Pupil premium strategy statement – The King's Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1388 (1261 in Y7-11; 127 in SF)
Proportion (%) of pupil premium eligible pupils	41% of Y7-Y11
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Simon Reader
Pupil premium lead	Sarah Taylor
Governor / Trustee lead	James Ruddock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£469,242
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*	£469,242

Part A: Pupil premium strategy plan

Statement of intent

Principles

At The King's Academy our aim is to provide a character education for all students and, regardless of their contexts and ability , we want them to be ambitious and attain the highest possible academic success. Our intention is that students become experts in their subjects, building deep knowledge through a coherent and consistent approach to learning. We want to develop all students' character, moral values and community so that they achieve their personal best.

Strategies

Our challenges remain similar to those in the last academic year, and we continue to embed strategies to address these. Therefore, our current pupil premium strategy aims to use evidence-based approaches to give disadvantaged students access to high quality teaching in a longer than average school day. Our local context means that the level of disadvantage experienced by some of our students is high and they therefore benefit from being in school, having more frequent contact with their teachers, particularly those in core subjects. In addition, the literacy strategies around vocabulary and reading aim to improve students' ability to access all parts of the curriculum at the highest level possible. We see the value of contact with form tutors and our school day therefore provides regular contact with tutors including RSHE lessons based on local contexts, as well as providing the emotional and wellbeing support students need. We know that students with literacy needs should have support from subject experts and have therefore provided more curriculum time in this area. Our key principle is that all students, but particularly disadvantaged students, will benefit from:

- high quality teaching
- targeted academic support
- pastoral support to ensure that they are ready to learn, including a focus on the attendance of disadvantaged pupils.

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 on arrival in Year 7, including, but not restricted to, higher order literacy skills such as inference.
2	Lack of positive attitudes to learning, including the resilience to work independently, to make effective choices about study skills, and attendance at interventions.
3	Attendance.
4	Gaps in knowledge and understanding which have been widened by absence.
5	Wellbeing, including emotional and mental health.

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
Improvement in Literacy Skills with a focus on reading skills.	Students' reading ages improve to progress in line with chronological age.
Student resilience improves.	Improved attendance at interventions outside of the school day, particularly by PP students. All Y11 students have a full revision programme within the school day and can organise their time effectively for study outside of the school day.
Improved attendance.	The attendance of students receiving PP will be on an upward trajectory.
The curriculum is clear, and the standard of teaching is good or better in all areas, so that students' progress through the curriculum is in line with national standards.	Progress through the KS3 curriculum is good, supported by department data and internally collected progress data. The disadvantage gap narrows.
Students have access to a range of experiences and interventions which promote emotional and mental well- being.	All students engage with a wide range of cultural and extra- curricular experiences.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £264,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improvements in students' reading fluency and comprehension by embedding Reciprocal Reading Strategies in all subjects and provision of a robust literacy curriculum through tutor and lesson time. This is supported by a programme of literacy intervention activities which uses data to target resources.	Educational Endowment Foundation "Improving Literacy in Secondary Schools" recommends an approach which integrates the components of Reciprocal Reading. Similarly, it also recommends an approach targeting vocabulary instruction in all subjects (tier 3, domain specific vocabulary). The National Literacy Trust recommends tier 2 vocabulary development based on the following evidence: "Learning new words is a cumulative task that takes place gradually over time." (Nagy and Scott 2000) There is a strong reciprocal relationship between word knowledge and reading comprehension (National Reading Panel 2000, Biemiller 2003) (Building vocabulary within the secondary curriculum: NLT).	1
Maintaining a longer school day in order that students' contact with teachers is extended. Additional capacity has been budgeted for in English and maths teaching to provide further intervention opportunities for students.	Extending school time has a moderate impact (EEF), but as a longer-term strategy has been more successful, ensuring a broad and balanced curriculum alongside opportunities for students to experience more teaching in core subjects. EEF "Cognitive Science Approaches in the Classroom: A Review of the Evidence." This, along with other research, suggests that strengthening students' schema will lead to stronger retention of knowledge and skills.	2, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training: NPQ, internal CPD- including reallocating time to subject specialist training. Increase in literacy-based training (Lexonik, Lexia and Read Write Inc.) so that English staff and LSAs can support those with low levels of literacy.	According to the EEF Report ("Effective Professional Development") Good training is essential in, "promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes."	1, 2, 4

