

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 - King's Academy Binfield

Detail	Data
School name	King's Academy Binfield
Number of pupils in school	779
Proportion (%) of pupil premium eligible pupils	12.32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	21/10/2021
Date on which it will be reviewed	21/04/2022
Statement authorised by	Sarah Howells
Pupil premium lead	Laura Phillips
Recovery premium lead	Tom Dean
Governor / Trustee lead	Mark Ducker

Funding overview - King's Academy Binfield

Detail	Amount
Pupil premium funding allocation this academic year	£101, 265
Recovery premium funding allocation this academic year	£11, 600
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	£112, 865

School overview - King's Academy Oakwood

Detail	Data
School name	King's Academy Oakwood
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	8.69%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	21/10/2021
Date on which it will be reviewed	21/04/2022
Statement authorised by	Jacqui Tate
Pupil premium lead	Laura Phillips
Recovery premium lead	Tom Dean
Governor / Trustee lead	Mark Ducker

Funding overview - King's Academy Oakwood

Detail	Amount
Pupil premium funding allocation this academic year	£16,140
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£18,140
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

“Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all of their resources (not just the Pupil Premium) on proven ways of improving teaching.”

Education Endowment Foundation 2017

King’s Academy Binfield and King’s Academy Oakwood place teaching and learning at the forefront of our efforts to close the attainment and progress gap between disadvantaged and non-disadvantaged students. Research has shown that disadvantaged students are likely to be on average a grade lower than their peers by the end of secondary school (based on attainment 8). King’s Academy Oakwood and King’s Academy Binfield are using a variety of methods in order to try to close the attainment and progress gap based on a wide range of research and best practice in other schools. Both King’s Academy Binfield and King’s Academy Oakwood place a strong emphasis on providing an equal playing field for all students by ensuring that all students, regardless of background are provided with the same experiences and opportunities.

We have unashamedly high expectations of all of our students and provide all with a challenging curriculum which provides support to those who need it. Both King’s Academy Binfield and King’s Academy Oakwood adopt a “whatever it takes” approach and have a culture of high aspiration. This is also reflected in our 97% target for attendance for all students regardless of socio-economic background.

