

Pupil premium strategy statement – King James’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	1566 total 1316 Y7-Y11
Proportion (%) of pupil premium eligible pupils	265/1566= 17% 265/1316=20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-3024 2024-2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Carl Sugden- Headteacher Malcolm Dawson- Chair of Governors
Pupil premium lead	Helen Handley- Assistant Headteacher
Governor / Trustee lead	Richard Ebdon- Federation Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£202,910
Recovery premium funding allocation this academic year	£57,132
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to</i>	£0

<i>2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
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>	£260,042

Part A: Pupil premium strategy plan

Statement of intent

We aim to reduce disadvantage by providing opportunities which level up life chances and enhance social mobility.

Our intention is that all pupils, irrespective of their background, or the challenges they face make good progress and achieve high attainment across the curriculum. Our pupil premium strategy will ensure our disadvantaged students, including those who are already high attainers will meet or exceed national average in attendance (including PA), progress and attainment outcomes.

We will consider the challenges faced by vulnerable pupils such as those who have a social worker and are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach, with a focus on areas which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit our non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improve alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the pandemic, notably in its targeted support through our intervention programmes for students whose education has been worst affected, including non-disadvantaged students.

Our strategy will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene at the point need is identified
- Adapt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Investing in wider strategies to address challenge areas such as attendance, behaviour, social and emotional/mental health issues to ensure our disadvantaged pupils and families have appropriate support to achieve success.

Although not a statutory requirement, our statement of intent applies to students within our school post 16 provision as well as those in main school.

Challenges

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

Challenge number	Detail of challenge
1	<p>National data shows that disadvantaged pupils are not making as much progress or achieving outcomes in line with their non-pupil premium peers.</p> <p>Our data confirms this with a disadvantaged total Progress 8 score 0.19 in 2021-2022 (and 0.12 in 2020-2021, -0.16 in 2019-2020)</p> <p>The pandemic and partial school closure has disrupted the education of disadvantaged pupils resulting in knowledge gaps. Our assessments, observations and discussions with pupils confirm this.</p>
2	<p>Assessments, observations and discussions with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts on their progress in all subjects.</p>
3	<p>National and in school data show that disadvantaged students have higher incident of involvement with our consequences system and being suspended compared to non-disadvantaged peers.</p> <p>Our data confirms this with 2021-2022 exclusion data showing that there were 29 suspensions of PP pupils (12.83% of the PP cohort- National average is 13.76%) which equates to 59% of all suspensions.</p> <p>Our observations and discussion with pupils and families have identified increased social and emotional issues for many pupils.</p>
4	<p>National and in school data shows that disadvantaged students have lower attendance rates and higher persistent absence rates than their non disadvantaged peers.</p> <p>2021-2022 YTD whole school attendance was 90% and Ev6 FSM was 84% a 6% gap</p> <p>2021- 2022 YTD whole school PA was 31% and Ev6 FSM was 48% a 17% gap.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>National studies, our assessments (including the wellbeing survey), observations and discussions with pupils and families have identified that the wellbeing and mental health of many of our disadvantaged pupils and their families has been negatively impacted. Social and emotional issues such as anxiety, depression (diagnosed by medical professionals) and low self-esteem have increased, leading to an increase in referrals to external agency support.</p>

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
Achieve positive progress and attainment outcomes	Sustained positive progress 8 score National average (or better) attainment 8 score. Knowledge gaps closed.
Improve reading comprehension among disadvantaged pupils across KS3	Reading comprehension tests demonstrate an improvement of comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Reduce the number and frequency of PP students being suspended from school or in our 'consequence system'.	PP suspension numbers reduced and national average (or better). Improved behaviour and engagement due to interventions, improved support and improved whole school understanding of pupils with SEMH issues.
To achieve and sustain improved attendance and reduce persistent absence for disadvantaged pupils	Sustained high attendance by 2024/2025 demonstrated by: Absence rate and PA for disadvantaged pupils at national average or better. Evidence of impact of Attendance Officer interventions
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing by 2024/2025 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • Impact of whole school wellbeing strategy including counselling support evident. • Evidence of the impact of our Family Support Officer working with external agencies to support families. • A significant increase in participations in enrichment activities, particularly among disadvantages pupils.

