Pupil premium strategy statement

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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Kingsway School
Number of pupils in school	1307
Proportion (%) of pupil premium eligible pupils	25.40%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 years
Date this statement was published	23.09.23
Date on which it will be reviewed	23.09.24
Statement authorised by	Ms. Anna Fowler
Pupil premium lead	Mr. Kieran Bourne
Governor / Trustee lead	Pending

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£372800
Recovery premium funding allocation this academic year	£96600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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	£469,400

Part A: Pupil premium strategy plan

Statement of intent

At The Kingsway School we say to our young people we want them to 'turn their potential into reality'.

This means all pupils study a broad, deep, rich curriculum including EBACC where they make good progress and achieve high attainment across the curriculum. We want all our students to experience success and leave us as well-rounded young adults – good friends, neighbours, parents, citizens and people we are proud to call our own. We see this in their outcomes but also in the fabulous young adults they all become.

The focus of our strategy is to support disadvantaged pupils to achieve that goal.

All staff have a responsibility for disadvantage pupils and their outcomes. Our approach is graduated and considers the potential barriers for our vulnerable pupils and carefully crafts and promotes strategies to remove them.

Our robust 'Universal Offer' is what all our disadvantaged pupils have access to. Curriculum and quality first teaching sits central to this. It is aspirational and all pupils are entitled to the powerful knowledge. Then, with departmental approaches to literacy development, adaptive teaching, and a drive around formative assessment, our lessons are responsive to the needs of individuals so that all pupils make good progress.

Where pupils require support outside of the classroom, they may access our 'Selected' and 'Targeted' offer. Our diagnostic assessment and person-centred approaches mean that where appropriate, pupils access research engaged and at times, bespoke provision and intervention.

We want all pupils to excel in a safe and encouraging environment where pupils are known, where their needs are understood and where they are challenged. Our approach to disadvantaged is not a bolt on but instead, a whole school approach- and culture-where every small step is celebrated.

Challenges

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

Challenge number	Detail of challenge
1	**Achievement**: There is a gap between PP students and their non-PP peers in GCSE outcomes in a number of subjects.

2	**Attendance**: PP students' attendance is lower than their non-PP peers.
3	**Exclusions:** The percentage of pupil premium students receiving either a permanent or fixed term exclusion continues to be disproportionate.
4	**Literacy and Reading**: The reading age of PP students is significantly below the average reading age of their NPP peers.
5	**Engagement and Aspirations**: PP students historically have lower engagement in extra-curricular activities and trips than their NPP peers

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
Disadvantaged students will make comparable progress to their peers	- National performance data - Internal tracking and monitoring data
Disadvantaged attendance will be comparable to their peers	Internal attendance tracking data
There will be no correlation between the number of FTEs and/or permanent exclusions with disadvantaged students	Internal tracking and monitoring of behaviour data
Disadvantaged students will make comparable progress in reading to their peers	- Reading test data - Outcomes in GCSE English
Disadvantaged students will engage in trips and extra-curricular activities as much as their peers	Internal tracking data on pupil engagement in trips and extra-curricular

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD is ongoing and underpins everything we do at curriculum level and teaching and learning. A commitment to CPD ensures we have: **Curriculum** • A whole school curriculum which enables students to fully realise their potential and be happy well-rounded members of society. • A curriculum which is broad, rich, relevant, interconnected and progressive. • A curriculum which promotes personal, social, moral and spiritual development, and enjoyment • A curriculum which promotes cultural and literacy capital including disciplinary literacy and reading. • A whole school research engaged curriculum underpinned by consistent language and strategies for developing literacy and metacognition. • Diagnostic testing for reading	Supporting high quality teaching is pivotal in improving children's outcomes. The research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development **Metacognition and Self Regulation** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation **Reading Comprehension** **https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies** **Feedback** **https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback**	1,4

Disadvantaged Strategy: Learning and Progress Every subject area has its own graduated disadvantaged strategy which is underpinned by these whole school approaches: **Teaching and Learning:** • Robust use of formative assessment which targets disadvantaged students to ensure pupils are engaging and making progress. • Ensuring disadvantaged students actively engage group tasks by allocating specific roles. • Ensuring that disadvantages students are prioritised for leadership opportunities in class. • Revision support for students, including revision guides/materials/ packs free where appropriate. • Carefully considered seating plans. **Marking and Feedback:** • Disadvantaged students prioritised for verbal feedback in lesson. • Disadvantaged students' books to be marked first. Class teachers to ensure that: • Feedback is clear and specific.		1,4

• Therapy tasks set are clear and specific and checks are made to ensure students know what they need to do. • Completion/ quality of therapy work is checked first. • Robust tracking and monitoring systems to ensure that PP students make strong progress and have access to effective teacher led and waved interventions where appropriate and necessary.	

