Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kingswinford Academy
Number of pupils in school	929
Proportion (%) of pupil premium eligible pupils	20.2%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022/2023 to 2024/2025
Date this statement was published	31/12/2023
Date on which it will be reviewed	01/09/2024
Statement authorised by	Ian Moreton Headteacher
Pupil premium lead	Emma Dodds Deputy Headteacher
Governor / Trustee lead	Richard Gill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222,850
Recovery premium funding allocation this academic year	£56,856
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£279,706

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to improve the attainment and progress of students eligible for the pupil premium, relative to those students that are not eligible (both in-school and nationally), in order to unlock the academic and personal potential of all students.

We have used research compiled by the 'Education Endowment Foundation' and DfE guidance documentation to best steer our approach and budget allocation (the best results come from promoting metacognition, improving feedback and utilising pastoral interventions).

Our Key priorities are to

- To remove obstacles to progress which can include, but are not confined to: Attendance and persistent absence; mental health & emotional well-being; subject specific barriers, particularly within core subjects; behaviour and exclusions from school and engagement in enrichment or leadership programmes.

- To increase the percentage of Disadvantaged students making at least expected progress in Basics (English and Maths).

- To increase the percentage of year 11 Disadvantaged students gaining 9 – 5 and 9 – 4 in Maths and English and to reduce the gap between the performance of Non- Disadvantaged and Disadvantaged students for this measure (internally), and between Kingswinford Disadvantaged and Non-Disadvantaged (National).

- To have a positive Progress 8 score and an improved Attainment 8 score for year 11 Disadvantaged students showing a reducing gap between

- To improve the uptake of the English Baccalaureate combination of subjects for GCSE amongst disadvantaged students

Challenges

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

Challenge number	Detail of challenge
1	Improve Attendance of our disadvantaged students. School attendance has dropped nationally since the pandemic and this has been true for Kingswinford also. In 2021-22, attendance for non-disadvantaged students was 93%, compared to 87% for DA students. This gap has remained challenging to narrow and in 2022-23, the attendance of non-DA students was 91%, compared to 83% for DA. So far this year, strategies to improve this are having a positive impact, with non-DA attendance at 93% and DA at 85%, showing an improvement on last year. This remains a focus area.
2	Improve the Progress of our disadvantaged students to reduce the Progress gap. The Progress 8 score of disadvantaged students has gradually improved, reducing the gap between DA and non-DA students.In 2019 the P8 of DA was -0.42 to -0.26 in 2022 exam results (2020 and 2021 awarded results are not a valid comparator). In the 2023 exam series, the DA P8 improved again, with a P8 of -0.15. This will remain a focus area until DA progress is 0 or better.
3	Improve the overall Attainment of our disadvantaged students. The Attainment 8 scores of our disadvantaged students remain lower than their peers, although the gap narrowed in 2022/23, with DA students A8 improving to 4.2, but still behind their non-DA peers, as their A8 was 5.4. In the 2023 results, DA attainment was 3.8, compared to 5.1 for non-DA students.
4	Improve the Basics performance of our disadvantaged students. The percentage of disadvantaged students achieving at least a grade 4 in English and Maths in 2019 (58%) and 2022 (50%) was significantly lower than non-disadvantaged (76% and 80%); for grade 5 this was also lower in 2019 (31%) and 2022 (30%) compared to non-disadvantaged (57% and 64%). In 2023, 4+ in English and Maths was 73%for non-DA students and 42% for DA students. 5+ was 54% for non-DA and 23% for DA. This is a key area of priority to improve the future life chances for disadvantaged students.
5	Accelerate the learning of our disadvantaged learners, as post pandemic studies by the EEF and ONS show DA students were more adversely affected by the lockdowns than their non-DA peers and would benefit from additional support, as they progress through school.
6	Improve the uptake of English Baccalaureate GCSE subject options for GCSE. The proportion of PP students entered for the Ebacc suite is significantly lower than the national average and has declined in recent years (14% 2020; 8% 2021 and 4% in 2022, 5% in 2023).

7	Improve the cultural capital of Pupil Premium students by improving their engagement in enrichment and student leadership programmes.

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
Improve Attendance	- Reduce the gap in attendance between disadvantaged students and non-disadvantaged students - To reduce the proportion of persistent absentees amongst the disadvantaged cohort - Remove or overcome the barriers and obstacles that limit attendance amongst disadvantaged students including (amongst others) - emotional wellbeing - exclusions - Special Educational Need - Safeguarding challenge - Subject specific barriers
Improve Progress	- To have a positive Progress 8 score or equivalent measure for the Year 11 disadvantaged cohort that is in line with or better than the equivalent measure for National non-disadvantaged students - To reduce the gap between progress measures for disadvantaged and non-disadvantaged students in all other year groups
Improve Attainment	- To reduce the gap between disadvantaged and non disadvantaged students attainment 8 scores - To reduce the gap between Y11 disadvantaged and national non-disadvantaged A8 scores - To reduce the gap between Y11 disadvantaged and non-disadvantaged Basics scores.
Accelerate Learning	To reduce the proportion of disadvantaged students identified as needing additional intervention to accelerate learning (grade 3) by an equal or greater proportion than their non-disadvantaged peers.
Improve EBacc uptake	To increase the proportion of disadvantaged students selecting the EBacc suite of qualifications at GCSE

