

2024 – 2027 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

Detail	Data
School name	Kings' School, Winchester
Number of pupils in school	1783
Proportion (%) of pupil premium eligible pupils	20.5% (366 pupils: 307 PPG, 15 LAC and PLAC and 44 Service)
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	Nov 2024
Date on which it will be reviewed	Nov 25
Statement authorised by	Dr James Adams Headteacher
Pupil premium lead	Mrs Anna Payne
Governor / Trustee lead	Mr Dave Cohen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (pre-census estimate)	£288,750
Pupil premium funding carried forward from previous years	£64,085
Total budget for this academic year (pre-census estimate)	£532,835

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils who attend Kings' School, irrespective of their background or the challenges they face, take an active role in their learning and in the school community. We work together to seek their academic success; we strive to provide opportunities for them to develop exceptional character and we are committed to ensuring that they leave with inspiring futures ahead of them because of their experiences at school.

The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal including:

- a) Improving the attendance of pupils in order to be able to access the high-quality teaching in the classroom.
- b) Increasing engagement with school life for our disadvantaged pupils; developing exceptional character and engendering a feeling of ownership and connection to school community.
- c) Targeted, data-informed, support for pupils who are not making expected progress, addressing attendance, literacy, academic excellence, career aspirations and character development undertaken alongside close communication with parents. Regular, robust diagnostic assessment with timely data analysis jointly led by Heads of Year and Heads of Faculty to provide a holistic approach to addressing learning challenges faced by our disadvantaged pupils and to address these through an enriching curriculum and high-quality classroom teaching.
- d) Targeted support and encouragement for pupils to attend co-curricular activities, thereby further enriching their school experience and developing a sense of belonging which works to build character.

To ensure these approaches are effective, we will:

- i) Ensure disadvantaged pupils have access to a wide and full curriculum and co-curricular activities through targeted support in year groups delivered via the Heads of House.
- ii) Ensure all staff take responsibility for disadvantaged pupils' outcomes

- iii) Diagnose and respond to need at the point it is identified: actively seek appropriate and timely intervention.
- iv) Monitor, evaluate and reflect on the efficacy of support offered so that our strategy is flexible, responsive and deliberate in the drive to achieve our intent.

Challenges

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

Challenge number	Detail of challenge
1	The GCSE results 2023 –2024 show that the attainment gap at GCSE between disadvantaged pupils and non-disadvantaged, has decreased, in line with the previous trend up to 2023
2	Closing the gap between the attendance of non-disadvantaged and disadvantaged pupils is a priority – developing strong relationships and building a sense of community between families and school is essential.
3.	Pupil's access to learning materials following absence (short and long term) is mixed, with inconsistent filling of gaps in subject knowledge and skill acquisition.
4.	Pupils' learning habits amongst our disadvantaged pupils, reflected in the attitude to learning data drops, the staff comments, Book Looks and Pupil Voice activities with a selections of disadvantaged pupils, suggest that a proportion of lower attaining disadvantaged pupils need to develop metacognitive/ self-regulation strategies when faced with challenging task, e.g. in their monitoring and evaluation of their answers when participating in feedback lessons.
5.	Our disadvantaged pupils' engagement in co-curricular activities shows a disparity with our non-disadvantaged pupils. Engagement is highest in Year 7 and we need to work on ensuring this continues through to Year 11 for both clubs and House activities.
6.	Reading ages of our pupils on entry in Year 7 show that 1/3 of the year group are below Age Related Expectations (ARE). Work needs to be done in Year 7 to address this, enabling pupils' reading age to improve such that they can access the curriculum.

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. We firmly believe that the success criteria should be the same for all pupils - irrespective of background. Therefore, our aspirational success criteria for our disadvantaged pupils is deliberately no different

