

# 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	1529 total 1313 Y7-Y11 (21/11/24)
Proportion (%) of pupil premium eligible pupils	261/1313=20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	November 2022, up-dated November 2023 & November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Clare Martin- Headteacher Malcolm Dawson- Chair of Governors
Pupil premium lead	Stuart Giles- Assistant Headteacher
Governor / Trustee lead	Ian Yapp- Federation Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£298,960
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	£298,960

# 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 for 2022-2023 of -1.05, with all students progress -0.05. (In comparison, pre-pandemic progress 2018-19 was pupil premium -0.12 and all students +0.35; both significantly higher than national average.)</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	<p>Sustained positive progress 8 score National average (or better) attainment 8 score. Knowledge gaps closed. PP A8 for 2025 has a target of 4.00 and aspiration of 4.50</p> <p>Addendum: after review with the school support advisor, the first two criteria have been re-evaluated. Although still the school's aim, the lack of progress measures and the slow recovery of performance nationally requires a more realistic view of student performance by 2025 results.</p>
Improve reading comprehension among disadvantaged pupils across KS3	<p>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.</p>
Reduce the number and frequency of PP students being suspended from school or in our 'consequence system'.	<p>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.</p>
To achieve and sustain improved attendance and reduce persistent absence for disadvantaged pupils	<p>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.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing by 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• Impact of whole school wellbeing strategy including counselling support evident.</li> <li>• Evidence of the impact of our Family Support Officer working with external agencies to support families.</li> <li>• A significant increase in participations in enrichment activities, particularly among disadvantages pupils.</li> </ul>

## 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: £468,730 (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>Key principles of strategy for disadvantaged students enshrined in single document for classroom staff.</p>	<p><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.</p>	1
<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><a href="#">EEF Teaching and Learning Toolkit</a></p>	1
<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><a href="#">EEF guidance on effective Professional Development</a></p>	1,2,3
<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>Access to Red Kite CPD community for ML and SL.</p> <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>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>Further develop and embed the new independent learning policy and further develop online learning via Bromcom and Sharepoint.</p>	<p><a href="#">EEF Improving behaviour in schools</a> <a href="#">EEF Learning behaviours</a></p> <p><a href="#">EEF Life Skills and Enrichment</a> <a href="#">PSHE Association Pupil wellbeing</a> <a href="#">Department for Education PSHE education review of impact and effective practice</a></p> <p><a href="#">EEF Using Technology</a> <a href="#">EEF Homework</a></p>	<p>3</p> <p>1,2,3,4</p> <p>1,5</p> <p>1</p>
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

**Budgeted cost: £80,690 (indicative)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions for disadvantaged students: Continue to close gaps using core subjects leads. Morning interventions for disadvantaged Year 11. Parental engagement of target group post-mock examinations. Sixth Form mentoring in a range of subjects for PP Year 11.</p>	<p><a href="#">EEF Education Toolkit- small group tuition</a></p>	<p>1, 2</p> <p>1, 2</p>

<p>Small group intervention in Mathematics delivered at KS3 by dedicated teacher.</p>	<p><a href="#">EEF- Reading comprehension strategies</a> <a href="#">EEF guidance on improving literacy</a></p>	<p>1,2</p>
<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><a href="#">EEF Effective use of Teaching Assistant</a></p>	<p>3,4,5</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><a href="#">EEF Effective use of Teaching Assistant</a></p>	<p>1, 5</p>
<p>Homework club supported by TA staff.</p>		

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

**Budgeted cost: £60,082 (indicative)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School re-organisation (summer 2024) to provide greater capacity for support regarding welfare, behaviour and attendance.</p> <p>School wide implementation of “Positive Regard” training 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>4</p>

<p>Further development and embedding of whole school attendance and punctuality strategy, including the role of the Attendance Officer to monitor and intervene.</p>		5
<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><a href="#">EEF Healthy Minds</a> DfE support for a Mental Health Lead in school and NHS support through Wellbeing in Mind Programme <a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p>	
<p>Where possible continue to provide counselling for students with anxiety and low confidence through SPERO despite loss of funding.</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: <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	
<p>Family Support Officer to provide targeted support for families with wider support needs.</p>		
<p>Improved and expanded provision and support for students with SEMH needs including Hub support.</p>	<p><a href="#">EEF teaching and learning toolkit- parental engagement</a> Parental engagement including more sustained intensive support to build parents’ efficacy, including home visits. <a href="#">EEF Guidance Behaviour</a> <a href="#">Trauma Informed Schools Research</a> <a href="#">EEF Social and Emotional Learning</a></p>	1,3,4,5  1,3
<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>	All

