

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

Detail	Data
School name	The King Alfred School Academy
Number of pupils in school	1144
Proportion (%) of pupil premium eligible pupils	25.2% (288)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22-2024/5
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	D Milford (Principal)
Pupil premium lead	V Pickford (Acting RSL) B Charles (RSL - maternity leave)
Governor / Trustee lead	P Reddish

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£268,995
Recovery premium funding allocation this academic year	£43,210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£36,309
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	£348,514

Part A: Pupil premium strategy plan

Statement of intent

At the King Alfred School Academy we want all our students, irrespective of their background or the challenges they face, to achieve in both academic and non-academic strands. When making decisions about using the PP funding, it is important to consider the context of the school and the challenges/barriers faced by its students and the community.

Our ultimate objectives are:

- To ensure PP students are making at least the same progress as those nationally
- To ensure PP students meet at least national standards in relation to attainment
- For PP students to make or exceed their expected progress
- To support the health and well-being of PP students and when necessary their families.
- To increase their exposure and involvement in out of school curriculum activities

Our plan works towards achieving this by:

- Ensuring that teaching and learning is high quality and meets the needs of all. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all students in our academy.
- Ensuring that appropriate provision and activities are in place for all.
- Ensuring funding is allocated on a needs analysis basis.
- Ensuring robust monitoring is in place that evidences impact.

Challenges

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

Challenge number	Detail of challenge
1 (A)	Attendance - Our attendance data for 2020-21 highlights that attendance of PP students was 6% lower than non-PP students. Punctuality was also worse (1.35% v. 0.80%)
2 (B)	Behaviour - Pupils Learning habits for a significant number of PP students across the whole school are less ingrained. In 2020-21, 409 parkings were PP students (47% of the total even though 25% students are PP).
3 (C)	Curriculum - The attainment and progress of PP students is considerably lower than that of their peers. In 2019, the attainment and

	progress gap was as follows: 43% 4+ (70% non PP); 23% 5+ (46% non PP); -0.5 (+0.01 non PP). A key area of focus is raising the attainment of PP SEND and HAPS. Writing assessments with KS3 students indicates that Year 7 PP students have lower levels of literacy than non PP. In September 2021, the average writing age was 9yrs 9mths compared to 10yrs 0mths.
4 (D)	Distinct difference between boys and girls - Attainment of PP boys is considerably lower compared to PP girls. In 2019: PP Boys (37% 4+, 11% 5+) versus PP Girls (48% 4+, 29% 5+) - here shows a particular underperformance of Higher Ability boys.
5 (E)	Enrichment - Our assessments, observations and discussions with pupils and their families suggest that the education and wellbeing of many of our PP students have been impacted by the pandemic and school closures. Their development of cultural capital has been hindered as well as their ability to take part in extracurricular activities. Referrals to our mental health and wellbeing counsellors have increased and three of our TAC students are registered PP. In 2020-21, 1463 referrals were made to Homework Support of PP students (40% of total referrals).

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>To continue to improve the attendance of PP students in each year group to be in line with National averages.</p> <p>Reduce persistent non-attendance.</p> <p>Provide support to close gaps in learning.</p>	<ul style="list-style-type: none"> No gap between PP students and those nationally. Fortnightly monitoring of PP absences shows improved attendance that is in line with national data.
<p>To reduce the impact caused by the social and emotional needs that affect some of our students.</p> <p>Support families and improve parental engagement.</p> <p>To increase student confidence and resilience.</p> <p>To have no significant difference between the learning attitudes and behaviour of PP students and others.</p>	<ul style="list-style-type: none"> Decrease in referrals for support Increased number of PP parents attending school events PP parental engagement at training sessions and at parents evenings Reduction in PP student FTE data Fewer behaviour incidents in-line with the whole school population.
<p>Ensure PP students are ready to learn and make progress in line with National average.</p>	<ul style="list-style-type: none"> An increase in the % of PP students achieving 4+ and 5+ in both English & Maths from 44%/22% in 2019.

