Kings Academy Binfield (Secondary) Pupil Premium Strategy 2024/2025

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 - King's Academy Binfield (Secondary)

Detail	Data
School Name	Kings Academy Binfield
Number of Pupils in school	1,469
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Proportion (%) of pupil premium eligible pupils	Primary & Secondary:120 (10.34%)
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Stephanie Bendall
Pupil premium lead	Stephanie Bendall
Governor / Trustee lead	Danu Sivapalan

Funding overview - King's Academy Binfield (Secondary and Primary)

Detail	Amount
Pupil premium funding allocation this academic year	£180,912
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,237.39
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	£182,149

Part A: Pupil premium strategy plan

Statement of Intent

Our intent is to close existing attainment gaps 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.

High quality teaching (alongside personalised pastoral care) 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."

Challenge Number	Detail of Challenge
1	**Attendance** Disadvantaged students' attendance levels being lower than their peers. Ref: Attendance Data from 2023/24 Academic Year
2	**Financial Hardship** Financial hardship at home can result in disadvantaged students lacking the resources to maximise progress and attainment outcomes.
3	**Additional Contextual Factors** Some disadvantaged students experience wider, contextual factors that risk hampering their attainment and progress. E.g. Looked After Children (LAC and P-LAC)
4	**Low Aspiration** Low aspirations among disadvantaged students can hamper progress and attainment, resulting in limited ambition for the future.
5	**Literacy and Numeracy** Some disadvantaged students have gaps in their literacy and numeracy, with some having been exposed to less vocabulary than their non-disadvantaged peers. Some secondary students have a reading age significantly below their actual age.
6	**Cultural Capital** Limited cultural capital among some of our disadvantaged students can impact upon: - vocabulary and context

	- life experiences - core knowledge implicitly known by peers - careers awareness - leadership opportunities - social interactions. 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.	
7	**Behaviour for Learning** Low level disruption impacting on student's progress and attainment Behaviour issues impacting attendance of lessons	
8	**Engagement with School Life** Engagement with schools extra-curricular programme can be a factor experienced by disadvantaged students	

Measuring Impact

King's Academy Binfield takes a holistic approach to assessing the success of its programmes. This will include:

- Academic progress through data monitoring (including PPE results, GCSE results and A Level Results)
- Attendance Data
- Behaviour Data
- Participation in extracurricular activities
- Parental contact/engagement with the school
- Participation in small group interventions
- Pastoral and Safeguarding Support
- Resources provided

Activities and 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.

Activity	Intend Outcome	Challenge number(s) addressed
Attendance Monitor attendance of all PP students First day calling for PP students by attendance officer Work with YPL for Year 11 to put interventions in place where attendance is a concern	Absence rate is <2% for disadvantaged students The attendance variance for DA and SEND students to be <1% from that of their peers	1

Academic Attainment
Ensure all teachers know who their PP students are in their classes
   - Send out a list and check on learning walks
   - Priority seating, marking strategies deployed
CPD for all staff on strategies to be used and specific support provided to ECTs and new staff.
Monitor the academic progress of PP students with SLT every half term
Reviewed at LM meetings for YPL
All PP students to be reviewed for exam access arrangements, priority to be given to Year 10 and 11
	Disadvantaged Pupils and Non Disadvantaged Pupils to have the same Progress scores against FFT5/FFT20
	Ensure that alternative access arrangements are in place where appropriate and PP students are not disadvantaged compared to their peers
		5

School Engagement Monitor participation in extracurricular activities and invite/encourage disadvantaged students to attend Review current provision, with students and ensure that this is 'inclusive' for all Ensure that financial/equipment issues are not a barrier to attendance	Participation of disadvantaged students in extracurricular activities is higher than or at least in line with non-disadvantaged students	1, 2, 8
Parental Engagement Priority access to parent evening appointments Parents have access to tutor and YPL for any pastoral support questions	Ensure there is easy and positive communication between the school and parents to support the student. Joint identification of barriers to learning and working together to overcome these	4, 8
Reading Levels across the Secondary Phase Reading Strategy implemented across secondary phase to increase student engagement Students with the lowest reading ages are identified and receive reading intervention Subject Specific Reading opportunities to be identified within Schemes of Work Review the Reading Age of PP students as a priority group	Intervention is in place for PP students with a below average reading age	5
Resources		2

Ensure that revision resources are provided in Year 10 & 11 ahead of PPEs and external examinations Revision corridor/study rooms prior to key exam periods	Disadvantaged Students and Non Disadvantaged Students to have the same Progress scores against FFT5/FFT20	
SPOC/Mentoring All Disadvantaged students have a mentor and a personalised support plan in Year 11 Signposting to available support Improved communication between school-home with SPOC available	There is an individualised support plan in place for each student in Year 11	2, 3, 4, 7
School Trips and Visits Ensure that financial hardship is not a barrier to participation in school trips and visits	Review Trips list for the year and contact parents directly where PP students would benefit from attending	1, 2, 4, 6
Co-ordinated Support across the school Ensure that SEN, Safeguarding and Pastoral teams are joined up in their approach to supporting PP students	Ensure that appropriate individual support is available to each student. We recognise 'one size does not fit all' Students with additional challenges may have support from SEN and Safeguarding and where this is in place it works well, need to ensure that all PP students have a support plan that is appropriate to them	1, 3

Prioritisation of disadvantaged students
CPD for staff - A study published by the Education Policy Institute (Fletcher-Wood & Zuccollo, 2020) concluded that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher. High-quality CPD improves teacher retention, particularly for early-career teachers and can also lead to increased student self-efficacy and confidence.
 	
