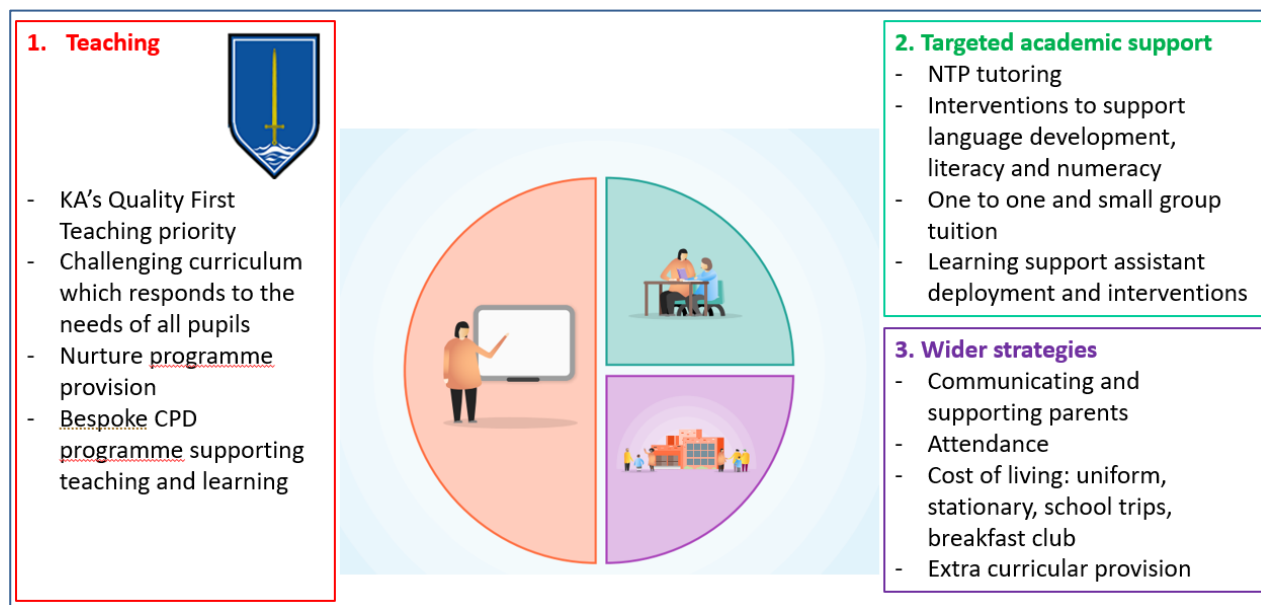


Pupil premium strategy statement – King Arthur’s School

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 outcomes for disadvantaged pupils last academic year.



School overview

Detail	Data
Number of pupils in school	470
Proportion (%) of pupil premium eligible pupils	35.56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025/26 – 2027/28
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jonty Archibald
Pupil premium lead	Elena Nash

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,294.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year <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>	£156,294.00

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	Further closing the attainment gap between PP students and Non-PP students at the end of KS4: A8: 3.93 to 4.1 (27% to 35% En&Ma Grades 9-5).
2	Increase the number of PP students accessing Level 3 (50%) courses post 16 despite the results Maths and English crossover pass rate 68.8% compared to non-PP at 53.6%.
3	Increase in PP engagement with ASPIRE programme, aiming for at least 80% of PP students to achieve GOLD.
4	Engagement of PP students and families in support evenings like parents evening and parent forum groups to be over 90%.

5	Attendance rates for pupils eligible as PP is at 84.8% and below the national PP average of 86.2% and well below the Non-PP average of 92.9%. Reduce the attendance gap for year 11 PP students to less than 5% (currently 7.8%) and reduce the number of PP persistent absentees (gap with National is 11.1%).
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 point.</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. • Places made available for PP students for university visits. • 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>	• Communication with school staff. • Parents evenings are attended with families well informed about student progress. • PP families to see SLT at parents' evenings (PP champion to facilitate sign-up for these) • 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 • 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 attendance across school (tokens)
<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>	• Encourage attendance at the fortnightly forces club (with Balsam Centre) • Promote awareness of the needs of Service students • Service students champion – mentor meetings

	Develop links between primary and secondary school Service children.
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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: £ 136,302.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to the KS3 Nurture group teachers and resources	Smaller groups and high-quality teaching will support our most vulnerable academic learners for them to graduate into the next year group and onto a full GCSE pathway.	1,4,5,6
Assistant Headteacher – Intervention and Outcomes and Attendance Champion	Oversees the whole school intervention, monitors engagement and attendance and is responsible for all outcomes.	1,2,3,4,5,6,7
Heads of Year – all year groups	Provides advice and support for all students (especially PP) to help decrease the number of behaviour points and exclusions.	6
Pupil Premium Champion	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	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
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 12,293

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA training	Any students needing ELSA intervention	1,2
Any other Educational resources	Online learning platforms, reading books, workbooks and printed learning resources	1,2,3,5,6,7

