	To achieve and sustain improved behaviour data for all students, particularly our disadvantaged students.	<ul style="list-style-type: none"> • A reduction in student detention numbers especially for non-completion of homework and greater use of the homework referral club is evidenced.

		<ul style="list-style-type: none"> • Suspensions continue to be low and well managed, with proportionately low numbers of PP students.
7	To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<ul style="list-style-type: none"> • To close the disadvantaged attendance gap so that attendance is in line with their non-disadvantaged peers within the school and at least in line with national. • This includes students that are persistently absent.

Activity 2025 to 2028

All activities will be classified by:

High Quality Teaching
Targeted support
Wider strategies

Menu of approach	Item	Activity	Success criteria	Evidence that supports this approach	Challenge number(s) addressed	Cost
High Quality Teaching	Quality Assurance CPD Activities, implementation, and impact	To ensure that high quality inclusive and adaptive teaching remains the core focus of the school. Misconceptions are challenged and teachers provide effective support through the 'pole position' strategy.	All teaching is consistently good or outstanding, and teachers provide adaptive strategies to support student progress and misconceptions are identified and challenged.	Education Endowment Foundation toolkit Click here for further evidence	1,2,3,5, 6	£42,579

	Digital Strategy	<p>Students provided with 1:1 iPad device to support engagement in learning and completion of homework.</p> <p>CPD for teachers to fully implement the use of iPads through Showbie as the school's digital workbook which provides effective feedback.</p>	<p>Barriers are broken down as all students are allowed easy access to resources and learning support through the implementation of digital devices and through Showbie.</p>	<p>Education Endowment Guidance Report</p> <p>Click here for further evidence</p>	1,2,5	
	CPD	<p>To support and to continue to build the expertise of staff so that adaptive teaching strategies tailored to individual needs.</p>	<p>All staff are aware of the challenges faced by PP students and are engaged in delivering strategies to support the progress of all groups of students.</p>	<p>EEF High Impact Strategy</p> <p>Click here for further evidence</p>	1,2,3,5,6	

		To ensure feedback is consistent and effective across the curriculum. This feedback is varied and effective through formative and summative approaches enhanced by the use of iPads and Showbie.	Improve the progress of PP students from their starting points at KS2.	EEF High Impact Strategy Click here for further evidence	1,2,5	
Targeted Support	Teaching Assistant interventions	HLTA/TA – Improve the effectiveness of the SEND and Inclusion teams’ provision so that Teaching Assistants can be effectively deployed to support the learning of SEN and disadvantaged students through the Homework club.	Support from the teaching assistants to enhance disadvantaged students’ learning significantly and enable learners to develop independence and resilience.	EEF Impact Strategy Click here for further information	1,2,5	£5,000
	Reading	The reading and literacy strategy is effective in supporting the most disadvantaged with access to texts. Reading levels are monitored and interventions have a positive impact. Sparx Reader is impactful and supports the reading culture.	The reading levels are raised, and students have a greater confidence in accessing the curriculum. This then support better progress in all subjects.	EEF Impact Strategy Click here for further information	2,5	£5,000

Mathematics	Provide school-led tutoring for students in mathematics. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers. Sparx Maths is utilised to support greater numeracy understanding and provides feedback on numerical strengths and weaknesses.	Student progress improves due to student intensive individual support in addition to the timetable's lessons.	EEF Impact Strategy Click here for further information	1,2,3,5	£5,000
Behaviour	Provide a budget to reward positive student behaviour focussed on PP students.	Students are incentivised to actively engage in academy life and demonstrate positive attitudes to learning, consistently.		4,6,7	£8,000

	Provide Emotional Coaching.	Students encountering social, emotional and/or mental health issues have access to trained professionals to help raise self-esteem and aspiration. This provides mechanisms to help manage their social and emotional health and wellbeing	EEF impact strategy Click here for further information	2,3,6,7	£10,000
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Attendance		<p>Reduce the percentage of disadvantaged students that are persistently absent.</p>	<p>Persistent absence reduces through intervention, effective support and rewards for improved attendance.</p> <p>Relationships between the school, students and hard-to-reach parents are positive.</p> <p>Consequently, all key stakeholders understand the implications of good attendance and are motivated to attend the academy.</p>	<p>Education Endowment Foundation toolkit</p> <p>Click here for further information</p>	6,7	£8,000
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Wider strategies	Curriculum subsidy	Provide financial support for disadvantaged students participating in educational trips, visits, clubs, food lesson ingredients and music lessons.	<p>All students have access to and are encouraged to attend educational trips, clubs, and music lessons.</p> <p>Students that encounter economic inequality are not disadvantaged and can access the provision made by the school.</p>		4,6,7	£5,000
	Uniform Bank	A uniform bank is provided to support students who lack the full uniform and/or PE kit.	There are no barriers to students with regards to uniform standards and appearance (this includes PE kit).		6,7	£3,500
					Total:	£92,079

Part B: Review of outcomes in the previous academic years

Student premium Strategy Outcomes

This details the impact that our student premium activity had on students in the 2022 to 2025 academic year.

Curriculum achievement

Internal data and external data (all years)

- Significant improvement in progress of PP students in 2024. The PP students outperformed non-PP students with a P8 score of -0.45. This was an improvement of 1.3 on 2023 for PP students.
- The school was recognised as the 10th most improved school in England for progress in 2024.
- The gap between PP and non-PP students across all year groups is improving. This is across most subject areas.
- Reading ages are increasing and the gap between PP and non-PP reading ages are closing.

Curriculum support

- All students received the necessary resources to help them to access the curriculum. This includes the equipment shop, uniform bank, breakfast bagels and smart start support.
- All students received an iPad to enhance learning which has supported home learning and homework accessibility.
- Study support sessions available as an additional session after school, during form time and during lunch time. There is also homework club to support students with homework completion and after school reading sessions to build literacy confidence.
- The pole position strategy is utilised to ensure that PP students are supported as a priority in lessons.
- Student voice shows increasing confidence and enjoyment of school and lessons.

Behaviour improvement and support programmes

- Exclusion rates are low when compared to national numbers and local numbers.
- The gap between disadvantaged and non-disadvantaged students receiving detentions is narrowing. This includes detentions for smart start and uniform issues.
- The amount of achievement points for disadvantaged students has increased.
- There are more students increasingly receiving postcards home and certificates for high standards of work and good progress.

Careers advice and guidance

- All year 11 disadvantaged students received and attended at least one careers interview during their final year. The careers programme is effective across KS3 and KS4.
- Risk of NEET indicator (RONI) students received and attended at least one additional careers interview appointment.

- Destination data for outgoing year 11 students has improved year on year.
- Enrichment days support CIAG of all students.

Attendance

- Percentage attendance gap between disadvantaged and non-disadvantaged students has decreased.
- There is a reduction in persistently absent disadvantaged students.
- There are more 100% attendance students that are disadvantaged than previously seen.

Emotional Coaching

- Identified PP students had regular appointments with an emotional coach. This is having a big impact on behaviour, self-regulation and student confidence. This has positively impacted attendance and engagement.

CPD

- The quality of CPD has impacted the quality of education. The school is now 'Good' in all areas as recognised by Ofsted in 2023. There is continued work to develop the Ofsted areas for improvement.
- Development of the digital workbook and adaptive strategies is having a positive impact on student outcomes.
- Literacy CPD is impacting disadvantaged students understanding of tier 2 and 3 vocabulary.