Pupil Premium Strategy Statement

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

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 King's School
Number of pupils in school	1038
Proportion (%) of pupil premium eligible pupils	26.8% (279 students)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Marie Evans, Headteacher
Pupil premium lead	Alex Lunn, Deputy Headteacher
Governor / Trustee lead	Richard Amery

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£254,000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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.	£254.000

Part A: Pupil Premium Strategy Plan

Statement of Intent

At The King's School our vision is to deliver 'a first-class education to all students so that they make outstanding progress and get the chances in life they deserve'. We believe that a first-class education is empowering, it brings choice, it brings freedom, and it levels the playing field. This is especially true for those students for whom the school receives Pupil Premium funding.

We intend to use the funding to provide the best quality of education in the classroom alongside exemplary student support to ensure that students can overcome barriers to success, and fully access and embrace an education that will transform their lives and open doors of opportunity.

Our Ultimate Objectives Are:
- For all disadvantaged students to achieve high attainment across the curriculum, particularly in EBacc subjects.
- For all disadvantaged students in school to meet or exceed nationally expected progress rates.
- For all disadvantaged students to access an ambitious and knowledge rich curriculum that develops personal and social skills, confidence in learning and cultural capital so that they become well-rounded individuals who achieve their ambitions and flourish in life. Ultimately to empower today's young disadvantaged people for tomorrow's world.

Our Approach:
- Is underpinned by our Trust guiding principle 'Achievement without excuses'.
- Is underpinned by the school mantra of 'Disadvantaged First.' This is threaded throughout the school and is fundamental in all key achievement and improvement processes.
- Is defined by the Ofsted report 'The pupil premium: what Ofsted looks at', which states that 'successful schools do not treat students eligible for the pupil premium as one homogeneous group'. Each of our pupil premium students faces varying degrees of academic and pastoral challenge and our approach is to understand these potential barriers to learning to enable students from disadvantaged backgrounds to achieve as well as all students.
- Is targeted at understanding the deep-rooted causes of why disadvantaged students perform less well across all areas of school. This is reinforced through the curriculum model within the four pillars; The Hidden Curriculum, The Taught Curriculum, The Wider Curriculum and Beyond the Curriculum.
- Is responsive to individual and common challenges to learning for disadvantaged students: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues as well as the need for external agency support, for example, Safeguarding. These factors add to the complexity of each child and their family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Key Principles:
Our key principles are aligned with our whole school curriculum intent and improvement strategy and follow the guidance from the EEF:

- Evidence informed approach (Education Endowment Foundation Guide to the Pupil Premium) – three Tired Model – Teaching, Targeted Academic Support and Wider Strategies.
- Appreciates that **good teaching is the most important** level and should be a key focus of using the pupil premium.
- Using data to support decision making.
- Comparing disadvantaged student data to national data, where available, and having the highest of expectations.

We are also committed to;
- Ensuring a culture in school of 'Disadvantaged first' in all aspects of school life.
- Understanding 'the crux' of why disadvantaged students perform less well and implementing a strategic approach to improve and sustain.
- Understanding that all disadvantaged students are different and should not be treated as a homogenous group, building knowledge of individuals and relationships are key to our success.

Challenges

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

Challenge Number	Detail of Challenge
1	**Attainment** Attainment and metacognition skills on entry for disadvantaged students are weaker than non- disadvantaged. • On entry to Year 7 in 2022 79% of our disadvantaged students arrive above age related expectation combined compared to 89% of their non-disadvantaged peers. • On entry to Year 7 in 2023 76% of our disadvantaged students arrive above age related expectation combined compared to 90% of their non-disadvantaged peers. • On entry to Year 7 in 2024 80% of our disadvantaged students arrive above age related expectation combined compared to 91% of their non-disadvantaged peers.
2	**Literacy** A significant % of disadvantaged students on entry have a reading age below their chronological age. This impacts on their progress in all subjects. • On entry to Year 7 in 2022 67% of our disadvantaged students arrive with a reading age below their chronological age. • On entry to Year 7 in 2023 88% of our disadvantaged students arrive with a reading age below their chronological age. • On entry to Year 7 in 2024 71% of our disadvantaged students arrive with a reading age below their chronological age.

