

# Pupil Premium Strategy Statement – Kingsdown School

This statement details our school's use of Pupil Premium funding to help improve the attainment of our pupil premium pupils.

It outlines our pupil premium strategy; how we intend to spend the funding in this academic year; the outcomes for pupil premium pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1108
Proportion (%) of pupil premium eligible pupils	31.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Governors
Pupil premium lead	N Aubrey
Governor / Trustee lead	V Edwards & L Walduck

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£324,829
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0

**Total budget for this academic year**

£324,829

*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*

# Part A: Pupil premium strategy plan

## Statement of intent

At Kingsdown School we believe that every student should be able to access a wide and varied education that prepares them for the wider world beyond. Staff at Kingsdown School are committed to knowing all our students well, teaching all our students well and having high expectations in everything that we do. All students will experience high quality teaching through our Kingsdown TEMPO strategies.

Our goal is for all students to leave Kingsdown School as well-rounded individuals who thrive in their future endeavors. We aim to close the attainment gap between pupil premium and non-pupil premium individuals.

The school mission statement of 'we champion each and every student' is particularly prevalent when supporting pupil premium students. Kingsdown School is committed to meeting the needs of all students through the Kingsdown TEMPO strategies. Some students may receive additional support, such as small group work, 1:1 tuition, wrap-around support, provision of equipment and uniform, extra-curricular activities and trips.

The strategy is informed by research, mainly from the EEF which is aimed at addressing the academic gap which exists between pupil premium and non-pupil premium students. Our approach is responsive to the needs identified in the diagnostic assessments that take place every year, not assumptions and about the impact of disadvantage.

The key principles which underpin the strategy and reflect the whole school priorities are the three promises we make to students and their families when they join Kingsdown School:

### **We know all our students well:**

We have a well-embedded pastoral programme that is bespoke to the individuals that attend Kingsdown School and an inclusive school environment where all students are able to thrive by being championed. We work alongside students, parents and carers to understand any barriers and are committed to supporting students be the best they can be with their attendance, punctuality and attitudes to learning.

### **We teach all our students well:**

We offer a broad range of subjects and the curriculum is carefully crafted by subject leaders to ensure that it is knowledge rich and equips all students with the literacy, oracy and numeracy skills needed for both success in exams and in the wider world. Heads of department centralise their curriculums to ensure that there is clarity and consistency across lessons and teachers, and all staff are trained in their use of the

Kingsdown TEMPO teaching and learning framework. There is a robust quality assurance system including lesson observations, learning walks and student voice to maximise the impact of teaching and learning at Kingsdown. We follow an evidence-based approach in the deployment of ESCs to support our vulnerable students.

### **We have high expectations:**

Developing students holistically is a cornerstone of the education we provide, underpinned by our Kingsdown BEATS: Pride, Ambition, Stretch, Challenge, Respect and Responsibility. Warm, respectful relationships, connection and belonging are at the heart of every interaction between both adults and students.

As a Rights Respecting school, Kingsdown students are encouraged to take advantage of extra-curricular activities, student leadership opportunities. We take care to cultivate ambition both in lessons and through the myriad careers and personal development curriculum events. Additionally, we have a strong house system that celebrates students' successes and further enhances our culture of pride.

Our three promises shape the culture and ethos at Kingsdown School. By interweaving these through our PP strategy, we fulfil our mission statement: to champion each and every student.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<b>Continuing to improve the quality of education and its impact - for all</b> This is our absolute priority to ensure that all students receive the best possible education to prepare them for their GCSEs and beyond. We are committed to continuing improving the curriculum and its delivery so that students can obtain the best possible outcomes.
2	<b>PP students' ability to read affects outcomes in all key stages</b> Many of our students arrive with reading ages significantly below chronological age, a significant number of whom are PP students. Our data analysis of Progress 8 in previous years suggests that this becomes a real barrier once reading age is two years below chronological age. We want to close the gap in attainment for PP and non PP students to ensure that all students have the best possible life chances.