from those for non-disadvantaged pupils. It is in careful tracking of this implementation that we will be able to monitor our progress towards these goals.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4 and sustained improvement from Years 7 – 10.	<p>By the end of our current plan in 2026/ 2027:</p> <p>‘All pupils’ will achieve top quintile for progress and attainment, including our disadvantaged pupils.</p> <p>‘All pupils’ will achieve 95% at Grade 4+ in English and Maths and 80% at Grade 5+ in English and Maths, including our disadvantaged pupils.</p> <p>There will be > 70% + EBacc entry for all pupils, including our disadvantaged pupils.</p> <p>The quality of teaching will have improved as shown in observations, staff CPD provision, pupil surveys.</p>
Improved attendance from all our pupils, particularly our disadvantaged pupils which is sustained.	By the end of our current plan in 2026/2027, we will improve attendance to 96% for all pupils, including our disadvantaged pupils.
To achieve accelerated progress for our pupils who arrive at school below ARE so that their reading comprehension improves.	By the end of our current plan in 2026/2027 pupils who arrive in Year 7 and who are assessed as being 6 + months below ARE will make rapid progress in the first two terms at school, such that they make at least 12 + months progress in their reading ages and/ or are within 6 months of their ARE.
Improved sustained response to absence, shown in improved responses to feedback.	Observations, book looks and teacher assessments show improved consistent gap-filling post absence for all our pupils, including our disadvantaged pupils, such that there would be no discrepancy apparent between our disadvantaged and non-disadvantaged pupils in the quality of work done.
To achieve 100% regular engagement in co-curricular activity for all our pupils, including those who are disadvantaged.	By the end of our current plan in 2026/2027, all pupils will attend at least one co-curricular activity each week, including our disadvantaged pupils.

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: £127,835 (*pre-census estimate*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve quality of teaching: improvement of staff Continuing Professional Development programme at all levels. The focus will be on Teaching to the Top.</p> <p>Recruitment of highly skilled subject specialists and high-quality intervention teachers.</p>	<p>Good quality CPD programme makes a difference:</p> <p>'High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds'.</p> <p>ECT framework – Standard 1: Early Careers Teacher framework</p>	1,3,4
<p>Continue to improve quality of teaching and pupils' metacognitive and self-regulatory skills through the development of long term memory skills.. To ensure clarity of expected knowledge outcomes, evaluate and update KS3 Knowledge Organisers. Disadvantaged progress and engagement are focus of book looks– ensuring all pupils are engaged and able to evidence progress.</p>	<p>Knowledge Organisers can support retrieval skills.</p> <p>https://classteaching.wordpress.com/2018/09/14/using-knowledge-organisers-to-improve-retrieval-practice/</p> <p>https://researchschool.org.uk/bradford/news/knowledge-organisers-facilitating-retrieval</p> <p>https://anchor.fm/james-crane39/episodes/Episode-3---Knowledge-organisers-er9p13</p>	1,3,4
<p>Improve access to the curriculum for pupils whose reading ages are below ARE through: diagnostic testing of reading ages and sharing of this information; tutor-based whole class reading, training staff to make better use of reading ages to ensure resources and assessments are accessible; tutor time reading programme to reduce barriers to reading</p>	<p>Latest research shows the benefits of reading aloud to the class.</p> <p>https://classteaching.wordpress.com/2019/10/23/modelling-reading-a-whole-school-approach/</p> <p>https://teachlikeachampion.org/wp-content/uploads/Reading-Aloud.TES.Lemov.pdf</p> <p>Importance of improving reading for the whole school curriculum:</p> <p>https://www.glassessment.co.uk/press-office/press-releases/new-study-highlights-the-</p>	1,3,4,6

	importance-of-reading-to-the-whole-school-curriculum/	
Continue curriculum focus on a spiralling accrual of knowledge and skills. Ensuring every pupil receives a coherent and taught academic and pastoral curriculum. This supports the improvement in both the academic excellence and the development of exceptional character of all our pupils, including our disadvantaged.	Curriculum design will be deliberate, purposeful and effective: the KS3 curriculum design will be monitored, evaluated and reviewed by subject leads and Heads of faculty as well as the Senior Leadership Team. The pastoral curriculum will be implemented in tutor times. Mary Myatt's book <i>The Curriculum: Gallimaufry to Coherence</i> is a good starting place for this work.	1,3,4
Feedback: development of graduated approach to receiving and responding to feedback from Yr 7 – Yr 11. Effective feedback delivery and receipt seen as key to academic excellence and exceptional character	A UPR (Upper Pay Range teachers) group will work on projects which will support sharing good practice for the facilitation of effective feedback and share this with the school staff. Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF Ofsted's report: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf	1,3,4
Homework: development of homework non-negotiables to ensure all students including disadvantaged can access homework that is meaningful, achievable, timely, assessed. Coherent approach to setting homework aligned with understanding of and provision for challenges in home life.	A UPR (Upper Pay Range teachers) group will work on projects which will establish criteria for success and assess rollout. Homework EEF (educationendowmentfoundation.org.uk)	1,3,4,6
Absence response, catch up and feedback	Subject leaders will ensure that within department areas, absent students have resources and learning they need to progress. Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2,3,4
Assessment: improving the follow up to assessments across all year groups; providing a user-	https://schoolsweek.co.uk/how-to-use-assessment-effectively-in-your-school/	1,2,3,4,6