Prioritise disadvantaged students when planning:
   - Seating arrangements
   - Questioning in the lesson
	Improvement in:
	   - Participation in school activities
	   - Reducing the gap in academic results
	   - Attendance of events, trips and activities
		6, 8

- In class support - Groupings within the lesson - Feedback - Live marking - Resources - Intervention - Contact home - Independent learning support - Discussions regarding organisation, revision, etc. - Attendance to extra curricular activities - Attendance at events, trips or activities. Proactive invitations where appropriate.		
Destination Data Ensure that PP students in Year 11 are prioritised when Post 16 options are being considered. Priority careers appointments	Ensure 0% NEETs post 16. All disadvantaged students to have a named destination for Post 16	4
Literacy & Oracy Intervention Work with the University of Reading and a programme supporting Year 9 and 10 male students with Literacy and Oracy	Improvement in literacy and oracy skills by the end of the 6 intervention programme. Impact on Year 10 PPE results and reduce gap in GCSE results	5

Externally Provided Programmes

Programme	Objective
Sparx Reader	All students have access to reading material at a level appropriate to their reading age This programme can also read the books to the students, if they are unable to read them themselves
Sparx Maths	All students have access to maths resources online, at a level appropriate to their maths ability
Kerboodle	Students have access online to textbooks used in school
Century	Students have access to online videos and quizzes in specific GCSE subjects

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 - 2024 academic year and covers both the primary and secondary provision.

Our Pupil Premium Strategy is a three year strategy. As a result of this review we have made changes to our Pupil Premium Strategy for 2024-2027.

Pupil Premium Student Numbers in 2023/24 (Primary and Secondary Phase)

	N2	R	1	2	3	4	7	8	9	10	11	12	All
PP	0	1	8	4	0	0	26	20	21	27	8	5	120
% of yr	-	1.69	12.9	13.3	-	-	12.56	9.8	10.1	15	12.9	7.35	10.34

Attendance

There continued to be gaps in attendance between disadvantaged pupils and their peers across the school. This was a key barrier to academic achievement. There was significant mental health and pastoral support in place across the school, with bespoke alternative provisions put in place where students were struggling to attend. Additional support for attendance is currently being explored by the school.

The Head of Primary continued to lead on attendance throughout the year in the primary phase liaising with both KGA trust and the local authority attendance team. Attendance remained strong overall and above national average with KAO achieving 95.9% for the year and KAB primary 95.6%.

Attendance Summary for 23/24 academic year % (Primary and Secondary Phase)

	N2	R	1	2	3	4	7	8	9	10	11	12	All
PP	0	88.1	93	97.8	0	0	91.9	88.2	89.4	88.9	83.7	90.1	89.7
Not PP	91.2	95.3	95.4	96.5	95.6	95.5	95.9	94.3	94.5	93.3	89.6	92.1	94.3

Academic Achievement

In order to support our youngest students who were coming into reception year with a vocabulary gap, teachers and learning support assistants ran interventions including speech and language therapies and TalkBoost support. Children who took part in TalkBoost sessions, increased their vocabulary by 9 months on average. Individual and small group intervention for basic numeracy also took place in Early Years, Key Stage One and Key Stage Two.

A key part of our curriculum offer is that of retrieval activities. This means that our curriculum has spiralised learning to help all of our students but especially our disadvantaged students to transfer their knowledge from short-term memory to long-term memory.

Throughout the academic year 2023/2024 we continued to regularly review (every half term) and analyse the data we had on both progress and attainment as well as attendance and behaviour to monitor the effectiveness of the support put in place. Where gaps were identified or the effectiveness was proving to be limited, we made changes as required.

In secondary 2023/24 purely economically disadvantaged students performed less well than those disadvantaged students with a comorbidity (safeguarding, SEN, LAC, etc) for which they received extra support. This demonstrated that the extra support provided had a positive impact, but each student requires a support plan in place. This is being addressed in the 2024/25 strategy via the PP named person scheme for each student in Year 11.

Behaviour for learning 2023/24 (Primary Phase only)

To support managing challenging behaviour in the primary phase, staff undertook CPD based on supporting children in crisis, de-escalation techniques and how to use zones of regulation with students. Key students were provided with Behaviour Independent Support Plans (BISPs) which were written alongside parents and carers. The outcome of this has been that there were limited suspensions in the primary phase during 2023-2024. During this period, we hired two additional HLTAs, one who is a trained counsellor for children aged 7 and above and one who also provides family support. Staff members have completed the Mental Health First Aider training and staff regularly consult with the Mental Health Support Team available through the NHS.