3	**Attendance**
	Attendance rates for disadvantaged students is behind that of the non-disadvantaged students. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.
	• In 2021/22 disadvantaged attendance was 86.3% compared to 92.2% for their non-disadvantaged peers.
	• In 2022/23 disadvantaged attendance was 87.6% compared to 93.1% for their non-disadvantaged peers.
	• In 2023/24 disadvantaged attendance was 86.1% compared to 92.6% for their non-disadvantaged peers.
	• In 2021/22 disadvantage PA was 46.4% compared to 20.2% for their non- disadvantaged peers.
	• In 2022/23 disadvantage PA was 40.0% compared to 12.2% for their non- disadvantaged peers.
	• In 2023/24 disadvantage PA was 38.3% compared to 12.2% for their non- disadvantaged peers.
4	**Behaviour and Attitudes to Learning (ATL)**
	Disadvantaged students are more likely to need additional support to ensure that their attitudes and behaviour are conducive to good progress.
	• In 2021/22 disadvantaged FTE was 3.2% compared to 2.8% for their non-disadvantaged peers.
	• In 2022/23 disadvantaged FTE was 2.9% compared to 3.6% for their non-disadvantaged peers.
	• In 2023/24 disadvantaged FTE was 3.0% compared to 2.7% for their non-disadvantaged peers.
	• In 2021/22 disadvantaged average ATL score was 1.87 compared to 1.72 for their non-disadvantaged peers.
	• In 2022/23 disadvantaged average ATL score was 1.89 compared to 1.71 for their non-disadvantaged peers.
	• In 2023/24 disadvantaged average ATL score was 1.95 compared to 1.74 for their non-disadvantaged peers.
5	**Wellbeing and Social and Emotional Mental Health (SEMH)**
	Disadvantaged students are more likely to have social and emotional needs. These issues such as anxiety, depression and low self-esteem impact on a student's ability to learn effectively and to meet their full potential. Our assessments and observations indicate that this is negatively impacting disadvantaged students' attendance.
6	**Cultural Capital and Aspirations**
	Disadvantaged students often experience a lack of wider experiences than that of non-disadvantaged students and often have lower aspirations and value education less.

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
Teaching, Learning and Assessment Develop great teaching through the Trust teaching and learning framework, instructional coaching and through strategic partnerships with appropriate teaching hub schools.	By 2026/27: • Further trained and ambitious staff are accessing stage appropriate career development (including ECTs and aspiring leaders). • All teachers to demonstrate a 'Disadvantaged First' approach. • Teaching profile 90%+ proficient/ exemplary. • P8 outcomes for disadvantaged students make progress in-line/above national other.
Attainment Improved attainment amongst disadvantaged students across the curriculum at the end of KS4, with a focus on EBacc subjects.	By 2026/27: • The % of disadvantaged students achieving Basics 9-4 and 9-5 should be at least in-line with national other. • The EBacc average point score for disadvantaged students should be at least in-line with national other. • 70% disadvantaged students enter the English Baccalaureate (EBacc). 2022-23 figures were 35%; 2023-24 is 42%.
Progress Improved progress amongst disadvantaged students so that the gap between disadvantaged students and national other is reduced.	By 2026/27: • P8 outcomes for disadvantaged students make progress in-line/above national other. • Achieve in the top quartile for progress made by disadvantaged students amongst similar schools (EEF families of schools).