friendly interface with performance data to allow staff to identify underperformance rapidly and to feedback and intervene appropriately	ECT framework Standard 6 highlights the significance of getting assessment right and the way in which it positively impacts pupils' progress.	
Reporting: improving the quality of communication with home through our reporting process. Building on the attainment driven data to create richer reports including wider, holistic view of pupils.	https://teacherhead.com/2018/06/18/how-can-we-measure-and-report-progress-meaningfully/ Tom Sherrington talks through the pitfalls and necessary elements of reporting accurately on a pupil's progress.	1,2,4,5,

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

Budgeted cost: £ 111,000 (*pre-census estimate*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Address the diagnosed (reading ages/ base line testing) learning gap through Literacy and Numeracy interventions across KS3 and KS4 for low attaining pupils-led by SEND dept, English and Maths. These will be in small groups who are removed from a lesson for between 4 – 12 hours, although taught the same content as those in the lesson, but with a specific, measurable focus for improvement, defined by the class teacher.	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	1,3,4,6
Addressing the learning and reading gap: provision of interventions come under the Kings' Inclusive Intervention Programme (KIIP). All interventions are monitored and tracked centrally using Provision Mapping and Smart	Curriculum, timetabling, enhanced opportunities for support whilst maintaining access to a broad and engaging curriculum and the opportunity to participate in a broad co-curricular programme are all highlighted as key elements to successful learning in: https://documents.hants.gov.uk/childrens-services/sen-support.pdf	All targets

targets are bespoke to pupils, dependent on the intervention.		
Elevate at KS4 and at KS3 – small group weekly sessions for disadvantaged pupils, meeting designated member of staff to discuss barriers to learning, wellbeing, progress, attendance and to offer workshops on wider areas e.g. nutrition, revision skills.	Mentoring EEF (educationendowmentfoundation.org.uk)	All targets
Literacy Lead support the testing and strategic planning for improving the interventions available to pupils who are below Age Related Expectations or who would benefit from Access Arrangements at GCSE in addition to developing the whole school strategy for reading.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739722/literacy_and_numeracy_catch_up_strategies_amended_july-2018_amended_10.09.18.pdf Whilst this document's main focus is on primary school intervention, it does also highlight the significance of ensuring an effective transition between primary and secondary school phases, which will be greatly supported through these appointments. There is additional evidence to support the focus on Literacy interventions in the EEF Guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1,4,6

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

Budgeted cost: £114,000 (pre- census estimate)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue focus on increased attendance % for disadvantaged pupils through Year Officers for each year group, with a key element of their role being the	Increasing the capacity of the Pastoral team so that they can engage with the families of those pupils who are persistently absent, alongside supporting the pastoral and teaching staff to develop a culture of good attendance is	2,3, 4, 5