<p>Improved literacy so that students can access the curriculum. PP students all accessing Post 16. Improved metacognitive and self-regulatory skills among PP students across all subjects.</p>	<ul style="list-style-type: none"> • Improved P8 score from 2019 of -0.09 • Improved % of students gaining 7+ grades from 18% in 2019. • All students make progress that is at least in line with others nationally. • Students exposed to wider vocabulary and literacy through the reading programme and disciplinary literacy as demonstrated in book scrutinies and student voice. • We have no NEET students • A decrease in referrals to homework support.
<p>All students make appropriate levels of progress at least in line with others nationally. Close the gap between boys and girls outcomes. Improve boys' performance.</p>	<ul style="list-style-type: none"> • Gap narrowed to bring PP boys progress inline with girls • All students at KS3 and KS4 make progress at least in-line with others nationally. • Improved boys P8 score from 2019 data of -0.47. • Further improved numbers of students achieving 4+ and 5+ in both English & Maths from 65%/41% in 2019.
<p>To actively increase student participation in cultural and aspirational trips, activities and extracurricular activities. Increased exposure to activities that enrich and widen students' horizons. More PP students undertaking leadership roles.</p>	<ul style="list-style-type: none"> • There is no in-school PP gap in attendance at clubs and trips • PP students are funded to participate in school trips if needed • A minimum 30% PP attendance target for all areas of the school. • Increased number of PP student leaders and prefects

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: £118,996

Activity	Evidence that supports this approach	Challenge number(s) addressed
PiXL membership to allow use of the PiXL strategies. So that..... Staff have a range of strategies to improve teaching and intervention.	Evidence from schools as part of the PiXL partnership show improved outcomes for their students. Average performance of PiXL schools at the end of key stages has comfortably exceeded the national averages. When national percentages of students obtaining five good grades (inc English and Maths) at KS4 were in decline, PiXL schools bucked the trend and recorded significant increases in their percentages. Of the most improved schools in 2014, the top five were all PiXL membership schools, as were 16 in the top 30.	C,D,E

<p>Coaching 15 - Ensure that we deliver consistently high quality learning and teaching ensuring consistent approaches to further improve results. Provide high quality, targeted CPD for all staff dependent on need, informed by robust quality assurance processes and monitored for impact.</p> <p>A sample group of staff undergo an enhanced coaching 15 programme (Powerful Action Steps) So that...</p> <p>Students receive quality first teaching across the school.</p>	<p>The type and quality of CPD that schools use really matters when it comes to improving teacher quality and pupil attainment (EEF).</p> <p>A large body of evidence shows the benefit of high-quality, up-front training for teachers (EEF).</p>	<p>C,D</p>
<p>Implement tutor time Maths, English and Science KS4 curriculum. So that...</p> <p>Student outcomes are at least TG and/or 4+ in English, Maths and science.</p>	<p>The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. (EEF)</p>	<p>C,D</p>
<p>4matrix – Data analysis tool Improved the speed of data analysis and thus ensure faster and more effective</p>	<p>In all types of schools, it was found that effective data analysis was perceived to promote teaching and learning by facilitating: – more effective allocation of staff and resources</p>	<p>C,D</p>

<p>targeted intervention for those pupils falling behind. So that... Staff are using data accurately to make informed decisions on interventions.</p>	<ul style="list-style-type: none"> – monitoring the effectiveness of initiatives and strategies – challenging expectations of staff, pupils and parents – identification of pupils' achievements and setting of targets. (National Foundation for Educational Research) 	
<p>Diagnostic assessment to close gaps in knowledge early to bring students up to their target level by use of Knowledge Organiser, support and targeted intervention. Comparative judgement diagnostic assessments purchased to evaluate writing ages at KS3 So that.. Students are at least inline with the peers in their Key Stage</p>	<p>When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold. (EEF) Comparative Judgement is a quicker and more accurate way of assessing open tasks like essays or extended pieces of writing. (Daisy Christodoulou)</p>	C,D
<p>Promoting the importance of reading and increase students exposure to literacy and vocabulary. Implementation of literacy and vocabulary strategy across the school. CPD for vocabulary which is then embedded into the new curriculum. Improving literacy in all subject areas in line with recommendations in the EEF Literacy guidance Bedrock Vocabulary lessons timetabled</p>	<p>Nurturing the development of the academic language of secondary school is crucial, given the increasingly specialised language of subject disciplines. This can be supported by targeted vocabulary instruction. (EEF - Improving Literacy in Secondary Schools)</p>	C,D,E

<p>for Year 7 and Year 8 students</p> <p>So that....</p> <p>Students can read, speak and write with fluency and accuracy which allows them to access all areas of the curriculum. .</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £206,518

