Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kingsmead School
Number of pupils in school	1484
Proportion (%) of pupil premium eligible pupils	40.2% (11-18)
Academic year/years that our current pupil premium strategy plan covers ***(3-year plans are recommended – you must still publish an updated statement for each academic year)***	From 2025-2026 to 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr D Medway, Headteacher
Pupil premium lead	Ms N Ribas, Deputy Headteacher
Governor / Trustee lead	Ms E Campbell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£556,850
Recovery premium funding allocation this academic year	£0
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	£556,850 N/A

Part A: Pupil premium strategy plan

Statement of intent

At Kingsmead School we understand educational disadvantage as affecting those students whose achievement is at risk due to their socio-economic circumstances. This might include home environment, language and world knowledge as well as health and welfare considerations that might affect students' social and emotional development. In addition, we understand disadvantage as a complex and multifaceted challenge that extends beyond financial hardship and therefore affects students other than those solely in receipt of the Pupil Premium grant. We celebrate the diverse background of all our families and recognise that all our students contribute positively to the school community, and we see everything that they bring as a strength.

At Kingsmead our priority is to ensure all staff understand the challenges our students face and understand their responsibility in anticipating and deliberately addressing disadvantage to remove barriers to student success. This is done not only through the different strategies and activities that we put in place through this plan, but through the language we use in *every interaction* that we have with our students. Our motto (*Every child* will have access to a university degree or a professional career) shows our unswerving belief that *every child* can achieve regardless of their background and circumstance. Therefore, we are relentless in ensuring that everything is considered through the lens of disadvantage and that our actions and decisions support us in reaching this aim.

At the core of our strategy plan is a rigorous diagnostic assessment of the needs of our students instead of assumptions made on labels that could lead us to unconscious bias and set limitations to what our strategy can achieve. The strategy is rooted in a culture of high expectations and aspiration, and all activities are formulated using a solid research-based approach. We recognise that disadvantage can affect attendance, engagement, and attainment, and that its effects are often compounded by additional vulnerabilities, including SEND and EAL needs. Our strategy is therefore designed to address both academic gaps and wider barriers, ensuring that economically disadvantaged students receive the support and opportunities they need to succeed.

We recognise that we need to invest our limited resources to the aspects we can control and the strategies that will have the highest impact. Research and experience tell us that this will take place in the classroom through quality first teaching and learning, and in building a culture based on strong interpersonal relationships with our students. We understand that having solid foundations in literacy and numeracy is paramount to unlocking success of all students and therefore we will devote the next three years to strengthening the 'Literacy-based' part of the Kingsmead Academic Curriculum by supporting our students to develop vocabulary and reading comprehension skills. This, in conjunction with more scaffolded opportunities for 'turn and talk' through language stems will support *all* our students in becoming active participants in their learning.

Providing training to all teachers to design resources that will provide further adjustments to support all students' need will also ensure access for *all.* This will be reinforced through the role of the 'English as an Additional Language Coordinator' and the development of a home learning strategy that will provide students with what they need according to their starting points. We will

continue to improve our ‘Kingsmead Ready’ strategy to incorporate specific language to de-escalate situations and support dysregulated students to recognising their emotions and make positive choices to support their learning. Targeted interventions and wider strategies will support us in catering further for our students’ SEMH needs, thus having a positive impact on attendance.

We are committed to continue developing our data collection methods to gather rigorous information that will help us continuously monitor the impact of our strategy. This will allow us to work collaboratively with all stakeholders in order to make any modifications and adjustments needed.

We firmly believe that all the activities outlined in this statement will support us in optimally contributing towards our aim to close the gap and ensure *all* our students can reach the outcomes they are capable of.

