

Pupil premium strategy statement

School overview

Detail	Data																								
School name	The Kings of Wessex Academy																								
Number of pupils in school	1043																								
Proportion (%) of pupil premium eligible pupils	<table><thead><tr><th>Year Group</th><th>PP Cohort</th><th></th></tr></thead><tbody><tr><td>Year 9</td><td>38</td><td>13.10%</td></tr><tr><td>Year 10</td><td>50</td><td>19.20%</td></tr><tr><td>Year 11</td><td>31</td><td>10.20%</td></tr><tr><td></td><td>Total</td><td>15.10%</td></tr><tr><td>Year 12</td><td>8</td><td>5.60%</td></tr><tr><td>Year 13</td><td>0</td><td>0%</td></tr><tr><td></td><td>Total</td><td>3.10%</td></tr></tbody></table>	Year Group	PP Cohort		Year 9	38	13.10%	Year 10	50	19.20%	Year 11	31	10.20%		Total	15.10%	Year 12	8	5.60%	Year 13	0	0%		Total	3.10%
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Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 – 2025/26																								
Date this statement was published	October 2022																								
Date on which it will be reviewed	October 2026																								
Statement authorised by	Mr D Wiltshire																								
Pupil premium lead	Mr J Caulfield Mrs K Lewis																								
Governor / Trustee lead	Mr C Thurling																								

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,986
Covid Catch up funding for 2020 – 2021	£41,389
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	£137,375
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Part A: Pupil premium strategy plan

Statement of intent

The Kings Academy ethos and culture is that **all students**, irrespective of their background or challenges, we expect every child to acquire powerful knowledge, develop strong relationships and aspire to be global aspirational learners.

Our approach is specifically designed to common challenges and individual needs identified for our students, taking into consideration the demographics of the area, current and prior information of challenges specific to the local area and information sharing with parents/guardians.

The King's Academy is situated in Cheddar, a rural town in Somerset. Students who attend are from a wide radius with the catchment area of approximately 10 square miles with two local feeder schools. Most students travel by bus.

High-quality first teaching is at the heart of our approach.

High-quality first teaching and feedback is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time, will benefit all students including non-disadvantaged students to make expected progress.

Our curriculum at The Kings Academy is designed to be a **knowledge rich curriculum** that ensures our learners aspire to be **global learners** that imbeds the **PRIDE values** we hold at The Kings Academy.

- **P** - Positivity and Perseverance
- **R** - Respect and Reconciliation
- **I** - Integrity and Innovation
- **D** - Democracy and Diplomacy - **E** - Equality and Empathy

Our focus is to prepare our students for the opportunities, responsibilities, and experiences of adult life. Our aim to provide a curriculum that is assertive in delivering the best possible outcomes for our student's needs.

We work closely with our feeder schools to ensure the appropriate support and strategies are in place for all our students and deliver an **enhanced transition** for those identified as disadvantaged and or with additional needs.

The focus of our pupil premium strategy is to support disadvantaged students, including developing the progress for those who are already high attainers. We will consider the challenges that vulnerable students face day to day.

Outlined in this document are strategies offered intended to support students' needs, regardless of whether they are disadvantaged or not.

Within the intended outcomes detailed in this report, it is the intention that both nondisadvantaged students' and disadvantaged students' attainment will be sustained and improved.

Our strategy is to ensure all our students are successful but is also integral to the Academy and Trusts plans for education recovery.

Challenges

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

Challenge number	Detail of challenge
1. Pastoral and Welfare	<ul style="list-style-type: none"> • All students can access Kings Academy extra- curricular activities • All students demonstrate the Academy's PRIDE (Positivity & Perseverance, Respect and Reconciliation, Integrity and Innovation, Democracy and Diplomacy, Equality and Empathy) values in and out of the Academy. • An embedded house system, (to include) house councils where students can be part of the wider academy life contributing to the community, supporting charities and events. • A designated space for disadvantaged students to access before school and at social times where staff members are on hand for any additional support • All students have the correct equipment to start their day allowing them to have a positive start to their learning • The tutor role is an integral part of the student's school day and their first point of contact for pastoral support • All students look the same and feel part of a community • Uniform is worn with pride with all staff challenging incorrect uniform and showing a consistency in approach • A wide range of extra-curricular activities are available for all Kings students
2. Learning and Progress	<ul style="list-style-type: none"> • Disadvantaged students make expected progress in line with targets and are within 0.2 of the cohort • Adopt a whole school approach in which staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what can be achieved

