

Pupil Premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Kingsdown School
Number of pupils in school	907
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	November 2021
Date on which it will be reviewed	May 2022
Statement authorised by	Emma Leigh-Bennett
Pupil premium lead	Jo Lindley
Governor / Trustee lead	Linda Bacon

Funding overview

Detail	Amount
Pupil premium (including PP+ LAC) funding allocation this academic year	£257,079
Recovery premium funding allocation this academic year	£35,680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£292,759

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Objectives

Our intention is that all students, irrespective of their background or the challenges they face, make good progress. For disadvantaged students, this progress should be measured against how all students perform nationally (Progress 8 of 0.0), Progress 8 of disadvantaged students nationally, and the Progress 8 of disadvantaged students in the EEF Families of schools, similar to our own.

We aim to increase the uptake and progress of our disadvantaged students in EBacc subjects. This will also focus on students entering year 7 as high prior attainers.

How the Strategy Plan Works

We will allocate funding on strategies which research, and in particular the EEF Toolkit, indicates are likely to be the best solutions for improving pupil progress. This means that high quality teaching is the primary investment. We know, from our 0.57 improvement in Progress 8 from 2018 to 2019, that the main improvements in student progress are provided by improvements to the curriculum, and how it is delivered by each subject.

This rapid progress may increase the gap between disadvantaged and non-disadvantaged students within the school. This is why the main measures of progress will not be to look at gaps. Instead, we need to focus on their improvement in Progress 8 and Attainment 8, and an increased positive gap against disadvantaged pupils in schools nationally, and in our EEF family schools.

The Key Principles of the Strategy Plan

Our approach through the curriculum will address common challenges faced by disadvantaged students.

Our regular, robust external and internal assessments will highlight individual needs and allow us to intervene at an individual and group level. This occurs both for particular subjects, and for any SEND needs previously identified. Students' literacy is also assessed from year 7 and reading interventions happen for all students who have a reading age which will prevent them accessing the curriculum.

In years 7 and 8, for students who are significantly behind age related expectations, they will follow the Kingsdown Curriculum but at a pace that allows further scaffolding so that they can strengthen their core knowledge and skills.

All teachers are aware of which of their students are disadvantaged. We will and do act early as soon as a need is identified.

Challenges

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

Challenge number	Detail of challenge																																					
1	<p>DA students' ability to read</p> <p>Many of our students arrive with reading ages significantly below chronological age: 24.6% of our disadvantaged students have a reading score of 85 or below. Our data analysis of Progress 8 in previous years suggests that this becomes a real barrier once reading age is two years below chronological.</p> <p>Assessments for year 7, 8 and 9 show that disadvantaged students have average reading ages of: Year 7 Disadvantaged Students: 9 years and 7 months Year 8 Disadvantaged Students: 11 years and 5 months Year 9 Disadvantaged Students: 12 years and 4 months</p> <p>In years 7, 8 and 9, 83 pupils have received literacy intervention through Fresh Start. Historically, this has resulted in increased reading ages of 2 years and 6 months.</p> <p>All of our students have completed the Access test for reading and maths. Those indicated below have been identified in need of support as their standardised score is less than 85.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th></th> <th>Y7</th> <th>Y8</th> <th>Y9</th> <th>Y10</th> <th>Y11</th> <th>Whole School</th> </tr> </thead> <tbody> <tr> <td rowspan="2" style="text-align: left;">DA pupils</td> <td style="text-align: left;">Number</td> <td>35</td> <td>48</td> <td>43</td> <td>48</td> <td>58</td> <td>232</td> </tr> <tr> <td style="text-align: left;">%</td> <td>22 %</td> <td>26 %</td> <td>24 %</td> <td>27 %</td> <td>29 %</td> <td>25.6%</td> </tr> <tr> <td style="text-align: left;">DA & Standardised reading score below 85</td> <td style="text-align: left;">Number</td> <td>8</td> <td>11</td> <td>9</td> <td>13</td> <td>17</td> <td>58</td> </tr> </tbody> </table>									Y7	Y8	Y9	Y10	Y11	Whole School	DA pupils	Number	35	48	43	48	58	232	%	22 %	26 %	24 %	27 %	29 %	25.6%	DA & Standardised reading score below 85	Number	8	11	9	13	17	58
		Y7	Y8	Y9	Y10	Y11	Whole School																															
DA pupils	Number	35	48	43	48	58	232																															
	%	22 %	26 %	24 %	27 %	29 %	25.6%																															
DA & Standardised reading score below 85	Number	8	11	9	13	17	58																															