Challenges

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

Challenge number	Detail of challenge
1 Attainment	**The GCSE attainment of economically disadvantaged pupils at GCSE is lower than non-disadvantaged pupils,** particularly in subjects that rely on high levels of literacy and/or background knowledge. Similarly, the attainment of economically disadvantaged pupils in GCSE subjects that require more sophisticated numeracy, algebraic fluency and multi-step problem-solving skills is lower than non-disadvantaged pupils.
2 Reading	Assessments (including reading age data), observations and discussions with students shows that **economically disadvantaged students arrive at Kingsmead with lower reading ages, weaker literacy skills, limited vocabulary**. This impacts their progress in class, their ability to access learning independently and the quality of their written work and coursework. It impacts their reading habits and perception of themselves as readers.
3 Active learning and oracy	Lesson observations, student outcomes and pupil voice show that students who are economically disadvantaged often present as less confident and having a lower sense of status. This can present as **being less able to articulate their learning, their needs and their learning gaps**. They benefit disproportionately from teacher intervention, adaptive teaching, oracy opportunities in class, impactful formative assessment practice and confidence building activities.
4 Attendance and SEMH	Whilst external data shows that attendance for economically disadvantaged pupils is above national average and data for persistent absenteeism is close to the national average figure, the school would like to close the existing internal gap in attendance rates, including persistent absence, where there is still discrepancy between pupil groups. The latest internal data at the point of writing this report shows that **attendance for economically disadvantaged students at Kingsmead is on average about 10% lower** than the figure for all pupils across years 7-11. Observations and data point at SEMH need as the most significant factor for absence.
5 Dysregulation	Suspension rates for economically disadvantaged pupils are significantly lower than national averages. However**, the suspension rates for economically disadvantaged students are higher than those of their non-disadvantaged peers**. '*Persistent disruptive behaviour*' is the most prevalent reason for suspension rates. Observations and data suggest a significant number of economically disadvantaged students can lack self-regulation strategies to cope with challenging tasks and situations. This is often linked to their SEMH needs. This has a negative impact upon their learning and progress. This trend is also reflected in lower homework completion rates.

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
Improved outcomes at GCSE for economically disadvantaged students	2027/28 KS4 outcomes demonstrate: • Reduce the gap by 0.5 in overall A8 figures for economically disadvantaged students in English and Maths. • Progress 8 measures for economically disadvantaged students in English and Maths will show all students will have achieved their target grades, with a proportion of them exceeding their targets. • Attainment 8 for economically disadvantaged students in Maths will be above national average.
Improved use of subject specific vocabulary across subjects both in oral responses to teacher questions and in writing.	2027/28 evidence on high language levels to include: • Attainment for economically disadvantaged pupils in GCSE English Language will continue to be above the national average. Outcomes will be in line with GCSE English Literature. • Lesson visits and work scrutiny show increased used of subject specific vocabulary both in oral interactions and in writing that impact positively on student outcomes at KS3.
Increased reading comprehension across subjects and improved attitudes towards reading	2027/28 evidence on reading comprehension include • The disparity between the attainment of economically disadvantaged pupils and non-disadvantaged pupils on standardised reading assessments will reduce by 3 SAS points. • Demonstrable impact on the effectiveness of the 'Just Reading' programme on students' attitudes to reading through student voice.
Improved quality and impact of adjustments made in lessons, especially in relation to resources provided to students to meet their needs.	2027/28 evidence on adjustments to include: • Data from lesson visits and student outcomes will show increased use of adaptative teaching and adjusted resources, in lessons. • Survey results from pupils and staff book reviews as well as semi-structured pupil interviews will show an increased effective use of reasonable adjustments.
Active participation of all students in their learning across all lessons using full sentences to articulate answers.	2027/28 evidence on active participation to include: • Data from lesson visits will show an improvement in students' active participation providing full sentences to articulate answers. • Survey results from students and staff book reviews, semi-structured student interviews will show improved confidence in students actively participating in lesson providing full sentences to articulate answers.
Improved metacognitive and self-regulatory skills across all	2027/28 evidence on self-regulatory skill levels to include:

subjects and areas of the school. Improved ability for independent learning.	• Reduction in percentage of consequences issued to economically disadvantaged students for persistent disruption. • Student voice for economically disadvantaged students shows positive attitudes towards school • Improved homework completion rates across all classes and subjects for economically disadvantaged students.
High attendance levels to school and to lessons.	2027/28 evidence on high attendance to include: • Attendance gap between economically disadvantage pupils and non-disadvantaged pupils in-line or above London benchmarks. • Persistent absence among economically disadvantaged pupils below 20%. • Percentage of economically disadvantaged students who truant lessons will reduce by 20%.

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: **£278,425**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participation on the EEF Programme Text Savvy on supporting schools to implement a strategy to improve reading comprehension across the curriculum. Year 1 – Senior Leaders attend training sessions and work with the Greenshaw Research School leads to design the strategy. Year 1 – Senior Leaders implement Phase 1 of the strategy (Summer term)	• EEF Teaching and Learning Toolkit ▪ Meta-cognition and self-regulation +8 months ▪ Reading comprehension strategies +7 months ▪ Feedback +6 months • EEF Guidance Report: *Improving Secondary Literacy.* • Why closing the word gap matters - Oxford Language Report (OUP) • EEF Guidance report: *Effective Professional Development*	1,2,3

involving training teachers on vocabulary instruction strategies.	• EEF Guidance report: *Putting Evidence to Work – A school's guide to implementation*	
Continue to improve the rigour of lesson planning using the ASPIRE model, with a specific focus on 'Plan for all' to incorporate further **adjustments to instruction and materials** for economically disadvantaged students who need them. Year 1 – Provide teachers with training on specific strategies to further adapt resources for students who need further adjustments. Year 1 - Continue to develop teachers' ability to ensure *all* pupils are actively participating in their learning in lessons and articulating their learning through the use of sentence stems. Use the Coaching Programme to drive ASPIRE foci Year 1 – Foci is on adjustments, use of language stems and presentation of vocabulary	• EEF Teaching and Learning Toolkit ▪ Meta-cognition and self-regulation +8 months ▪ Feedback +6 months ▪ Oral language interventions +5 • EEF Guidance report: *Putting Evidence to Work – A school's guide to implementation* • EEF Guidance report: *Effective Professional Development*	1,2,3
English as an Additional Language Coordinator Year 1 - Identification of EAL students into	• *Effective Teaching of EAL Learners* • EEF Guidance report: *Putting Evidence to Work – A school's guide to implementation*	1,2,3

different bands and the support needed through rigorous testing. Year 1 - Provide training to staff to support EAL students in lessons as part of further adjustments.		
Continue developing the Kingsmead Ready approach to ensure classrooms at Kingsmead are consistently positive environments for all to thrive. Year 1 – Use of shared language to support students manage feelings of frustration whilst maintaining high expectations.	• EEF Teaching and Learning Toolkit ▪ Meta-cognition and self-regulation +8 months ▪ Social and Emotional Learning +3 months • The importance of shared language in the school community • Regulating learning in the secondary classroom – how does theory reflect reality? • EEF Guidance Report: *Improving Behaviour in Schools* • EEF Guidance report: *Metacognition and Self- regulated Learning*	1,2,3
Develop further methods to gather even more succinct evidence of the impact of the activities in this tier. Year 1 Launch of 'The Engagement Platform' to capture student engagement. Establish a set of KPIs based on a scale to measure improvements	Using research evidence EEF Guidance report: *Putting Evidence to Work – A school's guide to implementation*	1,2,3

Monitor activity and evaluation of impact. Action planning for Year 2 activities.		

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

Budgeted cost**: £139,212.5**

Activity	Evidence that supports this approach	Challenge number(s) addressed
English as a Foreign Language Coordinator appointed Year 1 - Devise and implement specific targeted interventions to support EAL students in Band A and B access the curriculum.	• EEF Teaching and Learning Toolkit ▪ One-to-one tuition 5+months ▪ Small group tuition 4+ months	1,2,3
Provide small group support for economically disadvantaged and students with SEND needs through the exclusive home learning clubs Year 1 – Staff training on software to complete home learning	• EEF Teaching and Learning Toolkit ▪ Homework 5+ months ▪ Small group tuition 4+ months • Ofsted State-funded School Inspection Toolkit Secondary 2025 ▪ Pg. 74 *'Leadership promotes effective use of resources, including digital technologies, to support positive outcomes for pupils'*	1,2,3
Home Learning onsite provision Year 1 - Run after school support for economically disadvantaged students who have consistently	• EEF Teaching and Learning Toolkit ▪ Homework 5+ months • Ofsted State-funded School Inspection Toolkit Secondary 2025	1,3

not completed their home learning and require the time, space and/or additional support of an adult or subject expert to complete their work.	▪ Pg. 74 *'Leadership promotes effective use of resources, including digital technologies, to support positive outcomes for pupils'*	
Reading interventions to support students (Lexia, Reading Wise, Systematic Synthetic Phonics) Year 1 – Ensure that attendance is rigorously monitored and that structures are put in place to ensure no student is left behind. Year 1 - Ensure that one-to-one intervention is provided to specific students as identified by Lexia PowerUp. Staff training. Year 1 – Identify need and establish targeted phonics groups taught through a systematic synthetic phonics programme. Training for staff.	• EEF Teaching and Learning Toolkit ▪ Reading comprehension strategies +7 months ▪ Phonics +5 months	1,2
Develop further methods to gather even more succinct evidence of the impact of the activities in this tier. To monitor the progress of the strategy and plan Year 2 strategy plan. Year 1	Using research evidence EEF Guidance report: *Putting Evidence to Work – A school's guide to implementation*	1,2,3

Launch of 'The Engagement Platform' to capture student engagement. Establish a set of KPIs based on a scale to measure improvements Monitor activity and evaluation of impact. Action planning for Year 2 activities.		

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

Budgeted cost: **£139,212.5**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Independent Home Learning Strategy - Subscription to online platforms to facilitate independent learning for all	• EEF Teaching and Learning Toolkit ▪ Homework 5+ months • Ofsted State-funded School Inspection Toolkit Secondary 2025 ▪ Pg. 74 *'Leadership promotes effective use of resources, including digital technologies, to support positive outcomes for pupils'* ▪ Pg. 75 *'Leaders take account of staff's well-being and make sure their workload is manageable; they do not create unnecessary burdens'*	1,3
EAL Bilingual Dictionaries Year 1 – Investment in purchasing Bilingual Dictionaries to support students with EAL Band A	• Great Idea: Bilingual Dictionaries	2,3

& Band B access the curriculum		
EAL Enrichment Clubs Year 1 - Develop Band A & B EAL students' cultural awareness of life in Britain, including a firm understanding of the British values.	• EEF Teaching and Learning Toolkit ▪ Extending school time 3+ months ▪ Oral language interventions 6+ months	2,4,5
Enrichment Programme Financially viable options for all students to access enrichment activities Subsidy of swimming lessons and specific trips	• EEF Teaching and Learning Toolkit ▪ Physical activity 2+ months ▪ Summer schools 3+ months • Why outdoor learning and off-site visits are so effective with achieving educational aims - OEAP	4,5
Attendance Team Weekly attendance team meetings confirm strategic actions to remove the barriers for PP students/families to engage fully with the school Robust first day calling, tracking and staged response that triggers home visits and Education Welfare Officer intervention	• EEF Teaching and Learning Toolkit ▪ Mentoring 2+ months ▪ Parental engagement 4+ months • DFE 2024 Working together to improve school attendance • SEND COP 2015 There is significant evidence that justifies the importance for early identification, rigorous response and targeted intervention for students with falling attendance to avoid school refusal	4,5
Behaviour Support Services Year 1 - Run targeted behaviour support service intervention for PP students/families identified at Vulnerable Student Panel as requiring intervention to avoid potential PEX	• EEF Teaching and Learning Toolkit ▪ Behaviour Interventions 3+ months • The Secondary Behaviour Support Service (SBSS) Strong, research-based evidence showing that behaviour support services—especially structured, whole-school approaches like the Enfield Behaviour Support Service improves student behaviour, reduce disciplinary issues, and support better social-emotional functioning in school. The Secondary Behaviour Support Service (SBSS) works in partnership with secondary schools in Enfield to prevent permanent	4,5

	exclusions, by supporting learners through an outreach and alternative provision service.	
Mental Health Support Provide wrap around family support for students and families with mental health needs through close liaison with external agencies, engaging with the local offer and in school targeted interventions.	• EEF Teaching and Learning Toolkit ▪ Mentoring 2+ months • Adolescent mental health: A systematic review on the effectiveness of school-based interventions • DfE (2024) Working together to improve school attendance	4,5
Develop further methods to gather even more succinct evidence of the impact of the activities in this tier. To monitor the progress of the strategy and plan Year 2 strategy plan. Year 1 Launch of 'The Engagement Platform' to capture student engagement. Establish a set of KPIs based on a scale to measure improvements Monitor activity and evaluation of impact. Action planning for Year 2 activities.	Using research evidence EEF Guidance report: *Putting Evidence to Work – A school's guide to implementation*	1,2,3

Total budgeted cost: £556,850

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 2024 to 2025 academic year.

KS4 Outcomes 2024-25

Due to the fact that we cannot compare progress outcomes with the previous year as Progress 8 measures have not been published this year, we are measuring the impact of the Pupil Premium strategy by looking at the Attainment 8 measure. Despite Attainment 8 having gone down slightly from last year's figures for all students and for economically disadvantaged students, the gaps in attainment in the main A8 categories (Overall, English, Maths, Ebacc, Open) shows a reduction between Pupil Premium Eligible students and all students. For the overall Attainment 8 measure, the gap in 2023-24 was -7.5 whereas in 2024-25 this was -6.85. We celebrate these gains, but we remain committed to continuing striving for an improved reduction of this gap in future years.

Teaching 2024-25

The work undertaken by the AHT Teaching and Learning has seen the development of a teaching and learning framework specific to Kingsmead called ASPIRE. The acronym stands for Activate prior knowledge, Set the Scene, Presentation, *I do/we do/you do*, Review and Reflect, and Evaluation. The framework exists within the Kingsmead Principles of Teaching and Learning (Teach from the medium-term plan, Follow the ASPIRE Learning Cycle, Plan for all learners, Check for understanding). The AHT is responsible for the implementation of the strategy at whole school level, which is done through whole school training (via Teaching and Learning Communities (TLCs), empowering middle leaders to lead their teams as leaders of teaching and learning, and developing a whole school approach to quality assurance with specific focus on developing capacity at middle leadership. Internal and external quality assurance shows that the ASPIRE model is being embedded across classrooms, and it has started to have a positive impact on students learning. The latest SIP Report (School Improvement Partner) highlights that *'the key improvement since the last academic year is that almost all teachers observed use a range of assessment for learning ('AfL') teaching strategies during the lesson. For example, targeted pupils to answer questions, pupils showing their thoughts on mini-white boards and modelling examples of the work pupils are expected to complete and a series of peer-talk opportunities.'*

External and internal quality assurance has highlighted that teachers continue to implement strategies to target economically disadvantaged students when questioning, cold-calling and using whole-class response systems in order to identify misconceptions and address them. This allows teachers to carry out an assessment of need and effectively support students in their day-to-day practice in the classrooms.

The next step has been to develop questioning that involves probing and promotes deep learning for all. Kingsmead has implemented a strategy called '*What, how, why, all'* to support staff in ensuring that questioning is equitable, involves all children, and is targeted. This allows misconceptions to be identified and addressed as well as children to be probed to deepen their understanding. This strategy has been modelled and practiced across a number of TLC coaching cycles. Internal and external quality assurance shows an increase in usage and competency, but we feel it still needs to remain a school priority to ensure consistency and eradicate variability across lessons.

The work of the AHT in charge of Coaching has also had a positive impact. Rates of completion remained high, with over 70% of staff completing their monthly drop ins, and absence affecting a minority of the remaining staff. A new approach has been put into place in 2025 to promote even higher completion levels.