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

Budgeted cost: £ 7,699

Activity	Evidence that supports this approach	Challenge number(s) addressed
Service Children Champion and resources	Support and guidance for all service children, group meetings, various resources. One to one meeting (when needed) to support service children with advice and facilitate participation in activities, events, fellowship and identity.	
Supporting academic visits and activities –	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	3, 5

	the curriculum. Developing cultural and life experiences.	
Parent forum groups	Positive parental engagement can support student progress and attendance	1,2,3,4,5,6
Tailored resources for the most disadvantaged students	Provide help with uniform or catering ingredients for the students who most need these. Use tokens to reward good attendance.	
Educational resources	Teaching resources – helping all students to access everyday learning	
Year 6 to 7 Transition	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
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 have visited at least 2 colleges/workplaces.	2,3,6,7
Careers Experience	Increased opportunities to boost aspirations for future destinations (work experience – support provided for all PP students to ensure a meaningful placement for work experience week)	2,3

Total budgeted cost: £ 156,294

Part B: Review of the previous academic year

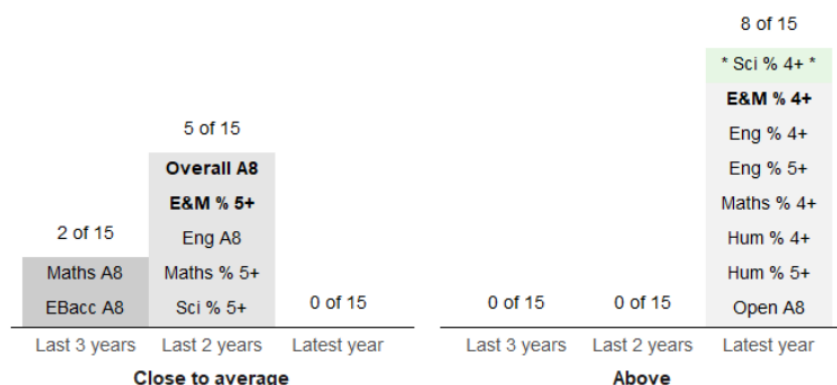
Outcomes for disadvantaged pupils

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

Attainment has increased dramatically from 2024 to 2025 (halved the attainment gap between PP and non-PP). In 2023-24, students attained an average A8 of 3.43 vs 4.21 for non-PP (0.78 gap). In 2025, the A8 average for PP was 3.76 compared to 4.15 for non-PP (0.39 gap).

There was no progress 8 this year, the biggest improvements were the increase in percentages of PP students getting 4+ and 5+ in Maths and English. 4+ 67% of PP compared to 57% overall and 5+ 27% compared to 35% overall (previously 4+ was 40% and 5+ was 16.7%).

'The chart below summarises school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all attainment measures in this report.' (King Arthur's School latest IDSR).



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.

This year only 50% (67% last year) of 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 decrease from the 23/24 cohort of whom 67% of PP students were accepted on Level 3 or equivalent courses (but better than the 22/23 cohort with 39%). This will continue to be a focus area for this academic year, aiming for at least 75% of PP students to access level 3 qualifications.

Decreased exclusions and behaviour for PP students.

There has been an increase in the number of suspensions given to all students in comparison to the previous academic year. There were 251 suspensions in total, 125 of these were given to PP students, or 49.8% of all suspensions. This is a decrease from 58% of all suspensions given to PP students the previous year. Despite the lower percentage, there has been a slight

increase in the number of suspensions compared to last year which means that reducing suspensions for PP students will continue to be a key part of the 25/26 PP strategy.

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 Champion.

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

94 (61%) PP students engaged in the Aspire programme last year (this was a decrease from previous year when 72% of all PP students engaged with the programme. This is something that we will need to work to improve this year.

29 PP students achieved at least Bronze in the Aspire programme

25 PP students achieved Silver in the Aspire programme

40 PP students achieved the Gold level in the Aspire programme

Increase PP parental engagement with school

80% of PP parents attended parents evening throughout the year. This was an improved figure based on 23/24 where 72% 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 86.9% and above the 85.4% PP national figure (or S-W figure of 82.8%). The PP figure was, however, below our Non-PP figure of 92.7% (national 92.8%).

Attendance will continue to be a priority at King Arthur's school, we now have an Assistant Headteacher as Attendance Champion to oversee attendance and the Pupil Premium strategy in the school.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
To meet the social and emotional needs of our service children we arranged meetings with our Service Children Champion (SCC) during tutor times. Some of these meetings were year group meetings or whole group meetings. All Service Children as a group, under the guidance of the SCC organised the school poppy display for the Remembrance Day and were all proud to showcase this in front of the whole town. All Service Children have access to PP Champion 1 to 1 meetings as well, this helps them get the full support needed in terms of any further educational resources or parental engagement.
The impact of that spending on service pupil premium eligible pupils
The meetings with the Service Children Champion provide support for managing the emotional needs of the children, allowing them to talk about their needs and feelings. This helps them become more settled in class and more focused on learning. The meetings with the PP Champion facilitate all Service Children access to any extra support needed for them and their families, like early access to trips, parents evening bookings or any resources needed for their studies (revision guides).