	%	23 %	23 %	21 %	27 %	29 %	24.6%
DA & Standardised reading score below 85 & SEN	Number	6	5	2	4	5	22
	%	17 %	10 %	5%	15 %	9%	11.2%

*There are more DA students who cannot read who do not have a SEN need and these are our pupils who must remain on our radar.

The gap between disadvantaged students' reading age and their peers on entry to the school is 12 months: see table below

Year Group	Average Reading Age on Yr 7 Entry	Average Reading Age	DA Average Reading Age	Non-DA Average Reading Age	Gap	SEND Average Reading Age	Non-SEND Average Reading Age	Gap	Girls Average Reading Age	Boys Average Reading Age
7		91.92 10yrs 3mths	86.64 9yrs 4mths	93.75 10yrs 4mths	1yr 0mths	80.6 8yrs 2mths	95.14 10yrs 6mths	2yrs 4mths	91.26 10yrs 4mths	92.62 10yrs 4mths
8	11yrs 3mths	96.7 12yrs 7mths	93.5 11yrs 4mths	97.4 13yrs 0mths	1 yr 8mths	88.2 10yrs 4mths	100.1 12yrs 6mths	2 yrs 2mths	94.5 11yrs 4mths	98.2 12yrs 2mths
9		100.5 13yrs 5mths	12yrs 3mths	14 yrs 2mths	1yr 11mths	96.6 12yrs 4mths	101.5 14yrs 1mth	1yr 9mths	100.9 13yrs 5mths	100.2 13yrs 4mths
10		97 13yrs 4mths	93.5 13yrs 9mths	98.0 14yrs 5mths	0yrs 8mths	85.5 11yrs 9mths	100 14yrs 4mths	2yrs 7mths	99.9 14yrs 2mths	94.79 13yrs 2mths
11		96.1 14yrs 4mths	98 14yrs 5mths	95.4 14yrs 4mths	-0yr 1mths	100.1 15yrs 0mths	95.4 14yrs 3mths	-0yrs 9mths	No data	No Data

The proportion of students who are disadvantaged is greater than schools nationally, which means more of our students are likely to face barriers to their learning:

		Y7	Y8	Y9	Y10	Y11	Whole School
DA students	Number	35	48	43	48	58	232
	%	22 %	26 %	24 %	27 %	29 %	25.6%
Non-DA students	Number	130	137	133	129	143	672

	%	78 %	74 %	76 %	73 %	71 %	74.4%
Grand Total	Number	165	185	176	177	201	904

2

The next main barrier faced by disadvantaged students is the impact of attendance.

The attendance for disadvantaged students in year 11 in 2021-2022 has been **x** at the time of their mock exams. The TAGs based on these mocks shows that the main influence on progress is attendance. The correlation for all pupils is:

Attendance	Students	KS2 APS	Entries	SVA
Attendance >95%	93	4.77	88	0.38
Attendance 90-95%	31	4.85	30	0.18
Attendance 80-90%	28	4.61	27	-0.31
Attendance 50-80%	16	4.49	16	-1
Attendance <50%	14	4.71	14	-3.75

The number of year 11 disadvantaged students with attendance below 90% is 23, 40% of the disadvantaged cohort.

3

In 2020-2021:

- Economic disadvantage does not appear to be a significant barrier to our students' progress.
- Being a boy is also a small barrier, and smaller than for the rest of the student population.
- The main barriers which exacerbate disadvantage are having a SEND need and being born from April onwards.
- This implies that we might be able to anticipate support and intervention students will need based on a student profile at entry, of DA + SEND and DA + late birthday.

