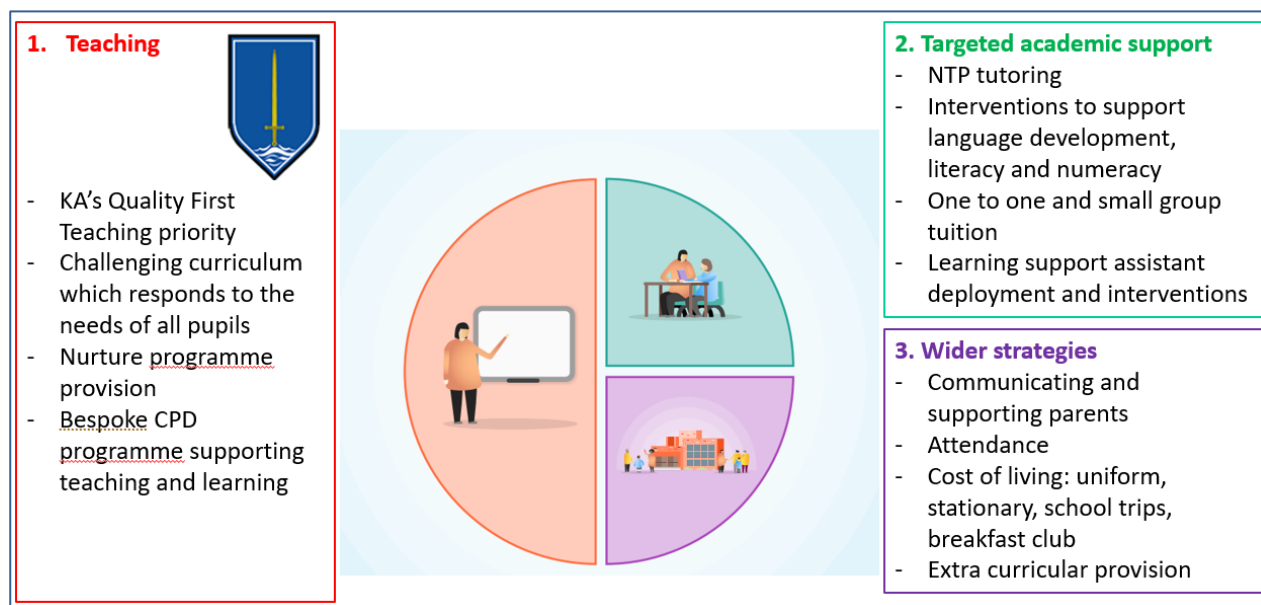


Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	King Arthur's School
Number of pupils in school	464
Proportion (%) of pupil premium eligible pupils	35.56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 – 2024/25
Date this statement was published	October 2023
Date on which it will be reviewed	July 23
Statement authorised by	Jen Jacklin
Pupil premium lead	Elena Nash
Governor / Trustee lead	Roy Beavis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 115,587.50
Recovery premium funding allocation this academic year	£16,095.00
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	£ 131,682.50

Part A: Pupil premium strategy plan

Statement of intent

At King Arthur's we recognise that in order for students to make the expected levels of progress they should all have access to quality first teaching and have expected attendance levels in line with local and national averages. All students at King Arthur's will have access to the same extra-curricular activities and aspirational opportunities and where appropriate, have access to specialist provision and/or intervention leading to them safely transitioning throughout the key stages.

Research from the EEF states that common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, higher frequent behaviour difficulties and attendance and punctuality issues.

At King Arthur's our intention is to remove these barriers and to ensure all staff can identify disadvantaged pupils and recognise their strengths and areas of improvement that allows them to achieve academically, emotionally and socially, in line with their peers. With this support, Pupil Premium students will thrive in and out of the school environment, be prepared for the next stage of their education, and have high future aspirations.

Challenges

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

Challenge number	Detail of challenge
1	Closing the attainment gap between PP students and Non PP students at the end of KS4: Att 8: 36.8 to 44.9 (8.3% to 43.6% E&Ma Grades 9-5).
2	PP students accessing Level 3 courses post 16. Maths and English crossover pass rate 35% compared to non PP at 61%.

