

Pupil premium strategy statement

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 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	Kineton High School
Number of pupils in school	1036 (inc. 150 in Sixth Form)
Proportion (%) of pupil premium eligible pupils	22.2% (230 students)
Academic year/years that our current pupil premium strategy plan covers	2022-23 2023-24 2024-25
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Helen Bridge, Headteacher
Pupil premium lead	Sandra Young, Assistant Headteacher
Governor / Trustee lead	James Creasey

Funding overview (needs updating)

Detail	Amount
Pupil premium funding allocation this academic year	£159,390.00
Recovery premium funding allocation this academic year	£49,680.00
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	£209,070.00

Part A: Pupil premium strategy plan

Statement of intent

What is the Pupil Premium? The Pupil Premium is a sum of money the School receives from the Government for each student who is either currently in receipt of Free School Meals (FSM), has been in receipt of FSM anytime in the last 6 years (Ever6), has been in the care of the Local Authority for six months (CLA), has been adopted from care or is from a service family.

Nationally, statistics show that students who are in receipt of FSM or who are looked after do less well than their peers in external exams. The aim of this money is to try to close that attainment gap. Schools can decide for themselves how they will spend this money, but they are required to ensure that it is spent on projects and interventions that support students from low-income households to achieve equally as well as their peers.

Kineton High School and Sixth Form is committed to improving the outcomes of disadvantaged students whilst closing the overall attainment gap. Our aim is for all students to have the best possible life chances regardless of their background or the challenges they face.

We are committed to providing the highest quality education through which disadvantaged students are empowered to meet and exceed their academic and personal goals. Quality-first teaching is at the heart of our approach, with a focus on areas in 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 the non-disadvantaged pupils in our school. Additionally, non-academic challenges such as attendance, behaviour, wellbeing and mental health are also addressed through a whole school approach.

To ensure our approaches are effective, we will:

- ensure disadvantaged pupils are supported and challenged as necessary in the work that they're set
- use data relating to literacy, numeracy and academic progress to intervene early when this is required
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Literacy</p> <p>On entry in 2021/22, 72% of DA students in Year 7 had a reading age of less than 11 compared to 37% of non-DA. In 2022/23 In Year 8, 60% of DA students had a reading age below 11 on entry to Kineton; the figure was 40% for non-DA students.</p> <p>This impacts their progress in all subjects.</p>
2	<p>Attendance</p> <p>DA students' attendance in all Years is below that of non-DA pupils. Attendance is essential for all students to maintain high levels of progress. Furthermore, our analysis shows that there is a marked drop in attainment once attendance drops below 90%.</p>
3	<p>Social and Emotional Barriers</p> <p>We have identified social and emotional issues for many pupils, This often results in behavioural issues, with the most extreme cases resulting in fixed term exclusions. This is partly driven by concern about catching up lost learning, exams and the lack of access to enrichment programmes. Therefore, it is important for us to allow all pupils access to the same opportunities both in and out of the classroom, and to promote health and wellbeing, while supporting those with severe behavioural issues.</p>
4	<p>Attainment & progress gaps and lost learning through the impact of COVID.</p> <p>The data shown in Challenge 1 above is one of the indicators of the impact that the pandemic had and is still having on DA students. Our own monitoring also shows that a larger proportion of DA students in Years 11 did not access remote learning in their earlier years as effectively as their non-DA peers in many cases. Nationwide data shows that the gap in attainment between DA students (DA girls in particular) and non-DA students has grown following the pandemic.</p>
5	<p>Poor parental engagement and support from a minority of disadvantaged families.</p> <p>Staff feedback, particularly from the pastoral team, identifies a direct link between many underachieving students and a lack of engagement with parents.</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
<p>Literacy</p> <p>Reading skills, particularly reading for meaning and vocabulary are improved. A visible reading culture will develop a joy and love of reading for all, particularly disadvantaged pupils. Vocabulary and cultural capital is acquired through wider reading</p> <p>Any gaps in reading ages between DA and non DA will be narrowed over time, particularly in the early years.</p>	<p>Reading ages will increase at a rapid rate, impacting on progress and narrowing any gap as demonstrated by scores from reading tests.</p> <p>The proportion of DA students whose reading age is below their chronological age will reduce by over 30%.</p> <p>Students accessing targeted interventions will show increasing numbers making secure progress in all subjects as evidenced by assessment progress scores.</p>