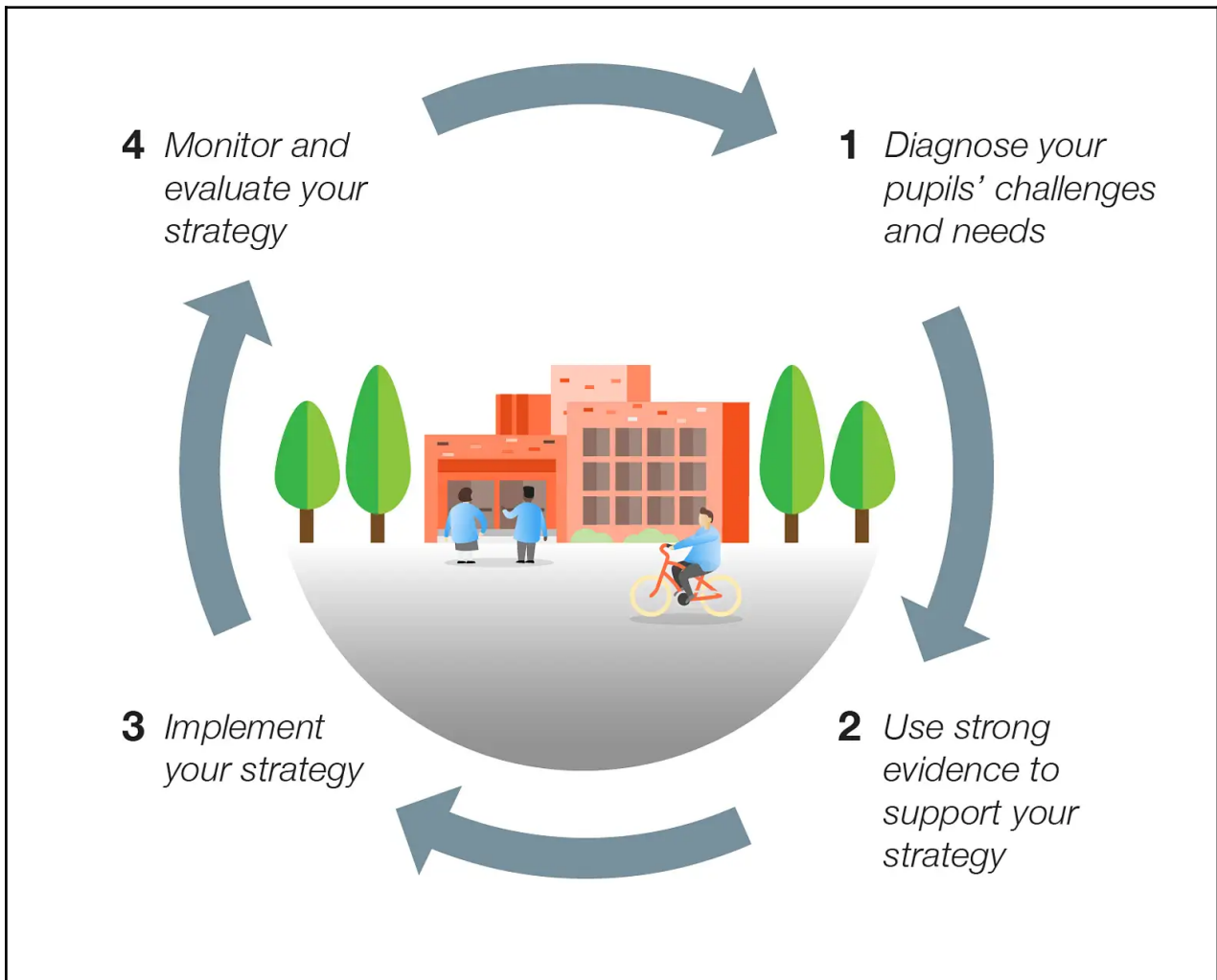
Within King’s Academy Binfield’s work with disadvantaged students, we have identified a further group of students who are particularly susceptible to relative underachievement. This group of white British, male students who are eligible for pupil funding have a high status in the school, they are a focus group for the Assistant Principal who is in the process of developing a supplementary support programme to ensure the progress and attainment for these students is in line with their non-disadvantaged peers.

Measuring Impact

King’s Academy Binfield and King’s Academy Oakwood take a holistic approach to assessing the success of some of its programmes as well as rigorous analysis of academic support, determining whether student success can be attributed to a range of factors in place to support them, such as, high quality teaching, mentoring, small group interventions, home visits, parental contact, extra curricular etc. When a number of provisions are in place for individual students, it can be challenging, given the complexity of the overlapping nature of any individual’s provision, to pinpoint which provisions have had the most success. King’s Academy Binfield and King’s Academy Oakwood actively monitor the progress of disadvantaged students academically through separate data scrutiny and analysis on the group after data capture points, discussing their progress with Heads of Faculty and phase and within faculty/phase meetings. Furthermore, targeted students are discussed individually at tutor team/class teacher meetings and also at SLT meetings. Disadvantaged students’ attendance at school events and extra curricular is tracked and monitored too.

We are confident that King's Academy Oakwood and King's Academy Binfield delivered a comprehensive and challenging curriculum for all of our learners no matter the key stage whilst still prioritising emotional wellbeing and pastoral support. We know however, that despite this, the pandemic has impacted on all of our learners and the time away from face to face teaching has meant that there is catch up work to be done both academically and pastorally.

- King's Academy Binfield and King's Academy Oakwood's catch-up priorities:
 - Relationships
 - Restoration of school life
 - Securing relationships
 - Responding to need
 - Identifying student's needs:
 - Assessment
 - Plan
 - Do
 - Review
 - Ensuring that SEND and Disadvantaged students have not been more negatively impacted than their peers
 - Basing teaching and learning updates and CPD on EEF advice, focusing on metacognitive strategies which can be taught in conjunction with subject specific content which will help to cement them as transferable skills
 - Self-regulation as learners
 - Strong focus on literacy and numeracy
 - Pastoral Care is a priority
 - Evidence based academic intervention
 - Evidence based pastoral intervention
 - Emotional Wellbeing - priority for all
 - Mental Health
- The overall aims of our catch-up premium strategy:
 - To reduce the attainment gap between your disadvantaged pupils and their peers
 - To raise the attainment of all pupils to close the gap created by COVID-19 school closures
 - To improve attendance that has been negatively impacted based on the COVID-19 school closures
 - To ensure that high standards of behaviour and attitudes to learning are maintained in the return to face to face teaching



Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy and numeracy as a prior starting point.
2	Behaviour for learning - passivity and low level disruption impacting on student's progress and attainment.
3	Attendance - disadvantaged students' attendance levels being lower than their peers.
4	Disadvantaged students not having exposure to a wide range of experiences to increase their cultural capital
5	Disadvantaged students' progress not being in line with non-disadvantaged students' progress.

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
Disadvantaged students to make progress in line with their peers to ensure they are within their FFT5 range	Disadvantaged Pupils and Non Disadvantaged Pupils to have the same Progress scores against FFT5/FFT20
Disadvantaged students to have exposure to a range of extracurricular and co-curricular opportunities in line with their peers.	Participation of disadvantaged students in extracurricular activities is higher than or at least in line with non-disadvantaged students.
Ensure attendance of disadvantaged students is in line with non-disadvantaged students	Attendance percentages for disadvantaged students to be in line with non-disadvantaged students. Gaps are rapidly addressed and improved as soon as they are identified. Attendance action plan and strategy focused on disadvantaged students showing positive impact.
For all students eligible for PP to be entered for EBACC through Year 9 Options.	EBACC entry route % at 100% for disadvantaged students.
Ensure that disadvantaged student's behaviour points are not higher than non-disadvantaged students	Disadvantaged students' behaviour is in line with non-disadvantaged peers. Achievement and reward is used positively and recognised for disadvantaged students and there is no gap in this for disadvantaged to 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: £ 11,005

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment and retention of key teaching and support staff as the school grows.</p>	<p>Teacher Recruitment and Retention EPI Teacher Recruitment and Retention MDPI Teacher Recruitment and Retention Topic Paper - School support staff</p> <p>Key focus taken from this:</p> <ul style="list-style-type: none"> • Staff CPD a priority to ensure high quality teaching and learning and that staff feel supported and empowered both as teaching and support staff • Staff wellbeing and workload a focus • Facilitation of NPQ qualifications • Targeted recruitment of the staff 	<p>1, 2,3, 5</p>
<p>Ensure that quality first teaching is of the highest standard for all students through an in depth teaching and learning CPD offer.</p> <p>Staffing in core subjects can be challenging, particularly in Maths/English.</p> <p>Research based focus needs to be applied to all CPD to ensure quality and effectiveness.</p>	<p>Research School - Effective CPD EEF - Effective CPD Characteristics EPI - High Quality Professional Development EEF - Guidance Report Effective CPD EEF - Metacognition Report EEF - Pupil Premium Guidance EEF - Impact of COVID 19 on pupil attainment Understanding progress in 2020/2021 Academic Year</p> <p>Key Focus taken from this:</p> <ul style="list-style-type: none"> • Developing teaching and learning processes and systems across the academies as a collaborative approach 	<p>1, 2, 5</p>

	<ul style="list-style-type: none"> • Developing and sharing teaching good practice across the academies • Ensure all CPD is focused to the needs of the academies and our cohort. • Improve teacher understanding of metacognition and how this can improve quality of teaching and learning 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
English Academic Learning Mentor	EEF - Teaching and Learning Toolkit - Mentoring EEF - Teaching and Learning Toolkit - One-One Tuition EEF - Teaching and Learning Toolkit - Small Group Tuition Key Focus taken from this: <ul style="list-style-type: none"> • Tuition and small group teaching has greater impact when linked directly with what they students are learning in their key lessons • Teachers to monitor the content of this as well as the progress being made by the students 	1, 5
Academic Support - Period 7	Sutton Trust - Potential of Higher Attaining Learners EEF - Guidance Report - Metacognition DfE's catch-up premium guidance Key focus taken from this: <ul style="list-style-type: none"> • Prioritising Disadvantaged students in the Period 7 interventions with a particular focus on higher attainment • High quality teaching for all is the focus - delivered by subject experts 	1, 5

