



# Kents Hill Park School

## Pupil Premium strategy statement - (Updated November 2024)

This statement details our school's use of Pupil Premium funding (and recovery premium) for the 2023 to 2024 academic year 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 2024/25

Detail	Data
School name	Kents Hill Park School
Number of pupils in school	Entire school: 1016 Primary: 264 Secondary: 752
Proportion (%) of pupil premium eligible pupils	Entire School: 28.6% Primary: 22.7% Secondary: 30.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/23 – 2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	James Pilgrim
Pupil premium Lead	Fiona McGarvie
Governor / Trustee lead	Gary Taylor

### Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£291 350 (TBC)
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	(£0)
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£291 350 (TBC)



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## 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 those who are 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 activities we have outlined in this statement are 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. Adaptive teaching techniques are 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, especially 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.
- Ensure pupils' behaviour for learning in lessons and around school is exemplary.
- Pupils make outstanding progress.
- Encourage excellent Attendance.
- Ensure Pupils are well equipped to achieve great results in all subjects with a key focus devoted to both English and Maths.
- Encourage Pupil engagement in extended curriculum activities.
- Develop high aspirations in pupils about their futures and destinations.



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## Challenges

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

Challenge number	Detail of challenge
1	The attainment of disadvantaged pupils is generally lower than that of their peers. Data shows that a higher percentage of disadvantaged pupils are below age-related expectations when compared to non-disadvantaged pupils.
2	Assessments and observations with pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts pupils' progress in all subjects.
3	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 caused significant knowledge gaps which have resulted in pupils falling further behind age-related expectations. Lockdown has increased the frequency of referrals to safeguarding for high level referrals, concerns around mental health and feelings of isolation.
4	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and the 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. The average number times a pupil was placed in isolation was higher for disadvantaged pupils compared to their non-disadvantaged peers.
5	Our data over the last 3 years indicates that attendance among disadvantaged pupils has been on average 4.6% lower than for non-disadvantaged pupils.
6	School behaviour in generally is excellent however the school average for non-disadvantaged pupils is higher than that of their disadvantaged peers.

## 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.	2024/25 KS2 and KS4 outcomes will demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> <li>• KS2 disadvantaged pupils achieve reading,</li> </ul>



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	<p>writing and maths attainment which is above national average.</p> <ul style="list-style-type: none"> <li>• An average Attainment 8 score which is above national average.</li> <li>• A Progress 8 score which is above national average.</li> <li>• An EBacc average point score in line with that for non-disadvantaged pupils.</li> <li>• An Ebacc entry percentage in line with that for non-disadvantaged pupils.</li> </ul>
<p>Improved reading comprehension among disadvantaged pupils across KS2 and KS3.</p>	<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>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil school council, pupil and parent surveys and teacher observations.</li> <li>• Continued high numbers participating in enrichment activities and trips, particularly among disadvantaged pupils.</li> <li>• Raise aspirations around careers and future pathways identified in CEIAG pupil surveys.</li> </ul>
<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"> <li>• The overall absence rate for all pupils to decrease and the attendance gap between disadvantaged pupils and their</li> </ul>



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	<p>non-disadvantaged peers being reduced.</p> <ul style="list-style-type: none"> <li>• The overall persistently absent rate for all pupil to decrease and the gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> </ul>
<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: £131,107 (45%)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution towards the funding of extra staffing to provide intensive small group support for those who do not reach expected standards in a range of areas including Reading, Maths, Handwriting, Spelling plus LSA support in these classes.</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:</p> <p><a href="#">One to one tuition   EEF</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   EEF</a></p> <p>Reducing Class Sizes - EEF</p> <p>Teaching Assistant Interventions, Toolkit strand, EEF</p>	<p>1, 2, 3, 4</p>
<p>Pupil Engagement - Contribution towards targeted group teaching in KS2.</p> <p>One to one online tuition for Disadvantaged pupils who</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:</p> <p><a href="#">One to one tuition   EEF</a></p> <p>And in small groups:</p>	<p>1, 2, 3</p>



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<p>are hard to reach and have attendance issues using external agencies.</p>	<p><a href="#">Small group tuition   EEF</a></p>	
<p>Purchase of standardised diagnostic reading and comprehension assessments. Training will be given to staff who are carrying out assessments.</p>	<p>We want standardised tests to diagnose the issues around reading and comprehension. Completing these tests annually will measure the impact of our interventions in reading and comprehension.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment?utm_source=/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=diagnostic">https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment?utm_source=/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=diagnostic</a></p>	<p>1, 2</p>
<p>Developing metacognitive skills in pupils through explicit teaching in all lessons. 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><a href="#">Metacognition and self-regulation   EEF</a></p>	<p>1, 2, 3, 4</p>
<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><a href="#">Behaviour interventions   EEF</a></p>	<p>3, 4, 6</p>



