



Kents Hill Park School

Pupil Premium strategy statement - (Updated November 2023)

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 2023/24

Detail	Data
School name	Kents Hill Park School
Number of pupils in school	983 Primary: 236 Secondary: 747
Proportion (%) of pupil premium eligible pupils	25% Primary: 21% Secondary: 27%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22 – 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	November 2024
Statement authorised by	James Pilgrim
Pupil premium lead	Adam Baxter
Governor / Trustee lead	Gary Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 265 620.00 <i>(TBC)</i>
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	£ 265 620.00 <i>(TBC)</i>

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. We are aware that within our target group there are a diverse range of needs – both existing and emerging. We will thoroughly analyse which pupils are under-achieving and endeavour to work out why. The activity we have outlined in this statement is also intended to support pupils' needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Quality First Teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Pupil behaviour for learning in lessons and around school is exemplary.
- Pupils make outstanding progress.
- Attendance is excellent.
- Pupils will be well equipped to achieve great results in all subjects with a key focus devoted to both English and Maths.
- Pupil engagement in the extended curriculum activities is high.
- Pupils will have high aspirations about their futures and achieve fantastic destinations.

Challenges

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

Challenge number	Detail of challenge
1	<p>The attainment of disadvantaged pupils is generally lower than that of their peers</p> <p>Data shows that a higher percentage of disadvantages pupils are below age-related expectations compared to non-disadvantaged pupils.</p>
2	<p>Assessments and observations with pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers.</p> <p>This impacts pupils progress in all subjects.</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.</p> <p>Lockdown has increased the frequency of referrals to safeguarding for high level referrals, concerns around mental health and feelings of isolation.</p>
4	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, and shown by the number of referrals to the Pastoral Team and reports for disadvantaged pupils.</p> <p>Pupils referred to isolation were disadvantaged pupils compared to their peers, however the average number of sessions per pupil was higher for disadvantaged pupils compared to their non-disadvantaged peers.</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been on average 2% lower than for non-disadvantaged pupils.</p>
6	<p>School behaviour in generally is excellent however the school average for non-disadvantaged pupils is higher than that of their disadvantaged peers.</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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS2 and KS4, with a focus on EBacc subjects	<p>2023/24 KS2 and KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • KS2 disadvantaged pupils achieve reading, writing and maths attainment above national average. • An average Attainment 8 score which is above national average. • A Progress 8 score which is above national average. • An EBacc average point score in line with non-disadvantaged pupils. • An Ebacc entry percentage in line with non-disadvantaged pupils.
Improved reading comprehension among disadvantaged pupils across KS2 and KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil school council, pupil and parent surveys and teacher observations. • Continued high numbers participating in enrichment activities and trips, particularly among disadvantaged pupils. • Raise aspirations around careers and future pathways identified in CEIAG pupil surveys.



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<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p> <p>Isolation and Report Data indicate these are in line within the proportion of disadvantaged pupils in school.</p>
<p>To achieve and sustain improved attendance figures for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none">• The overall absence rate for all pupil to decrease and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.• The overall persistently absent rate for all pupil to decrease and the gap between disadvantaged pupils and their non-disadvantaged peers being reduced.
<p>Pupil behaviour for learning in lessons and around school is exemplary.</p>	<p>Behaviour statistics improve in terms of Suspensions (Previously know as FTE), average positive %, gap reduced between non-disadvantages pupils and those that are disadvantaged.</p>

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: £119529 (45%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Class Sizes - Contribution towards the funding of extra staffing to provide intensive small group support for those who did not reach expected standards at the end of Key Stage Two plus LSA support in these classes.</p> <p>Additional staffing provided in English, Maths and Science in Key Stage Four to reduce class sizes and create intensive intervention groups.</p>	<p>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)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Reducing Class Sizes - EEF Teaching Assistant Interventions, Toolkit strand, EEF</p>	1, 2, 3, 4
<p>Pupil Engagement - Contribution towards targeted group teaching in KS2.</p> <p>One to one tuition for CLA pupils using external agencies.</p>	<p>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)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
<p>Purchase of standardised diagnostic reading</p>	<p>We want standardised tests to diagnose the issues around reading and comprehension. Completing these tests annually will measure the impact of our</p>	1, 2



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<p>and comprehension assessments.</p> <p>Training will be given to staff who are carrying out assessments.</p>	<p>interventions in reading and comprehension.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
<p>Developing metacognitive skills in pupils through explicit teaching in all lessons.</p> <p>Training days for all teaching staff around metacognitive strategies to use with their pupils.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Staff to develop through whole school training positive relationships with pupils in their classes by using positive behaviour management.</p>	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3, 4, 6

