

KSH - Pupil premium strategy statement: Academic Year 2024-25

This statement details our school's use of pupil premium (and recovery premium for the 2023-24 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.

Please note that although this plan is for the year 24.25 and review for 23.24, our pupil premium strategy is a 3 year plan (22-25).

School overview

Detail	Data
School name	King's School, Hove
Number of pupils in school	907
Proportion (%) of pupil premium eligible pupils	19.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Sarah Price Headteacher
Pupil premium lead	Helena Staples Assistant Headteacher
Governor / Trustee lead	Ali Davis and Sam Tucker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200,000
Recovery premium funding allocation this academic year	Nil
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Nil
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	£200,000

Part A: Pupil premium strategy plan

Statement of intent

In line with our Christian ethos and values, our intention is for all students, irrespective of their background or the challenges they face, to be fully included in school life, to make good progress across the curriculum, to achieve good outcomes in their academic learning, and to flourish holistically.

The focus of our pupil premium strategy is therefore to support disadvantaged pupils to participate fully in school life and to progress and achieve in line with their non-disadvantaged peers. We recognise that students in receipt of Pupil Premium funding may face barriers to educational achievement and full inclusion in school life, and we seek to use our Pupil Premium funding to remove these barriers.

High-quality teaching, and the facilitation of an appropriate environment for holistic learning, is at the heart of our approach, with a focus on areas in which research suggests that 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 the non-disadvantaged pupils in our school.

Intended outcome	Success criteria
Improved attendance of disadvantaged students and closing the gap in attendance with non-disadvantaged students	Attendance of disadvantaged cohort to be within one percentage point of non-disadvantaged cohort

We are clear that closing any gaps in terms of school experience, and progress and attainment, between our disadvantaged students and their non-disadvantaged peers is the responsibility of all staff in school. We are unfailingly ambitious for all students, in line with our school's vision statement "To share God's love and wisdom and enable our school community to flourish emotionally, academically and spiritually."

Challenges

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

Challenge number	Detail of challenge
1.	Attendance
2.	Social and emotional issues and lack of self-esteem
3.	Impact of Pandemic has been most significant on disadvantaged students
4.	Lower KS2 attainment in every year group for disadvantaged students and weaker literacy and numeracy
5.	Lack of parental engagement and a suitable environment at home for learning
6.	Lack of opportunities for enriching extra-curricular activity out of school
7.	Lack of 'cultural capital' and experience impeding ability to contextualise learning, particularly in humanities subjects and English Language and Literature
8.	Lack of a growth mindset and willingness to make mistakes in learning
9.	New teachers will not know disadvantaged students. Lack of knowledge, understanding and relationships with these students could make an internal barrier.

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.

Improved P8 score for disadvantaged students in GCSE exams	To achieve a P8 score within 0.25 of non disadvantaged cohort. 55% of disadvantaged students to have P8 at or above rest of cohort
High percentage of students achieving 5+ in English and Maths in GCSE exams	63% (within 7% of non-disadvantaged)
Improved percentage of students achieving 4+ in English and Maths in GCSE exams	90% (within 5% of non-disadvantaged)

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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer of additional literacy and numeracy support at KS4 through a Core Skills option	<p><u>Tutors and teachers will be continuing to focus on our 'read aloud' programme, that give our disadvantaged students further opportunities to develop reading for pleasure. Last year, over 120,000 disadvantaged students made the transition from primary to secondary school below the expected standard for reading. The educational prospects for this group are grave. If their progress mirrors previous cohorts, we would expect 1 in 10 to achieve passes in English and maths at GCSE, and fewer than 2% to achieve the English Baccalaureate.</u></p> <p>https://cls.ucl.ac.uk/wp-content/uploads/2017/04/CLS-WP-2013-10-.pdf</p>	<ul style="list-style-type: none"> Literacy and numeracy skills. Lower KS2 attainment in every year group for disadvantaged students Impact of Pandemic has been most significant on disadvantaged students.
Focused support for Year 11 students through Period 7		
Building a culture of reading e.g. Read Aloud Tutor Programme		
Provision of an SEND Specialist Teacher who supports disadvantaged students as a priority		

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Buying in Literacy Support Service provision	<p>We will be focusing on interventions that address practical barriers to learning (e.g. equipment, environment for learning) and lack of engagement with learning; research suggests that mentoring can have an impact and that homework can have a significant impact if set well and completed properly (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit).</p>	<p>Lack of parental engagement and a suitable environment at home for learning.</p> <p>Literacy and numeracy skills.</p> <p>Lack of opportunities for enriching extracurricular activity out of school.</p>
Alternative provision for targeted students – RMF at KS3 and College courses at KS4 and other bespoke offers		
SLT Mentoring for Year 11 students		
Provision of academic materials and other items necessary for study		

Homework Club for all year groups		Impact of Pandemic has been most significant on disadvantaged students. Lower KS2 attainment in every year group for disadvantaged students Lack of growth mindset and lower self-esteem.
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Wider strategies (attendance, behaviour, wellbeing)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clear systems in place for monitoring attendance and ensuring intervention when it is needed and provision of independent EWO and school Attendance Officer.	Extensive research suggests that there is a clear link between attendance at school and positive academic outcomes for students. It is also clear that students' holistic well-being suffers when they do not attend school regularly.	Lower attendance.

Wider strategies (Engagement)

Budgeted cost: £61,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged students have priority access to internal pastoral support	We will be focusing on initiatives which help to make up for any lack of parental engagement and which give students access to high-quality pastoral care. Re- search suggests that supporting social and emotional development leads to positive outcomes (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit).	<ul style="list-style-type: none"> Lack of parental engagement. Lack of opportunities for enriching extracurricular activity out of school. Attendance. Social and emotional issues. Impact of Pandemic has been most significant on disadvantaged students. Lack of growth mindset and lower self-esteem.
Provision of 1:1 careers support for all disadvantaged students in KS4		
Subsidies for extracurricular activities		
Named member of SLT has oversight of KS2-3 transition work		
Employment of Inclusion Officers		

Total budgeted cost: £196,000

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 2023-24 academic year.

Initiative	Intended outcome	Impact	Evaluation
Progress 8 target	P8 for disadvantaged students to be within 0.25 of all students in summer 2024 GCSE exams	+ 0.39 All +0.85	The progress of our disadvantaged students was excellent and in line with the LA average P8 score for all students. There was still a gap of 0.46.
Attainment 8	>4.5 in Summer 2023 GCSEs	59.52 All – 61.28 Disadvantaged – 46.65	Above target
Percentage 5+ in English and Maths	>40% Summer 2023 exams	50% - increase from 2023	Target met and increase from previous year
Percentage 4+ in English and Maths	>70% Summer 2023 exams	65% - decrease from 2023 +0.92 P8 in English for disadvantaged students +0.73 P8 in maths for disadvantaged students	Attainment target not met but P8 scores in English and Maths for disadvantaged students very strong

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
Medical Needs Tuition Service	EOTAS Brighton and Hove
Small Animal Care	Plumpton College
	Develop Outdoors
Sussex Football Academy	Russell Martin Foundation
GBMET 14-16	Motor Mechanics and Hair and Beauty
One to one and group programmes	Angling 4 Education
Alternative provision courses	Develop Outdoors