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: £ 125000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting all teaching staff to be highly effective We will fund professional development and instructional coaching materials that focuses on each individual teachers focus area for development	Instructional coaching "In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD." Steve Farndon (2019) Ambition Institute - Instructional Coaching	2,3,4,5,6
GL and CAT4 assessments Completed for Year 7 to help assess student attainment due to lack of primary SATs data. GL and CAT4 scores to inform appropriate scaled score targets and setting	Diagnostic assessment is particularly important for current Year 7 students due to the lack of standardised KS2 tests to inform secondary schools of a students' strengths and weaknesses. Standardised assessments are valuable in providing secondary schools with the information needed to identify appropriate support strategies for all students EEF Using the Pupil Premium 21/22	2,3,4
Additional teaching staff Additional staffing in English and maths to allow for small group teaching and support	EEF Small Group Tuition	2,3,4
Reading Fostering a love of literacy and developing reading skills amongst Key Stage three students. Providing targeted and individual reading interventions using additional staffing	EEF Improving Literacy in Secondary Schools EEF Accelerated Reader	2,3,4

and Accelerated Reader software and the embedding of reading lessons in Key Stage 3.		
Metacognition and self regulation amongst students. Developing these skills amongst students thorough our engagement in ASPIRE and Visible Learning programmes. This involves engagement in an external training and school improvement programme over 3 years.	Visible Learning EEF: Metacognition and self-regulation	2,3,4,6
Powering up students learning with digital technology. All students will have access to an iPad device to help support and enhance their learning opportunities. The school will subsidise any payments to ensure all students have access to iPad technology.	DfE report on potential of technology iPad in Education (Apple)	2,3,4,6
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Academic Mentors Employment of Academic Mentors to provide personalised support for students	Small Group Tuition EEF	2,3,4,5

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

Budgeted cost: £ 75000

Use of the School-Led Tutoring Grant to provide small-group tuition in English and maths. This grant will be used to fund external partners and in-house staff to maximise the number of students receiving tuition	Small Group Tuition EEF	2,3,4,5
Extended day sessions for Year 11 students to maximise time in school and mitigate against extended periods of remote learning.	EEF extending the school day	2,3,4,5
Use of Elevate Education to develop student's knowledge and understanding of revision strategies	EEF Metacognition and Self-regulation Elevate Student Revision	2,3,4,5
Targeted Key Stage 3 Saturday School Literacy and Numeracy Intervention	Small Group Tuition EEF	2,3,4,5

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

Budgeted cost: £ 79706

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Pastoral Support Leaders to provide mental Health and Wellbeing support for targeted students Use of wellbeing and e-safety online packages to support positive mental health and wellbeing	Coronavirus - student mental health Promoting Mental Health and Wellbeing in schools	1,2,5
Attendance Officer Dedicated time from Attendance officer to undertake home visits and conduct and coordinate attendance interventions. Additional funds to support student transport and remove barriers to attendance Use of Attendance modules on Class Charts to help track, support and improve attendance	Improving School Attendance	1,5
Enrichment opportunities Additional staff time and financial support for engagement in enrichment activities , trips and programmes	Sutton Trust	5,6,7

Total budgeted cost: £ 279,706

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 2021 to 2022 academic year. Performance data from 2019-20 and 2020-21 is excluded as exams were cancelled due to the Covid-19 pandemic.

Performance of Disadvantaged pupils			
	2018/19	**2021/22**	**2022/23**
P8	-0.42	-0.26	-0.15
English A8	10.23	9.91	9.13
Maths A8	7.46	7.26	6.65
English P8	0.17	0.11	0.18
Maths P8	-0.7	-0.64	-0.53
Basics 9-4%	58%	50%	42%
Basics 9-5%	31%	30%	23%

Attendance of Disadvantaged pupils			
	Disadvantaged	Non-Disadvantaged	Difference
2020/21	89%	94%	5%
2021/22	88%	93%	5%
2022/23	81%	91%	10%

Aim	Outcome
Improve Attendance	Updated approaches to attendance tracking and monitoring have been put in place to support disadvantaged students which should now positively impact attendance and reduce the gap between their peers.
Improve Progress	Progress for disadvantaged students has risen steadily over the last 5 years, although progress is still slightly negative. The school will continue to work on closing this progress gap.
Improve Attainment	Attainment levels are broadly in line with the levels from before the pandemic, despite the gap widening nationally for disadvantaged students. The school will continue to work on strong outcomes for disadvantaged students.
Accelerate Learning	Ensure the progress of DA students is in line with peers and that support strategies are used to close gaps.
Improve Ebacc uptake	The school has made changes to the curriculum and options process, to support disadvantaged students to achieve the Ebacc suite of subjects.