Literacy (Literacy/Reading/Oracy) Improved reading comprehension, oral language skills and vocabulary among disadvantaged students across KS3.	By 2026/27: • Bottom 20% of readers including those who are disadvantaged improve their reading by at least 6 months. • Y7 & Y8 students have a reading age that is at least in-line with their chronological age.
Attendance Improved attendance and persistent absence amongst disadvantaged students so that Attendance and Persistent Absence should be below/in-line with national other.	By 2026/27: • Overall absence rate for disadvantaged students is below/ in-line with national other. • Persistent absence for disadvantaged students is below/in-line with national other.
Behaviour and Attitudes Improved behaviour and attitudes to learning amongst some of our disadvantaged student.	By 2026/27: • Overall FTE rates for disadvantaged students is below/ in-line with national other. • Behaviour and Attitudes (Ofsted framework) self- assessed as a 1. • Overall absence rate for disadvantaged students is below/ in-line with national other. • Enhanced pastoral provision in place through the Hive, which provides alternative learning routes for students who struggle to succeed in mainstream is successful and provides the opportunity for students to thrive. • The delivery of a high quality PHSCE programme, Form Time and assemblies helps to create a positive culture for all students and specifically Pupil Premium students.

Wellbeing and Social and Emotional Mental Health (SEMH) Disadvantaged students with SEMH are identified quickly and interventions put in place to support them and reduce the impact on their attendance and progress.	By 2026/27: • Successful referral system in place to identify and support disadvantaged students. • Expert CPD in place to further develop both teaching and support staff to identify and support students. • Enhanced pastoral provision in place through additional appointments. • Excellent links with external agencies to further enhance the school offer.
Cultural Capital and Aspirations Disadvantaged students access a broad, balanced and rich curriculum that develops personal and social skills, confidence in learning and cultural capital. We aim to "future-proof" our disadvantaged pupils, by equipping them with the necessary attitudes and aptitudes to actively contribute to society and lead fulfilling lives.	By 2026/27: • An outstanding curriculum underpinned by our four pillars which is, coherent and ambitious, ensuring that disadvantaged students are integral to curriculum planning and delivery. • Exceed national on all Gatsby benchmarks. • No disadvantaged students are identified as NEET. • Personal Development (Ofsted framework) self- assessed as a 1. • All disadvantaged students graduate as part of the schools KS3 graduation programme.

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.

High Quality Teaching

Budgeted Cost: £82,350

Activity	Evidence That Supports This Approach	Challenge Number(s) Addressed
Quality First Teaching CPD Deliver highly effective CPD to increase the quality of the teaching profile across the school. - Further develop 'Disadvantaged First' mind-set. - Embed Teacher Rubric and 'Teach Like a Champion' techniques. - SEMH Bespoke CPD. - Bespoke CPD. - Use of National College. - PIXL: Nationwide platform to gain best practice from leading schools. - Implement and embed 'Purple Zone'. - Implement use of SSIPS. - Disadvantaged First Year 11 in core subjects.	Quality first teaching in the classroom has the biggest impact on accelerating progress in students and closing gaps in learning. It is essential that our CPD offer is highly effective. 'We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom'. **(EEF 2020-21– The EEF Guide to Supporting School Planning – A Tiered Approach)** A study published by the Education Policy Institute (Fletcher-Wood & Zuccollo, 2020) concluded that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher.	1,2,3,4,6
Instructional Coaching Use of instructional coaching to develop teachers' expertise in the classroom through deliberate practice and one to one coaching meetings. - SLT and wider group of exemplary teachers trained as coaches. - All ECTs have a coach. - Wider staff have access to a coach. - Implement and embed 'Elevate' coaching sessions with teaching staff.	Instructional coaching is the best tool educators have in improving teaching quality. The one to one conversation focuses on the enhancement of learning and development through increasing self-awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the coachee through questioning, active listening, role play and appropriate challenge in a supportive and encouraging climate. 'In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD'. **(Ambition Institute)**	1,2,3,4,6