3	<p><b>Attendance</b></p> <p>The main barrier faced by pupil premium students is the impact of attendance. In 2024/2025 PP student attendance was 88.9% compared to Non-PP of 90.7%. This continues to be an area that we work on for all students and PP in particular.</p>
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## 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
Targets	Evidence that supports this approach
Improved Attainment 8 for pupil premium students across the curriculum, across Key Stages, and in particular at KS4.	By the end of our current plan, in 2025/6, Attainment 8 for pupil premium students will be increased from the previous year closing the gap further between PP and Non-PP.

Improved attainment 8 scores.	The Attainment 8 score for our disadvantaged students in 2025 was 32.93 which was an improvement on 2024's score of 31.05. In order for this to equate to each student averaging a grade 4 in all their subjects, we should aim for a figure of 40.0 or greater.
Improved APS in Ebacc subjects.	Aim for a figure of 3.5 APS for PP students so that more students gain the opportunity to study these subjects post 16 if they wish. The APS for PP students in 2025 was 3.16, an improvement again from last year's figure of 2.71.
Reduce the per pupil number of parkings and suspensions for PP students.	Parkings and suspensions should be reduced year on year, to reduce the gap between PP and Non-PP.
Continue to improve the attendance of PP students - YTD, PA, SA	By the end of our current plan, in 2025/6, attendance for pupil premium students will be increased from the previous year closing the

	<p>gap further. Year to date, PP attendance is 90.7% compared to Non PP attendance of 95.1% - a difference of 4.4%.</p> <p>Persistent absenteeism will continue to fall.</p> <p>In 2024/2025 PP student attendance has been 88.9% compared this year - 90.7%.</p>
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## 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, CPLD, recruitment and retention)

Budgeted cost: £36k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training of teachers in subjects with high and frequent literacy demands (e.g. English, Science, Humanities) as well as more practical subjects on approaches to reading, writing and phonics from Fresh Start.	<p>Focusing reading interventions early has a significant impact:  <a href="#">Improving Literacy in Secondary Schools (EEF)</a></p> <p>Following the data analysis from 2024 results, GCSEs which required significant writing in addition to practical skills had a disparity between the grades from the practical NEAs and the written examinations. Focus on longer answers, direct instruction and reading / writing strategies throughout both key stages will improve these results.</p>	2
Continued CPLD in Kingsdown TEMPO teaching	<p>2019 progress data of improved Progress 8 (+0.57) suggests that this approach will make the most impact.</p> <p>From the <a href="#">EEF Attainment Gap Report</a></p>	1, 2, 3

	<p>What happens in the classroom makes the biggest difference.</p> <p>CPLD sessions on TEMPO teaching strategies for all students has a greater impact on pupil premium than on other pupils</p> <p>The majority of students who are pupil premium do not have a grade 4 in English and Maths by the age of 19 (50.2%)</p> <p><a href="#">FFT - Grade 4 (Maths &amp; English)</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £210k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing with an adapted curriculum for a group in year 7 and 8.</p> <p>Targeted reading intervention</p>	<p>Cohorts with reading ages significantly below chronological in year 7 and 8 receive a curriculum designed to improve their reading and learning of the core concepts of each subject.</p> <p>Fresh start and Lexia on timetable for students from y7-10 who have been identified through the NGRT testing.</p> <p>Staff CPLD and lesson observations</p>	1, 2
<p>Fresh Start reading and Lexia intervention for pupils with reading ages significantly below chronological age in years 7, 8 and 9</p>	<p>Focusing reading interventions early has a significant impact: <a href="#">Improving Literacy in Secondary Schools (EEF)</a></p> <p>The data evidences the impact that Lexia and Fresh Start phonic instruction has for students, especially those in KS3 where early intervention is most effective.</p>	2