Behaviour Data for 2023/24 (Secondary Phase only)

Year Group	No. of suspensions involving PP students	Total no. of suspensions for year group	% of total suspensions for year group involving PP students
7	3	17	17.6
8	2	57	3.5
9	25	120	20.8
10	30	88	34.1
11	9	33	27.3
Total	69	315	21.9%

Cultural Capital

The cultural capital has been strong in the primary phase with numerous trips, clubs, enrichment sessions, music lessons, dance lessons, International Day, etc. Students are introduced to a range of diverse artists through our 'musician of the month' programme and we have had many visitors come in and talk about their careers in a range of industries. External teachers have also come and delivered training in First Aid and Bikeability (in Key Stage Two). Our disadvantaged students are able to secure their first choice of club and enrichment. Take up of after school clubs by our disadvantaged students is strong with all PP students in the primary phases either attending after school clubs or representing the school at external events.

Additional Support for 2023/24

- Financial support provided to students who require uniform, PE kit and lockers where requested to ensure they look smart and have somewhere secure to store their belongings
- Revision resources and additional small group intervention provided to PP students in Year 11 prior to examinations
- Edukey and My Concern being used to track all interventions, support plan and safeguarding plans to ensure centralised record of all information
- Provision of chromebooks for PP students

Annex: Data

Kings Academy Binfield (Secondary Phase only)
09/09/24

	7	**8**	**9**	**10**	**11**	**12**	**13**	**Total**
No of students	209	210	208	209	180	82	68	1166
FSM	18 8.16%	25 11.9%	19 9.13%	18 8.61%	26 14.44%	6 7.32%	5 7.35%	129
PP	30 14.35%	27 12.86%	20 9.62%	21 10.05%	26 14.44%	8 9.76%	-	132
Service	1 0.48%			2 0.96%				
SEN E+K	44 21.05%	26 12.38%	35 16.83%	30 14.35%	31 17.22%	4 4.88%	4 5.88%	
E	18	7	8	9	7	1	3	
K	12	19	27	21	24	3	1	

Funding Pupil premium 2024 to 2025: technical note - GOV.UK

Rec - Year 6	£1,480
Year 7-11	£1,050
LAC	£2,570
P-LAC	£2,570
Service	£340

Attendance Data 23/24 Academic Year (Primary and Secondary Phase)

Session Attendance Summary (01 Sep 2023 - 31 Jul 2024) for Attendance

	Year N2	Year R	Year 1	Year 2	Year 3	Year 4	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years
All (Current)	91.22%	95.22%	95.09%	96.56%	95.58%	95.45%	95.28%	93.73%	93.92%	92.68%	88.89%	91.97%	93.81%
Male	90.27%	95.14%	94.08%	95.45%	94.46%	95.23%	94.77%	93.69%	94.08%	93.10%	89.59%	92.59%	93.71%
Female	92.18%	95.31%	96.25%	97.53%	96.85%	95.74%	95.75%	93.77%	93.75%	92.24%	87.96%	91.33%	93.91%
FSM	0%	88.10%	92.99%	97.08%	0%	0%	90.57%	90.69%	88.39%	88.40%	81.74%	90.13%	89.63%
Not FSM	91.22%	95.34%	95.36%	96.48%	95.58%	95.45%	95.92%	94.03%	94.47%	93.37%	89.61%	92.12%	94.24%
CLA	0%	0%	0%	0%	0%	0%	96.04%	0%	97.88%	0%	0%	84.29%	93.10%
Not CLA	91.22%	95.22%	95.09%	96.56%	95.58%	95.45%	95.28%	93.73%	93.90%	92.68%	88.89%	92.07%	93.81%
CLA or FSM	0%	88.10%	92.99%	97.08%	0%	0%	90.78%	90.69%	88.89%	88.40%	81.74%	89.26%	89.72%
Not CLA or FSM	91.22%	95.34%	95.36%	96.48%	95.58%	95.45%	95.91%	94.03%	94.45%	93.37%	89.61%	92.23%	94.25%
Pupil Premium	0%	88.10%	93.00%	97.08%	0%	0%	91.19%	88.16%	89.36%	88.85%	83.73%	90.13%	89.65%
Not Pupil Premium	91.22%	95.34%	95.40%	96.48%	95.58%	95.45%	95.88%	94.30%	94.45%	93.33%	89.61%	92.12%	94.28%
PA Low	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
PA Middle	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	92.71%	92.71%
PA High	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	91.81%	91.81%
EAL	0%	0%	0%	93.46%	98.14%	93.72%	96.35%	95.40%	95.77%	95.36%	90.34%	91.79%	94.69%
Not EAL	91.22%	95.22%	95.09%	96.91%	95.49%	95.64%	95.27%	93.51%	93.65%	92.23%	88.65%	92.00%	93.72%
SEN	92.57%	94.71%	93.13%	96.82%	93.06%	97.35%	91.58%	86.93%	91.25%	90.51%	89.86%	89.44%	90.68%
Not SEN	91.13%	95.26%	95.52%	96.54%	96.21%	95.15%	95.83%	95.13%	94.37%	93.14%	88.82%	92.22%	94.32%