Category	Progress 8	Diff.
DA	0.05	
NON DA	0.87	0.82
DA SEND	-0.79	
NON DA SEND	0.22	1.01
DA GIRLS	0.19	
DA BOYS	0.05	0.14
DA SUMMER DOB	0.01	

**NON DA SUMMER
DOB**

1.06

1.05

Disadvantaged pupils who also have an SEND:

		Y7	Y8	Y9	Y10	Y11	Whole School
DA students	Number	35	48	43	48	58	232
	%	22 %	26 %	24 %	27 %	29 %	25.6%
DA & SEN	Number	13	14	7	7	9	50
	%	37 %	29 %	16 %	15 %	16 %	24.6%

4

Wellbeing has been a growing issue for all pupils during 2020 and 2021, due to Covid restrictions generally.

X% of our pupils have SDQs

5

Behaviour for learning of our disadvantaged students is slightly worse than for non-disadvantaged:

Exits:

	DA			
Year	No	Yes	DA Gap	Grand Total
Year 7	20%	29%	-9%	22%
Year 8	17%	35%	-18%	22%
Year 9	26%	34%	-8%	29%
Year 10	12%	20%	-8%	15%
Year 11	19%	34%	-15%	23%
Grand Total	19%	30%	-11%	22%

Exclusions:

	DA			
Year	No	Yes	DA Gap	Grand Total
Year 7	3%	2%	1%	3%
Year 8	6%	12%	-6%	7%
Year 9	9%	7%	2%	8%
Year 10	4%	12%	-7%	7%
Year 11	8%	11%	-4%	8%
Grand Total	6%	10%	-3%	7%

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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
Improved Progress 8 for disadvantaged students across the curriculum, across Key Stages, and in particular at KS4.	By the end of our current plan, in 2024/25, Progress 8 for disadvantaged students will be -0.1 Progress 8 for disadvantaged students will exceed EEF Family schools by 0.5
Improved attainment 8 scores.	The Attainment 8 score for our disadvantaged students in 2019 was 38.4. 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. The APS for disadvantaged students taking Ebacc subjects is only 2.9.	Aim for a figure of 3.5 so that more students gain the opportunity to study these subjects post 16 if they wish.
Improved reading ages in KS3 for all students, especially disadvantaged students.	Average reading age scores will be at least age related for disadvantaged pupils, and 2 months above for non-disadvantaged.
Improved attendance for all year groups, especially for disadvantaged students.	The percentage of DA students with attendance greater than 94% will be 75%

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: £186k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training of teachers in subjects with frequent literacy demands (e.g.</i>	Focusing reading interventions early has a significant impact:	£3k 1

<i>English, science, humanities) on approaches to reading, writing and phonics from Fresh Start</i>	Improving Literacy in Secondary Schools (EEF)	
<i>Continued CPD in curriculum development and the Restless Teacher Programme</i>	<p>2019 progress data of improved Progress 8 (+0.57) suggests that this approach will make most impact.</p> <p>From the EEF The Attainment Gap Report</p> <p>What happens in the classroom makes the biggest difference, but the supply of high-quality training is limited</p> <p>The majority of students who are disadvantaged do not have a grade 4 in English and maths by the age of 19 (50.2%)</p> <p>Good teaching for all students has a greater impact on the disadvantaged than on other pupils</p>	<p>£26k £27k £49k £81k 1, 2, 3 and 4</p>
<i>Improving the quality of assessment, especially in KS3, so that pupils learn and remember more.</i>	<p>Teacher Feedback to Improve Pupil Progress (EEF)</p> <p>The Testing Effect and Spaced Practice both lead to increased long-term memory:</p> <p>The Learning and Forgetting Lab (Prof Robert Bjork)</p>	1, 2, 3 and 4

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

Budgeted cost: £137k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Setting up targeted intervention classes, Accelerate in year 7, Consolidate in year 8, Heads Up in Y9</i>	<p>Access data reveals that the average reading age for Accelerate (year 7) is 4 years and 8 months below chronological age.</p> <p>For Consolidate, year 8, the average reading age is 3 years and 11 months below chronological age.</p> <p>For Heads Up, year 9, the average reading age is xxxx</p>	<p>(£102k) 1</p>