	<ul style="list-style-type: none"> • Jake Caulfield And Kay Lewis are the named designated members of the Senior Leadership Team to drive whole school disadvantaged students agenda. • Mrs Gillian Briggs is the named governor to work with the Senior Leadership Team and school to hold the Academy to account and review outcomes • Designated 1:1 and small group mentoring through our learning mentors and Heads of House • Sixth form peer mentoring scheme • English and Math's booster lessons • Early identification of individual students needs with Pupil Premium Passports that specifically identify strategies for individual students. • Whole school Employability agenda • Focus days are placed in the curriculum to focus on Learning to Learn; Work skills; Further/higher education, and training opportunities • Work Experience opportunities for all students in both Year 10 and 12.
<p>3. Behaviour, Attendance and Safety</p>	<ul style="list-style-type: none"> • Behaviour for learning is consistent for all individuals, groups, and classes. • Ensure disadvantaged students have several wellbeing supportive interventions available to them such as Tutor Check-Ins, role model mentoring, counselling, pastoral mentoring, and parent/guardian regular meetings. • Prioritise disadvantaged students in pastoral and attendance support meetings. • Embed a behavior for learning model that ensures all students have time to reflect and resolve. • Embed an Accountability ladder model to ensure all students can reflect, own and understand their actions. • Early identification of needs with support plans for staff to follow and shared through provision map and briefings. • Student Referral to our PRP and WIP Intervention meetings to discuss Behaviour interventions and Welfare interventions. <p>An amended curriculum offers to support individual students needs and abilities.</p>

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
<p>1. Pastoral and Welfare</p>	<ul style="list-style-type: none"> • Stronger links made with their local community and agency projects to ensure all students can socialise outside of the Academy. • Embed the House system and House council which enhances the participation of students taking part in extracurricular roles and roles of responsibility and creates links to community projects. • Opportunities for student voice and feedback • Students are aware of who to report issues or concerns with at all such as Tutor, HoH, Mentors, SLT, HoD. • Centre for home learning in the library and extracurricular activities. • Create House areas within the Academy where students can socialise with peers of all year groups. • House teams to regular run house events that encourage our disadvantage students to participate. • An increase in the number of students eligible for free school meals accessing the café to buy food. • Continue to develop the extended tutor programme, focus days and PSHE/Citizenship curriculum in line with the ever- changing social challenges. • Reduced behaviour incidents logged at social times. • Tutor support and checks show that there are a sustained higher percentage of students that will 'Ready to Learn' at the start of the Academy Day. • Tutor to monitor and check correct uniform is consistent. • Tutors prioritise communication home to disadvantaged students parents/guardians and this is evidenced on Provision Map and via students' communication booklets. • Stronger transition and communication with feeder schools planned within the calendar to ensure all information is gathered of the different needs of students before transitioning to Kings Academy. • An increase of extra-curricular programmes available for all students during the day. • An increase of 20% of disadvantaged students attending regular extra-curricular programmes.

<p>2. Learning and Progress</p>	<ul style="list-style-type: none"> • By the end of this academic year in 2023, disadvantaged students make expected or above expected progress at the end of Key Stage 4 in line with FFT targets • By the end of this academic year in 2022 there will be a progress gap of 0.2 or under between disadvantage and non-disadvantaged students at the end of KS4 • Evidence of the progress of disadvantage students will be quality assured by <ul style="list-style-type: none"> • Learning walks • Deep dives • Book Scrutiny Panels • Student Voice • Data drops • SLT link meetings • Governor inspection days
<p>3. Behaviour, Attendance and Safety</p>	<p>Sustained high levels of wellbeing from 2022 - 2024 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations, safeguard my school data and Local Inclusion Support referrals and outcomes</p> <ul style="list-style-type: none"> • Sustained high attendance from 2022-24 demonstrated by: the attendance figure to be no less than 97% the percentage gap between disadvantaged students and non-disadvantaged students to be no more than 4% • We aim to not to exclude any disadvantaged students from the Academy but where this is unavoidable, we will have no more than 2% of disadvantaged students excluded within a whole academic year • A 10% reduction (relative to the difference in % per cohort) of the disadvantaged student's behaviour logs/exits/on calls

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: £95,986

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>12 hrs of CPD including Trust CPD</p> <p>6hrs of Trust CPD</p> <p>3hrs of Joint observation CPD</p> <p>3hrs National college CPD</p> <p>All staff have a subscription to the National college</p>	<p>Research tells us that high quality teaching can narrow the disadvantage gap and there is a growing consensus that promoting effective CPD plays a crucial role in improving classroom practice and pupil</p>	<p>2</p>
<p>INSET time used to train staff to ensure they are experts in delivery of quality first teaching with an emphasis on PP.</p> <p>Careful monitoring of PP throughout the academic year through tracking and data meetings with intervention as appropriate at a subject and faculty level.</p>		<p>1,2</p>
<p>Literacy Coordinators</p>		<p>2</p>
<p>Learning Mentors and Employability coordinator roles</p>		<p>2</p>
<p>Targeted Teaching Assistant support</p>	<p>Teaching assistant interventions shows to improve outcomes for students</p> <p>Teaching and Learning Toolkit</p> <p> EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2</p>

Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	
Tracked disadvantaged students data by Heads of Faculty and Heads of House on a termly basis and actioned at their SLT line meeting.	Mapping diagrams after data captures	1 & 3
Rag rating disadvantaged students to identify areas of concerns and barriers to learning.	Referral to appropriate support.	1, 2, 3
Creating Pupil Premium Plans for individuals.		1, 2, 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £46,100

