

Pupil premium strategy statement

School overview

Metric	Data
School name	King's Academy Binfield
Pupils in school	Secondary – 450 Primary – 60 Nursery - 33
Proportion of disadvantaged pupils	12.18% Primary – 0% Year 7 – 17.32% Year 8 – 14.67% Year 9 – 10.83%
Pupil premium allocation this academic year	£62,075 – Ever 6 FSM £2345 - LAC Total: £64,420
Academic year or years covered by statement	2020/2021
Publish date	September 2021 Updated April 2021
Review date	September 2021
Statement authorised by	Sarah Howells – Executive Principal
Pupil premium lead	Laura Phillips – Vice Principal
Governor lead	Mark Ducker - Chair

Disadvantaged pupil performance overview for last academic year

Progress 8	N/A
Ebacc entry	N/A
Attainment 8	N/A
Percentage of Grade 5+ in English and maths	N/A

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Disadvantaged students to make progress in line with their peers to ensure they are within their FFT5 range	Sept 2021
Attainment 8	Disadvantaged students to have levels of attainment in line with	Sept 2021

	their peers to ensure they are within their FFT5 range	
Percentage of Grade 5+ in English and maths	Year 9 English: 89.82% Maths: 79.83% Year 8 English: 86.11% Maths: 74.31%	Sept 2021
Other	Disadvantaged students to have exposure to a range of extracurricular and co-curricular opportunities in line with their peers.	Sept 2021.
Attendance	Ensure attendance of disadvantaged students is in line with non-disadvantaged students	Sept 2021
Ebacc entry	For all students eligible for PP to be entered for EBACC through Year 9 Options.	Sept 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	Recruitment and retention of key teaching and support staff as the school grows.
Priority 2	Ensure that quality first teaching is of the highest standard for all students through an in depth teaching and learning CPD offer.
Barriers to learning these priorities address	Staffing in core subjects can be challenging, particularly in Maths/English. Research based focus needs to be applied to all CPD to ensure quality and effectiveness.
Projected spending	£18,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Improve the cultural capital of our disadvantaged students.
Priority 2	Raise standards of attainment and progress in core curriculum with a focus on English and Maths.
Barriers to learning these priorities address	Low levels of prior attainment in English and Maths in our disadvantaged cohort. Intervention support needed.
Projected spending	£24,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Improve attendance levels of disadvantaged students.
Priority 2	Increasing pastoral support available to disadvantaged students, particularly focusing on behaviour.
Barriers to learning these priorities address	Some low levels of attendance and parental engagement. Significant welfare support needed. Low level disruption in lessons.
Projected spending	£22,420

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring our CPD programme is rigorous and targeted to areas recognised as areas for development</p> <p>Recruitment of key staff</p>	<p>Teaching and Learning leads on SLT creating Research based Teaching and Learning website and programme of CPD.</p> <p>Participation in DDI process a key target for all staff.</p> <p>Early recruitment process started, potentials for TLR for the right candidates</p>
Targeted support	<p>Whole school reading and literacy programme being implemented.</p> <p>Small group literacy and numeracy support and staffing of this.</p> <p>Intervention support in non-core subjects</p>	<p>English department leading on this and implemented through tutor times.</p> <p>Maths and English HLTa running small group literacy and numeracy support as well as one-one support when needed</p> <p>P7 programme of intervention to take place in non core subjects to drive up progress and attainment.</p>
Wider strategies	<p>Attendance levels</p> <p>Behaviour, expectations</p> <p>Student welfare and wellbeing</p>	<p>Attendance officer employed and attendance support plans put in place, baseline expected attendance to be 97%</p> <p>Behaviour support worker and YPLS working closely together to create behaviour support plans</p> <p>Staff training of an ELSA, increased pastoral support. Youthline counselling services</p>

Review: last year's aims and outcomes

Aim	Outcome
Achieve attendance levels in line with non-disadvantaged peers	<p>Partially Achieved</p> <p>Whilst this was disrupted somewhat due to the COVID 19 pandemic, our disadvantaged students maintained attendance levels in line with the National Average, where this was not the case, attendance support plans were put in place. In order to support this further an Attendance officer was employed from September 2020</p>
Students with the lowest levels of literacy and numeracy to make progress in line with their peers in Year 7 through targeted intervention and support.	<p>Partially Achieved</p> <p>Students in Year 7 who were identified as needing additional support completed small group additional literacy and numeracy using our PDP programme taught by specialist teachers. Students were making good progress, this progress slowed down during the period of remote learning though the intervention continued and a number of eligible pupils attended our in school provision during the school closure.</p>
Increase Wellbeing support	<p>Achieved</p> <p>Our family support advisor has provided a range of additional support to our families and young people, as the need increased due to the pandemic, we increased our provision through the recruitment of our Attendance and Welfare support officer and our in school counselling service.</p> <p>During the pandemic, disadvantaged students were prioritised for support in terms of home visits and technology.</p>