Recruitment & Retention Recruitment and retention of outstanding teachers and leaders to ensure disadvantaged students receive a high quality of education. • Fund Lead Teachers in English. • Fund Deputy Curriculum Leaders in core subjects to retain and increase capacity in core areas. • Fund Year Leaders to retain outstanding teachers who can monitor academic progress of disadvantaged students and be 'pupil premium champions'.	Teaching should be the top priority, including recruitment and retention". **(Effective use of the pupil premium, EEF report 2019).** "Every day, teachers get the chance to inspire children and young people, shaping thousands of lives. But the growing number of students means we need to attract even more people into the profession, and then make sure they are supported to not just stay, but to thrive". **(DfE Teacher Recruitment and Retention Strategy, January 2019).** Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient to a successful school and should rightly be the top priority for PP spending, (**EEF research 2019).**	1,2,3,4
Metacognition Developing metacognitive and self-regulation skills in all students to enable them to become independent learners who 'know and remember more' curriculum knowledge. This will involve CPD.	Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners. Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF	1,4
Whole School Literacy Improve literacy whole school and in all subject areas by reviewing 4-16 Trust wide approach to literacy and delivering CPD to implement the recommendations in the EEF Improving Literacy in Secondary Schools • Implement Trust wide literacy policy. • Prioritise 'disciplinary literacy' across the curriculum. • Provide targeted vocabulary instruction in every subject. • Develop students' ability to read complex academic texts. • Break down complex writing tasks. • Combine writing instruction with reading in every subject. • Provide opportunities for structured talk (oracy form time programme).	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Oral language interventions | EEF (educationendowmentfoundation.org.uk) Beck identified three tiers of words, and 90% of words are only encountered in books. We need to ensure all students understand these Tier 2 words (written but not spoken). Vocabulary is a significant predictor of attainment – by age 7 there is a 4000 word gap between lower class and middle class. Vocabulary explicitly taught through each domain. (Tier 3 words). **(Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference,23/3/2018).**	1,2

Early Careers Teachers (ECT) CPD	As outlined in the DfE's ECF framework	1,4
• Continue partnership with Exchange Teacher Training. • Release ECTs and mentors for CPD through Exchange Teacher. • Supplement ECT framework via weekly coaching programme for ECT. • Ensure all ECT have an in school mentor.	introduction, "Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest," **(DfE, ECF Framework, 2021).** 'In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD'. **(Ambition Institute).** A study published by the Education Policy Institute (Fletcher-Wood & Zuccollo, 2020) concluded that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher.	

Targeted Academic Support

Budgeted Cost: £ 85,150

Activity	Evidence That Supports This Approach	Challenge Number(s) Addressed
Extended School Time Provide extended school time at KS4 through after school Achieve sessions, weekend, holiday catch up sessions and Golden Hour.	'The evidence indicates that, on average, students make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged students benefit more, making closer to three months' additional progress.' **(EEF 2020).** Extending school time	EEF (educationendowmentfoundation.org.uk)	1,4
Fresh Start Literacy and Reading Plus Fund Teaching Assistants to support the delivery of morning Fresh Start and Reading Plus intervention sessions for students with very low literacy levels. Fund Fresh Start CPD package for key staff.	EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions. A popular phonics programme for students in Years 5 – 8 is Fresh Start. This is a catch-up literacy intervention for students at risk of falling behind their peers in early secondary schooling. It provides	1,2