	<ul style="list-style-type: none"> Identifying HAP students as a subgroup within our PP analysis to analyse progress Challenge is crucial to allow pupils to develop and progress their knowledge of tasks, strategies, and of themselves as learners 	
Maths Support and Intervention - Maths HLTA and HLTA in primary	EEF - Improving Early Maths EEF - Improving Maths in KS2 and 3 Key focus taken from this: <ul style="list-style-type: none"> Professional development of staff delivering interventions is key Improving assessment of student's understanding Use of manipulatives to improve understanding Mastery Learning approach 	1, 5
PDP Intervention - Year 7 literacy and numeracy	EEF - Guidance Report Literacy in KS3 and KS4 EEF - Improving Early Maths EEF - Improving Maths in KS2 and 3 Key focus taken from this: <ul style="list-style-type: none"> Professional development of staff delivering interventions is key Improving assessment of student's understanding Use of manipulatives to improve understanding Mastery Learning approach Developing student's ability to be able to read complex academic texts High quality literacy intervention for the lowest students - PiXL model 	1, 5
Improve the teaching of SEND students to focus on the improvement of students who are both SEND and disadvantaged,	SEND Code of Practice EEF - Best Use of Teaching Assistants EEF SEND Teaching in Mainstream Schools EEF Toolkit - Individualised Instruction Key focus taken from this: <ul style="list-style-type: none"> The importance of understanding individual student's needs Assess, plan, do, review 	1, 5

	<ul style="list-style-type: none"> • SEND and Disadvantaged students are a focus sub group in data analysis • Well trained support staff delivering support to our learners in lessons and in interventions 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Young Gentleman's project	<p>York University - Effective classroom strategies for closing the gap in educational achievement for children and young people living in poverty, including white working-class boys</p> <p>EEF - Teaching and Learning Toolkit - Mentoring</p> <p>Key focus taken from this:</p> <ul style="list-style-type: none"> • Some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. • Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. • The importance of strong and visionary leadership, which creates a culture of high expectation and professionalism 	2, 3, 4
ELSA	<p>EEF Toolkit - Emotional and Social Learning</p> <p>Key focus taken from this:</p> <ul style="list-style-type: none"> • Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. • There is particular promise for approaches that focus on 	2, 3,

	improving social interaction between students	
Behaviour monitoring, tracking and improving - behaviour support worker	EEF - Improving behaviour in schools EEF Toolkit - Behaviour Interventions Key focus taken from this: <ul style="list-style-type: none"> • Explicit teaching of positive behaviours • Simple approaches, regular routine • Targeted approaches for individual students 	2, 3
Support for disadvantaged students in the roll out of our 1-1 devices programme.	EEF - Digital Learning Research and Guidance NFER - COVID 19 Pupil Engagement Key focus taken from this: <ul style="list-style-type: none"> • We must ensure that our disadvantaged students are not limited in their capability to be able to keep up with their peers from a digital learning point of view. 	4
Support for students to access a range of curricular and extra-curricular activities	Literacy Trust Research Against The Odds - Social Mobility Report Research to support the most academically able disadvantaged students Key focus taken from this: <ul style="list-style-type: none"> • Supplying key students with their own copies of key reading books and revision guides • Ensuring that all students are not prohibited from accessing a range of experiences based on being disadvantaged, this is bespoke for the students based on individual needs 	4

Total budgeted cost: £ 131,005

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 2020 to 2021 academic year.

[KAO PP Strategy Review 2020 - 2021](#)

[KAB PP Strategy Review 2020-2021](#)

Externally provided programmes

Programme	Provider
The Brilliant Tutoring Programme	The Brilliant Club

Service pupil premium funding (optional)

N/A - We do not have any students who are eligible for this funding.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Throughout the academic year 2021/2022 we will be regularly reviewing our strategy and analysing the data we have on both progress and attainment as well as attendance and behaviour to monitor the effectiveness of the support put in place. Where gaps are identified or the effectiveness is proving to be limited, we will make changes as required.

The one to one devices scheme is in the launch phase at the moment with students due to have their devices from April 2021. Use and effectiveness of these devices with disadvantaged students will be a key focus in this.

We will provide termly interim reviews of this strategy which will be updated in this document - January 2021, April 2021 and July 2021. These will be shared with the LGB and the trust.