

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 | 1555 total 1327 Y7-Y11 |
| Proportion (%) of pupil premium eligible pupils | 246/1555= 16% 246/1327=19% |
| 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, November 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Clare Martin- Headteacher Malcolm Dawson- Chair of Governors |
| Pupil premium lead | Helen Handley- Assistant Headteacher |
| Governor / Trustee lead | Cerys Townend- Federation Governor |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £290,589 |
| Recovery premium funding allocation this academic year | £32,706 |
| 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 | £323,295 |

Part A: Pupil premium strategy plan

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.

Statement of intent

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 for 2022-2023 of -1.05 (0.19 in 2021-2022).</p> <p>The long term impact of 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>National data, our assessments, observations and discussions with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than non-disadvantaged 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 2022-2023 exclusion data showing that there were 40 suspensions of PP pupils (16.67% of the PP cohort) which equates to 54% of all suspensions. (2021-2022- 29 suspensions of PP pupils, 12.83% of the PP cohort- National Average was 13.76% in 2022)</p> <p>Our observations and discussion with pupils and families have identified increased social and emotional issues for many PP 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>2022-2023 YTD whole school attendance was 91% and Ev6 FSM was 84% a 7% gap. 2021-2022 YTD whole school attendance was 90% and Ev6 FSM was 84% a 6% gap.</p> <p>2022-2023 YTD whole school PA was 20% and Ev6 FSM was 45% a 25% gap. 2021- 2022 YTD whole school PA was 31% and Ev6 FSM was 48% a 17% gap.</p> <p>National data, 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: £347,857 (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>EEF Guide to the Pupil Premium- 2023 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>1</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>EEF Teaching and Learning Toolkit</p> | <p>1</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>Continued CPD to support positive</p> | <p>EEF guidance on effective Professional Development</p> | <p>1,2,3</p> |

| | | |
|--|---|---------|
| behaviour management and de-escalation in the classroom. | EEF Improving behaviour in schools | 3 |
| Additional curriculum offer for students struggling to access standard curriculum | EEF Learning behaviours | 1,2,3,4 |
| 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 Using Technology EEF Homework | 1 |

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

Budgeted cost: £63,796 (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 | 1, 2 |
| 1:3 tuition delivered by English and Maths specialist teachers | | 1, 2 |
| To improve assessment | | |

| | | |
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| <p>and identification, provision and intervention to improve reading ability and access through our whole school Reading Strategy, including the Accelerated Reader programme.</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- Reading comprehension strategies EEF guidance on improving literacy</p> <p>EEF Effective use of Teaching Assistant</p> <p>EEF Effective use of Teaching Assistant</p> | <p>1,2</p> <p>3,4,5</p> <p>1, 5</p> |
|---|---|-------------------------------------|

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

Budgeted cost: £48,920 (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</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>4</p> |

| | | |
|---|--|---|
| <p>support of the Wellbeing In Mind team to improve wellbeing, mental health and emotional resilience.</p> <p>Provide counselling for students with anxiety and low confidence.</p> <p>Family Support Officer to provide targeted support for families with wider support needs.</p> <p>Improved provision and support for students with SEMH needs including Hub support.</p> <p>Contingency fund for acute issues</p> | <p>DfE support for a Mental Health Lead in school and NHS support through Wellbeing in Mind Programme</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EEF's report on adolescent mental health found good evidence that 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>EEF Guidance Behaviour</p> <p>Trauma Informed Schools Research</p> <p>EEF Social and Emotional Learning</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>5</p> <p>1,3,4,5</p> <p>1,3</p> <p>All</p> |
|---|--|---|

Total budgeted cost: £460,575 (indicative)

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 2022/23 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 for October from our SISRA group.

For 2023, 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 -1.05 (-0.44). For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 25.07 (35.95). See DfE guidance for more information about KS4 performance measures.

The DfE recognise that nationally the KS4 performance measures for the 2022/23 academic year have been affected by the following factors:

- In 2022/23 there was a return to pre-pandemic standards for GCSEs with protection built into the grading process to recognise the disruption that students have faced.
- 2022/23 performance measures may include some qualification grades that were awarded in 2021/22 using a different grading approach.
- Results achieved between January 2020 and August 2021, by pupils included in 2022/23 measures, are not included in the calculations.
- The ongoing uneven impacts of the pandemic on different schools/colleges and pupils.

[DfE KS4 Performance data document-](#)

DfE has strongly discouraged comparison of a school's 2023 performance data with results in previous years.