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pre-learning and over-learning. Use of LSAs to deliver curriculum booster sessions for English, Maths and Science to selected Yr 11 SEND students</p> <p>So that...</p> <p>Improved progress and outcomes for SEND students</p>	<p>Effective interventions with TAs include the following elements: sessions are often brief (20–50mins), occur regularly (3–5 times per week) and are maintained over a sustained period (8–20 weeks). Careful timetabling is in place to enable this consistent delivery. (EEF Making Best Use of Teaching Assistants)</p>	C,D,B
<p>Boys intervention and mentoring project.</p> <p>So that...</p> <p>Boys are making equal progress to girls and achieving outcome inline with National Average</p>	<p>Mentoring can have a positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and also for non-academic outcomes such as attitudes to school, attendance and behaviour. (EEF)</p>	D,B
<p>SENCO to monitor PP reading ages 2x per year. PP students to complete verbal presentations to LT team</p> <p>So that...</p> <p>Students can better access the</p>	<p>Academic reading is challenging because it requires students to actively engage with complex, subject specific texts. For most students, reading comprehension is much more challenging than verbal comprehension, which typically contains less technical language and is accompanied by a range of</p>	C,D,E

<p>curriculum by reading accurately and fluently.</p>	<p>additional cues that support understanding. Using strategies such as Reciprocal Reading will help students to read more complex texts more accurately. (EEF Improving Literacy in Secondary Schools)</p>	
<p>Peer support/mentoring and 6th Form mentoring. So that... Students have a deeper understanding of topics and make accelerated progress.</p>	<p>Mentoring can have a positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and also for non-academic outcomes such as attitudes to school, attendance and behaviour. (EEF)</p>	<p>C,D,E</p>
<p>Yr 11 Period 6 lessons timetabled and targeted attendance monitored So that... Students make progress in all subjects (particularly in those where they are underachieving) and attain at least their TG.</p>	<p>The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers. (EEF)</p>	<p>C,D,E</p>
<p>PP students are provided with Chromebooks on loan So that.. They are able to access home learning tasks and further develop their understanding</p>	<p>Students cannot be successful if they cannot access revision materials or are not supported (whether intentionally or not) by adults at home. (EEF)</p>	<p>C,E</p>
<p>Students have access to speech and language sessions So that.... They are able to fully access the</p>	<p>High quality teaching across the curriculum will reduce the need for extra literacy support. Nevertheless, it is likely that a small number of students will require additional support—in the form of high quality,</p>	<p>B,C</p>

curriculum, develop their understanding and improve their outcomes	structured, targeted interventions—to make progress. (EEF)	
Students have access to a range of tutoring programmes including the National Tutoring Programme to target those whose education has been most impacted by the pandemic. A significant proportion of these students will be PP and SEND students So that... They can fully access the curriculum, develop their understanding and improve their outcomes	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. (EEF)	C,B,A
Holiday revision and conference sessions for Year 11. So that.... Students have a greater knowledge of topics covered to improve outcomes	The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. (EEF) Holiday school provides a learning environment for those who do not have it at home as well as access to professionals out of 'regular' hours. It also keeps the focus on learning during holiday time and encourages routines to be kept to (historic school data shows that attendance to these sessions resulted in increased progress for these students). (EEF)	C,D,E

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

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Students to receive a PEP plan to ensure all areas of need are met and that progress is tracked and monitored effectively. So that...</p> <p>Staff are fully aware of students barriers to learning and can put strategies in place to remove them</p>	<p>Targeted interventions typically involve working with individuals or small groups of pupils who are thought might benefit from developing their social and emotional skills or who have been identified with particular needs. (EEF)</p>	<p>A,B,E</p>
<p>Access to external mentors. So that....</p> <p>Students can access external support to improve their wellbeing</p>	<p>Targeted interventions typically involve working with individuals or small groups of pupils who are thought might benefit from developing their social and emotional skills or who have been identified with particular needs. (EEF)</p>	<p>C,E</p>
<p>Pre love prom shop available to students to be able to hire suits and dresses for events So that...</p> <p>Students are able to attend school functions</p>	<p>Closing the disadvantage gap: Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools ...should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.</p>	<p>E</p>
<p>Use of external charity partnerships to deliver bespoke training eg children around alcohol abuse So that...</p> <p>Students are able to access support for situations affecting them outside of education which helps them be prepared for learning</p>	<p>Targeted interventions typically involve working with individuals or small groups of pupils who are thought might benefit from developing their social and emotional skills or who have been identified with particular needs. (EEF)</p>	<p>A,E</p>