<i>Fresh Start reading intervention for all pupils with reading ages significantly below chronological age in years 7 and 8</i>	Focusing reading interventions early has a significant impact: Improving Literacy in Secondary Schools (EEF) Fresh Start has led to average progress of 2 years and 6 months for participating pupils.	£35k 1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £42.2k *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Funding of attendance officer and embedding of good practice set out in the DfE's Improving School Attendance</i>	DfE Improving School Attendance From THE EEF GUIDE TO THE PUPIL PREMIUM "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."	£28k £1K 2
<i>Development of Student Progress Trackers and Champion Tracker</i>	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	£3.5k £1.2k 3
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 progress 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. Meetings will take place with all DA pupils and their parents/ carers starting with those identified as most high	From THE EEF GUIDE TO THE PUPIL PREMIUM "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." This should reduce the exits and exclusions of DA pupils.	£8.5k 4,5

risk from the champion trackers.		
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Total budgeted cost: £ 365.2k

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 2020 to 2021 academic year.

Progress 8 2021

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

2021 Progress 8 cannot be accurately measured. However, by applying 2019 progress measures to these results, we can learn much about the relative performance of different groups, especially the disadvantaged.

For 2021, the figures were:

Headline Figures

	Whole Cohort	DA	SEND
Internal Progress 8	0.66	0.06	0.09

DA: 59	%	P8	Attendance
Top 48	81%	+0.51	90%
Outliers 9 (11)	15%	-1.89	60%

SEND: 37	%	P8	Attendance
Top 30	81%	+0.49	89%
Outliers 4 (7)	11%	-1.66	84%

We champion each and every student



- This suggests that our strategy and intervention is benefiting DA pupils very well.
- It also implies that there is hardly any gap between DA and Non DA for most of the cohort.
- There is a small number of DA pupils with very poor P8, and these results have a disproportionate effect on the average.

- There is also a very strong correlation between attendance and progress of DA pupils. This also suggests that a significant intervention is not academic, but improving attendance.

In 2020-2021:

- Economic disadvantage does not appear to be a significant barrier to our pupils' progress.
- Being a boy is also a small barrier, and smaller than for the rest of the pupil population.
- The main barriers which exacerbate disadvantage are having a SEND need and being born from April onwards.
- This implies that we might be able to anticipate support and intervention pupils will need based on a pupil profile at entry, of DA + SEND and DA + late birthday.

Category	Progress 8	Diff.
DA	0.05	
NON DA	0.87	0.82
DA SEND	-0.79	
NON DA SEND	0.22	1.01
DA GIRLS	0.19	
DA BOYS	0.05	0.14
DA SUMMER DOB	0.01	
NON DA SUMMER DOB	1.06	1.05

Progress 8 2019 (as a measure of our curriculum impact – the last year of externally assessed exams):

EEF Families of Schools Database

The EEF publish results for schools so that each school can compare the progress of their disadvantaged pupils to schools with similar pupils. These similar schools are called 'family' schools.

2019 GCSE Results

Category	Data	Compared to Family
Progress 8	0.04	
Progress 8 Family average	-0.2	+0.24
Progress 8 Disadvantaged	-0.26	
Progress 8 Disadvantaged Family Average	-0.6	+0.34
Progress 8 Non-Disadvantaged	0.12	
Attainment 8	43.8	
Attainment 8 Family average	42.8	+1.00
Attainment 8 Disadvantaged	38.4	
Attainment 8 Non-Disadvantaged	45.3	
Attainment 8 Disadvantaged Family Average	34.1	+4.3
Attainment 8 Non-Disadvantaged	45.3	
5+ English and Maths	39%	
5+ English and Maths Family Average	34.2%	+4.8%
5+ English and Maths Disadvantaged	29%	
5+ English and Maths Disadvantaged Family Average	18.5%	+10.5%
5+ English and Maths Non-Disadvantaged	42%	
Ebacc APS score	3.27	
Ebacc APS score Family Average	3.6	-0.33
Ebacc APS score Disadvantaged	2.9	
Ebacc APS score Disadvantaged Family Average	2.8	+0.1
Ebacc APS score Non-Disadvantaged	3.4	
% pupil premium	25.5%	
Pupil Premium spend	£233,020	

Conclusions:

Our pupils outperform the family average in all measures, except the attainment in Ebacc subjects. This context suggests that we therefore enter more of our disadvantaged pupils into Ebacc subjects. Likewise, it suggests that pupils with low and middle Key Stage 2 scores are also taking more Ebacc subjects than similar pupils in the family schools. In other words, they are opting for a more ambitious, academic curriculum than in other family schools.

