

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	1,255
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Katie Moore
Pupil premium lead	Kate West (Sec) Sarah Jane Grindley (Pri)
Governor / Trustee lead	Danu Sivapalan

Funding overview - King's Academy Binfield

Detail	Amount
Pupil premium funding allocation this academic year	£139,560
Recovery premium funding allocation this academic year	£36,074
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	175,634
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

School overview - King's Academy Oakwood

Detail	Data
School name	King's Academy Oakwood
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Katie Moore
Pupil premium lead	Sarah Jane Grindley
Recovery premium lead	Tom Dean
Governor / Trustee lead	Danu Sivapalan

Funding overview - King's Academy Oakwood

Detail	Amount
Pupil premium funding allocation this academic year	£18,915
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	£18, 915
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

Our intent is to remove the variance in progress and life experiences between our disadvantaged students and their peers. The focus of this strategy is to encourage our disadvantaged students to be as aspirational as their counterparts and to have equitable access and support to make achieving those aspirations a realistic expectation. We have unashamedly high expectations of all of our students and provide all with a challenging curriculum which provides support to those who require 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.

High quality teaching is a vital element of our plans to enhance life opportunities for our young people. In order to sustain the attainment performance of those students not deemed to be disadvantaged, whilst improving progress for our disadvantaged students, we must make the best use of teaching and learning (T&L) strategies which have a strong and sustainable impact on those students most in need.

"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

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.

Within King's Academy Binfield's work with disadvantaged students, we have identified a further sub group of students who are particularly susceptible to relative underachievement. This group of white British, male students who are eligible for pupil premium funding have a high status in the school, they are a focus group for the school and we are 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 its programmes. We also perform 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. We have started to track our Disadvantaged students' attendance at school events and enrichment activities.

We are confident that King's Academy Oakwood and King's Academy Binfield deliver 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 all 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. In particular, our most disadvantaged students may have had significant disruption to their learning during the pandemic and may not have been able to access the same level of teaching as their peers due to access to technology and support networks at home.

- King's Academy Binfield and King's Academy Oakwood's catch-up priorities:

These priorities have been reviewed. When the funding dissolves in 2024 these priorities will be reviewed and considered as part of our whole strategy.

- 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

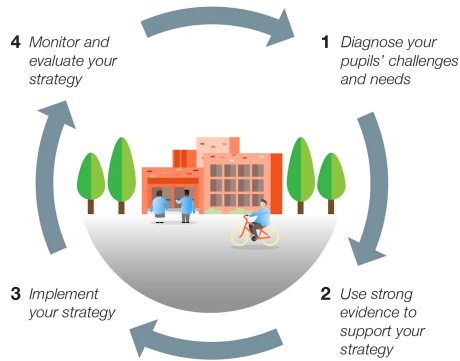
- The overall aims of our catch-up premium strategy:

- To reduce the attainment gap between 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

We have been using EEF Model for our strategy.

[EEF Pupil Premium Guide](#)



Challenges

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

Challenge number	Detail of challenge
1	<p>Academic challenges: Our disadvantaged students face a range of academic challenges:</p> <ul style="list-style-type: none"> ● Some primary disadvantaged students enter having been exposed to less vocabulary than their non-disadvantaged peers. ● Secondary Reading ages – 30% of disadvantaged students are identified as having reading ages in the bottom 20%. Some students have a reading age below their actual age, sometimes significantly. We use the NGRT data to support our evidence gathering <p>This impacts on understanding and/or processing and the ability to read educational literature such as worksheets, text books, support materials and exam papers.</p> <p>Low levels of literacy and numeracy as a prior starting point.</p>
2	<p>Behaviour for learning: - passivity and low level disruption impacting on student's progress and attainment:</p> <ul style="list-style-type: none"> ● behaviour for learning / resilience is lower than their peers. ● behaviour in Primary phase affected by pandemic, sanctions have included suspensions in the primary phase ● The pandemic has had a profound impact upon the well-being of our young people who are dealing with a wide range of mental health challenges both in school and outside. This is evident in the incidents