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: £273,883 (indicative)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Relentless focus on high quality teaching within the classroom across all curriculum areas:</p> <p>Recruitment and retention of staff- recruiting staff with experience and proven success. Effective wellbeing strategy in place to retain our most effective staff.</p> <p>To improve assessment and identification, provision and intervention to improve reading ability and access.</p> <p>Continue to improve the KS3 curriculum and embed Rosenshine’s Principles of Instruction to improve teaching, support student learning and improve pupil progress. This will include sequencing of knowledge, subject specific vocabulary, metacognition, improved assessment, feedback, memory, retrieval practice, questioning and modelling.</p> <p>High quality CPD programme tailored to the needs of staff, closely linked to Performance Review and the Personal Growth model to improve engagement with research, CPD and outcomes.</p>	<p>EEF Guide to the Pupil Premium- April 2022 recommends Spending on developing high quality teaching including investment in professional development is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</p> <p>EEF- Reading comprehension strategies</p> <p>EEF Teaching and Learning Toolkit</p> <p>EEF guidance on effective Professional Development</p>	<p>1</p> <p>1+2</p> <p>1</p> <p>1,2,3</p>

Continued CPD to support positive behaviour management and de-escalation in the classroom.	EEF Improving behaviour in schools EEF Learning behaviours	3
Further development and embedding of our Personal Development Programme, including PSHEE, Careers, tutoring, student leadership opportunities, extra-curricular opportunities etc to develop the 'character curriculum'.	EEF Life Skills and Enrichment PSHE Association Pupil wellbeing Department for Education PSHE education review of impact and effective practice	1+5
Further develop and embed the new independent learning policy and further develop online learning, including ItsLearning	EEF Guidance report- using digital technology to improve learning EEF Homework	1

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

Budgeted cost: £94,196 (indicative)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions for disadvantaged students not meeting expected progress:		
Continue to close gaps through effective 'catch up' through the school lead tutoring model.	EEF Education Toolkit- small group tuition Evidence suggest this can add 4 months progress	1
1:3 tuition delivered by English and Maths specialist teachers		1+2
Improved and adapted Accelerated Reader Programme	EEF Reading Comprehension strategies	2
Additional KS4 curriculum offer e.g. Activ8, SEMH hub	EEF Guidance Behaviour Trauma Informed Schools Research EEF Social and Emotional Learning	1+3

<p>provision and AP for students struggling to access GCSEs</p> <p>Continued focus on wider pastoral team and TAs using strategies to support pupils with SEMH difficulties and being more trauma informed in our approaches.</p> <p>Breakfast and Homework club supported by TA staff</p>	<p>EEF Effective use of Teaching Assistant</p>	<p>3,4,5</p> <p>1+5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,053 (indicative)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further development and embedding of whole school attendance and punctuality strategy, including the role of the Attendance Officer to monitor and intervene.</p> <p>Embed a whole school wellbeing plan with the support of the Wellbeing In Mind team to improve wellbeing, mental health and emotional resilience.</p> <p>Provide counselling for students with</p>	<p>EEF suggests implementing wider strategies to address issues such as attendance, behaviour and social and emotional support</p> <p>DfE Improving School Attendance EEF teaching and learning toolkit- parental engagement</p> <p>EEF Healthy Minds</p> <p>DfE support for a Mental Health Lead in school and NHS support through Wellbeing in Mind Programme Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that</p>	<p>4</p> <p>5</p>

<p>anxiety and low confidence.</p> <p>Family Support Officer to provide targeted support for families with wider support needs.</p> <p>Contingency fund for acute issues</p>	<p>CBT interventions support young people’s social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> <p>EEF teaching and learning toolkit- parental engagement</p> <p>Parental engagement including more sustained intensive support to build parents’ efficacy, including home visits.</p> <p>Based on our experience and those of similar schools we have identified the need to set some funding aside to enable us to respond to needs that have not yet been identified</p>	<p>1,3,4,5</p> <p>All</p>
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Total budgeted cost: £393,132