<p>improvement and prevention of attendance concerns.</p>	<p>supported through the recommendations in the government guidance: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>Evidence from the Durrington Research school also advocate the use of staff to work in a targeted way with families in order to tackle absence. https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance.</p> <p>Working with feeder schools on long term attendance strategy: improve pupils / families attendance habits to support improved learning in feeder schools, with clear benefits upon arrival at Kings'</p>	
<p>Focus on reducing the disadvantaged Persistent Absence rate to below 15%'</p>	<p>Review of our internal data has shown that pupils who are above PA threshold are significantly more likely to get a Grade 4 or above in five GCSE subjects.</p>	<p>1,2, 3,5,6</p>
<p>Introduced opportunities for parental engagement. Meet the Tutor Evenings for all year groups alongside bespoke 'topic' evenings to cover for example, study skills, homework support, and exam access arrangements– providing parents and carers with more information on how to support these areas from home and to work together with the school. .</p> <p>Some parents' and carers' 'evening' slots being made available in the school day for invited parents and carers with ambition to get above 80% attendance 1 or more subject appointment.</p>	<p>Research suggests that improved parental engagement with the school priorities can mean that pupils from disadvantaged backgrounds are more likely to receive support for working at home. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,2,4,5,6</p>
<p>Increased participation in co-curricular activities – breadth of co-curricular activities on offer has increased. Targeted focus on increasing attendance of all pupils, including disadvantaged pupils through the appointment</p>	<p>Despite worldwide interest in the subject, the EEF states that there has as yet not been a robust piece of research in the UK into the effect of participation on results. However, within our school, historically, we have seen a close correlation between those pupils who actively engage in the wider offer the</p>	<p>1,2,5</p>

of the Heads of House into each Year team.	school provides and those who attain or exceed their FFT target grades, including our disadvantaged pupils. With the appointment of year group Heads of House, this internal school research will become more accurate and enable a more targeted approach at ensuring participation.	
Building positive relationships is a focus of all staff in the school. It is looked for in all classroom drop ins and is supported by a longer tutor time at the start of the day. The Behaviour policy supports the ability of teachers to focus on building positive relationships with all pupils. Building positive relationships strengthens the pupils' desire to be part of the school community. Use of class charts enables quick analysis of Behaviour-Achievement points ratio for individual pupils – highlighting those who have not received a proportionate amount of praise.	Knowing pupils individually and supporting their learning through a consistent climate with clear and unbiased processes is outlined here: https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf	1,2,5,

Total budgeted cost: £ 532,835

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 to 2024 academic year.

Unvalidated analysis suggests an overall P8 score of +0.36, compared with the validated score of +0.43 in 2022-23. The unvalidated P8 score for PP students this year was -0.81, in comparison with -0.99 in 2022-23. This decrease in the “PP gap” from 1.44 to 1.17 grades suggests areas of the strategy are having the impact desired.

The same improvement is not visible in the P8 score for our disadvantaged pupils, at -0.99. The developments put in place across the cohort seem to have successfully impacted our non-disadvantaged pupils, but less so for those who require extra support.

The 2023-23 Disadvantaged Marginal Gains strategy aims to redirect our efforts. It comprises Tier 1 strategies – those impacting all pupils, Tier 2 – all disadvantaged pupils and Tier 3 which are targeted at specific disadvantaged individuals and groups. To date, the majority of our work in Tier 1 has been effective at improving outcomes for Kings' students. Tiers 2 and 3 are designed to specifically support our disadvantaged cohort.

Due to the historic structural design of our curriculum / GCSE options our Ebacc entry statistic for our disadvantaged pupils we have seen a decline in the number of entries in previous years. In 2024, Ebacc entries totalled 60%, of which 53% achieved the qualification; both increased on 2023.

A focus of the school is to recruit high quality subject specialist teachers and in the last year, all appointments to all teaching positions have been of subject specialists. Faculty area structures are now embedded, developing leadership through adding another layer of focus and accountability for monitoring, evaluating and reviewing the progress of our disadvantaged pupils. The Year teams have been expanded to incorporate a Head of House, responsible for promoting and monitoring pupil engagement in co-curricular activities along with SEND Officers who support the Year teams with provision for their pupils with an EHCP or those on the K list. Drop in observations of all staff have been used to record the areas seen and those for development. This shows that checking for understanding is well rooted in the majority of lessons. However, feedback and homework – particularly for disadvantaged pupils continue to be an area for consideration. Book looks and Pupil Voice suggests that whilst they have been effectively adopted in some subject areas, feedback lacks a graduated approach from Yr 7 to Yr 11. This will be the focus of the UPR Feedback group in the year ahead. Homework lacks consistency of work set and expectations of pupils to complete it, irrespective of background. This is a key focus in school this year and forms the basis of a UPR group on Homework.