Activity	Evidence That Supports This Approach	Challenge Number(s) Addressed
	systematic and rigorous practice in phonics so that students are at an appropriate level to join the mainstream group after completion of the intervention. Fresh Start	EEF (educationendowmentfoundation.org.uk)	
Specialist Practitioner of SEND to Lead The Hive Provision Within School and Additional Interventions	A large number of our SEND students are also disadvantaged students. The EEF Special Education Needs in Mainstream Schools guidance report recommends that schools should understand the needs of students, and that they should complement high quality teaching with targeted interventions.	1,2,5,6
Accelerated Reader, Reading Plus, Sparx Maths • Sparx Maths utilised to support independent study. • Accelerated Reader used as reading age screening and to support reading for pleasure. • Reading Plus utilised as an intervention programme to support students with low literacy levels. • Fund HLTA to support with delivery of high quality literacy intervention.	EEF research and evidence provided by Renaissance Learning shows that Digital Technology approaches have the most impact on improving outcomes for disadvantaged students, particularly with regards to reading and improving Maths skill. These will also support home learning. Using Digital Technology to Improve Learning	EEF (educationendowmentfoundation.org.uk) Accelerated Reader	EEF (educationendowmentfoundation.org.uk)	1,2

Wider Strategies

Budgeted Cost: £86,500

Activity	Evidence That Supports This Approach	Challenge Number(s) Addressed
Social, Emotional and Mental Heath Development of therapeutic support within The Hive offer to provide students with greater resilience and improve mental health and wellbeing. Piece to Peace is a service used within our school setting as an external counselling offer.	Teaching students strategies to increase focus, attention, self-control, classroom participation and compassion leads to improved academic performance, ability to resolve conflict, overall wellbeing and decreased levels of stress, depression, anxiety and disruptive behaviour. Some children's ability to benefit from education and fulfil their lifetime potential is hampered by their poor mental health and	1,3,4,5,

	wellbeing. The most disadvantaged children are those most at risk. Poor mental health and wellbeing is linked to poor educational attainment, yet the wider children's workforce, and school staff in particular, are not adequately skilled in supporting emotional resilience'**. (Children and Young People's Mental Health Coalition: Pupil Premium Policy Briefing 2).**	
Cognitive Behavioural Therapy (CBT) Adoption of a Cognitive Behavioural Therapy (CBT) intervention for specific students who require support with regulating their behaviour and emotions. • Collaborate with external provider 'Piece to Peace' to fund an educational psychotherapist. • Deliver CPD to key staff on CBT techniques.	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)	1,2,4,5
Attendance Embedding principles of good practice set out in DfE's Improving School Attendance advice. • Continue to fund EWO to improve attendance. • Fund Family Liaison Officers.	National research illustrates that children with lower attendance do not perform as well within examinations as students with a higher overall attendance percentage. Students who are not attending are at higher risk of harm as we are unable to monitor their wellbeing and ensure we are safeguarding them effectively. Tracking and monitoring attendance allows key stakeholders to identify patterns and attendance issues early, allowing action to be taken to address the issues in a timely manner. We can't improve attainment for children if they aren't actually attending school. **NfER briefing for school leaders** identifies addressing attendance as a key step.	1,3,4,5
Onsite Supportive Offer – The Hive and Investment in EDClass Development of The Hive as a space where students are able to access their curriculum whilst also receiving some therapeutic support.	**In the EEF's (2019**) study Improving Behaviour in Schools: Evidence Review, a whole-school approach to behaviour is overwhelmingly supported but it outlines that a targeted approach on, "students with more behavioural issues are often highly effective when they are tailored to the needs of the individuals involved, rather than	1,3,4,5

