

# Pupil premium strategy statement – The Kingsway School

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

## School overview

Detail	Data
Number of pupils in school	1288
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	20.12.2024
Date on which it will be reviewed	24.02.2025
Statement authorised by	Mrs A. Fowler
Pupil premium lead	Mr K. Bourne
Governor / Trustee lead	Mrs L. Baker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£326,550
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£326,550

## Part A: Pupil premium strategy plan

### Statement of intent

At The Kingsway School we say to our young people we want them to achieve success and transform their lives through compassion, community and curriculum.

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.

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	<b>Achievement:</b> There continues to be a gap between PP students and their non-PP peers in GCSE outcomes across all subjects.
2	<b>Attendance:</b> PP students' attendance is lower than their non-PP peers.
3	<b>Exclusions:</b> The percentage of pupil premium students receiving either a permanent or fixed term exclusion continues to be disproportionate.
4	<b>Literacy and Reading:</b> The reading age of PP students is significantly below the average reading age of their NPP peers.
5	<b>Engagement:</b> 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	<ul style="list-style-type: none"> <li>• National performance data</li> <li>• Internal tracking and monitoring data</li> </ul>
Disadvantaged attendance will be comparable to their peers	<ul style="list-style-type: none"> <li>• Internal attendance tracking data</li> </ul>
There will be no correlation between the number of FTEs and/or permanent exclusions with disadvantaged students	<ul style="list-style-type: none"> <li>• Internal tracking and monitoring of behaviour data</li> </ul>
Disadvantaged students will make comparable progress in reading to their peers	<ul style="list-style-type: none"> <li>• Reading test data</li> <li>• Outcomes in GCSE English</li> </ul>
Disadvantaged students will engage in trips and extra-curricular activities as much as their peers	<ul style="list-style-type: none"> <li>• Internal tracking data on pupil engagement in trips and extra-curricular</li> </ul>

## 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: £88,458

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Teaching</i></p> <ul style="list-style-type: none"> <li>• <i>Quality first adaptive teaching.</i></li> <li>• <i>CPD on adaptive teaching</i></li> <li>• <i>Teaching based on the strategies that work with Pupil Premium students.</i></li> </ul>	<p>Quality first adaptive teaching is foundational to supporting the academic progress of all students, particularly those from disadvantaged backgrounds.</p> <p>We will provide Continuous Professional Development (CPD) focused on equipping our staff with effective strategies to enhance their teaching practices for pupil premium (PP) students. These strategies have demonstrated a significant positive impact, with evidence indicating that they can accelerate progress by up to +8 months within a condensed time frame.</p> <p>The CPD will encompass a range of evidence-based approaches that are tailored to meet the diverse learning needs of PP students. Our teaching staff will be guided in creating engaging and differentiated learning experiences that prioritise student engagement, comprehension, and skill development.</p> <p>By adopting these proven strategies, we anticipate a notable narrowing of the achievement gap between PP and non-PP students.</p>	
<p><i>Curriculum</i></p> <ul style="list-style-type: none"> <li>• <i>A whole school curriculum which enables students to achieve success and transform their lives and become well-rounded members of the community</i></li> <li>• <i>A curriculum built on a foundation of knowledge that leaves a lasting impression on our learners, which allows them to think deep and make connections in their learning</i></li> </ul>	<p><b>Metacognition and Self Regulation</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><b>Reading Comprehension</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	

<ul style="list-style-type: none"> <li>• A curriculum which promotes personal, social, moral and spiritual development, and enjoyment</li> <li>• A curriculum which promotes personal development</li> <li>• A whole school research engaged curriculum underpinned by consistent language and strategies for developing literacy, reading, feedback and metacognition</li> </ul>	<p><b>Feedback</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	
<p><b>Leadership</b> Every subject area has its own graduated disadvantaged strategy which is underpinned by these whole school approaches:</p> <p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>• Robust use of formative assessment which targets disadvantaged students to ensure pupils are engaging and making progress.</li> <li>• Ensuring disadvantaged students actively engage group tasks by allocating specific roles.</li> <li>• Ensuring that disadvantages students are prioritised for leadership opportunities in class.</li> <li>• Revision support for students, including revision guides/materials/packs free where appropriate.</li> <li>• Carefully considered seating plans.</li> </ul> <p><b>Marking and Feedback:</b></p> <ul style="list-style-type: none"> <li>•Disadvantaged students prioritised for verbal feedback in lesson.</li> <li>•Disadvantaged students’ books to be marked first. Class teachers to ensure that:</li> <li>•Feedback is clear and specific.</li> <li>•Therapy tasks set are clear and specific and checks are made to ensure students know what they need to do.</li> <li>•Completion/ quality of therapy work is checked first.</li> </ul>	<p><b>Leadership Approaches</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/leadership-approaches">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/leadership-approaches</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium">https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</a></p>	

<p>•<i>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.</i></p> <p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>● <i>Disadvantaged students are targeted for enrichment opportunities</i></li> <li>● <i>A minimum 26% of enrichment groups must be disadvantaged children</i></li> </ul>		
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: £ 58,181

