

# 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 1333 Y7-Y11 (19 <sup>th</sup> November 2025)
Proportion (%) of pupil premium eligible pupils	286/1333=21.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	November 2025 (annual up-date)
Date on which it will be reviewed	November 2028
Statement authorised by	Headteacher Federation Governing Body
Pupil premium lead	Stuart Giles- Assistant Headteacher
Governor / Trustee lead	Ian Yapp- Federation Governor

# 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 make sustained and, where possible, accelerated progress in academic achievement, attendance and school engagement. This includes provision of stretch and challenge for those already at higher levels of achievement. The strategy considers the variety of vulnerabilities our pupil premium students face whether it be looked after, young carers or those receiving social care support.

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. This approach to raising achievement is supported by the continued commitment to a positive and inclusive approach to behaviour for learning. It is embodied by the school's use of "Positive Regard" strategy.

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.

We will be investing in wider strategies to address challenge areas such as attendance, behaviour, social and emotional/mental health issues to ensure our disadvantaged pupils, parents and wider families have appropriate engagement and 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, although this does not receive additional direct funding to school.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Social development, sense of belonging and ambition.</b> National and in school data shows that disadvantaged students have higher incident of involvement with our consequences system and being suspended compared to non-disadvantaged peers, often as a result of struggling to positively engage in school life. Our observations and discussion with pupils and families have also identified increased social and emotional issues for many PP pupils. The vulnerability of some sub-groups of disadvantaged is part of the full context of need at King James's and explains a deficit of belonging among some students. In addition, an increasing number of eligible students are currently in need of support in their next steps and careers to maintain the level of sustained progress our students enjoy. The school's varied extra-curricular programme attracts all students and supporting more pupil premium students in pursuing those activities will enhance the sense of purpose and belonging in school life.
2	<b>Attendance and ensuring students keep up.</b> National and in school data show that disadvantaged students have lower attendance rates and higher persistent absence rates than their non disadvantaged peers. In King James's, this fact contributes significantly in some disadvantaged students achieving more limited outcomes and engaging less positively with their education. Amidst the varied factors that characterise each cohort group as unique, weak attendance is the largest limiting factor to our pupil premium students' success.
3	<b>Raising Achievement.</b> School data and national context shows that some of disadvantaged pupils are not making as much progress or achieving outcomes in line with their non-pupil premium peers. Our assessments, observations and discussions with pupils confirm that disadvantaged students are more likely to have gaps in learning due to additional barriers to learning. Attainment in qualifications of KJS PP (ATA= 34.79), although improved in 2025, remains below the levels achieved by all students on average nationally by a grade on average. (2025 KJS all students cohort attained slightly below national average).
4	<b>Improving literacy skills for life.</b> School and national data indicate that some disadvantaged students at King James's have weaknesses in literacy. Reading age of PP students is frequently lower on entry and reading fluency of some disadvantaged students requires improvement to support achievement in qualifications at the end of Key Stage 4. Verbal communication is an additional area of literacy that should be developed further.
5	<b>Health and Well-Being.</b> The disadvantaged in King James's possess a variety of characteristics and each age group cohort tends to be unique. Nevertheless, our assessments (including the wellbeing surveys), 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, which is increasingly limited.

## 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
To achieve and sustain improved attendance and reduce persistent absence for disadvantaged pupils	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <p>Absence and persistent absence rate to demonstrate an increasingly positive profile against the context of national disadvantaged and non-disadvantaged data, and in-school comparisons within groups. e.g. performance against measures in IDSR.</p> <p>Evidence of impact of Attendance Officer interventions. Interventions monitored through case study logs and matched to improvements in classroom performance.</p>
Reduce the number and frequency of PP students being suspended from school or in our 'consequence system'.	<p>PP suspension numbers reduced to national average (or better).</p> <p>Improved behaviour and engagement due to interventions, improved support and improved whole school understanding of pupils with SEMH issues. This will be evidenced through behaviour logs, pastoral reports and lesson observations.</p>
Achieve improved attainment outcomes and progress measures over the 3-year period.	<p>The advisory review of achievement in March 2025 indicated both the progress and the level of challenge in moving disadvantaged performance. The target for attainment per subject for PP is 3.9 in 2026. Beyond 2026 the target for pupil premium and the constituent sub-groups of them will be tracked frequently to establish effective targets with the support of intervention for whole cohorts and mission critical year groups.</p> <p>Progress 8 which is due to re-start after 2027 results will be targeted as 0 for the pupil premium students. The strategy activities are related to sustainable, long-term improvement. Evidenced through increasing proportions of adaptive teaching observed through QA and formative and summative data improvement.</p>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relentless focus on high quality teaching within the classroom across all curriculum areas. The priority area is the development and embedding of Adaptive Teaching strategies.	<a href="#">EEF Guide to the Pupil Premium- 2023</a> 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.	3
Key principles for disadvantaged students document reviewed and released each academic year.		3
Monitoring of PP academic progress as a priority at all Raising Achievement Meetings.	<a href="#">EEF Teaching and Learning Toolkit</a>	3
Pupil premium a standing item on departmental meeting agenda.		3
Recruitment and retention of staff- recruiting staff with experience and proven success. Effective wellbeing strategy in place to retain our most effective staff.		3
Development of existing teaching and learning strategies; particularly those related to recall and techniques for Key Stage 4 and beyond.	<a href="#">EEF guidance on effective Professional Development</a>	3
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.	<a href="#">EEF Improving behaviour in schools</a> <a href="#">EEF Learning behaviours</a>	3,4
Access to Red Kite CPD community for ML and SL.		