Targeted intervention for year 11 students both through Easter, bootcamps, academic mentoring, careers guidance and the am tutor intervention programme	<p>The EEF <a href="#">report</a> shows that some students require additional support alongside their high quality teaching - specific, targeted and small group.</p> <p>Relationships - a reason to engage</p>	1
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £79k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of attendance officer/ EWO and embedding of good practice set out in the DfE's Improving School Attendance	<p><a href="#">DfE Improving School Attendance</a></p> <p>From <a href="#">EEF Guide to Pupil Premium</a></p> <p>"Spending on intervention is welcome, but this is not the main purpose of the money. It is much better to spend it on</p>	2

	<p>wider barriers to learning, such as attendance and behaviour."</p> <p>Intervention programmes will be targeted and whole school where possible.</p> <p>Specific PP attendance meetings take place weekly to identify and intervene to ensure that students who are at risk of falling below 95% are supported through student / parent meetings.</p>	
Continued use of the Champion Tracker and attendance trackers	This allows tutors, pastoral, SEND and teaching staff to identify students at risk of not making progress from entry in year 7 and to develop robust action plans that lead to impact on behaviour and improved attendance.	3



<p>The right team will meet to discuss our students and their needs and progress made in interventions and in their lessons on a termly basis through a student support panel following key data captures using live attendance data and whole knowledge of the child. As a result of the panel meetings action plans for individuals will be devised and implemented with timely reviews of impact.</p> <p>Meetings will take place with PP pupils and their parents/ carers starting with those identified as most high risk from the trackers.</p>	<p>From <a href="#">EEF Guide to Pupil Premium</a></p> <p>“Spending on intervention is welcome, but this is not the main purpose of the money. It is much better to spend it on wider barriers to learning, such as attendance and behaviour.”</p> <p>This should reduce the parkings and suspensions of PP pupils.</p>	3
Book Your Future	<p>All year groups to have at least 2 tutor times per week in which they read a class text. Research shows that this has a significant impact in developing reading. <a href="#">This 2024 article</a> details how it has a large impact on all students, but a very large one on PP students.</p>	2
The Brilliant Club - The scholar's programme	<p>Further opportunities to continue to raise aspirations are vital to support students with both attainment and motivation at school, but also careers and beyond.</p> <p>This <a href="#">article</a> from the Brilliant Club also outlines the impact this can have on university applications and subsequent qualifications.</p>	1
Breakfast Club	<p>Breakfast club has now been running for a year. This <a href="#">DfE</a> article demonstrates the impact it can have on punctuality and attendance.</p> <p>There is further evidence based on our attendance figures about the impact that has for our students.</p>	3

Enrichment Events and Opportunities including careers and student leadership	<p>A wide range of enrichment and leadership opportunities are available for all students.</p> <p>Leadership opportunities are open to all from year 7-11.</p> <p>All year 11 students receive a 1:1 careers interview where they receive guidance for next steps, college applications as well as a wealth of trips and visits to help inform their decisions and minimise the risk of being NEET, as outlined by <a href="#">EEF</a></p>	1,3
Equipment and resources	<p>A pupil premium catalogue of resources is funded and available through tutors and student services.</p> <p>Removing short term barriers e.g. having a pen, chromebook etc mean that education is easier to access.</p>	1, 3

**Total budgeted cost: £325k**

## Part B: Review of the previous academic year

### Outcomes for pupil premium pupils

Category	Attainment 8	Diff.
PP - 47 students	32.93	-8.37
NON PP - 107 students	41.30	
PP SEND - 11 students	13.68	-25.83
PP, NON SEND - 36 students	39.51	
NON PP SEND - 12 Students	43.00	
PP GIRLS - 19 students	29.8	-6.1
PP BOYS - 28 students	35.90	

**PP students have improved their attainment from last year:** The gap between PP and non PP students has reduced this year with an increase in attainment 8 and an increased number of students passing English and Maths at both 5+ and 7+. There is a substantial improvement for 5x strong passes including English and Maths this year and significantly improved EBacc APS from 2024 and 2023.