	<p>being addressed, and referrals being made, by the pastoral support team. Development of resilience and emotional health is vital to enable our young people to face the ongoing impact of this situation.</p>
3	<p>Attendance challenges - disadvantaged students' attendance levels being lower than their peers.</p> <p>Whilst our statistics remain above the national average, this remains a key focus for the school. Whole school target is 97%.</p> <p>Students are less resilient following the pandemic. More students are presenting with mental health and anxiety challenges.</p>
4	<p>Cultural Capital</p> <p>For a range of reasons, our cohort have a limited range of cultural experiences, impacting upon:</p> <ul style="list-style-type: none"> ● vocabulary and context ● life experiences ● knowledge of hinterland / core knowledge implicitly known by peers in other schools / areas. ● careers awareness ● leadership opportunities ● social interactions. <p>The first 3 points have a further impact upon academic performance as students may not comprehend the language or contexts in academic literature, textbooks and exam papers.</p>
5	<p>Disadvantaged students' progress not being in line with non-disadvantaged students' progress.</p> <p>The ongoing impact of the pandemic, upon;</p> <ul style="list-style-type: none"> ● curriculum delivery and resultant gaps in knowledge ● retention of knowledge and understanding - long term memory ● Attitude to learning, apathy and attendance
6	<p>Reading Levels across the Secondary Phase</p> <p>A Reading Strategy across the secondary phase has been implemented to increase student engagement.</p> <p>Students with the lowest reading ages have also been identified and are receiving regular reading intervention.</p> <p>We use the lexia programme to support our students with the lowest reading ages.</p> <p>The tutor read programme has been introduced to support the modelling of reading and set routines around active reading.</p> <p>Subject Specific Reading is also a whole school focus. Encouraging students to acquire the language specific to each subject to help them access their curriculum.</p>
7	<p>White Male Behaviour</p> <p>A trend that has been identified is the disengaged behaviour and attitude to learning of white males, particularly in Year 10 and Year 11. The school has</p>

	invested in pastoral support and worked with external companies to address attitudes and misconceptions.
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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
The Academy to be successful in progress and attainment outcomes in our statutory assessments and exam years so that disadvantaged students make progress in line with their peers.	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.
Excellent attendance of Disadvantaged and SEND students supports their learning	<ul style="list-style-type: none"> Absence rate is <2% for disadvantaged students The attendance variance for DA and SEND students to be <1% from that of their peers.
For all students eligible for PP to be entered for EBACC through Year 9 Options.	EBACC entry route increases for disadvantaged students.
Ensure that disadvantaged student's DARE and behaviour points are in line with their non-disadvantaged peers.	Disadvantaged students' achievement and 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: £51,475

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 • High quality CPD offered by Tom Sherrington, Kennell Lane, KGA and KAB/KAO staff • Staff wellbeing and workload a focus • Recent audit of Workload carried out by union reps • Facilitation of NPQ qualifications • Targeted recruitment of staff through networks, agencies and KGA talent pool 	<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 • Developing and sharing teaching good practice across the academies 	<p>1, 2, 5, 6</p>

	<ul style="list-style-type: none"> • 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: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Support - Period 7	<p>Sutton Trust - Potential of Higher Attaining Learners EEF - Guidance Report - Metacognition DfE's catch-up premium guidance</p> <p>Key focus taken from this:</p> <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 • 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 • One to one tutoring 	1, 5, 6
Maths Support and Intervention - Maths HLTA and HLTA in primary	<p>EEF - Improving Early Maths EEF - Improving Maths in KS2 and 3</p> <p>Key focus taken from this:</p> <ul style="list-style-type: none"> • Professional development of staff delivering interventions is key • Improving assessment of student's understanding 	1, 5

	<ul style="list-style-type: none"> • Use of manipulatives to improve understanding • Mastery Learning approach 	
Improve the teaching of SEND students to focus on the improvement of students who are both SEND and disadvantaged,	<p>SEND Code of Practice</p> <p>EEF - Best Use of Teaching Assistants</p> <p>EEF SEND Teaching in Mainstream Schools</p> <p>EEF Toolkit - Individualised Instruction</p> <p>Key focus taken from this:</p> <ul style="list-style-type: none"> • The importance of understanding individual student's needs • Assess, plan, do, review • 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 • Tom Sherrington's WalkThru SEND: Aim High, Plan Support will be an academy wide focus for the teaching practice tool kit <p>SEND: Aim High, Plan Support</p>	1, 5

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

Budgeted cost: £ 47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA (2 Primary, 1 Secondary)	<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, 7

	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 • Introduction of the new classcharts platform to monitor behaviour and drive intervention 	2, 3, 7
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: £ 158,475

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 2022 - 2023 academic year.