<p>Use of Mental Health coordinator to work with students on positive mental health, increase self confidence and esteem and coping strategies to improve resilience.</p> <p>So that...</p> <p>Students understand the importance of good mental health and can work on improving their wellbeing</p>	<p>Targeted interventions typically involve working with individuals or small groups of pupils who are thought might benefit from developing their social and emotional skills or who have been identified with particular needs.</p> <p>(EEF)</p>	<p>A,B,E</p>
<p>Courses/passion/hobbies/interests on offer to PP students struggling to cope with full time mainstream timetable</p> <p>So that...</p> <p>Students are able to access the curriculum and wider activities to broaden their experiences and help them succeed</p>	<p>On behalf of JFR, Connelly, Sullivan and Jerrim (2014) published a comprehensive review of educational attainment in Primary and Secondary schools in the UK.</p> <p>Economic, cultural and social capital had a direct impact on educational inequalities.</p> <p>Connelly, Sullivan and Jerrim (2014)</p>	<p>A,B,C,E</p>
<p>Provide breakfast club for all years and exam breakfast at pin points in the year for KS4/5.</p> <p>Charities provide breakfast sessions and food parcels to ensure students are ready to learn and to help them understand and live/cope with difficult experiences.</p> <p>So that....</p> <p>Students understand the importance of healthy diet and are better prepared/ready to learn and succeed</p>	<p>On behalf of JFR, Connelly, Sullivan and Jerrim (2014) published a comprehensive review of educational attainment in Primary and Secondary schools in the UK.</p> <p>Economic, cultural and social capital had a direct impact on educational inequalities.</p> <p>Connelly, Sullivan and Jerrim (2014)</p>	<p>E</p>

<p>Parent information event for Core subjects in KS3 and KS4</p> <p>Parental teaching workshops and training workshops</p> <p>So that....</p> <p>Home:school links are improved and parents are fully informed of GCSE content to be able to support students</p>	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes. (EEF- Metacognition high levels of impact)</p>	<p>C,E</p>
<p>All trips must have 30% PP attendance</p> <p>So that.....</p> <p>Students cultural capital prepares them for future successes</p>	<p>On behalf of JFR, Connelly, Sullivan and Jerrim (2014) published a comprehensive review of educational attainment in Primary and Secondary schools in the UK. Economic, cultural and social capital had a direct impact on educational inequalities.</p> <p>Connelly, Sullivan and Jerrim (2014)</p>	<p>A,E</p>
<p>School equipment and uniform are available</p> <p>So that....</p> <p>Students are equipped to learn and have a greater knowledge of topics covered to make accelerated progress</p>	<p>Students cannot be successful if they cannot access revision materials or are not supported (whether intentionally or not) by adults at home. (EEF)</p>	<p>C,D,E</p>
<p>Access to an onsite careers advisor to guide and support student choices</p> <p>Careers information, advice and guidance can be a powerful tool. High- quality guidance helps young people make effective decisions and can be associated with significant wider benefits.</p>	<p>Careers information, advice and guidance can be a powerful tool. High- quality guidance helps young people make effective decisions and can be associated with significant wider benefits.</p> <p>IES</p> <p>https://www.employment-studies.co.uk/news/careers-advice-crucial-what-can-schools-do</p>	<p>C,D,E</p>

<p>So that....</p> <p>Students are aware of their options Post 16 and make effective decisions with all of them accepted onto their next steps on their learning journey</p>		
<p>Access to wider opportunities - visits to Universities, employers etc. To raise standards and aspirations. Visits to industries, apprenticeships, colleges, universities etc can give the students a clear aim and focus to ensure they strive for success and thrive to do well.</p> <p>So that..</p> <p>Students gain experience of opportunities available to them and make informed aspirational decisions for their futures</p>	<p>Careers information, advice and guidance can be a powerful tool. High- quality guidance helps young people make effective decisions and can be associated with significant wider benefits.</p> <p>IES</p> <p>https://www.employment-studies.co.uk/news/careers-advice-crucial-what-can-schools-do</p>	<p>C,D,E</p>
<p>Bespoke attendance management</p> <p>So that...</p> <p>Staff are aware of students needing support so that attendance improves and students are accessing the whole curriculum improving their chance of success</p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p>	<p>A,C,E</p>
<p>Parents invited into school for curriculum support evening and teaching evening.</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.</p>	<p>A,E</p>

<p>Focus on promoting independent study skills and how parents can develop these skills at home. Teach parents what the students are learning so they are equipped to help at home. Empower parents So that...</p> <p>Home: school links are improved and parents are fully informed of GCSE content to be able to support students</p>	<p>(EEF- Metacognition high levels of impact)</p>	
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Total budgeted cost: £348,514

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, given this here are the results from the standardised teacher administered tests and Centre Assessed Grades that were awarded.

	4+ English and Maths	5+ English and Maths	P8	A8
TKASA	67% (57% PP)	44% (33% PP)	+0.09 (-0.16 PP)	48.14 (40.81 PP)
National (2019)	(44.7% PP)	43% (24.7% PP)	(-0.45 PP)	46.7 (36.70 PP)

	Attendance PP	Attendance non PP
2020-21 TKASA	87.98%	93.02%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Tassomai	
Bedrock Vocabulary	
Pixl	
No More Marking	