This ambition of our curriculum is also reflected in the percentage of disadvantaged pupils gaining 5 GCSEs, including English and maths, at grades 5 and above. This figure is 10.5% more pupils than in other schools. Roughly one fifth of disadvantaged pupils achieve this in our family of schools, compared to nearly a third at Kingsdown.

Our disadvantaged pupils outperform the family average in **every** measure. This suggests that our Disadvantaged Strategy is very successful.

Our disadvantaged pupils have a progress 8 of -0.26. This compares to a progress 8 figure of -0.2 for **all** pupils in our family of schools. In other words, our **disadvantaged** pupils perform at nearly the same level as **all** pupils in other family schools.

In terms of GCSE grades, our disadvantaged pupils gain 3 and a half extra GCSE grades, on average, then they would in another family school.

Targets for the 3 Year Disadvantaged Strategy

The Attainment 8 score for our disadvantaged pupils in 2019 was 38.4. In order for this to equate to each pupil averaging a grade 4 in all their subjects, we should aim for a figure of 40.0 or greater.

The APS for disadvantaged pupils taking Ebacc subjects is only 2.9. Aim for a figure of 3.5 so that more pupils gain the opportunity to study these subjects post 16 if they wish.

Fresh Start and Reading

Year Group	Average Reading Age on Yr 7 Entry	Average Reading Age	DA Average Reading Age	Non-DA Average Reading Age	Gap	SEND Average Reading Age	Non-SEND Average Reading Age	Gap	Girls Average Reading Age	Boys Average Reading Age	Gap
7		91.92 10yrs 3mths	86.64 9yrs 4mths	93.75 10yrs 4mths	1yr 0mths	80.6 8yrs 2mths	95.14 10yrs 6mths	2yrs 4mths	91.26 10yrs 4mths	92.62 10yrs 4mths	0yrs 0mths
8	11yrs 3mths	96.7 12yrs 7mths	93.5 11yrs 4mths	97.4 13yrs 0mths	1 yr 8mths	88.2 10yrs 4mths	100.1 12yrs 6mths	2 yrs 2mths	94.5 11yrs 4mths	98.2 12yrs 2mths	+10mths
9		100.5 13yrs 5mths	12yrs 3mths	14 yrs 2mths	2yrs 3mths	96.6 12yrs 4mths	101.5 14yrs 1mth	1yr 9mths	100.9 13yrs 5mths	100.2 13yrs 4mths	1mth
10		97 13yrs 4mths	93.5 13yrs 9mths	98.0 14yrs 5mths	0yrs 8mths	85.5 11yrs 9mths	100 14yrs 4mths	2yrs 7mths	99.9 14yrs 2mths	94.79 13yrs 2mths	1yr 0mths
11		96.1 14yrs 4mths	98 14yrs 5mths	95.4 14yrs 4mths	-0yr 1mths	100.1 15yrs 0mths	95.4 14yrs 3mths	-0yrs 9mths	No data	No Data	

Our curriculum keeps improving the reading ages of disadvantaged pupils so that by year 11 they have exceeded their peers by 1 month. The gap on entry in year 7 is 12 months.

Our KS3 curriculum leads to dramatic progress for non disadvantaged pupils, 10 months above chronological age. Disadvantaged pupils make 35 months progress over a 36 month period.

Those who are involved in Fresh Start make the most progress. 59 Year7 and 24 Year 8 who needed Fresh start this year. We don't offer it to Year 9. Fresh start on average raises reading ages by 2yrs and 6 months in our 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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.