## 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 | Kineton High School |
| Number of pupils in school | 1079 (inc. 173 in Sixth Form) |
| Proportion (%) of pupil premium eligible pupils | 26.37% (240 students) for Years 7-11 |
| Academic year/years that our current pupil premium strategy plan covers | 2025-2026 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Helen Bridge, Headteacher |
| Pupil premium lead | Louise Simpson, Associate Assistant Headteacher |
| Governor / Trustee lead | James Creasey |

### Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £229,668.00 |
| 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**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £229,668 |

## 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 | **Literacy**<br>On entry in September 2025, the average reading age of PP students was 11.1 and for non-PP students, it was 12.4. 42 students had a reading age of under 11 on entry to Kineton (about 23% students; the national average is about 25%). Half of these were PP students, despite PP representing only 28% of the year group.<br><br>This impacts their progress in all subjects. |
| 2 | **Attendance**<br>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 at GCSE once attendance drops below 90%. There is a need to prevent ingrained habits much earlier in secondary career |
| 3 | **Social and Emotional Barriers**<br>We have identified social and emotional issues for many pupils. Almost half of our Disadvantaged students also have SEND and a proportion of these have SEMH needs.<br><br>This often results in behavioural issues, with the most extreme cases resulting in suspensions. 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. |
| 4 | **Attainment & progress gaps**.<br>Our current 7-11 cohort were in primary schools during COVID but there is still some catching up to do with lost learning (particularly for DA students). Nationwide data shows that the gap in attainment between DA students and non-DA students has grown following the pandemic.<br><br>Of particular importance is closing the attainment gaps in Maths and English as we know that having at least a grade 4 in English and Maths provides more post-16 opportunities. |
| 5 | **Poor parental engagement and support from a minority of disadvantaged families.**<br>Staff feedback, particularly from the pastoral team, identifies a direct link between many underachieving students and a lack of engagement with school from parents. The context of our catchment means that pupils may well be geographically isolated or distanced from the school making links more difficult to forge successfully. There is more work to do in this area. |
| 6 | **Cultural capital – trips and enrichment**<br>We know that students from disadvantaged backgrounds are not accessing clubs and trips as easily as their peers. The benefits of attending enrichment activities are well-documented and this needs to be a priority for our DA students. |

## 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 |
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| **Literacy**<br><br>Reading skills, particularly reading for meaning and vocabulary are improved.<br>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<br>Any gaps in reading ages between DA and non-DA will be narrowed over time, particularly in the early years. | Reading ages will increase at a rapid rate, impacting on progress and narrowing any gap as demonstrated by scores from reading tests.<br>The proportion of DA students whose reading age is below their chronological age will reduce by over 30%.<br>Students accessing targeted interventions will show increasing numbers making secure progress in all subjects as evidenced by assessment progress scores.<br><br>The vocabulary gap between DA and non-DA pupils will continue to narrow as evidenced by progress scores from interventions.<br><br>Increased engagement of students with reading activities and accessing specific packages of support as evidenced by attitudinal data. |
| **Attendance**<br><br>Attendance of DA Students is in line with non-DA students | A greater proportion of DA students achieve at least 96% 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%.<br><br>Analysis of attendance will demonstrate no/narrowing gaps between attendance of DA and non-DA students. |
| **Social and Economic Barriers**<br><br>The behaviour of Disadvantaged students, and attitude to learning scores, will demonstrate improvement.<br><br>Outcomes ensure Disadvantaged students go on to next steps of choice after they complete their GCSEs. | Reduced suspensions (and repeated suspensions) for DA students.<br><br>There will be a wide offering of extracurricular activities from across the curriculum to enrich the experience of students, with a high attendance of DA students.<br><br>Behaviour and Engagement scores for DA students will increase (average score of 3 or above).<br><br>Outcomes in eternal examinations illustrate a closing of the achievement gap. |

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| | All DA students will move on to desired next step destinations after school |
| **Attainment & progress gaps**<br><br>Disadvantaged students identified as a concern in progress to be supported in making sufficient progress between start of year and end of year assessment, including for GCSE year. | Post-Covid research demonstrates that students find it more difficult to produce extended writing. Timed assessments (and mock/external exam data) demonstrate a better quality of writing and writing is extended.<br><br>Outcome data demonstrates progress that is at least in line with expected progress for all DA students. More DA students gaining at least a 4 in Maths and English at GCSE. Greater gains in 5+ and 7+ in Maths and English. |
| **Poor parental engagement and support with a minority of disadvantaged families.**<br><br>Increased attendance of parents at parents' events, plus regular communication between school and parents. | Greater evidence of interaction between parents and school, with an increased proportion of parents of DA students attending events intended for parents. |