	attempting to implement the same strategies for all individuals". PP students are four times more likely to be excluded **(Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018)**. Keeping them in alternative provision and shaping the curriculum to meet their needs will avoid this.	
Pastoral/ Wellbeing Support Add capacity for supporting student behaviour and attendance at a challenging time. • Fund SLOs • Fund two Safeguarding and Inclusion Officers.	**DfE guidance for full opening of schools** 'Adverse experiences or lack of routines of regular attendance … may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour'. Behaviour interventions	EEF (educationendowmentfoundation.org.uk)	1,3,4,5,6
Aspirations Ensure the CIAG provision supports disadvantaged students to be ready for the next step in their life. • Fund Careers Advisor, business speakers and enterprise activities. • Fund elements of career and next steps preparation. For example: mock interviews, 1-1 career mentors and business breakfasts.	Students need to be clear on the options available to them to help raise aspirations, alleviate worries and understand what careers and jobs their skills will be best suited to. Students are 80% less likely to fall NEET if they have at least one employer interaction a year. Poorer young people more likely to have career aspirations that…	EEF (educationendowmentfoundation.org.uk) Our careers offer includes a variety of activities, supported by the evidence of the most impactful strategies from the EEF's 'Careers Review' in 2016: Careers education	EEF (educationendowmentfoundation.org.uk):	1,3,6
Character, Wider Curriculum and Cultural Capital Provide students with cultural capital experiences via assemblies, Insight Days, co-curricular, student leadership, visiting speakers and trips. • Fund guest speakers to inspire, educate and motivate. • Develop high quality Insight Days to enhance the curriculum offer.	The term 'Character', means a set of attitudes, skills and behaviours. An extensive co-curricular can help develop self-control, confidence, social skills, motivation and resilience. Character that is thought to underpin success in school and beyond. Physical activity	EEF (educationendowmentfoundation.org.uk)	5,6

• Fund Duke of Edinburgh which is a nationally accepted and evidenced cultural and social mobility development activity. • Develop a broad programme of co-curricular activities. • All Year 7 students attend a University trip. • A clear rewards strategy is in place where students are given recognition for making positive choices and contributing to the community. • Creating key cultural visits which support PP students in developing insight, varied experiences and broadening their horizons.	Arts participation | EEF (educationendowmentfoundation.org.uk) Life skills and enrichment | EEF (educationendowmentfoundation.org.uk) Poorer young people more likely to have career aspirations that… | EEF (educationendowmentfoundation.org.uk) 'There is a growing belief that youth social action – for example, volunteering in the community, taking part in Scouts or the Duke of Edinburgh Award, or mentoring a younger pupil – makes young people better citizens: better engaged in school, better equipped for work, and more involved in their local communities'. (EEF).	
Contingency Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5,6,

Total Budgeted Cost: £254,000

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 students in the 2023 to 2024 academic year.

Intended Outcome	Actual Outcome for 2023-24
Teaching, Learning and Assessment Develop great teaching through the Trust teaching and learning framework, instructional coaching and through strategic partnerships with appropriate teaching hub schools.	CPD to support quality first teaching continues to show good impact in staff development with 89% of teaching staff being proficient or exemplary.
Attainment Improved attainment amongst disadvantaged students across the curriculum at the end of KS4, with a focus on EBacc subjects.	The 4+ EM measure for disadvantaged pupils is now 5% higher than what we achieved in 2019. Overall 4+ English and Maths was 50% for disadvantaged students.
Progress	Progress was on target for disadvantaged students gaining an Alps grade 5 overall.

Improved progress amongst disadvantaged students so that the gap between disadvantaged students and national other is reduced.	Progress 8 was above the national average for disadvantaged students.
Literacy (Literacy/Reading/Oracy) Improved reading comprehension, oral language skills and vocabulary among disadvantaged students across KS3.	**Year 7:** 14 disadvantaged students were involved in Reading Plus Wave 1. 93% of these students improved their reading age compared with 75% non-PP students involved with the programme. **Year 8:** 19 disadvantaged students were involved in Reading Plus Wave 1. 95% of these students improved their reading age, as did 95% of the non-PP students involved with the programme.
Attendance Improved attendance and persistent absence amongst disadvantaged students so that Attendance and Persistent Absence should be below/in-line with national other.	The King's School were ranked highest in Wakefield for disadvantaged student attendance and higher than national average. Persistent absenteeism for disadvantaged students was also lower than national average for the same measure.
Behaviour and Attitudes Improved behaviour and attitudes to learning amongst some of our disadvantaged students.	The King's School has the second lowest suspension rates in Wakefield for repeat suspensions. Work on prevention of poor choices using psychological models of questioning own decision making has resulted in the number of disadvantaged students reducing in repeat suspensions. **Repeat suspensions:** 2023-24 19 disadvantaged students 2022-23 22 disadvantaged students 2021-22 20 disadvantaged students There has also been a 19.5% reduction in disadvantaged students gaining behaviour points and lesson removals. This remains a focus to ensure that behaviour points for disadvantaged students is reduced further. Currently 11% of disadvantaged students are likely to gain 1 or more lesson removal in the academic year, whereas 2.9% of non-disadvantaged students are likely to gain one or more lesson removal in the academic year.