	<p>The vocabulary gap between DA and non-DA pupils will continue to narrow as evidenced by progress scores from interventions.</p> <p>Increased engagement of students with reading activities and accessing specific packages of support as evidenced by attitudinal data.</p>
<p>Attendance</p> <p>Attendance of DA Students is in line with non-DA students</p>	<p>Interventions will see improvements in DA students' attendance.</p> <p>A greater proportion of DA students achieve at least 97% attendance, and a smaller proportion have attendance below 93%. This proportion will increase by over 10% year on year, resulting in an overall percentage attendance rate of DA students increasing by over 2%.</p> <p>Analysis of attendance will demonstrate no/narrowing gaps between attendance of DA and non-DA students.</p>
<p>Social and Economic Barriers</p> <p>The behaviour of Disadvantaged students, and attitude to learning scores, will demonstrate improvement.</p> <p>Outcomes ensure Disadvantaged students go on to next steps of choice after they complete their GCSEs.</p>	<p>Reduced fixed term exclusions for DA students.</p> <p>There will be a wide offering of extracurricular activities from across the curricular to enrich the experience of students, with a high attendance of DA students.</p> <p>Behaviour and Engagement scores for DA students will be high (average score of 3 or above).</p> <p>Outcomes in Public examinations illustrate a closing of the achievement gap (a 10% rise in attainment by DA students and a reduction of 5% in the gap between DA and non-DA students 5% year on year).</p> <p>All DA students will move on to suitable next step destinations after school</p>
<p>Attainment & progress gaps and lost learning through the impact of COVID.</p> <p>Disadvantaged students identified as a concern in progress to be supported in catching up and make sufficient progress between start of year and end of year assessment, including for GCSE year.</p>	<p>Reading age data demonstrates an acceleration in rates of progress in literacy (see 'Literacy'; above) Interim and annual report data demonstrates progress towards targets is being made.</p>

	Outcome data demonstrates progress that is at least in line with expected progress for all DA students
<p>Poor parental engagement and support with a minority of disadvantaged families.</p> <p>Increased attendance of parents at Parents' events, plus regular communication between school and parents.</p>	Greater evidence of interaction between parents and school, with an increased proportion of parents of DA students attending events intended for parents (10% increase year on year).

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £74,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training to embed whole school literacy strategies. Bespoke literacy lessons in all years for targeted students.</p> <p>Promotion of World Book Day with guest speakers chosen to promote inclusivity and positive thinking. It is embedded alongside National Women's Day and will have a high profile week at the school.</p> <p>Use of an Accelerated reading programme to support reading development and track progress</p>	<p>Literacy and numeracy form the foundation stones for outstanding learning. Data collected on reading and progress in numeracy indicate that DA students, in particular, have fallen behind in these two areas, if they weren't already behind.</p> <p>Additional source: Sutton Trust & EEF</p>	1, 2, 3, 4
<p>Staff training to embed improved metacognitive strategies for students through The Science of Learning.</p> <p>Metacognition and self-regulation- teaching the process of learning topics or ideas, with more emphasis on child independence.</p>	<p>Explicit strategies to improve meta-cognition and self-regulation is a very high impact strategy for low cost, based on extensive evidence (Sutton Trust & EEF, The Science of Learning).</p> <p>Staff and student voice survey show that DA students, in particular, often have less support around revision and strategies for learning at home.</p>	4, 5

<p>A pastoral programme that focusses on achievement and ambition, with specific staff given responsibilities to explore use of school and home learning for DA students in Year 11, plus a tutor focussed on those DA students most at risk of exclusion.</p>	<p>The communication between students, tutors and parents has been identified in the school improvement plan as an area to develop. DA students require a high level of pastoral support to achieve their goals, such as improved attendance and heightened ambition Additional source: Sutton Trust</p>	<p>2, 3, 5</p>
<p>The English department has changed the main Y11 English text to “Pigeon English”, a text that reflects more cultural diversity and working-class backgrounds.</p>	<p>Lessons should reflect the full cultural diversity of pupils, including working-class achievements in society – from music, film and football to literature and science (Major, 2023) from “Equity in Education.”</p>	<p>1, 3, 5</p>
<p>Staff development on developing the curriculum and assessment further at KS3</p>	<p>Analysis reveals that, where progress is least good, it is progress at Key Stage Three that is weakest, with many DA students requiring intervention as a result of falling behind at this time. Challenging the most able to exceed beyond current best is also a key focus.</p>	<p>1, 4</p>
<p>Inclusive Teaching and Learning Strategy aimed to maximise learning in each lesson. 6 strands: Silent study Cold Calling Revise in Five Clear Instruction Scaffold & Challenge for all Supported Reading There will continue to be numerous Inset Days devoted to inclusive Quality First Teaching. Assessment and effective feedback.</p>	<p>Founded on Rosenshine’s Principles of learning. Other strategies informed by writers such a K Jones, T Sherrington, and informed by the EEF Toolkit effects research.</p>	<p>1,3,4</p>