## 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: £38,223

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Staff training to embed whole school literacy strategies – provide challenging but appropriate reading materials.<br><br>Bespoke literacy lessons in all years for targeted students.<br><br>Promotion of World Book Day with a guest speaker 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.<br><br>Launch of a new Year 7 reading strategy which supports guided reading during pastoral time. | 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.<br>Additional source: Sutton Trust & EEF | 1, 2, 3, 4 |

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| This is likely to be scaled up to Year 8 also once the efficacy has been reviewed.<br><br>DA students will be bought copies of the English texts where needed. | | |
| Staff training to continue to embed improved metacognitive strategies for students through The Science of Learning.<br><br>Metacognition and self-regulation- teaching the process of learning topics or ideas, with more emphasis on child independence.<br>Science of Learning strategies implemented to students Y8-10 fortnightly basis in Science of Learning programme.<br><br>A push for oracy in lessons through CPD to all staff. | 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).<br>Staff and student voice survey show that DA students, in particular, often have lesson support around revision and strategies for learning at home.<br><br>Ross McGill – Revision Revolution (2023)<br><br>Research via Oracy Cambridge and Neil Mercer.<br>Welcome - ORACY CAMBRIDGE | 4, 5<br><br>1, 6 |
| 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 10.11. | 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 | 2, 3, 5 |
| Staff development on developing the curriculum and assessment further at KS3<br><br>SY to continue to ensure KS3 rigour and accountability. Data from every data drop is shared with staff with a specific focus on the progress of DA students and strategies to support their learning. | 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. | 1, 4 |

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| Inclusive Teaching and Learning Strategy aimed to maximise learning in each lesson.<br>6 strands:<br>Silent study<br>Cold Calling<br>Revise in Five<br>Clear Instruction<br>Scaffold & Challenge for all<br>Supported Reading<br>There will continue to be numerous Inset Days devoted to inclusive Quality First Teaching.<br><br>Assessment and effective feedback. | Founded on Rosenshine's Principles of learning.<br><br>Other strategies informed by writers such a K Jones, T Sherrington, and informed by the EEF Toolkit effects research. | 1,3,4 |
| CPD Program linked to best practice around PP. Positive discrimination strategy towards PP students will be launched with staff January 2026 and embedded for the rest of the academic year.<br><br>Performance Management objective linked to improving outcomes for PP students for teachers with a TLR such as HoD. | 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."<br><br>Despite many interventions in place for DA students, the gap between DA and non-DA persists. | |
| Online homework and classwork platforms (such as Educake) used to promote learning. Homework club provided to ensure DA students have access to the technology needed to complete online homework.<br><br>Students with lower attendance have access to high quality, self-marking online platforms and can access Maths, English and Science learning. | Homework club is available to all students after school Tuesday-Thursday This affords pupils access to IT and printers in the Library. | |
| CPD strand for staff around PP as part of a Twilight CPD course. These are largely led by the PP co-ordinator for the school and for the Trust. 4 sessions run around themes such as positive | CPD is researched and delivered by skilled staff and based on the work by experts such as Marc Rowland and Lee Elliot Major. | |

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| discrimination, supporting children in care, social capital and narrowing the gap. | | |

Targeted academic support Budgeted cost: £98,223

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
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| Literacy interventions for low attaining disadvantaged pupils.<br><br>Adopting a targeted teaching programme as a reading intervention for disadvantaged pupils. | 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. | 1, 2, 3, 4 |
| 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. | 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. | 1, 2, 3, 4 |
| Targeted support to KS4 PP students with 6th form mentoring. | 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. | 2, 3, 4 |
| '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. Computers also available for Year 11 students to support independent learning.<br><br>A high proportion of DA students currently do not take advantage of intervention opportunities after school. We will be launching this | Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF) | 3, 4 |

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| later on in February to maximise impact.<br><br>PEAK (morning intervention sessions) relaunched with a specific focus on the best place to put PP students to maximise their outcomes in particular subjects. | | |
| Resources and revision guides provided for Year 11 DA students to aid revision and recall. Advice given to students on each revision guide as to how to use it effectively.<br><br>Extra resources given to Year 11 EBSNA students for them to work from at home.<br><br>General GCSE guides bought for all Year 10 DA students. | "For many, the issue runs deeper than lost knowledge; it's about pupils missing the skills, strategies, and confidence to take charge of their learning."<br>Pinnacle Learning Research School | 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.<br>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.<br><br>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: £93,222