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

Budgeted cost: £66405 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading interventions for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3,
<p>Engaging with the National Tutoring</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective</p>	



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<p>Programme to provide a blend of tuition, mentoring and schooled tutoring for pupils whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Interventions Contribution towards the cost of KS3 intervention sessions.</p> <p>One-to-one mentoring for individual needs.</p>	<p>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)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Resources - Contribution towards the costs of arranging/running programmes with outside agencies e.g. Compass, CAMHS, Arthur Ellis, WEX, Think for the future, Commando Joes, Hearing, Speech & language, vision, medical.</p>	<p>Support/intervention targeted at those disadvantages pupils to improve behaviour for learning and academic outcomes.</p> <p>Behaviour Interventions - EEF</p>	<p>3, 4, 6</p>

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

Budgeted cost: £79686 (30%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training to develop and implement new procedures.</p> <p>A Sustained Absence Link will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>5</p>
<p>Increased staffing to monitor and support the attendance, behaviour and emotional wellbeing of disadvantaged pupils according to their needs.</p> <p>Additional staff to provide homework clubs in the Library and also in SEN Department. LSA lunchtime cover for social skills LSA to provide additional before and after school activities inc. booster class and 'meet and greet' and peer reading.</p> <p>One-to-one progression interviews for all Year 11 disadvantaged pupils. Work Experience extra support for selected Year 10 disadvantaged pupils.</p> <p>University trips raising expectations for disadvantaged pupils.</p>	<p>Behaviour interventions have an impact through increasing the time that pupils have for learning.</p> <p>Behaviour Interventions - EEF</p> <p>Teaching Assistant Interventions - EEF</p>	<p>3, 4, 5, 6,</p>



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<p>Cost of wrap around care at primary, including additional literacy support.</p>		
<p>Mental Health Strategy to focus on ensuring all pupils feel supported at school. This includes training for school staff, collaboration with our local behaviour hub and teacher release time.</p> <p>INSET for pastoral team and for LSA/SEN team and for NQTs on CLA.</p>	<p>EIF’s report 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: Adolescent mental health: A systematic review on the effectiveness of schoolbased interventions Early Intervention Foundation (eif.org.uk)</p>	<p>3</p>
<p>Providing a discount on all trips within the school for disadvantaged pupils.</p> <p>Providing music tuition free of charge for disadvantaged pupils.</p> <p>Providing a Food Technology club, including any ingredients for after school sessions.</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	

Total budgeted cost: £265 620.00 (TBC)



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 2022 to 2023 academic year.

1. Improved attainment among disadvantaged pupils across the curriculum at the end of KS2 and KS4, with a focus on EBacc subjects

Our internal assessments, observations and tracking during 2022/23 suggested that the academic performance of disadvantaged pupils was lower than non-disadvantaged pupils overall in both Year 10 and 11.

Summer GCSE Results

Pupils achieving grades 9-4 in Maths and English:

72% of non PP pupils in comparison of 73% of PP pupils achieving that benchmark.

1. Improved reading comprehension among disadvantaged pupils across KS2 and KS3.

At the end of KS2, SATs assessments show that children achieving Age-Related Expectations for reading was 33% (2/6) compared to 67% (16/24) for non-disadvantaged, writing was 33% compared to 75% and maths was 50% (3/6) compared to 83% (20/24). For GPS (SPaG) was 20% (1/6) compared to 75% (18/24) non-disadvantaged

2. To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.

Our assessments demonstrated that pupil behaviour, attendance, wellbeing and mental health were significantly impacted, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We continue to build on that approach moving forward.

3. Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.

A number of internal and external interventions have been deployed in order to improve self regulation with pupils. This has had a positive impact on pupils who have been struggling to attend their lessons. Work is still needed to be done with the harder to reach pupils during this academic year.



6. Pupil behaviour for learning in lessons and around school is exemplary

Isolation data from 2022-2023 shows that out of the pupils being isolated 31% were PP in comparison to 69% being Non PP. Suspension (Previously known as FTE) data from 2022-2023 shows that out of the pupils receiving a Suspensions (Previously known as FTE) 45% were PP in comparison to 56% being Non PP. We are looking further at the pupils involved to put in place additional support strategies to further reduce the numbers of isolated pupils as well as those suspended.

5. To achieve and sustain improved attendance figures for all pupils, particularly our disadvantaged pupils.

Data in 2022-23 shows that attendance for disadvantaged pupils was 6% lower than non-disadvantaged. 40% of pupils deemed to be placed in the persistent absence category were PP in comparison to 60% that were Non PP.

Other

Parental engagement for disadvantaged pupils has improved from last academic year with more parents attending events. We are continuing to work with parents offering more parent forum events and also establishing a PTA.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- Utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We have triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.