3	Increase in PP engagement with ASPIRE programme, aiming for at least 50% of PP students to achieve GOLD.
4	Engagement of PP students and families in support evenings like parents evening and parent forum groups from 61% to 80%.
5	Attendance rates for pupils eligible as PP is at 86.5% above the national PP average but below the Non PP average of 89.7%. Reduce the attendance gap for year 11 PP students to less than 5% and reduce the number of PP persistent absentees.
6	Student attitudes to learning and behaviour result in higher levels of disengagement and exclusion for PP students.
7	Supporting the needs of our Service students by elevating the profile of this growing group within our community. Raising engagement levels into Aspire Clubs with the help of a new Service students Champion (offer support and help).

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
<i>KS4 Attainment gap is narrowed between PP and Non PP students with peers who have a similar starting points.</i>	• Achieve positive Progress 8 score for PP students • Attainment gap between PP and non PP is narrowed (gender PP gap is narrowed) • Increase reading ages amongst PP students in order for them to fully access the GCSE curriculum
<i>Raised aspirations for PP students resulting in greater number of level 3 equivalent courses applied and attended.</i>	• All PP students to have an interview with Careers Advisor to support the right choice of destination • HE Schools/colleges attend Year 10 & 11 parent's evenings creating greater exposure • Pop up stations & assemblies from schools/colleges in canteen alerting students to the options. • Places made available for PP students for university visits. • Aspirational courses and awards provided for disadvantaged children such as 'World of Work'

	• Alumni programme developed with KS4 students having live experiences with leading professionals. • Maths and English interventions (PP centred)
<i>PP students to engage in whole school experiences through the aspirations programme.</i>	• PP students are represented in all aspiration clubs • PP students are represented in all student voice groups, student panels and leadership opportunities • PP students access all school trips • All PP students to have at least three mentor meetings with the PP champion • PP students to have appropriate careers and leadership opportunities. • PP students to attend after school revision sessions
<i>Increase PP parental engagement with school</i>	• Parents having regular communication with school staff • Parents evenings are attended with families well informed about student progress • PP families to see SLT at parents evenings • Parents attend range of parent forum sessions on offer through the school.
<i>Attendance of PP students to meet national average.</i>	• Attendance gap narrowed between Pupil Premium and Non Pupil premium • Weekly attendance meeting to monitor pupil attendance with immediate action • Contact with families to offer a range of support strategies to ensure students arrive in school • Attendance Officer to identify key students of concern and create action plans to support attendance • Reward opportunities to support

	• Breakfast club for all PP students
<i>Decreased exclusions and behaviour for PP students.</i>	• A decrease in the number of exclusions for PP students in line with local and national average • A decrease in the number of Behaviour points compared to previous years. • PP students show an increase in average achievement points across the school.
<i>Boost the profile of key groups within PP. Service students within the school.</i>	• Creation of a weekly forces club • Greater collaboration between local schools around supporting Service students. • Promote awareness of the needs of Service students • Development of Buddy system • Service students champion – mentor meetings • Develop links between primary and secondary school Service children

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: £76,197.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to the KS3 Nurture group teachers and resources - £10,000	Smaller groups and high quality teaching will support our most vulnerable academic learners in order for them to graduate into the next year group and onto a full GCSE pathway.	1,4,5,6
Attendance officer (CG) - £10,000	PP students historically have poor attendance. Students with poor attendance underachieve.	4,5
Aspirations Lead – (HA) - £5000	Co-ordinates school staff to make sure all PP students have a broad and balanced aspirations pathway. Including the tracking and monitoring of all enrichment activities undertaken. Contribution to aspire activities	1,3
Learning Support Assistant – Service Champion £6,148	Supports PP learners in the classroom environment especially those who are both PP/SEN. Focus on Service Children	1,2,3,4,7
Assistant Headteacher – Intervention and Outcomes- £12,000	Oversees the whole school intervention, monitors engagement and attendance and is responsible for all outcomes	1,2,3,4,5,6,7