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments. For this purpose we consider disadvantaged to be our PP cohort, which is slightly larger than the DfE identified Disadvantaged group. The data for disadvantaged students contained below is from the unvalidated DfE information October from our SISRA group

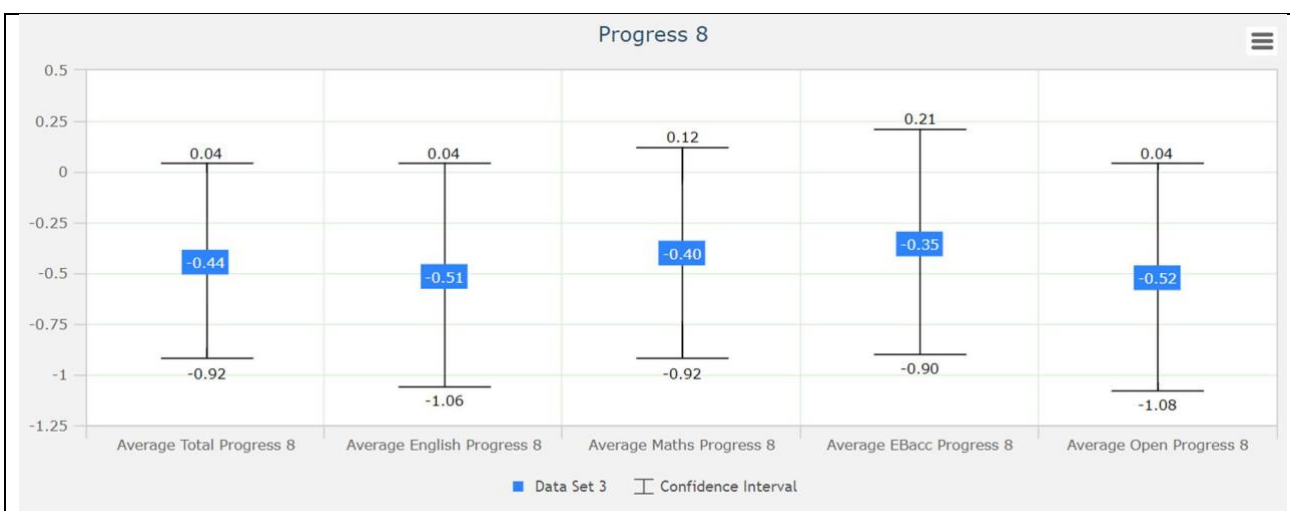
For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.44. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 35.95. See DfE guidance for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.

Pre pandemic (2019) we managed to move disadvantaged progress scores forward, despite being negative, they were not longer statistically significant as they had been previously. The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has grown since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils was 0.04, and the Attainment 8 score was 52.3. Whilst the progress scores remain negative, the upper confidence interval is above zero which means the scores are not statistically significant.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.



Our Recovery Premium and PP funding were effectively used to make improvements in the challenge areas set out in the 2019-2022 strategy plan.

Our decision to use funding for School Lead Tutoring had positive impact in closing pupils knowledge gaps with 107 pupils (including 25% PP) benefitting from tuition in school. We have found this approach was much more effective than using NTP, external tutors previously as it is much more targeted and beneficial. We will continue this model to support our new plan.

Although progress has been made to reduce the gap, absence among disadvantaged pupils was 6% higher than their peers in 2021/22 and persistent absence 17% higher. The role of Attendance Officer created to address this challenge area has been established and had significant impact. We remain committed to raising the attendance of our disadvantaged pupils and this continues to be a priority.

Our assessments demonstrated that our strategies for managing pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The SEMH impact on disadvantaged pupils has been particularly acute. The support our Family Support Officer, Counsellor and Wellbeing In Mind Team have provided pupils and their families has had significant impact. We recognise the need to further develop our strategies to support students, particularly those with SEMH needs and this is an important part of our new three year plan, including our newly established SEMH nurture provision.

We did not fully achieve the outcomes that we set out to achieve in our 2019-2022 plan. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. We still have work to do but are pleased with what we have achieved, despite the considerable disruption of the pandemic and are determined to achieve our new planned outcomes by 2025.