Our Pupil Premium Strategy is a three year strategy and this is a review of our progress towards these strategy outcomes during the academic year 2022/2023.

We made some changes following our pupil premium strategy review of 2021/2022 in order to take into account the position we are in as we move further away from the pandemic. There was an impact to all subject areas across the board and particularly around our wellbeing and pastoral provision.

Through reviewing our internal assessments we were able to identify students who were greatly impacted by the disruption to learning. Their main areas of development were centred around their reading comprehension and their mathematical aptitude. In order to support students with this, we led a combination of small groups and 1-to-1 intervention sessions with students focused on these skills from year 7. Over the year we saw these skills improve and students were able to fully access the curriculum with them coming out of the intervention sessions. We continued to monitor students throughout the year and reacted to what the data was telling us. We shall continue this approach in the coming years as it has been effective.

Although overall attendance in 2022/23 was lower than in the preceding years yet, it has remained higher than the national average based on FFT . A significant factor impacting on attendance remains student's mental health and resilience hence the need to focus a large proportions of our support for disadvantaged students in this area and this remains a high priority for the next two years of our 3 year strategy.

Phase	Whole School non disadvantaged	Whole School FFT Average	Disadvantaged	Disadvantaged FFT Average
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KAB Secondary	94.2%	90.6%	87.4%	85.4%
KAB Primary	100%	92.8%	98.0%	90.5%
KAO Primary		92.8%		90.5%

Six disadvantaged students (60% of all students who attend) attended alternative provision (tutoring, equine therapy) due to their emotional wellbeing with anxiety being a barrier to attending school. These students' attendance at the alternative provision has been varied with an average of 72.5%.

Disadvantaged students have been able to access extra curricular activities with 16% of disadvantaged students compared to 26% of their peers attending for a period of time.

Year 11 results: Eight of the 15 disadvantaged students in year 11 were receiving additional support or accessing alternative provision:

1 LAC student, 3 alternative provision (1EHCP), two students had a reduced timetable due to their mental health needs, two students attended in the learning support area to provide support for their mental health.

	Maths APS	English APS
Disadvantaged students	3.93	4.53
Non-disadvantaged students	5.26	5.61
Difference	1.32	1.08

DofE Performance King's Academy Binfield

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
No. of pupils	20	1109	447564
P8 score & CI	-0.43 (-1.05 to 0.19)	0.12	0.17
A8 score	37.8	49	50.2
English & maths at grade 5+	25%	49%	52%
English & maths at grade 4+	50%	70%	73%
EBacc at grade 5+	10%	18%	20%
EBacc at grade 4+	25%	26%	28%
Entering EBacc	55%	39%	43%
EBacc Average Point Score (APS)	3.48	4.3	4.43
In education or employed for 2 terms after KS4 (2021 school leavers)	NA	97%	96%
Exam entries per pupil, all KS4 quals	7.6	8.2	8.2
Exam entries per pupil GCSEs	7.2	7.6	7.6

<https://www.compare-school-performance.service.gov.uk/school/145892/king's-academy-binfield/secondary/results-by-pupil-characteristics?accordionstate=0>

In addition to wellbeing and mental health support, we are also concerned about the lasting impact of COVID19 related issues on behaviour and routines for some of our learners, particularly out of our disadvantaged students, we continue to make this a priority area of support through targeted interventions and a greater range of both wellbeing and behaviour support.

Service pupil premium funding (optional)

N/A - We had one student 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 2022/2023 we will continue to 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 has now launched and use and effectiveness of these devices with disadvantaged students will be a key focus in this year's report.

We will provide termly interim reviews of this strategy which will be updated in this document - January 2024, April 2024 and July 2024. These will be shared with the LGB and the trust.

Behaviour Data for secondary phase

Year Group	No. PP Students with suspensions	% of PP students with suspensions
7	22	13%
8	18	6%
9	19	32%
10	24	17%
11	24	21%