Lead practitioner – Maths £7000	Provides support and resources to Maths department, develops suitable schemes of learning, PP champion for Maths	1,2
Lead practitioner – Behaviour £5000	Provides advice and support for all students (especially PP) to help decrease the number of behaviour points and exclusions	6
Pupil Premium Champion - £13,049	Every PP student to have 3 x interviews in the academic year. To promote and encourage Aspire activities. Tracks and monitors student engagement in aspirational activity, ensure barriers are removed and engages parents into school life.	1,2,3,4,5,6,7
Staff CPD to support teaching and learning across the school with an aim at closing the gap £8000	Contributing to the development of teaching at the school using local, national and international resources to improve standards and closing the gap between PP and Non PP students.	1

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

Budgeted cost: £ 28,849

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring – Impress the Examiner £5000	Identified students from curriculum team leaders in KS4 to have targeted intervention. Evidence suggests that on average all students make one grade improvement with full engagement.	1,2,3,5,6

Small groups Intervention support and resources £6,000	Identified students from curriculum team leaders in KS4 to be identified to have small group intervention support during tutor time	1,2,3,4,5,6,7
My Tutor £5000	Online tuition for PP students	1,2,3,5,6
One to one tuition for Maths, English and Science £10,449	Identified students to have one to one intervention in tutor time, grouped days for intervention (6 weeks)	1,2,3,5,6
Lexonic Sound Training subscription £2400	Develop reading ages across KS3-4. Record/Track and monitor reading ages. Evidence and previous cohorts make at least on average 27 months reading progress across six hours of intervention.	1,2,3,5,6,7

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

Budgeted cost: £26,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club £1500	Students who are hungry or not adequately prepared for school are most likely to not achieve make expected progress. Providing additional food service will support attainment and attendance concerns.	1,5,6,7
Service Children Champion and resources £200	Support and guidance for all service children, group meetings, various resources	
Careers advice and guidance	Support and guidance in making option choices at the end of Year 9. Appropriate post-16 route identified during Years 10 and 11. Greater focus and awareness of achievements needed, all PP year 11 pupils achieve grades needed for next steps. Year 11 all PP pupils have a first choice and backup offer for post-16 education, all PP pupils	2,3,6,7

World of Work qualification Year 9 - Aaron Rigby (16 students) £1300 Rachel Lambert 15 disadvantaged students across Year 10/11 £3000	have visited at least 2 colleges/workplaces. Bespoke qualifications targeting and exposing PP students to career routes and steps to gain success. Resulting in higher aspirations. Students gaining a level 2 qualification in Leadership developing confidence, skillset and motivation to life post 16.	
Careers Experience £500	Increased opportunities to boost aspirations for future destinations.	2,3
Transport to support Aspiration programme - £1600 for a mini bus	Increase involvement to support PP students in attending clubs, revision and extra curriculum activities.	3
Supply Revision Sessions and Guides for PP students – £2000	Revision guides provided to support all PP students	1,2,6,7
Supporting academic visits and activities – £7000 (140 x £50)	Increased involvement in extra-curricular activities and trips. Students from lower income families may not be able to attend academic trips therefore disadvantaging them within the curriculum. Developing cultural and life experiences.	3,5
NGRT Reading Assessments/ CATS and Dyslexia friendly resources. £1000	Understanding student reading ages will support targeted intervention to target those students who's reading ages are not adequate.	1,2,7
Behaviour and Social, Emotional, Mental Health support. 50% contribution - £2250	Supporting and reducing behaviour in school using specialist outreach workers. Dog Handling	1,5,7

Uniform contribution £1000	Available budget to support low-income families who make struggle with uniform and equipment. Including support in catering lessons.	1,6
Parent forum groups	Positive parental engagement can support student progress and attendance	1,2,3,4,5,6
Attendance Reward Shop £1500	Students to be supported to have high levels of engagement through attendance at school and enrichment opportunities.	1,3,4
Year 6 to 7 Transition £200	Year 7 pupils settle quickly, very few social and behavioural issues raised with school staff but prioritised by PP champion. This includes the SEND additional visits.	1,2,3,4,5,6,7
Lockers/Pencil cases £1500	Equipment and lockers supplied to support the transition, organisation and academic support of students.	1,2,7
Chrome Books £2000	Making sure that all PP students have access to a computer at home to support their learning.	1, 2, 7

Total budgeted cost: £131,596

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 2021 to 2022 academic year.