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><b>Literacy Intervention</b></p> <ul style="list-style-type: none"> <li>● <i>Stairway to Spelling (Advanced Toe by Toe)</i></li> <li>● <i>Grow@KS3 Reading Recovery Programme</i></li> <li>● <i>Write from the Start (Handwriting)</i></li> <li>● <i>Fresh Start Phonics Programme</i></li> <li>● <i>Designated EAL practitioners</i></li> <li>● <i>Toe by Toe (multi-sensory phonetic approach)</i></li> <li>● <i>Dyslexia in the Open</i></li> <li>● <i>Sparx Reader Club</i></li> <li>● <i>Investment in Campus Libraries</i></li> </ul>	<p><b>Phonics</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><b>Teaching Assistant Interventions</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><b>Reading Comprehension Strategies</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	
<p><b>Numeracy Intervention</b></p> <ul style="list-style-type: none"> <li>● <i>Power of 2 (Mental Maths Intervention)</i></li> </ul>		

<ul style="list-style-type: none"> <li>• <i>Sparx Maths Club</i></li> </ul>		
<p><b>Tutoring</b></p> <p><i>English and Maths tutoring</i></p>	<p><b>Extending School Time</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>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.</p> <p><b>Small Group Tuition</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	
<p><b>Period 6</b></p> <p><i>An extra hour in each subject area which prioritises disadvantaged students who are not making expected progress</i></p>	<p><b>Extending School Time</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>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.</p> <p><b>Small Group Tuition</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	

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

Budgeted cost: £ 179,911

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Personal Development and PPE Curriculum</i>	Social and Emotional Learning	

<p><i>Politics, Philosophy and Economics (PPE) at The Kingsway School is a multidisciplinary subject area that incorporates RSHE, Citizenship and careers through a reflective and philosophical lens. The study of PPE is especially important for our disadvantaged learners because it helps our young people understand their place in society, encourages them to question the world around them and supports them to make safe and responsible decisions. Our PPE curriculum is an aspirational feature of our whole school curriculum because it enables students to study an academic discipline which is also offered by the leading universities in the UK.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
<p><b>Pastoral Care</b></p> <ul style="list-style-type: none"> <li>•Pastoral care and support which ensures that students are happy, healthy and enjoy school.</li> <li>•Restorative approaches.</li> <li>•Support from HOY/PHOY who closely monitors and tracks progress and welfare in school.</li> <li>•Each HOY has their own enhanced/selected and targeted offer for disadvantaged students <ul style="list-style-type: none"> <li>• Student Leadership Team in Years 7-11</li> <li>• A pastoral curriculum supporting wellbeing, literacy, CEIAGs which supports students both within and beyond school</li> <li>• Enhanced monitoring and tracking for disadvantaged cohort by HOY</li> </ul> </li> </ul>	<p><b>Social and Emotional Learning</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><b>Parental Engagement</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><b>Behaviour Interventions</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	
<p><b>Extra-curricular Activities</b></p> <p>Over 60 hours of extra-curricular activities on offer over a fortnight</p> <ul style="list-style-type: none"> <li>• A wide range of extra-curricular and enrichment activities which extend students' learning develop their passions and</li> </ul>	<p><b>Arts Participation</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p><b>Physical Activity</b></p>	



<p><i>interests beyond the classroom.</i></p> <ul style="list-style-type: none"> <li>● <i>Disadvantaged students prioritised for marketing of and attendance at extra-curricular/Enrichment activities.</i></li> <li>● <i>School Leadership Teams and Leadership opportunities with targeted support for disadvantaged students to apply for and achieve Leadership opportunities</i></li> <li>● <i>Duke of Edinburgh Bronze Award Scheme with opportunity for financial support for disadvantaged students.</i></li> <li>● <i>Inclusivity of all trips/events assessed prior to authorisation through new trips procedure.</i></li> <li>● <i>Trips visits aimed at raising aspirations and engaging students with further/higher education.</i></li> <li>● <i>Proactive work with disadvantaged students to encourage engagement with enrichment and extra-curricular activity.</i></li> <li>● <i>Students supported and encouraged to get involved in clubs' activities and leadership opportunities.</i></li> <li>● <i>All school events reviewed during the planning stages to ensure that disadvantaged students can engage, and they take the opportunity to do so.</i></li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p><b>Extending School Time</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	
<p><b>Behaviour and Rewards</b></p> <ul style="list-style-type: none"> <li>● <i>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.</i></li> </ul>	<p><b>Behaviour Interventions</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><b>Parental Engagement</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teac">https://educationendowmentfoundation.org.uk/education-evidence/teac</a></p>	