<p>CPD Program linked to best practice around PP: Explore the development of positive discrimination policy towards PP students.</p> <p>Performance Management objective linked to improving outcomes for PP students.</p>	<p>Unwin (TES, 2021) argues: “unless disadvantaged children have experiences that the other children don’t receive - whether social, cultural or even residential - then how do they get back what they’ve missed? It’s OK to positively discriminate.”</p> <p>Despite many interventions in place for DA students, the gap between DA and non-DA persists.</p>	
<p>Educake and Sparx Maths online homework and classwork platforms.</p> <p>Students with lower attendance have access to high quality, self-marking online platforms and can access Maths, English and Science learning.</p>	<p>Compared with national norms Sparx students made 67% more progress in year 7 and a further 63% more progress in year 8. Compared with a previous cohort of year 7 students in one of the same schools, they made 67% more progress. 70% of pupils had reached the expected KS3 standard by the end of the fifth half term in year 7 – more than a year earlier than in the national cohort. Progress was not negatively affected by prior ability, FSM status or gender. There was some indication that lower ability students actually made disproportionately more progress in year 8.</p>	

Targeted academic support Budgeted cost: £65,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy interventions for low attaining disadvantaged pupils.</p> <p>Adopting a targeted teaching programme as a reading intervention for disadvantaged pupils.</p>	<p>Evidence, both nationally and locally gathered, indicates that literacy needs are the greatest barriers to academic success and enhanced self-esteem at school. Additional Sources of evidence: Sutton Trust & EEF.</p>	<p>1, 2, 3, 4</p>

<p>Past fast – 15 students have a really low reading age and they read to a 6th form on A Tues, Wed, Thurs during form time.</p>	<p>Evidence, both nationally and locally gathered, indicates that literacy needs are the greatest barriers to academic success and enhanced self-esteem at school. Additional Sources of evidence: Sutton Trust & EEF.</p>	<p>1, 2, 3, 4</p>
<p>Targeted support to PP students with 6th form mentoring.</p>	<p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. Sutton Trust estimates that Mentoring can add 2 months progress onto students' learning.</p>	<p>2, 3, 4</p>
<p>All LAC got 1:1 tutoring if they were behind – in person Equal Education – 16 hours through virtual school – English and Maths</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	<p>1, 2, 3, 4</p>
<p>Recovery tutoring in literacy and numeracy, TUTE and Academy 21 (Online packages and face to face tuition) given to students who fell behind as a result of the pandemic.</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF)</p>	<p>1, 2, 3, 4</p>
<p>'Period 6' used as an effective intervention tool for KS4 students, with identified students targeted, PP students prioritised along with other underperforming students and/ or target groups.</p> <p>A high proportion of DA students currently do not take advantage of intervention opportunities after school. This opportunity has been seen to be an effective vehicle for improving outcomes. More robust tracking systems developed to improve attendance to period 6 for DA pupils.</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF)</p>	<p>3, 4</p>

Resources provided for DA students to aid revision and recall.	This can be a useful tool in getting parents of disadvantaged students into school, as well as boosting self esteem.	2, 3, 5
Careful data management and robust whole school tracking systems to enable targeted interventions, across the curriculum, to be put in place for those falling behind or those with significant gaps. This will include enhanced transition work with feeder schools to ensure intervention is planned upon a student's arrival at Kineton where necessary.	Early diagnosis of needs and subsequent action is the most effective way to ensure students catch up as soon as possible (dfe).	1, 4
Targeted numeracy screening for those students not KS3 ready. Numeracy lessons for low attaining disadvantaged students.	In 2023, 44% of disadvantaged Key Stage 2 pupils reached the expected standard in combined reading, writing and maths compared to 66% of other pupils (DFE).	

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

Budgeted cost: £70,070.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing parental involvement through targeted intervention for parents' evenings of disadvantaged students	Our evidence reveals that these parents are unlikely to attend without targeted intervention. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. (EEF)	5
"Reset room" opened as a safe space where students can go to problem solve with the aim of getting back into lesson and improving attendance.	Children are just the same as adults in the sense that when they are overwhelmed by emotion, whether that be anxiety, anger or sadness, their brains are not ready to receive new information, which is the opposite state we want them to be in the classroom. (Coping Skills for Kids, 2024). School data shows that many students who use reset room are able to rejoin their lessons following discussion and support in the reset room.	