<p>Continued CPD to support positive behaviour management and de-escalation in the classroom.</p> <p>Additional curriculum offer for students struggling to access standard curriculum. Expanded provision in SEMH Hub and AQA Unit Awards introduced for selected students.</p>	<p><a href="#"><u>EEF Life Skills and Enrichment</u></a>  <a href="#"><u>PSHE Association Pupil wellbeing</u></a>  <a href="#"><u>Department for Education PSHE education review of impact and effective practice</u></a></p>	<p>3,4</p>
<p>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’.</p>	<p><a href="#"><u>EEF Using Technology</u></a>  <a href="#"><u>EEF Homework</u></a></p>	<p>3</p>
<p>Develop online learning via Bromcom and Sharepoint enabling students to access work to “keep up”</p>		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions for disadvantaged students:		3
Parental engagement of target group post-mock examinations.		3
Sixth Form mentoring in a range of subjects for PP Year 11.	<a href="#"><u>EEF Education Toolkit- small group tuition</u></a>	3
Small group intervention in Mathematics delivered at KS3 by dedicated teacher.		3

<p>To improve assessment and identification, provision and intervention to improve reading ability and access through our whole school Reading Strategy, including the Accelerated Reader programme.</p> <p>Literacy strategy to begin to focus on oracy as per school development priorities.</p> <p>Continued focus on new, wider pastoral team and TAs using strategies to support pupils with SEMH difficulties and being more trauma informed in our approaches.</p> <p>Homework club supported by TA staff.</p>	<p><a href="#">EEF- Reading comprehension strategies</a>  <a href="#">EEF guidance on improving literacy</a></p> <p><a href="#">EEF Effective use of Teaching Assistant</a></p> <p><a href="#">EEF Effective use of Teaching Assistant</a></p>	<p>4,3</p> <p>4,3</p> <p>3,1,5</p>
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### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School re-organisation (2024) to provide greater capacity for support regarding welfare, behaviour and attendance.</p> <p>Continued school wide focus of “Positive Regard” (began in September 2024) to improve relationships and the learning environment.</p>	<p>EEF suggests implementing wider strategies to address issues such as attendance, behaviour and social and emotional support</p> <p><a href="#">DfE Improving School Attendance</a>  <a href="#">EEF teaching and learning toolkit- parental engagement</a></p>	<p>1,2</p> <p>1,2</p> <p>1,2,5</p>

<p>Further development and embedding of whole school attendance and punctuality strategy, including the role of the Attendance Officer to monitor and intervene, and engage with parents and family in provision of support.</p>		
<p>Embed a whole school wellbeing plan via the new Well-being co-ordinator, with the support of the "Wellbeing in Mind" team to improve wellbeing, mental health and emotional resilience.</p>	<p><b>EEF Healthy Minds</b> DfE support for a Mental Health Lead in school and NHS support through Wellbeing in Mind Programme <a href="#"><u>Cognitive Behavioural Therapy - Youth Endowment Fund</u></a> 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><a href="#"><u>Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</u></a></p>	1,2,5
<p>Where possible continue to provide counselling for students with anxiety and low confidence through SPERO despite loss of funding.</p>		1,2,5
<p>Family Support Officer to provide targeted support for families with wider support needs.</p>	<p><a href="#"><u>EEF teaching and learning toolkit-parental engagement</u></a> Parental engagement including more sustained intensive support to build parents' efficacy, including home visits.</p>	
<p>Improved and expanded provision and support for students with SEMH needs including Hub support.</p>	<p><a href="#"><u>EEF Guidance Behaviour</u></a> <a href="#"><u>Trauma Informed Schools Research</u></a> <a href="#"><u>EEF Social and Emotional Learning</u></a></p>	
<p>Contingency fund for acute issues.</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>	

# Review of the previous academic year 2024-25

## Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 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 data available from examination results 2025. The current ASP and newly released IDSR (November 2025) only contain 2024 data which was covered in the previous review.

For 2025, Progress 8 is not part of the performance measures. Nevertheless, we have internally monitored the measure using SISRA and its collaborative data. 2025 results indicate a PP Progress 8 score of -0.65; significant improvement on 2024 (-1.03). This is still below the aim for our PP to progress as well at the national average rate for all students (-0.03).