<ul style="list-style-type: none"> <li>● <i>Waved approach to support pupils who are not meeting standards and expectations</i></li> <li>● <i>Form tutor monitoring</i></li> <li>● <i>Middle and senior leadership team monitoring</i></li> <li>● <i>Positive Behaviour Support Plans</i></li> <li>● <i>SMART Target Cards</i></li> <li>● <i>CRF Referral system for targeted SEMH interventions such as anger management and emotional resilience</i></li> <li>● <i>Pastoral Support Plan (PSP) SLT</i></li> <li>● <i>Managed Transfers</i></li> <li>● <i>Off-site direction</i></li> <li>● <i>Trust Pastoral Intervention (TPI)</i></li> <li>● <i>Early Help Assessment</i></li> <li>● <i>Team around the child (TAC)</i></li> <li>● <i>Assigned key worker/adult</i></li> <li>● <i>Mentoring</i></li> <li>● <i>School age plus</i></li> <li>● <i>Reflection and de-escalation spaces</i></li> <li>● <i>Recognition and rewards policy which acknowledges the hard work and excellent conduct of all students. Prioritised for positive praise/rewards.</i></li> <li>● <i>Prioritise for parental phone calls for positive behaviour</i></li> <li>● <i>Priority given to students when making recommendations for students of the week</i></li> <li>● <i>Preventative monitoring through FT for equipment, uniform, organisation.</i></li> <li>● <i>Priority given for SEND support.</i></li> <li>● <i>Social Communication Programmes – Between the Social Lines; Comic Strip Conversations; Emotion Coaching; Language for Behaviour and Emotions; Smart but Scattered Teens Executive Skills Programme; Social Behaviour Mapping</i></li> </ul>	<p><a href="#"><u>hing-learning-toolkit/parental-engagement</u></a></p>	
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<ul style="list-style-type: none"> <li>• <i>ELSA – Emotional Literacy Support</i></li> </ul>		
<p><b>Attendance and Punctuality</b></p> <ul style="list-style-type: none"> <li>• <i>Whole school attendance/punctuality policy which takes a robust approach to student attendance/punctuality to ensure high levels of attendance for all students.</i></li> <li>• <i>Attendance support/intervention, which takes a waded approach, for those who meet identified thresholds.</i></li> <li>• <i>Dedicated attendance manager and officer</i></li> <li>• <i>Enhanced monitoring, tracking and intervention for disadvantaged students</i></li> <li>• <i>Disadvantaged students prioritised for phone call home during/following absence.</i></li> <li>• <i>Disadvantaged students prioritised for home visits.</i></li> <li>• <i>Fortnightly meetings with SEND and resource base</i></li> <li>• <i>Fortnightly meetings with pastoral teams – prioritising disadvantaged and vulnerable students for attendance interventions</i></li> </ul>	<p><b>Behaviour Interventions</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><b>Parental Engagement</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	

**Total budgeted cost: £326,550**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended Outcome 1: Disadvantaged students will make comparable progress to their peers

The experience of Pupil Premium Students remains a focus area for the school and we are continually striving to develop and refine our provision for these students.

Key Data Measure:

- P8 For PP Students: -0.72
- Attainment 8 for PP Students: 38.85
- Pupils achieving a 7+ in English: 17.8%
- Pupils achieving a 7+ in Maths: 8.2%
- Pupils achieving a 5+ in English: 43%
- Pupils achieving a 5+ in Maths: 33%
- Pupils achieving a 4+ in English: 64%
- Pupils achieving a 4+ in Maths: 52%

Intended Outcome 2: Disadvantaged attendance will be comparable to their peers

Attendance	Pupil Premium	Non PP
Year 7	91.96	95.4
Year 8	83.7	91.91
Year 9	84.67	92.05
Year 10	81.38	89.9
Year 11	75.87	81.6
TOTAL	81.56	90.51

Intended Outcome 3: There will be no correlation between the number of FTEs and/or permanent exclusions with disadvantaged students

Behaviour	Pupil Premium	Non PP	Total
<b>SUSPENSIONS</b>			
PEX	4 (+ 2 rescinded)	5	9 (+2)
FTE occasions	143 (+2)	206	349 (351)
FTE days	187.5 (196.5)	246.5	424 (443)

**Intended Outcome 4: Disadvantaged students will make comparable progress in reading to their peers**

The details of the TKS Literacy Strategy can be found on the relevant page of our website. Significant work has gone into developing students' reading ages both as a whole cohort and through a graduated approach to intervention.

The school uses standardised scale scores, where 100 means a pupil is working at the national average for their age. The school's current Pupil Premium Cohort has increased its standardised scaled score from 94.5 to 101 in the last 12 months.

There is still a cohort of Pupil Premium students who are reading below chronological age but these students have made progress as a result of targeted intervention. Their standardised scaled score has moved from 90 to 93 in the last 12 months.

**Intended Outcome 5: Disadvantaged students will engage in trips and extra-curricular activities as much as their peers.**

85% Percent of Pupil Premium Students Achieved at least their 'Bronze TKS Cultural Diploma' by the end of Key Stage 3. This means that they:

- Know and remember spotlighted knowledge from each subject area
- Have engaged in at least one enrichment activity in or outside of school
- Have engaged in a community activity to support the school or a charity
- Have met the school's Ready-Respect-Safe expectations
- Have undertaken a 'Cultural' experience inside or outside of school.

*An allocation of the pupil premium budget was used to support struggling families with disadvantaged children attend and engage in enrichment activities such as trips and visits.*

*Despite this investment, only 19% of the students who engaged in trips and enrichment activities were pupil premium students – a disproportionate amount given they represent 25% of the school population.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider