

Pupil Premium Strategy Statement: updated for the 2024-25 academic year

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 this academic year, and the effect that last year's pupil premium spending had within our school.

School Overview

Detail	Data
School name	King's Academy Easthampstead Park
Number of pupils with 'Main' Registration October 2024 Census Yrs 7-11	955
Proportion (%) of pupil premium eligible pupils October 2024 census	269/955 – 28.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3-year plan: 2022-23 reviewed 2023 -24 reviewed 2024-25
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Headteacher
Pupil Premium Lead	LC, CH, COB, MDH
Governor / Trustee Lead	JS

Funding overview

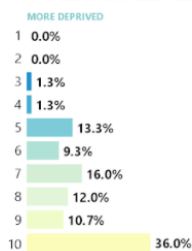
Detail	Amount
Pupil premium funding allocation this academic year	£274,050 notified September 2024
Recovery premium funding allocation this academic year	The PP Recovery Grant has ceased
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
2024-25 Budgeted Costs	£355,642

Part A: Pupil premium strategy plan Statement of intent

Our school serves an area which draws the majority of its students from the RG12 postcode area
In the 2019 IDACI indices of deprivation, this postcode area is classed as 3 (1 being the most deprived)

Local deprivation profile

% of LSOAs in each national deprivation decile



Whilst not the most deprived in terms of the national index, it is important contextually, as compared to other areas in Bracknell, the residents feel deprived compared to their neighbourhoods.

The school has been part of the King's Academy Group since November 2022. All schools within King's have signed up to a Charter, which clarifies our approach

<https://www.kgaeasthampstead.uk/wp-content/uploads/2024/01/pupil-premium-charter.pdf>

We believe that every student should be challenged and supported to aim high and achieve their very best. Students should feel safe in the learning environment and as well as being able to achieve academically, they should be able to excel in their character through the use of extra-curricular activities. Money has been focused on strategies that will benefit students who experience disadvantage and are so used to benefit all Pupil Premium students. This has meant making informed decisions about our spending such as;

- Ensuring that spending is directly linked to targeting gaps in attainment
- Making use of our own data to expand existing interventions
- Making sure there is a focus on quality of teaching every day
- Making use of research when evaluating the impact of interventions and considering the implementation of new interventions

All staff are aware of areas for development in the school in terms of subjects year groups and they know which students are their Pupil Premium students. Money benefits all Pupil Premium students and supports higher and lower-ability students by extending the provision.

The Communication Trust's 2017 report, Talking About a Generation, found that children who struggle with language or have poor vocabulary at age five are:

- Six times less likely to reach the expected standard in English at age 11 than children who had good language skills at five.
- Ten times less likely to achieve the expected level in Maths.
- More than twice as likely to be unemployed at age 34 as children with good vocabulary.
- Twice as likely to have mental health difficulties, even after taking account of a range of other factors that might have played a part.

Research conducted by the EEF concludes that common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues.

We will ensure that all teaching staff can identify disadvantaged pupils and are aware of strengths and areas for improvement across the school.

Principles of the school's approach are;

- Quality first teaching and effective assessment meets the needs of all pupils.
- Literacy is prioritised by teaching staff as part of planning and delivery
- Where appropriate, provision is made for pupils that belong to vulnerable groups including disadvantaged pupils.
- All children have access to the same extra-curricular activities and homework support in core subjects
- Provide high quality pastoral care including attendance
- Ensure that the safeguarding of students is central to the work of the school and CPD is regularly provided for staff

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students have underperformed in comparison to all other students, in particular in Maths, English and Science https://www.compare-school-performance.service.gov.uk/school/149365/king%27s-academy-easthampstead-park

2	<u>Attendance Source FFT</u> Attendance of disadvantaged students remains a concern, and the levels of students in this category being deemed as persistently or significantly absent is a concern
3	The literacy and numeracy skills of students entering Year 7 are lower for many students eligible for PP than for other students. Many PP students do not meet the statutory requirement for spoken language on transition for Year 6 to 7, which prevents them from making good progress in KS3.
3	Amongst some PP students, there is no culture of reading or reading enjoyment modelled within the home.
4	Student attitudes to learning and expected behaviour in school can result in higher levels of disengagement and suspensions for a minority of PP students.
5	Students are engaged with some football teams outside of school, which can fragment their engagement with school clubs. We aim to expand the use of the House system to increase the extent to which pupils feel personally accepted, respected, included, and supported by others in the school social environment.

Review of outcomes

This explains the outcomes we aimed for **by the end of our current strategy plan 2023-4** and whether they were achieved.

Intended outcome	Success criteria																																																															
Increase the percentage of PP students experiencing success by attaining a 4+ in Maths, English subjects in line with national	<p>Increased percentage of student attainment in the core subjects of English and maths to meet national rates for NPP students and show a narrowing of the attainment gap between PP and NPP students so both groups benefit</p> <table border="0"> <tr> <td colspan="2">National - All students</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>E/Ma Grade 4+</td> <td></td> <td></td> <td>E/Ma Grade 5+</td> <td></td> <td></td> </tr> <tr> <td>22-23</td> <td>65%</td> <td></td> <td></td> <td>45%</td> <td></td> <td></td> </tr> <tr> <td colspan="2">School - All students</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>22-23</td> <td>48%</td> <td></td> <td></td> <td>26%</td> <td></td> <td></td> </tr> <tr> <td>23-24</td> <td>61%</td> <td></td> <td></td> <td>44%</td> <td></td> <td></td> </tr> <tr> <td></td> <td>PP</td> <td>NPP</td> <td>Gap</td> <td>PP</td> <td>NPP</td> <td>Gap</td> </tr> <tr> <td>23-24</td> <td>47%</td> <td>64%</td> <td>17%</td> <td>37%</td> <td>46%</td> <td>9%</td> </tr> <tr> <td>22-23</td> <td>27%</td> <td>56%</td> <td>29%</td> <td>15%</td> <td>30%</td> <td>15%</td> </tr> </table>	National - All students								E/Ma Grade 4+			E/Ma Grade 5+			22-23	65%			45%			School - All students							22-23	48%			26%			23-24	61%			44%				PP	NPP	Gap	PP	NPP	Gap	23-24	47%	64%	17%	37%	46%	9%	22-23	27%	56%	29%	15%	30%	15%
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Improved Progress 8 outcomes	Improved Progress 8 outcomes. Achieve positive progress for disadvantaged pupils amongst similar schools.																																																															
What was achieved	<p>Improved P8</p> <p>Two students looked after achieved positive P8</p> <p>0.417 indicative SISRA data</p>																																																															
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What was achieved	Improved A8 FSM6 - 3.7+ SEN Support 6.9 NFSM6 - 4.6 + SEN Support 5.0 Gap -0.9 -1.9																										
Improved attendance.	<p>Improve attendance to the national average for all pupils in state-funded secondaries. The national data table is below.</p> <table border="1"> <thead> <tr> <th></th> <th>Autumn 22/23</th> <th>Spring 22/23</th> </tr> </thead> <tbody> <tr> <td>PA 10%</td> <td>27.4%</td> <td>24.1%</td> </tr> <tr> <td>SA 50%+</td> <td>2.5%</td> <td>3.1%</td> </tr> <tr> <td>FSM Overall AR</td> <td>Autumn/Spring</td> <td>10.9%</td> </tr> <tr> <td>FSM PA</td> <td>Autumn/Spring</td> <td>15.9%</td> </tr> <tr> <td>Year 11 Overall AR</td> <td>Autumn/Spring</td> <td>10.2%</td> </tr> <tr> <td>Year 11 PA</td> <td>Autumn/Spring</td> <td>28.2%</td> </tr> <tr> <td>Year 12 + PA</td> <td>Autumn/Spring</td> <td>32.1%</td> </tr> </tbody> </table>				Autumn 22/23	Spring 22/23	PA 10%	27.4%	24.1%	SA 50%+	2.5%	3.1%	FSM Overall AR	Autumn/Spring	10.9%	FSM PA	Autumn/Spring	15.9%	Year 11 Overall AR	Autumn/Spring	10.2%	Year 11 PA	Autumn/Spring	28.2%	Year 12 + PA	Autumn/Spring	32.1%
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EBacc Entry for all	Increased E Bacc entry amongst PP students choosing within a guided option model																										
What was achieved	<p>42% (67 of 160) students with Ebacc entry 23/24 36% (63 of 174) students with Ebacc entry 22/23</p> <p>23% (7 of 30) PP students with Ebacc entry 23/24 19% (9 of 48) PP students with Ebacc entry 22/23</p>																										
Decreased exclusions and behaviour incidents.	A decrease in the number of suspensions. A reduced number of significant behaviour incidents in school. The school will continue to suspend for community issues.																										
What was achieved	<p>Total suspensions 145 (76 PP students) in 23/24 Total suspensions 169 (86 PP students) in 22/23</p> <p>- Behaviour data indicates a general trend of improvement, and where an individual is not engaged, there is support in place</p>																										

Our PP students' behaviour reflects the values that we promote and the culture that ensues at King's Academy Easthampstead Park.	<ul style="list-style-type: none"> - A reduction in lost learning time due to inclusion and suspensions. - Clear proportionate representation of our PP students in rewards and recognition opportunities.
What was achieved	<p>Main headlines:</p> <p>4% overall gap between PP students and Non PP</p> <p>Females have the biggest gap with 4% between PP and Non PP</p> <p>3% gap between SEN PP students and Non PP</p> <p>Classcharts is reset after every half term to enable as many students as possible to be successful and to be continually rewarded.</p> <p>Some examples of rewards below.</p> <p>Eg</p> <p>Term 1</p> <p>150 POSITIVES - 369 Students eligible for front of queue pass 292- Non PP, 77- PP</p> <p>180 POSITIVES- 169 students -137 NON PP , 32 PP</p> <p>200 POSITIVES- 90 students- 70 NON PP, 20 PP</p> <p>Term 6</p> <p>150 POSITIVES 25 Non PP students were eligible for front of queue pass- 7 PP students</p> <p>5 Students were eligible for postcard from HT and pencil all NON PP</p>
Improved destination data.	Achieve a similar proportion of Year 11 students continuing on to the Sixth Form in comparison to all other students. This depends on the cohorts needs and ability profile

Intended outcome	Success criteria
Increase the percentage of PP students experiencing success by attaining a 4+ in Maths, English Nationally only around a third of such students achieve a standard pass and only a quarter a strong pass at GCSE in both English and maths.	Increased percentage of student's attainment in the core subjects of English, Maths
Improved Progress 8 outcomes	Improved Progress 8 outcomes. Achieve positive progress for disadvantaged pupils amongst similar schools.
Our PP student's behaviour reflects the values that we promote and the culture that ensues at King's Academy Easthampstead Park.	<ul style="list-style-type: none"> - A reduction in lost learning time due to inclusion and suspensions. - Clear proportionate representation of our PP students in rewards and recognition opportunities.

Activity in this academic year 2024-5

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the abovementioned challenges.

Allocation notified September 2024 – Census data October 2023 / January 2024

£1,050	£340	£2,570	
	<i>Service children</i>	<i>Post-CLA</i>	Provisional

Ever 6 FSM			2024-25 PPG
215	6	18	
£225,750	£2,040	£46,260	£274,050

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £189,288

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Continued development of quality first teaching through the in-school CPD programme. CPD across King's Academies Principles of Reading a Trust-wide approach. In-house CPD development of a whole school Literacy Plan and department-led strategies Support for ECTs and new staff. 	<p>A study published by the Education Policy Institute (Fletcher-Wood & Zuccollo, 2020) concluded that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher.</p> <p>High-quality CPD improves teacher retention, particularly for early-career teachers and can also lead to increased student self-efficacy and confidence.</p>	1,3
<ul style="list-style-type: none"> Prioritise staff's use of 'disciplinary literacy' in their subject. By the time students are studying at secondary school, they are having to engage with texts that require reading in particular ways and, crucially, domain-specific (or tier three) vocabulary. At this point, the literacy demands on students become very challenging and diverse. Students need to be confident using spoken language to expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects. 	<p>EEF studies conclude</p> <p>Reading comprehension strategies focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves.</p> <p>Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease.</p>	1,3
Targeted support for students who are working significantly below their chronological age Reading solutions	https://www.readingsolutionsuk.co.uk/a-wrap-up-of-reading-plus-schools-achievements-in-2023-24/	
<p>Reading – Embedding whole school reading and developing a love of reading so that pupils reading ages and inference skills improve.</p> <ul style="list-style-type: none"> An age-appropriate and ambitious canon of literature forms part of the academy day PREP and ensures that every student engages in reading, develops their vocabulary, comprehension skills, and cultural literacy. 	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>The Online Vocabulary Curriculum For Schools Bedrock Learning</p>	3

<ul style="list-style-type: none"> - Additional materials such as reading rulers for tracking each line to encourage all students to actively participate in every text to be read, as well as training for staff on how to run reading session - Bedrock library sessions for Years 7,8,9 		
Recruitment and retention	Evidence that supports this approach	Challenge number(s) addressed
HLTA ASD and communication Additional CSC member of staff LAC and Young Carer support worker Wider curriculum lead TLR Literacy Lead TLR	EFF social interactions Supp-SecEdNFER23.pdf (markallengroup.com) Adolescent mental health: A systematic review on the effectiveness of schoolbased interventions Early Intervention Foundation (eif.org.uk)	4,1
WPA provides external support for working with families whose child has attendance issues Additional hours for the Attendance Officer	EEF 'wider strategies' states that good attendance means that stakeholders understand and follow all school systems to make early identification and thus interventions, ending in improvement in attendance.	2,4,1
Parental champion complex families ELSA Behaviour Mentor	EEF states that 'targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects. EEF states that wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.	4,2
Lead staff member for public services and project support	EFF social interactions Interventions which focus on improving social interaction tend to be more successful.	4
Primary trained teacher to support classes in KS3 Years 7 and 8 English and Maths	EFF reading Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific	1

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

Budgeted cost: £90,445 plus £75,909 FSM budgeted cost

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff capacity to work with disadvantaged students to support their behaviour and promote improved attendance <ul style="list-style-type: none"> - Appointment of an AHT to lead on Behaviour and Culture, working in partnership with the Strategic Lead for attendance - Raising standards team of non-teaching staff who support all pastoral issues, including behaviour, 	Missing Talent - Sutton Trust Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) Using the Pupil Premium to raise school attendance - Attendance Matters Magazine (attendancemattersmagonline.co.uk)	2

attendance, welfare and mental wellbeing. - ELSA support to support low-level mental health concerns - Additional capacity from WPA & Attendance officer		
Breakfast Club for targeted students FSM Payments	EFF social interactions Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months).	4,2
Provide support for students' homework club staffed by LSA after-school	Support for parents who may based on their own circumstances struggle	1
Increase the Viability of the House system to foster a sense of belonging in school The extent to which pupils feel personally accepted, respected, included, and supported by others in the school social environment.	The house system fosters a sense of community and spirit within the school. By placing students into houses, they form smaller, close-knit groups where they can build stronger relationships. This sense of belonging is crucial for social interaction and creating a positive school atmosphere https://www.ncb.org.uk/belongingmatters/literature review	

Total budgeted cost: £355,642

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 2023 to 2024 academic year.

Ambition	Success criteria	Progress made?
All PP: Instil Academic routines. Implement a tutor led guided reading programme during PREP 7-10 Library lessons/Bedrock 7-9	<ul style="list-style-type: none"> Students spend a greater proportion of their time reading and the benefits of doing so are made clear to them by staff. Students use the library frequently and are supported to increase their understanding of words in context. 	Yes
All PP: Quality First Teaching Plan and deliver lessons that make understanding of language in context clear to students Test their understanding using cold or warm calling Model examples of work using appropriate terminology	<ul style="list-style-type: none"> Students access a wider range of tier 2 words and understand them in context. Written work demonstrates a greater use of these words as students become more confident and fluent. The difference in written outcomes between PP and NPP students from similar starting points shows no difference in the ambition in the written work and the use of text. 	Yes Developing Developing

<ul style="list-style-type: none"> Where a student has a significantly low reading age below that of their peers, they are supported through a reading intervention 	<ul style="list-style-type: none"> Data gained from Fresh Start indicates students have demonstrated accelerated progress in their reading ages - a decision to move to Lexicon after the appointment of a Primary trained staff member. Addition of Reading Solutions as an intervention 	Most
Provide a range of resources that extend the student's learning experience in targeted subjects across KS4	Students who engaged with the support packages supported their wider revision but it wasn't used by all students for enough time to make a significant impact	Developing

Externally provided programmes

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

Programme	Provider
Literacy	Digital Learning Curriculum Bedrock
Numeracy/Literacy	IDL
Walk Thrus	Tom Sherrington
Safeguarding Modules	Educare
Kay Science	Kay Science
GCSE Pod	GCSE Pod
Sparks Maths	Sparks Maths

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?	Dependant on Year group they would have been offered catch up sessions in either English Maths or science as part of in school support
What was the impact of that spending on service pupil premium eligible pupils?	Wellbeing calls and meetings to check in if not in school Year 11 additional period after school to support revision preparation for GCSEs PP students offered catch up sessions in the summer term in the core subjects – parents contacted re-offer.

Year 11 Destinations Summer 2024 Updated October 2024

Provider	Numbers
KAEP6	47
Berkshire College of Agriculture	6
Bracknell & Wokingham College	58
Reading College	11
Farnborough College of Technology	10

Farnborough 6th Form	5
Apprenticeship	3
Artemis College	1
Buckinghamshire College	1
City College Norwich	1
Edgebarrow 6th Form	3
Farnham College	1
Football Scholarship	1
Garth Hill College 6th Form	1
Get Active Sports	1
Henley College	2
St Crispin's	1
Ranelagh 6th Form	2
Pulse Football Academy	1
Moved to America	1
LSEC Bromley	1
King's Academy Binfield	1
Kendrick School	1
Activate learning	1
Home educated	1
Brakenhale 6th form	1
Witney College	1