The accuracy of drop ins improved from 22-23, and 23-24. In 2024-25, an average of 94% of Drop Ins included positive praise linked to at least one aspect of the ASPIRE language, indicating a strong understanding by staff on of our teaching and learning framework. Where drop in data indicated a misconception about metacognition and metacognitive modelling, this was used to help design additional TLC training, before CPD moved onto the Evaluate aspect of ASPIRE. For this aspect, staff development has been noticeable, with recent drop ins now indicating that 30% of staff are regularly checking for whole class understanding using mini white boards or hinge questions (seen during the 10-15 minutes drop in). This improvement needs to be further monitored and developed.

Our **coaching programme (led as well by the AHT in charge of Coaching) continues to develop.** From 16 colleagues were trained in Ambition Institute's instructional coaching in 2023-24, we now have 23. In 2024-5 75 steps of progress linked to the ASPIRE model were achieved, with 2/3s of every coaching session resulting in observed progress, positively impacting the learning experience of the students they teach.

Affiliation with **Challenge Partners** supported us through one peer review conducted at Kingsmead in 2024-25. 8 colleagues in the school with different levels of responsibility attended subject specific visits, as well as wider school priorities such as Literacy and Quality of Education. All colleagues reported an improvement in their practice and positive impact on their areas of responsibility. The Quality of Education visit supported senior leaders in evaluating the effectiveness of the ASPIRE Model in supporting economically disadvantaged students.

The report from the Challenge Partners visit highlights the following:

- *Quality assurance activities are undertaken through the lens of vulnerable students as standard practice. Vulnerable student voices are always captured in monitoring and evaluation processes so that their views of all aspects of school are understood.*

- *Leaders describe how powerful CPD sessions have helped all colleagues to better understand vulnerable students' experiences. The SEND coordinator (SENDCO) contributes to weekly staff briefings to provide knowledge related to inclusion. Teachers are signposted to their peers to help share successful inclusive practice. The SENDCO will work alongside heads of departments to help develop lesson construction to meet the needs of all.*

In addition, the continued affiliation with **Harrow Collegiate Alliance** provides staff access to high quality relevant CPD courses, such as coaching, Literacy and Aspiring Deputy Headship. During 2024-25, the Literacy coordinator has attended training on EAL (English as an Additional Language), which has supported her in starting to develop a strategy to support EAL students at Kingsmead. Further work needs to be done to encourage uptake of these courses and monitor the learning and dissemination of knowledge across the school.

The role of the literacy co-ordinator has been paramount to ensure the success of the 'Just Reading' programme. The impact of this programme can be seen through the improved results in students' SAS in the NGRT tests as well as students' attitudes to reading. The Challenge Partners report 24-25 highlights that:

The school has a reading for pleasure programme known as 'Just Reading'. In two Year 8 'just reading' sessions, the thoughtful text choices reflected the diverse nature of the school community and student engagement was high.

The 'Just Reading' programme has had a positive impact on economically disadvantaged students. 74.4% of Pupil Premium Eligible students across year groups made progress between September 2024 and July 2025. However, there is still a gap between progress of non-disadvantaged students and those who are economically disadvantaged, which we will continue working to address.

Economically disadvantaged students have benefited from Kingsmead's **Year 9 pre-GCSE course for Optional Subjects.** This has allowed students to continue to access a broad and balanced curriculum in Year 9 as well as access Option Courses with enough time to gain a solid foundation.

Targeted academic support for academic year 2024-25

Targeted academic support for Year 11 was sharply informed by assessment and question-level analysis. We prioritised SEND and economically disadvantaged students, alongside other underachieving students, through targeted in-class intervention using adaptive teaching, modelling, structured questioning and meta-walk lessons to address identified gaps. Students who were two or more grades below target, or with target grades of 3, received subject-specific after-school intervention informed directly by QLAs, alongside mastering and deepening lessons following AP2. Curriculum adjustments were made for the lowest prior attainers, including providing additional specialist maths teaching. A structured tutorial programme reinforced revision strategies, exam skills and accountability, while walking-talking mocks and exam practice in exam-style conditions developed confidence, stamina and technique. Targeted academic mentoring supported borderline, SEND and economically disadvantaged students through personalised goal-setting, revision planning and exam readiness, ensuring support was precisely matched to need and focused on improving outcomes in English and Maths.