**Addressing the PP Gap:** There remains a gap between PP students and non PP students despite improvements on last year's A8 figures. When analysed further, 18 out of 47 PP students did not have a complete set of 8 buckets. This suggests that PP students are at increased risk of withdrawal from subjects to focus on core only. This has a high impact on A8 overall and is not indicative of progress, due to lack of P8 measures this year as a result of the pandemic when these students were in year 6. This year, of the 26 students identified in year 11 as requiring academic mentoring, almost all students are PP.

**We need to increase the number of PP students achieving standard passes:** This year, fewer PP students achieved a standard pass at grade 4 in 5 subjects including English and Maths. There is an increased focus on moving grade 3 to grade 4s across all subjects this year, with a PP tilt in the TEMPO strategies employed.

**DA students are underperforming at Kingsdown:** PP SEND (DA) students achieved a much lower A8 compared to their Non-DA peers. However the attendance of the 3 students with EHCPs was below 50%. Those students with a K code achieved higher than their non SEND counterparts. However, none of these students had an attendance below 50%, suggesting that attendance is the most significant barrier to achievement.

## The Most Significant Barrier to the Attainment of Pupil Premium Students is Attendance

ATTENDANCE	NON-PP [107 students]	PP [47 students]	DIFFERENCE
>95%	52.03 [61 students]	48.22 [16 students]	-3.81
90-95%	44.76 [19 students]	40.75 [8 students]	-4.01
80-90%	32.90 [15 students]	33.65 [10 students]	+0.75
50-80%	28.22 [9 students]	18.13 [6 students]	-4.09
<50%	8.33 [3 students]	4.29 [7 students]	-4.04

### Conclusions

All students with 95% attendance or greater achieve significant progress, with PP students scoring an A8 of 48.22. The gap to other students is -3.81.

There are some anomalies, however, the pattern of attendance and Attainment 8 shows a very clear correlation between the two, so that we can conclude that a significant contributing factor to the gap between PP and all other students is attendance.

This suggests that the many interventions and the curriculum are having a very positive impact on progress for the students attending school more consistently.

### The Impact of Attendance Strategy on PP and SEND Students

The range of measures that are in place to continue to improve attendance:

1. Attendance officer full time - monitoring attendance and measuring impact
2. EWO works at KDS 3 days a week - working 1:1 with families and students to improve attendance
3. Home visits for all students with attendance below 85%
4. Line management of attendance from the Safeguarding Lead
5. Detailed attendance tracker and weekly panel meetings to review attendance <95%
6. Specific PP attendance meetings to track and monitor interventions and efficacy.
7. Attendance Friday - where students track their attendance in their planners and through discussion with their Form Tutor
8. A DDSL leads on championing attendance with students and parents
9. Student, parent attendance meetings with Progress leader and EWO to explore barriers to attending school.
10. Rewards for students who achieve 100% attendance to support motivation and celebration of success culture.

### The impact of this so far continues to be very positive: all data is year to date (Nov 2025)

- Absence is on a downward trend for all year groups, with an overall drop of 1.2% year to date. Given that, as a growing school, student numbers have increased by 140, this is an impressive achievement. Currently absence YTD is 6.2%, compared to a national average of 7.1%.
- Attendance has also improved for PP students compared to last year, with absence falling by 1.1%.
- Persistent Absence has also improved, with an overall drop of 2.7% since last year.

- The gaps in Persistent Absence for students continues to close from 39.5% in 23/24 to 30.8% in 24/25 and now 29.7% YTD - a total of 10% over 2 academic years. There is still further work to take place, but this is a huge step forward and continues to be a priority.

### **Continual development**

- This remains to be a priority but a positive trajectory demonstrates clear impact from the strategy for all students, including those who receive the pupil premium.

## 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
The Scholars Programme	The Brilliant Club
Elevate Education	Elevate Education

### 2025/26:

Programme	Provider
The Scholars Programme	The Brilliant Club, due to begin in February 2026
Elevate Programme	Study Higher, Oxford Brookes, Due to begin in January 2026