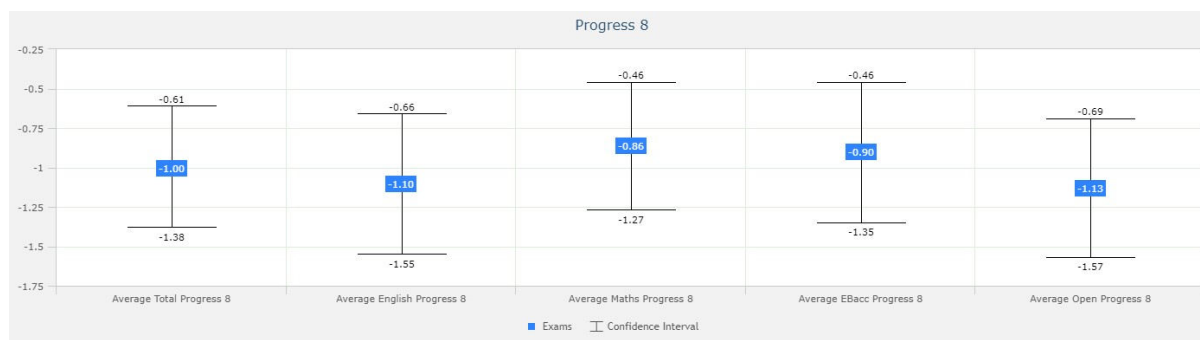
We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2022/23 was 34.9 (37.5) and for non-disadvantaged pupils it was 50.2 (52.6). For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.17 (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 0.03 (0.4), and the Attainment 8 score was 50.2 (52.3) last year which was disappointing. To address this we have launched our Raising Achievement Plan to improve standards, with a particular focus on PP achievement.

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 2021/23 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 this 2022-2025 strategy plan.

98% of our 2022-2023 Y11 cohort left us to go onto employment or education but 2% of them were NEET (Not in education, employment or training). This included 3 PP students who we are still supporting to access appropriate post 16 provision. There are individual case studies for these students evidencing lots of support from school and external agencies but very difficult personal circumstances.

1:3 maths intervention provided additional maths sessions for 132 students including 53 PP students (40%). All benefited from this intervention and gained maths confidence and all but 8 demonstrated improved scores or Learning Cycle data in match, some improving their baseline score by 25.

At the start of the Accelerated Reader programme 38% (20) of PP pupils (55) had reading levels below average for their age, 16% (8) of these improved their levels to average or above. 62% (32) of PP students achieved more than expected reading growth by the end of the programme.

Student absence is still too high. Last year absence among disadvantaged pupils was 7% higher than their peers and persistent absence was 25% higher. This is worse than the previous year. This is a national issue. The role of Attendance Officer created to address this challenge area has had significant impact, for example PP PA peaked at 51% during the year and we were able to reduce it to 45% by the end of the year. We remain committed to raising the attendance of our disadvantaged pupils. Our improved whole school attendance strategy has resulted in earlier identification of students and more targeted intervention involving from Form Tutors, Pastoral Officers, Attendance Officer, Family Support Officer, Early Help Service and LA attendance support services.

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.

Suspension data shows that PP suspension numbers increased to 40 (was 29) which is 16.67% (was 12.83%) of the PP cohort. This is 54% of all suspensions which is a slight reduction on 59% of all suspensions last year. We still have lots of work to do in bringing down PP suspensions and found the increase in SEMH needs in this cohort a challenge.

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 three year plan, including our SEMH nurture provision.

We have had all staff training regarding supporting students with SEMH needs including restorative conversations, emotion coaching, understanding attachment and trauma. The Pastoral and TA teams have had additional training in these areas including managing Emotion Based Lesson Avoidance. We are becoming more trauma informed and improving our understanding and strategies- further training around ACES (adverse childhood experiences) is planned for Nov 2023.

30 (including 77% PP) students benefitted from Spero Counselling sessions in school to support their mental health and wellbeing. When surveyed 100% said their sessions were useful and that they had noticed an improvement in their mental health as a result, with 96% saying they were significantly useful. 87% noticed a significant improvement in their mental health. Maggie identified trends of issues during her sessions of issues 'fitting in', low self esteem and the negative impact of online issues which we have checked are covered in our whole school Personal Development curriculum. In school counselling has had a positive impact and offers talking therapy, a valuable intervention not provided by our Wellbeing In Mind Service as they provide CBT therapy.

The impact of the Wellbeing In Mind Team and introduction of Cognitive Behaviour Therapy for students and improved signposting and support for the Pastoral Teams has improved our response to students with poor mental health.

A year into our 3 year plan and we are proud of the achievements of many of our PP students but are frustrated with the level of impact achieved. We still have work to do but are determined that the areas of focus on our plan are the right ones and are determined to achieve our planned outcomes by 2025.