Wellbeing and Social and Emotional Mental Health (SEMH) Disadvantaged students with SEMH are identified quickly and interventions put in place to support them and reduce the impact on their attendance and progress.	School Around The Student: Fortnightly meetings with Head, Deputy and Assistant Headteachers (Behaviour and SENDCO) to discuss students with SEMH that needed further support. Considerations were made for further internal and external support.
Cultural Capital and Aspirations Disadvantaged students access a broad, balanced and rich curriculum that develops personal and social skills, confidence in learning and cultural capital. We aim to "future-proof" our disadvantaged pupils, by equipping them with the necessary attitudes and aptitudes to actively contribute to society and lead fulfilling lives.	100% of disadvantaged students successfully completed our KS3 Graduation Programme and participated in our Graduation Ceremony at the end of Year 9, having demonstrated that they had met criteria around attitude to learning, attendance and contribution to wider school life. NEET figures for 2023-24 are 2.8% which is well below the national average. 92.5% of disadvantaged students in Year 10 attended in person Work Experience. This is a significant increase from the previous year. Placements ranged from the medical sector, construction, law, engineering and schools (not exhaustive).

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
Maths and English Tutoring	Yip Yap
Accelerated Reader	Renaissance Learning

Service Pupil Premium Funding (Optional)

For schools that receive this funding, you may wish to provide the following information.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible students?	N/A

Further Information (Optional)

Additional Activity
Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- Embedding more effective practice around feedback, including robust KS3 and KS4 Achievement and Improvement cycles and question level analysis following mid and final term assessments. EEF evidence demonstrates this has significant benefits for students, particularly disadvantaged students.
- Utilising support from local charities and external links, to support students with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. For example, the Classroom to Careers strategy, the Duke of Edinburgh Award and the Year 7 Resilience Residential will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.
- Student Support Network: Where students are mentored by older students in school to support with aspirations and behaviour modification.
- Be The Change: A raising aspirations programme designed and delivered by the Senior Leadership Team. This programme aims to support students in making positive behaviour choices, improving attendance and raising aspirations.
- Student Leadership Team: Encouraging disadvantaged students to engage in our Student Leadership Team where they can take on a responsibility in school, for example: show around visitors or support at whole school events. This is effective in improving confidence and a sense of belonging but also supports oracy development.
- Student Voice. This is a weekly meeting where students are selected to discuss elements of school life with a member of senior leadership to ensure student voice is heard and improvements considered. The focus for these sessions are disadvantaged students.