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

Budgeted cost: £102,952

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention for students in Years 7, 8 and 9 with reading ages significantly below average.	Small group tuition: average of 4 months improvement (EEF).	1, 2, 4
Year 11 Revision Programme, based on improving students' metacognition - school day, and small group intervention during holidays.	Small group tuition: average of 4 months improvement (EEF). Metacognitive and Self Regulation: Average of +8 months improvement (EEF)	2, 4
Literacy lessons for students who are not making expected progress in reading/ literacy. This includes the use of Lexia and Read Write Inc.	EEF Report (Improving Literacy in Secondary Schools) suggests that schools should, "provide high-quality literacy interventions for struggling students."	1, 4

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

Budgeted cost: £143,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintaining capacity to deal with safeguarding and welfare, and attendance.	EEF Guidance report (behaviour) recommendation 1: Every pupil should have a supportive relationship with a member of staff.	3, 5
Relentless focus on attendance, particularly for disadvantaged pupils.	The most effective schools consistently promote the benefits of good attendance at school and make schools a place pupils want to be, setting high expectations for every pupil. (DFE: Working together to improve school attendance, August 2024)	3,4
Maintaining parent/ carer engagement with the Academy: Year 11 Revision Evening and Revision Programme.	Parental engagement: average of 4 months improvement (EEF).	2, 5
Building student resilience and encouraging positive attitudes to learning and independent study.	The most effective schools consistently promote the benefits of good attendance at school and make schools a place pupils want to be, setting high expectations for every pupil. (DFE: Working together to improve school attendance, August 2024)	2, 3, 5

Total budgeted cost: £511,267

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes

In the absence of published progress measures, we have used FFT Aspire to analyse the performance of disadvantaged pupils. The progress measure for pupil premium students was –0.65, compared to a non-pupil premium progress score of –0.11 (a gap of –0.54). This is smaller than the gap in 2024. When adjusting for context (FFT CVA), the progress score for pupil premium students was +0.01.

We recognise that low attendance has a greater effect on the disadvantaged than on advantaged groups (The impact of absence on Progress 8 - FFT Education Datalab). The strategies we are using in all areas continue to be the best for our context, but their effectiveness is sometimes limited by poor attendance, and this is where our efforts continue to be focussed. Attendance of pupil premium students is improving, although the gap continues to be wide due to the improvement of non-pupil premium students at the same time:

	2023/24	2024/25	2025/26 (YTD)
Pupil Premium	81.9	82.6	87.4
Non-Pupil Premium	90.8	92.7	94.1
Gap	–8.9	–10.1	–6.7

We continue to address low levels of literacy for our pupils, and are making progress in improving reading age against chronological age. This still remains a key priority with more resources being spent on an expanded range of interventions which aim to support students in catching up with their peers. This includes a member of staff focussing on literacy intervention in order to ensure that students are getting the right support.

Wellbeing of students, especially in the local context will remain a priority for the foreseeable future, but our work with a range of agencies is having a stabilising effect on student groups. Agencies include:

- Emotional Literacy Learning Support Assistants
- Chameleon Counselling
- External agencies such as Police Early Intervention, Early Help, Barnardos, MIND

Further information (optional)

Our primary strategy remains as ensuring quality first teaching in all areas, coupled with a focus on the CPD of staff which ensures that they are experts in their academic field or their pastoral role. This helps to overcome the barriers our students meet and has a positive impact on the progress of all students, not just those who are disadvantaged.