The small group intervention with English/Maths student support tutor for targeted SEN K & SEN M students as well as LAC students resulted in students involved in these interventions achieving a 4+ grade in their GCSE English and Maths that supported them well in accessing Post-16 courses.

This targeted academic support also strengthened students' readiness for Post-16 pathways. By securing stronger outcomes in English and Maths and developing effective study habits, students were better prepared to access and sustain appropriate Post-16 courses. Explicit teaching of revision strategies, exam technique, time management and independent learning increased students' confidence and resilience, which are critical for the transition to further education. Academic mentoring and personalised target-setting supported informed Post-16 decision-making, helping students understand their strengths, areas for development and realistic progression routes. As a result, students were more engaged, aspirational and better equipped to meet the academic demands of sixth form, college or vocational pathways, reducing the risk of drop-out and supporting sustained participation beyond GCSEs.

The home learning and study club played a key role in reducing barriers to learning for disadvantaged and SEND students. It provided structured, supervised time for students who were receiving frequent homework consequences to complete tasks successfully, ensuring they could access independent learning rather than being further sanctioned. Staff support helped students break tasks into manageable steps, develop organisation and study skills, and improve confidence in completing learning independently. This reduced repeated non-completion, improved engagement with homework and revision, and strengthened links between effort and attainment. As a result, students were better prepared for lessons, more consistent in their study habits, and more equipped with the independent learning skills required for Post-16 education.

Students involved in the Brilliant Club (Years 8, 10 and 12) took part in lectures delivered by three PhD tutors. 31 of the 38 students who completed their assignments attained a 1st or a 2.1. 90% of the students met at least one of the widening participation criteria.

Our Literacy interventions continued to be successful for our economically disadvantaged students. Through a rigorous identification process, students in receipt of the Pupil Premium grant requiring Literacy intervention were placed in either ReadingWise or Lexia intervention groups – we identified their needs carefully to best address the gaps in their decoding skills, vocabulary, grammatical skills or comprehension skills. 22 students across years 7 to 10 participated in at least one cycle of ReadingWise intervention – including 5 students in receipt of the Pupil Premium fund. By February 25, one year 8 student joined one of our Lexia groups as her reading age reached 10.05 (from 5.05 in July 24). Overall, pupil premium students attending ReadingWise made 6 months of progress. We continued with our Lexia online intervention programme targeting students in years 7 to 10 whose reading ages were significantly below their chronological ages. As an example, between July 24 and February 25, students who received the Pupil Premium Fund in year 8 made on average 1.4 years of progress. What has been most noticeable this year is the impact of our Just Reading programme on our economically disadvantaged students. As another example, students who received the Pupil Premium Fund in year 7 increased their reading age, on average, by 10 months between September 24 and January 25. This meant the difference in the average reading age between Pupil Premium Eligible and non-Pupil Premium Eligible students was only 3 months (13.05 for non PPE and 13.02 for PPE students). The Challenge Partners report highlights:

The school has a comprehensive literacy strategy. Students receive support to help address barriers to reading including through programmes such as 'Lexia' and 'Reading Wise'. The school's internal assessment information shows that many students make accelerated progress in their reading ages.

Wider Strategies for academic year 2024-25

The Inclusion team (including SEND Administrator), led by the SENCO, were able to support teachers in understanding disadvantaged SEND students' needs by designing Individual Educational Plans (IEPs) that were constantly updated through annual reviews. Teaching assistants working with SEND disadvantage pupils liaise constantly with classroom teachers in ensuring that disadvantaged students' needs are understood and met in lessons.

Attendance to school remains a priority. Attendance is tracked using a robust intervention system that is implemented by the attendance and pastoral teams. Deputy Learning Directors of Year and the PSA (Parent Support Assistant) have worked in conjunction with the Heads of Year with a clear focus on raising attendance levels and tackling persistent absentees.

Students with falling attendance are identified early with parent/carer communication an integral part of working together to improve attendance. We work with external agencies to provide a professional, research-based approach to supporting students to remove the barriers to attending school and to gain the best out of their educational experience. Our attendance percentage and persistent absenteeism remain in line with the national and local averages.