KS4 Attainment gap is narrowed between PP and Non PP students with peers who have a similar starting points.

Attainment has increased significantly since last validated data in 2018-19. PP students attained an average A8 of 3.43 vs 4.09 for non PP students. In 2021-22, students attained an average A8 of 4.26 vs 4.55 for non PP. This reduction from two thirds of a grade gap to one third is significant but also the improvement of attainment from 3.43 to 4.26 is extremely positive and demonstrates initiatives are enabling students to secure stronger outcomes.

The progress gap between PP and non PP students has remained similar since the last validated set of GCSE's in 2018-19 (-0.84 vs -0.42) vs the results in 2021-22 (-0.44 vs 0.15). However, Pupil Premium students average progress 8 measure has improved by 0.4 over this time.

A significant factor in the PP gap not being narrowed further is two students who were school refusers. They ended the year on a 27% and 50% attendance. This heavily impacted the PP results. With these outliers removed (as requested through the DfE Tables Checking Exercise), achievement sits at -0.32, reducing the gap to 0.47 from 0.59.

Narrowing the gap further between PP and Non PP students will continue to be a key priority for the Pupil Premium strategy.

Raised aspirations for PP students resulting in greater number of level 3 equivalent courses applied and attended.

63% PP students at King Arthur's have applied and been accepted on Level 3 or equivalent course for their post 16 education. This is a significant increase from the 20/21 cohort of whom 50% of PP students were accepted on Level 3 or equivalent courses. There is a 10% gap between non PP students and PP students taking up L3 courses.

Decreased exclusions and behaviour for PP students.

There has been an increase in the number of suspensions given to PP students in comparison to the previous academic year. 50% of the students excluded in 20/21 were PP students.

In comparison, 59% of the students suspensions in 21/22 were PP students; however, for 7 of these students, 26 suspensions were given, they were either permanently excluded, moved to a new school or had managed moves to different schools. NEEDS rephrasing please.

With these students removed 51% of PP students were excluded in total which is in line with the previous year.

A reason for the increase in suspensions is due to the school's robust tackling of drug and alcohol related incident (specifically vaping) of which made up 38% of the suspensions given to PP students. This was up 35% from the previous year. As a result we have taken a much harder stance to combat this offence. Including, a greater awareness made to key stakeholders.

Reducing suspensions for PP students will continue to be a key part of the 22/23 PP strategy. To help support this further the school have appointed an additional Year leader and Pastoral support worker.

Boost the profile of Service students within the school.

All service students within the school meet with the Pupil Premium lead three times a year in addition to the termly meetings they have with the Service children.

Service children progress data is +1.34 which is a significant increase in comparison to whole school data.

PP students to engage in whole school experiences through the aspirations programme.

100% of PP students engaged in the Aspire programme

100% of PP students achieved at least Bronze in the Aspire programme

33% of PP students achieved the Gold level in the Aspire programme

All students engaged and achieved in the four pillars of our Aspire programme. This was a whole school approach driven through tutors to enable all students to develop holistically.

Increase PP parental engagement with school

61% of PP parents attended parents evening throughout the year. This was an improved figure based on 20/21 where 39% of PP parents attended. This is a result of

the PP champion ringing every PP student in the school and making personal invites but also involved booking appointments and supporting with technology.

This will continue to be a key priority of the school but shows a significant improvement.

Attendance of PP students to meet national average.

Pupil premium attendance at King Arthur's was 86.5% and above the 84.9% national figure. The PP figure was, however, below the Non PP national figure of 89%.

Attendance will continue to be a priority at King Arthur's school and as a result two new members of the pastoral team have been added with an additional Assistant Headteacher to oversee the Pupil Premium strategy in the school.

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