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Intervention	**Phonics** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics **Teaching Assistant Interventions** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,4,5
Period 6	**Extending School Time** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time Students engaging outside of the normal school hours especially for Y11 promotes an increase of 3+ months. It strengthens students' confidence and ability to recap and recall effectively.	1,4,5

	Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Educations Visits and Trips	Enrichment of the curriculum for students who otherwise would not be able to have learning experiences beyond the classroom.	1,2,5
Behaviour Interventio n	Depending on the intervention there can be an increase of 4+ months.	1,2,3,5
Alternative Provision	Support for children who need to be reintegrated back into school or that the constraints of school is currently a barrier to learning academically, socially or emotionally	1,2,3,5
Digital Technology Sparx (Maths and English) Classcharts SENECA Learning School Gateway	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1697574417	1,5

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Care and Provision	**Social and Emotional Leaning**	2,3,5

- Pastoral care and support which ensures that students are happy, healthy and enjoy school. - Restorative approaches. - Support from HOY/PHOY who closely monitors and tracks progress and welfare in school. - Each HOY has their own enhanced/selected and targeted offer for disadvantaged students - Student Leadership Team in Years 7-11 - A pastoral curriculum supporting wellbeing, literacy, CEIAGs which supports students both within and beyond school - Enhanced monitoring and tracking for disadvantaged cohort by HOY	**https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning** **Parental Engagement** **https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement** **Behaviour Interventions** **https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions**	
Engagement and Extra Curricular - A wide range of extra-curricular and enrichment activities which extend students' learning develop their passions and interests beyond the classroom. - Disadvantaged students prioritised for marketing of and attendance at extra-curricular/Enrichment activities. - School Leadership Teams and Leadership opportunities with targeted support for disadvantaged students to apply for and achieve Leadership opportunities	**Arts Participation** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation **Physical Activity** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	

• Duke of Edinburgh Bronze Award Scheme with opportunity for financial support for disadvantaged students. • Inclusivity of all trips/events assessed prior to authorisation through new trips procedure. • Trips visits aimed at raising aspirations and engaging students with further/higher education. • Proactive work with disadvantaged students to encourage engagement with enrichment and extra-curricular activity. • Students supported and encouraged to get involved in clubs' activities and leadership opportunities. • All school events reviewed during the planning stages to ensure that disadvantaged students can engage, and they take the opportunity to do so.		
Behaviour and Rewards • A whole school behaviour approach which places relationships at the centre, is trauma informed and has high standards and expectations of all students. Adjusted triggers to ensure early intervention and support. • Waved approach to support pupils who are not meeting	**Behaviour Interventions** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1,2,3,5

standards and expectations • Recognition and rewards policy which acknowledges the hard work and excellent conduct of all students. Prioritised for positive praise/rewards. • Prioritise for parental phone calls for positive behaviour • Priority given to students when making recommendations for students of the week • Preventative monitoring through FT for equipment, uniform, organisation. • Priority given for SEND support.		
Attendance and Punctuality • Whole school attendance/ punctuality policy which takes a robust approach to student attendance/punctuality to ensure high levels of attendance for all students. • Attendance support/intervention, which takes a waved approach, for those who meet identified thresholds. • Enhanced monitoring, tracking and intervention for disadvantaged students • Disadvantaged students prioritised for phone call home during/following absence. • Disadvantages students prioritised for home visits.	**Behaviour Interventions** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions **Parental Engagement** **https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement**	1,2,5

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

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.

Attendance

2021-22 Pupil Premium Attendance

Pupil Premium Attendance: 86.15%

Not Pupil Premium Attendance: 92.21%

2022-23 Pupil Premium Attendance

Pupils in group	Authorised Absences
Pupil Premium	83.21
Not Pupil Premium	90.40

The gap between pupil premium attendance and non-pp attendance increased compared to the year before.

Exclusions

	Number of occasions	**Number of students**	Number of PP
Total Exclusions 2022 - 23	415		214
Total PEX	12	**12**	6
Total FTE	403	**128**	208 **(58)**

	Number of occasions	**Number of students**	Number of PP
Total Exclusions 2021 - 22	229		100
Total PEX	6	**6**	4
Total FTE	223	**119**	96 **(45)**

The percentage of pupil premium students given a fixed term exclusion increased on the year before and is still significantly disproportionate in regards to the percentage of pupil premium students in the school.

Progress 2022-23

There was an -11.13 attainment gap between pupil premium and non-pupil premium students and a progress gap of -0.46. This improved on the outcomes from 2021-22 by +1.83 (attainment) and +0.33 (progress).

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information (optional)

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