However, Pupil Premium Eligible students form the majority of our PA cohort, mental health and significant SEND needs being the reason behind their absence. The overall attendance of the school compared to last year has increased significantly. Our latest report to the trustees showed an increase in attendance of 3.89% of students in receipt of the Pupil Premium fund, compared to last academic year. This is a reason why attendance still features in our next 3-year strategy.

The **Behaviour for Learning Team**, in conjunction with learning mentor services, were able to support a great number of students with acute SEMH needs. The overall number of suspensions this academic year has increased by 10 compared to the same point last year. However, the proportion of suspensions involving Pupil Premium Eligible students has decreased: at this time last year, 52% of all suspensions were pupil premium, whereas this year, the figure is 42%.

The number of students placed in the Reflection Room has increased this academic year, including students in receipt of the Pupil Premium fund. Last academic year, 54% of all students placed in the Reflection Room were Pupil Premium Eligible; this year, that figure is 63%. This has led us to consider how to support students regulate their emotions better in the next 3-year plan.

Our **Careers Programme** incorporates a range of activities that are organised and led by our Careers Lead. This includes visits to Further Education and Higher Education institutions, work experience placements in Year 10 and Year 12, as well as the opportunity to carry out an in-house Work Experience in Year 8 (role of student receptionist). All disadvantaged students are offered a variety of meaningful encounters and experiences, given time to plan and reflect, and also given the opportunity to use technology in addition to in-person activities. We work with students to identify their individual interests and needs, paying particular attention to inclusion and any additional or different support that may be needed by vulnerable or disadvantaged young people or those with SEND. The Careers Lead offers 1:1 support to all disadvantaged

students. In addition, our current destination collection for Summer 2025, which is still work in progress, highlights that out of 246 year 11 leavers, there are currently three students known to be NEET, one of which is identified as disadvantaged. All have been offered continued careers support in engaging in further education or training.

All activities have had a positive impact in raising the aspirations of our disadvantaged students and have introduced them to a variety of careers that they may not have been aware of previously.

A wealth of **Mental Health Interventions and workshops** were provided to all economically disadvantaged students in the school as part of the universal offer through the Kingsmead Readiness Curriculum (Character Education and Drop-Down Days). More targeted interventions were offered to economically disadvantaged students who needed them, with most of them showing improvements in their well-being, behaviour and attainment in the school.

43 students attended mentoring and small group workshops delivered by an external agency called BOSS (Building on Strengths and Solutions). Students shared feedback about the impact of their experience at the end of the intervention. 91% of students commented that the intervention had improved their mental wellbeing. 31.43% of students felt that their behaviour had improved specifically around conflict with adults followed by 14.29% stating they could deal with their emotions better, 14.29% could deal with stress better and 14.29% friendship issues. When asked what improvements we could make to the intervention, the students responded that they wanted 'more' sessions. Out of the 43 students who have accessed support from the BOSS programme, 65% have graduated due to the staff assessing that they no longer require this intervention. The remaining 35% continue to engage until sufficient improvement is seen.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National Tutoring Programme	TalentEd / Step Teachers
The Scholars Programme	The Brilliant Club
Online Science Resources	Tassomai
Online Maths Resources	Sparx Maths
Online English Resources	Educake
Online MFL Revision	Quizlet
Careers tracking system	Unifrog

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

We have been guided in developing our strategy by the contents of the EEF Guide to the Pupil Premium and the work of Mark Rowland and Rachel MacFarlane on addressing disadvantage in schools. We have prioritised the development of the curriculum and pedagogy, investing in external consultants and developing our in-house CPD programmes. The provision of high-quality teaching to all students in all years is seen as essential in tackling disadvantage and we have used Pupil Premium funding to supplement budgets in order to accelerate these processes. We have expanded our targeted academic support, investing in additional key professionals and specific programmes to meet identified needs. We have pursued wider strategies, such as whole-school literacy, and invested in programmes in the Academic and Readiness curriculums which particularly benefit disadvantaged students affected by the pandemic and the circumstances of our school context.