Attainment, as would be expected, also saw a rise for these students: average GCSE attainment moved from 2.99 to 3.48 for PP students. This is still a grade below the all-student average; a gap that is evident on entry, in all Year groups irrespective of the varied

The focus on high quality teaching and learning is the largest part of the strategy, but this does not differentiate between students. Alongside the intended positive impact of the pupil premium strategy is a raising achievement strategy to improve outcomes for all groups of underachieving students. The improvements in achievement in priority areas including PP and Science, plus a general rise in indicative progress from -0.1 (2024) to +0.27. In terms of sub-groups, our lower prior attaining PP students in 2025 made above average progress in line with the whole cohort (+0.27). The weakest group was high prior attainers of whom we had just two students. Both were school refusers, who still achieved but at a reduced level of performance. In terms of the Basics, both English and Maths are on National Average compared with disadvantaged nationally and have narrowed the gap against national non-pupil premium in both 2024 and 2025 (IDSR November 2025).

Pupil premium (or disadvantaged student) outcomes are tracked into post-16. In 2024, our value added for all students at A level and in Academic Subjects is +0.08. Our disadvantaged students achieved value added score of +0.06 and +0.09 respectively. This means that all our post-16 students including our disadvantaged performed positively compared to national standards. 2025 official data is not available, although the 3 students with a legacy FSM6 flag did less well in terms of value added compared to their peers.

Key Stage 3 students' progress is monitored internally and, at the end of the summer term 2024, all year groups were performing better than their KS2/CAT4 benchmark from the perspective of pupil premium groups apart from Year 8 whose performance weakened in the final half of the year.

Validated destinations data is for 2023 has been released on the new IDSR with 93% of the cohort continuing into sustained destinations. From our tracking 98% of our 2022-2023 Y11 cohort left us to go onto employment or education. This included 3 PP students who we are still supporting to access appropriate post 16 provision. There is no disadvantaged data available on the IDSR (or it is listed as "suppressed"). In 2023-2024 our early indications identified 2 PP students as NEET with one further student who is unplaced but engaging with finding a pathway. In 2025, again 2 students did not have a confirmed offer of destinations, but only one was PP. The school has been without an IAG Careers advisor for a period of time.

A priority area is developments in reading to support student achievement. The support programmes of Lexia Reading, Bookbuzz and Accelerated Reader are now established. In addition, reading within the curriculum is continuing to be a teaching and learning focus. It is an area that is reviewed through Quality Assurance. SLT, supported by School Improvement Advisor identified the positive use of reading ages in the classroom and schemes of learning that developed tier 2 and 3 vocabulary. This is explicit in lesson delivery and is improving pupil premium students' usage of specialist terminology.

Student absence rates improved in 2024/25 by 2.1% (all) and 1.3% (disadvantaged) (ISDR 2025). The absence among disadvantaged pupils, however, improved at a slower rate than national improvement. Persistent absence has fallen by a significant amount in 2025 (now 20.1%) to below national rate (21.1%) This trend is not seen within our disadvantaged figures, which reduced by 1.7% (now 51.5%) at a much slower rate than national (8% fall) .Our strategy began with the creation of the role of Attendance Officer to address this challenge area has had significant impact, for example PP PA peaked at 51% during 2023 and we were able to reduce it to 45% for a significant period, but it crept up again. This year provides a continued challenge to reduce this further. Attendance in every measure is the most significant difference between our PP students and all student groups. 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/Year Managers, Attendance Officer, Family Support Officer, Early Help Service and LA attendance support services. The position of Attendance Officer had been vacant for a period of time during the previous years.

The performance in Key Stage 3 and Year 10 demonstrated that our strategies for managing pupil behaviour for learning 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 SEMH Hub expanded during 2024/25 increasing the capacity for students with these needs considerably. Not primarily a PP provision, 50% of the capacity is filled by PP students. The support our Family Support Officer, Counsellor and "Wellbeing in Mind" Team 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.

10 (100% PP) students will benefit from Spero Counselling sessions in school over the year, 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 95% saying they were significantly useful. 90% noticed a significant improvement in their mental health. The counsellor 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.

In addition to the training provided for staff regarding attachment, SEMH and pupil premium achievement, the school has utilised "Positive Regard" training to continue with the development of positive relationships, consistency of expectation and behaviour for learning in lessons.

Suspension data from IDSR 2025 only covers up to the end of 2024 and shows that PP student receiving suspension increased to 17.83%. This increase is in line with the national increase but still slightly above national levels. Internal data for 2025 indicates a similar level of suspension rate for PP at 17%.

At the end of the 3-year strategy, it is gratifying that performance in academic outcomes have begun to improve and the gap against non-disadvantaged nationally has been reduced. The gap against our own cohorts remains stable with improvements in both PP and non-PP groups generally similar within each year group.