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
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| Increasing parental involvement through targeted intervention for parents' evenings (and similar) of disadvantaged students | Our evidence reveals that these parents are unlikely to attend without targeted intervention.<br>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" run 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).<br>School data shows that many students who use reset room are able to rejoin their lessons following discussion and support in the reset room. | |
| The use of ARK as an Alternative Provision venue. | "The rapid growth in schools' use of internal AP reflects increasing social, emotional and mental-health needs among secondary pupils, and AP provides a structured setting for addressing these barriers to learning" (EEF).<br><br>At least 75% of the students who use ARK are PP. ARK supports students with their SEMH, core skills and can also support with life skills leading to a qualification. Our ARK provision is also reducing suspensions because of the work the provider is doing with self-regulation, positive choices and | 3, 4 |
| Extra-curricular sports and arts clubs are offered after school.<br><br>A more robust tracking system to be implemented to evaluate DA students' use of extra-curricular activities and student voice with DA students to look at the barriers.<br><br>Positive strategy launched by Summer 2026 to help more DA students to go on school trips. | 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). | 6 |

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| Targeted analysis of DA students' attendance to track and monitor Percentage Attendance weekly.<br><br>Staged approach to interventions following the KHS SEMH waves of provision, FSW Clinic support, Early support or a referral to Family Connect where required.<br><br>Family support worker works at the school to liaise with parents and students; to support students' attendance and well-being.<br><br>DA breakfast club to be trialled. | 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<br><br>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.<br><br>Attendance competitions have led to improved periods of attendance in school. DA students have been some of the Award Winners here. | 2, 5 |
| Alternative Provision (ARK) for those for whom the provision available within school is not enough to enable DA students to succeed<br><br>DA students offered extended information on Careers and take City & Guilds lessons. | City & Guilds 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.<br><br>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. | 2, 3, 4, 5 |
| 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. All students have access to £100 to use per academic year. | Sutton Trust research highlights the importance of raising self-esteem by the opening of opportunities. This includes rewards for attendance and other achievements. | 1, 2, 3, 4, 5, 6 |
| 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 and training, and further link employability and attendance at school. | 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). | 4, 5 |

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| Accessing interventions and support from the KHS SEMH 'menu of offer' (The number of students who have benefitted from access to our provisions has increased over time and these are important resources available to students).<br><br>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.<br>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). | 6 |

**Total budgeted cost: £229,668**

# 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.

Challenge One was literacy. In the academic year 2024-25, Year 7 PP student reading ages went up by, on average, 1.72 years. Non-PP reading ages went up on average by 1.12 years. This demonstrates that with some targeted interventions and real focus on PP literacy, we can start narrowing the gap that we see with students on entry.

Challenge 2 was attendance and challenge 5 was engaging with parents. We have made some progress with attendance with our DA students, although this is still very much an area to work on. Our PP attendance is still around 5% lower than our non-PP attendance and is slightly higher than the national average. DA attendance is around the same as national average. We are more robustly tracking parental engagement and have seen some traction here.

Challenge 3 was dealing with DA students' social and emotional well-being. The Reset room has been very useful in supporting students with SEMH. We have seen a reduction in suspensions for DA students. Student voice of DA students suggested that they feel safe and their needs are being met in terms of SEMH.

Finally, challenge 4 was narrowing the progress gaps between PP and non-PP students due to the pandemic and associated factors. Our Service children continue to do well. When looking at PP generally, the gap has narrowed by 5th grade at GCSE. However, there is still a significant gap between DA and non-DA students; although some of our top students at GCSE this year were DA, there is still a clear gap which we are trying to address through a range of strategies. As our DA cohort increases, which it is year-on-year, this will need to be the biggest focus for our DA students. The gap is also widening when looking at % of pupils achieving 5 standard passes, including English and Maths. This is part of a national trend with our PP achievement data in this area being around the national average. However, as our gap continues to widen, this must continue to be a important focus for us this year.

**KS4 Results 2025**

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

| | 2025 | 2024 | 2023 | 2022 |
|---|---|---|---|---|
| **Non Pupil Premium** | 70.9% | 72.5% | 73.9% | 72.3% |
| **Pupil Premium** | 25.7% | 33.3% | 50% | 46.2% |
| **School Gap** | -45.2% | -39.2% | -23.9% | -26.1% |

## Externally provided programmes

| Programme | Provider |
|---|---|
| Tutoring program | TUTE |