Work on the Key Stage 3 curriculum has resulted in a cohesive and engaging curriculum which contains schemes of work which are focused, coherent and learned. These can be viewed on the school website [KS 3 curriculum at Kings' School](#). In addition, departments worked to update the Knowledge Organisers to accompany the curriculum for each year and each year group in Key Stage 3. These are now in use within school and are designed to strongly support the learning of all pupils, especially providing our disadvantaged pupils with the same access to the curriculum as our non-disadvantaged pupils. During the coming year, we will be continuing to monitor the use of the Knowledge Organisers within lessons. They can be found here: [Key Stage three | Kings School](#)

Through Kings' Inclusive Intervention Provision (KIIP) we now monitor and track the varied forms of intervention offered at school to support progress and attendance of pupils. This runs concomitantly with the Assess Plan Do Review process, in which our teaching staff highlight pupils in need of additional in-class support. This best practice is then shared with other members of teaching staff, allowing a pupil to receive consistent and effective in-class interventions.

Overall attendance in 2023/24 at Kings was 1.2% higher than the national average. However, our attendance for pupils with Free School Meals remains lower than the national average, sitting at 3.6% below at the end of the academic year. It is clear that continuing and strengthening our response to absence is key in improving key outcomes for our disadvantaged cohort. We recognise the relationship between attendance and outcomes and Year Officers have been focused on raising the attendance of our disadvantaged pupils in particular. The addition of the

SEND Officers will also support with this, where a pupil may be both from a disadvantaged background and have additional learning challenges.

Whilst the gap between the attendance at co-curricular clubs of our disadvantaged pupils is clear at KS4, it is smaller at KS3. From January, the gap closes in Year 11, when more pupils remain onsite for an additional Period 6. This was designed to support revision and Study Skills in preparation for exams. It is an area for development in the year ahead to reduce this gap as well as ensuring that the analysis of disadvantaged pupils' attendance at these events is more quickly available so that staff are more aware of the need to encourage certain pupils to attend. Placing the Heads of House into each Year team is designed to accelerate the impetus for pupils to participate in the wider life of the school. Pupils will be invited to specific sessions, based on data analysis and staff recommendations.

Externally provided programmes (pre census confirmation)

Swimming	KLS – Kerrie Lacey Swimming – Winchester.
Reading diagnostic testing	NGRT testing for Reading
Supporting identified pupils in Yr 7 with transition	Winchester Youth Options
Wellbeing support for pupils	School Pastors
Reading intervention	Literacy Gold

Service pupil premium funding

Measure	Details
Provision of Welfare Support – available to Service Pupils throughout the year – to be increased for Service pupils if any parents or carers are deployed into active service in a theatre of war.	The Welfare Support team works to build good relationships with all pupils, including those whose parents or carers are in the Services. This means ongoing support for those who need it but also enables students to have built a relationship of trust with the staff on the Welfare team, should their parent(s) be deployed on active service and they need additional support during that time.

Further information

Our Careers Education Advice and Guidance provision for disadvantaged pupils includes the core Careers Programme, Pupil Entitlement and any additional personalised interventions deemed beneficial to the individual. We prioritise activity that enables equality, social mobility, raised aspirations and support for young people to achieve their full potential. The CEAG programme is also now working closely with Elevate at KS3, which will target raising aspirations and promoting inspiring futures for our pupils from Year 7 onwards, through pupil voice work and visiting speakers.

One of the challenges faced by our disadvantaged pupils is equity of access to, and confidence in, IT facilities within families. We have therefore surveyed all our pupils' families to ask about their IT access and we have provided pupils with access to a laptop where there is none available at home. By the end of our current plan in 2026/2027, all pupils will have good access to necessary technology for completion of independent work, including our disadvantaged pupils. Improved parental access to technology will enable 100% uptake at parents' and carers' evenings and all parents, carers and pupils will have the knowledge to ensure 'online safety'.

We have consistently offered our Free School Meal pupils the ability to take home the ingredients for a lunch if there is a planned closure or half day at school. In addition, we provide a Transition Pack for our disadvantaged pupils moving into Year 7 which contains the necessary equipment for school, including a pencil case, reading book and calculator as well as an alarm clock. As part of the Transition process, we offer pupils who are in receipt of PPG funding at the end of Year 6, a free place on the [Transition Summer Schools](#) offered to all pupils due to start in the September.