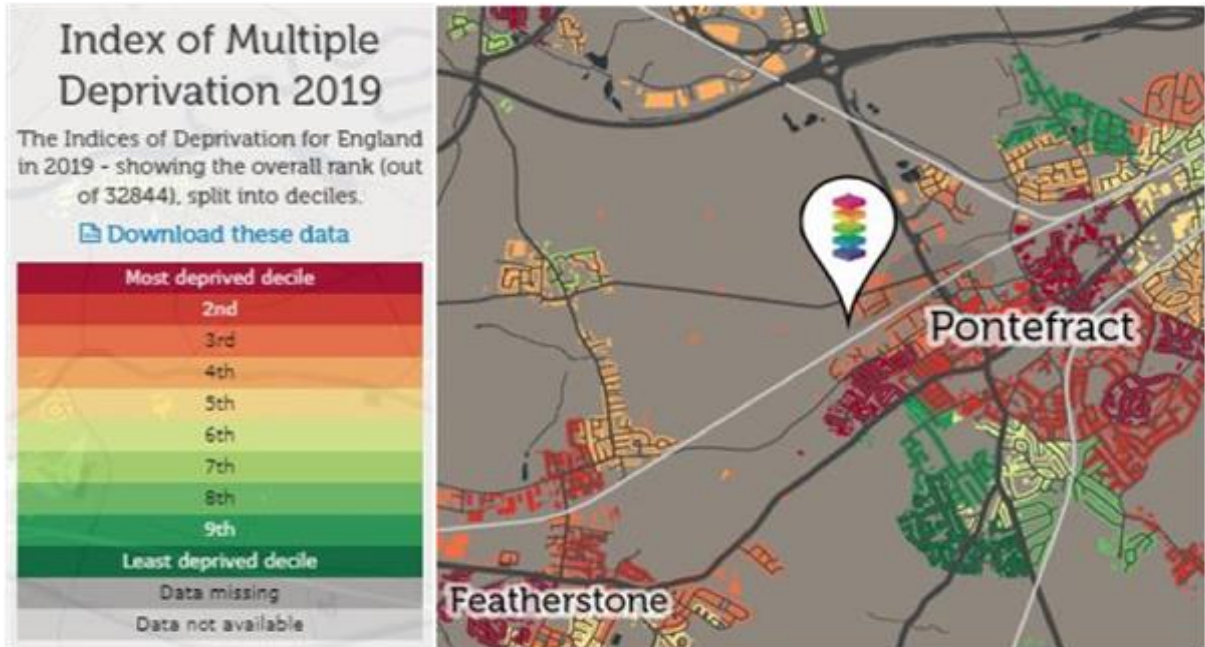**Planning, Implementation and Evaluation**

In planning our new pupil premium strategy, we evaluated activities undertaken in previous years and the degree of impact.

- Evidence is triangulated from multiple sources of data including assessments, work scrutiny, learning walks and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students. We also used the EEF's families of schools' database to view the performance of disadvantaged students in schools similar to ours and analysed the PP strategy reports from schools with high performing disadvantaged students to learn from their approach.
- Reports and studies relating to effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. This include post pandemic research.

- Use of DfE's Using Pupil Premium guidance and the EEF guide using your pupil premium funding effectively to help us develop our strategy. We will continue to use it through the implementation of our activities.
- Use of a robust evaluation framework in place for the duration of our three-year approach. We will adjust our plan over time to secure better outcomes for students.

Contextual Information

Contextually, Pontefract is one of the '5 towns' in the city of Wakefield. Linked to this context is a high rate of criminal activity, unemployment and safeguarding concerns such as domestic violence and drug abuse. Below indicates the level of deprivation as a community. The arrow dictates the position of the school. As seen in the image above, taken from the Index of Multiple Deprivation.

The King's School serves the community of Pontefract that is part of The Pontefract Academies Trust. The population of the town is 30,881. Contextually, Pontefract is one of the '5 towns' in the city of Wakefield. Linked to this context is a high rate of criminal activity, unemployment and safeguarding concerns such as domestic violence and drug abuse. Detailed in the index of multiple deprivation date, 2019.

Index of Multiple Deprivation 2019

The Indices of Deprivation for England in 2019 - showing the overall rank (out of 32844), split into deciles.

📄 Download these data

Most deprived decile
2nd
3rd
4th
5th
6th
7th
8th
9th
Least deprived decile
Data missing
Data not available

Our approach to supporting our disadvantaged pupils is a whole school approach. The map above indicates the level of deprivation as a community. The arrow represents the position of The King's School.

Over the next three years, we will evaluate measures through short term, medium term and long term goals. It is vital, for the strategy to work, that we continually revisit goals, to tweak, adjust and evaluate them. We will consistently use milestones to 'check in' on progress.