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Heads of Math's and English faculties have additional leadership and management time to provide capacity for small group interventions.</p> <p>Helping to develop resilience in reading, literacy/language skills, writing activities, basic numeracy, and exam technique.</p>		1 & 2
<p>1:1 support EPP (English PP). Providing more time for teachers to support and challenge PP to achieve their targets.</p> <p>Coordination of a paired reading project which provides opportunities with paired readers from both the 6th formers and the community.</p>		1 & 2
<p>Focus Five intervention – teachers focus on 5 students not making expected progress</p>	<p>Evidence from 'deep dives', learning walks and book scrutinises shows that good quality feedback has a high impact on students' progress. Supplying Quality Teaching First. Feedback EEF (educationendowmentfoundation.org.uk)</p>	2 & 3

Specific Ebacc booster groups	Small group tuition EEF (educationendowmentfoundation.org.uk)	2 & 3
Senior lead appointed to drive disadvantaged students' progress	Mr J Caulfield – Pastoral Mrs K Lewis – Teaching and Learning	1, 2 & 3
Revision guides for disadvantage students	Disadvantaged students have the tools they need for learning and feel confident with these added resources	1 & 2
Pupil Premium Learning Plans	Staff have a deeper and clearer insight to student's profile enhancing teaching and learning	1, 2 & 3
Targeted mentoring 1:1 or small groups based on performance (underperforming)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2 & 3

Learning Mentors Targeted all of Year 11.		1, 2 & 3
50% subsidiary for disadvantage students on educational trips		2 & 3
		1, 2 & 3

Easter revision Disadvantaged students positively targeted to attend		
A specific collaborated staff group to share best practice when working with disadvantaged students. Wake and Take - T an L briefing weekly Lead practitioners shar ing best practice	PP Wessex learning trust network to highlight and share best practice.	1, 2 & 3
Use of 6 th Form Mentoring – Peer on Peer Provision (Subject Specific)		2 & 3
Tailored role model seating plans to allow disadvantaged students to sit with appropriate role model amongst their peers.		2 & 3
English and Math's tutor time intervention in Year 11		2
Year 11 Tracking Meetings	Faculty time to review Year 11 Progress	1, 2 & 3
SLT Learning Walks to have a focus on PP.		1,2 & 3

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

Budgeted cost: £ 49,886

Activity	Evidence that supports this approach	Challenge number(s) addressed
A range of pastoral support available including counselling, chaplain support, PFSA support, Trauma informed mental health schools' practitioner and ELSA	<p>The Early Intervention Foundation's re- port on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school- based interventions Early Intervention Foundation (eif.org.uk)</p>	1 & 2
Alternative Provision and Curriculum	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1 & 2
PFSA involvement with students and families of disadvantaged	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1, 2 & 3
students of attendance below 96%		

<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Regular attendance meetings that focus on disadvantage students as a priority</p> <p>Somerset safeguarding, PFSA and the Local Inclusion Service will support disadvantage students to regularly attend school.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>1 & 3</p>
<p>Disadvantaged students prioritised for all positive student schemes to challenge and develop.</p> <p>E.G Achievement project and HE+</p>		<p>1, 2 & 3</p>
<p>Employability – Careers Fair</p>		<p>1, 2 & 3</p>
<p>Disadvantaged students are prioritised to enable representation on the Student council</p>		<p>1, 2 & 3</p>
<p>All students in particular our targeted disadvantaged students receive</p>	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2 & 3</p>
<p>further transition support in year 8</p>		

Uniform and Equipment support		1
Employability focus and work skills	Aspiration interventions EEF (educationendowmentfoundation.org.uk)	1, 2 & 3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2 & 3
Tutor Check – In Programme		1, 2 & 3
Head of House – Termly Check In (1-2-1 Meetings)		1, 2 & 3
Additional time for Attendance Officer to focus on improving attendance of pupil premium students.		1, 2 & 3
All Year 11 PP students have an interview with Careers Advisor to support the right choice destinations All Year 11 students receive 1:1 mentoring to identify intervention work and support students reach their targets		1, 2 & 3

All Year 11 PP students have priority places on Easter revision program and are provided with revision guides		
Most able Year 10 PP students participate in achievement project		1,2 & 3
Most able Year 9 PP students invited to participate in Pupil Plus		1,2 & 3

Total budgeted cost: £95,986

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.

Our Progress 8 results score for disadvantaged students is -0.85 (with students with medical needs removed it decreases to -0.41) PP interventions show a mixture of success across the whole PP cohort. Which have been reviewed and renewed to ensure we produce better outcomes for our Disadvantaged students. There is still clear evidence of difference between PP students and their peers, and our new proposed plan is to ensure we decrease these differences. PP attendance at 82.5% for academic year of 2021 – 2022 and we remain ambitious that all students should be at 97% with the appropriate support in place.

Externally provided programmes

Programme	Provider
Somerset Activity and Sports Partnership	SASP - LEA
Counselling and activities/workshops	SPACE – Somerset - Charity
Local Inclusion Support	LEA
Somerset Education Safeguarding	LEA
Employability	Local and National Employers – Higher education
Partnership board	LEA
School nursing team	LEA
Fusion family	Charity