<p>Extra-curricular sports and arts clubs are offered after school.</p>	<p>Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. (DFE).</p>	<p>3</p>
<p>Targeted analysis of DA students' attendance to track and monitor Percentage Attendance weekly.</p> <p>Stepped approach to interventions (phone calls home, letters, home visits, offer of support from Early Help, CAMHS, counselling, referral to Academy Council, referral to LA attendance team) as required.</p> <p>Family support worker works full time at the school to liaise with parents and students; to support students' attendance and well-being.</p>	<p>The Department for Education (DfE) published research in 2016 which found that: Students with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than students that missed 15 - 20% of KS4 lessons</p> <p>The latest guidance on the Gov.uk website on best practice for attendance makes clear the importance of working with external support services and investing in a robust attendance strategy.</p> <p>Attendance competitions have led to improved periods of attendance in school. DA students have been some of the Award Winners here. FSW - figures</p>	<p>2, 5</p>
<p>Alternative Provision (ARK) for those for whom the provision available within school is not enough to enable DA students to succeed</p> <p>Students offered extended information on Careers and take ASDAN lessons.</p>	<p>ASDAN has a successful history of working alongside mainstream and special schools, further education colleges, pupil referral units, local authorities and a variety of voluntary and community organisations across the UK and the rest of the world.</p> <p>We are already seeing improved attendance, behaviour, and engagement amongst those students who are attending ARK provision since the introduction of it in September 2024.</p>	<p>2, 3, 4, 5</p>
<p>Additional resources set aside to enable DA students to access funding that will benefit their learning through giving them opportunities they may otherwise miss out on.</p>	<p>Sutton Trust research highlights the importance of raising self-esteem by the opening of opportunities. This includes rewards for attendance and other achievements.</p>	<p>1, 2, 3, 4, 5</p>
<p>Careers support: We will continue to develop and fund a comprehensive careers package to support all students but in particular disadvantaged students in being successful in preparing for further education</p>	<p>Much research has emphasised how a strategic focus on career development learning may encourage a more holistic perspective of the recursive interrelationship of learning, development, and experience in childhood, and so lead to improved outcomes (e.g. Super 1983).</p>	<p>4, 5</p>

and training, and further link employability and attendance at school.		
Art therapy, LifeSpace, Ollie Coaching & other counselling opportunities (The number of students who have benefitted from access to our Art therapist and Ollie coaching has increased over time and these are important resources available to students). External professional for complex safeguarding issues regarding PP students.	Research supports the belief that targeted mental health initiatives have a marked impact on students' achievement and future life chances (e.g. Shannon Suldo, University of South Florida).	4
Enrichment week. We will use this week to ensure that all students receive an enhanced curriculum of experiences they might otherwise miss out on. We will supply funding to support DA students' participation rates	Much research has linked the opportunities afforded to students through an enrichment programme with increased interest in their learning, enhanced future goals, and life long ambitions (e.g. Eastwell & Rennie: Enrichment in Science).	

Total budgeted cost: £209,070.00

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.

Challenge One was Literacy. Our three year plan identified this as a major barrier to learning for DA students. Some £45, 000 was spent on staff development, tutoring and specific material to support literacy. We are seeing the benefit of this. For example, if we look at the DA students who embarked on the programme at the start of the 2021 Academic Year, just under 25% of DA students have made more than 3 years' progress in their reading age in just 2 years.

Challenge 2 was Attendance and Challenge 5 was Engaging with Parents. Some £50,000 was spent on interventions to support attendance and engagement with parents. In 2022-23, 32% of persistently absent students were PP; this decreased to 28% in 2023-2024. The gap widened slightly between overall attendance of PP versus non-PP students between 2022-23 and 2023-24 (-7.9% to -9.3% gap). However, the gap is looking improved for 2024-25 so far (-6.5% gap).

Challenge 3 was dealing with DA students' social and emotional well being. We spent some £30000 increasing the level of our support for the most needy, many of whom were in Year 11, as well as developing the Character & Culture Programme to improve students' knowledge and understanding of the key signs and how to cope. The completion rates of DA students in their chosen curricula demonstrates the success of the programme; 89% of DA students sat 8 or more GCSEs, with mitigating circumstances accounting for the other 4 students. In addition, over 91% of DA students gained suitable Education, Employment or training after leaving school.

Finally, challenge 4 was narrowing the progress gaps between PP and non-PP students due to the pandemic and associated factors. Some £65000 was spent on strategies with quality first teaching being at the heart of all. The gap in P8 stayed roughly the same between 2021-22 and 2022-23 but increased slightly for 2023-24. This matched a national trend as grade boundaries returned to pre-pandemic numbers. Due to the absence of P8 for 2024-25 and 2025-26, it is difficult to see the projected trend for this figure so PP continues to be prioritised for 2024-25 in terms of teaching and learning, CPD, and structured intervention; promising positive trends can be seen in the KS3 and KS4 attainment figures.

KS4 Results 2024

% of pupils achieving 5 standard passes, including English and Maths

	2024	2023	2022	2019
Non Pupil Premium	72.5%	73.9%	72.3%	73.6%
Pupil Premium	33.3%	50%	46.2%	34.8%
School Gap	-39.2%	-23.9%	-26.1%	-38.8%

Externally provided programmes

Programme	Provider
Tutoring program	TUTE