**Total budgeted cost: £609,476 (indicative)**

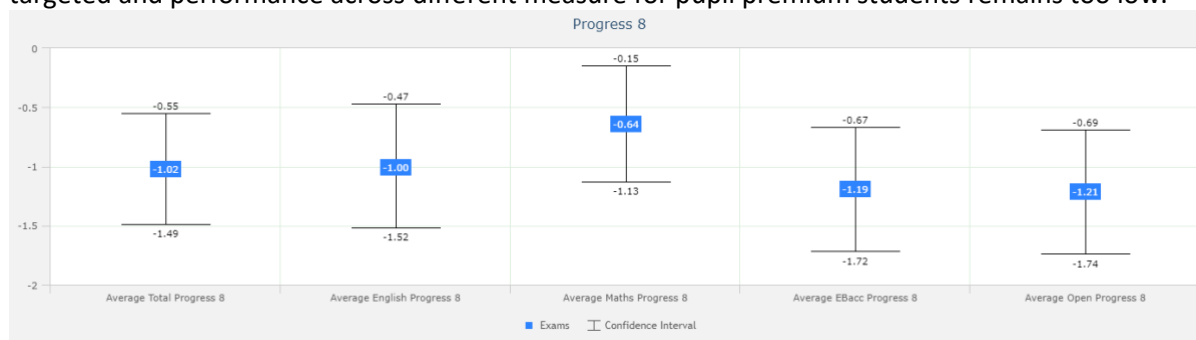


## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 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 2024.

For 2024, 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 -1.02, a slight improvement on 2023 (-1.06). For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 30.15, higher than 2023 (28.03). In both cases the PP cohort compared more favourably than the figures for all students. This is a slight narrowing of the gap in performance. Nevertheless, the improvement is less than the level targeted and performance across different measure for pupil premium students remains too low.



The examinations have returned to pre-pandemic assessments, with no reductions in expected knowledge or alleviation of grade boundaries. Although national figures have moved toward pre-pandemic levels, it is still lower than 2019 on aggregate and disadvantaged students continue to perform less well and with large regional discrepancy. Non-urban, northern schools are performing less well than national. A DfE study during 2024 indicates that challenges to achievement are likely to be felt until 2030.

#### [Key stage 4 performance, 2024 - Accredited official statistics announcement - GOV.UK](#)

Pre-pandemic (2019) we managed to move disadvantaged progress scores forward, despite being negative, they were not statistically significant as they had been previously. The impact of Covid led to a decline in the performance of all students on the return of examinations. Alongside the intended positive impact of the pupil premium strategy is a raising achievement strategy to improve outcomes for all groups of underachieving students.

Our Recovery Premium and PP funding were effectively used to make improvements in the challenge areas set out in this 2022-2025 strategy plan. The recovery funding has ended so the additional school led tutoring for GCSE students will no longer run for 2024-25.

Pupil premium (or disadvantaged student) outcomes are tracked into post-16. For the first time since 2019 the DfE have published performance data for post-16. In November 2024 unvalidated data, our value added for all students at A level and in Academic Subjects is +0.06. 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 have performed positively compared to national standards.

Key Stage 3 students' progress is monitored internal 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, with Year 8 and Year 9 pupil premium students narrowing the "on entry" gap.

Validated destinations data for 2023 has not been released. From our tracking 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. In 2023-2024 our early indications have identified 2 PP students as NEET with one further student who is unplaced but engaging with finding a pathway.

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.

A priority area is developments in reading to support student achievement. Accelerated Reader remains in place and continues to make positive impact on pupil premium students, with over 60% of students again improving reading age ability. Bookbuzz for Year 7 is complementing that programme from 2024. In addition, reading within the curriculum is continuing to be a teaching and learning focus. In June the quality assurance activity centred on this. 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 has improved across all students from November 2023: currently attendance (94.1%) is 2.8% higher than national and 3.4% higher than regional. The absence among disadvantaged pupils remains the same at 7% higher than their peers. Of the 216 persistently absent students 49% are PP. This is a national issue and the difficulties facing schools are acknowledged by DfE and Ofsted. 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%. This year provides a new 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 Form Tutors, Pastoral Officers/Year Managers, Attendance Officer, Family Support Officer, Early Help Service and LA attendance support services.

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.

Suspension data shows that PP student receiving suspension increased to 46 (previous year 40) which was 18.6% (16.67% previous year) of the PP cohort. This was 41% of all suspensions which is a reduction on 54% of all suspensions last year. Currently 7.7% of PP cohort have suspensions, although they account for 53% of all suspensions this 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.

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 and consistency of expectation. Initial feedback has been positive regarding improvements in student engagement and conduct.

30 (including 75%PP) students benefitted from Spero Counselling sessions in school over the last 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. 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 loss of recovery funding this year has led to the reduction of the service by 50%.

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 work towards our planned outcomes by 2025.