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

**Budgeted cost: £72,837 (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:  <a href="#">Reading comprehension strategies   EEF</a></p>	<p>1, 2, 3</p>
<p>Online tutoring available for disadvantaged pupils not making target grades.</p> <p>Intervention program for all subjects targeted at underachieving with specific focus on disadvantaged.</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:  <a href="#">One to one tuition   EEF</a></p> <p>And in small groups:  <a href="#">Small group tuition   EEF</a></p>	<p>1, 2, 3, 4</p>
<p>Interventions- Contribution towards the cost of KS2 and KS3 intervention sessions. 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:  <a href="#">One to one tuition   EEF</a></p> <p>And in small groups:  <a href="#">Small group tuition   EEF</a></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, Hearing,</p>	<p>Support/intervention targeted at those disadvantages pupils to improve behaviour for learning and academic outcomes.  <a href="#">Behaviour interventions   EEF</a></p>	<p>3, 4, 6</p>



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Speech & language, vision, medical.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £87,405 (30%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> 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 <a href="#">DfE guidance</a> has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	5
<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.</p> <p>1:1 interviews with Careers Advisor for all year 11 pupils with disadvantaged pupils</p>	<p>Behaviour interventions have an impact through increasing the time that pupils have for learning.</p> <p><a href="#">Behaviour interventions   EEF</a></p> <p><a href="#">Teaching Assistant Interventions   EEF</a></p>	3, 4, 5, 6



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<p>receiving one in year 10 and an additional one in year 11</p> <p>Additional support in finding Work Experience placements for Year 10 disadvantaged pupils.</p> <p>University trips raising expectations for disadvantaged pupils. 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. 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: <a href="#">Arts participation   EEF</a></p>	3
<p>Providing a discount on all trips within the school for disadvantaged pupils. Providing music tuition free of charge for disadvantaged pupils. Providing opportunity to develop the cultural capital for disadvantaged pupils.</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. <a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	3
<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>	3

**Total budgeted cost: £291,350 (TBC)**



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## 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.

Challenge Number	Strategy Outcome
<u>1</u>	<p><u>Improved attainment among disadvantaged pupils across the curriculum at the end of KS2 and KS4, with a focus on EBacc subjects.</u></p> <p>Our internal assessments, observations and tracking during 2023/24 suggested that the academic performance of disadvantaged pupils was lower than non-disadvantaged pupils overall in both Year 10 and 11.</p> <p><b>Summer 2024 GCSE Results</b></p> <p>Pupils achieving 5 standard passes including Maths and English: 42.5% of PP pupils in comparison of 61.1% of non PP pupils.</p> <p>Pupils achieving 9-4 in both English and Maths: 55% of PP pupils in comparison to 74.7% of non PP pupils.</p> <p>Pupils achieving 9-4 in English: 67.5% of PP pupils in comparison to 80% of non PP pupils.</p> <p>Pupils achieving 9-4 in Maths: 62.5% of PP pupils in comparison to 80% of non PP pupils.</p> <p><b>Summer 2024 Key Stage 2 Results</b></p> <p>The % achieving Age-Related Expectations (or above) in all three areas of Reading, Writing and Maths was 28.6% (2/7) compared to 65.2% (15/23) for non-disadvantaged.</p> <p>The % achieving Age-Related Expectations (or above) for Reading was 42.9% (3/7) compared to 65.2% (15/23) for non-disadvantaged.</p> <p>The % achieving Age-Related Expectations (or above) for Writing was 28.6% (2/7) compared to 69.6% (16/23) for non-disadvantaged.</p> <p>The % achieving Age-Related Expectations (or above) for Maths was 28.6% (2/6) compared to 82% (19/23) for non-disadvantaged.</p> <p>The % achieving Age-Related Expectations (or above) for Grammar, Punctuation and Spelling was 42.9% (3/7) compared to 78% (18/23) non-disadvantaged</p>



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<p><u>1</u></p>	<p>Improved reading comprehension among disadvantaged pupils across KS2 and KS3.</p> <p>At the end of the KS2 SATs assessments the achievement of Pupil Premium children was lower than non-disadvantaged children in each of the 4 areas that are assessed.</p> <p>The % achieving Age-Related Expectations (or above) for Reading was 42.9% (3/7) compared to 65.2% (15/23) for non-disadvantaged.</p>
<p><u>2</u></p>	<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p> <p>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.</p>
<p><u>3</u></p>	<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p> <p>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.</p> <p>Work is still needed to be done with the harder to reach pupils during this academic year.</p>
<p><u>6</u></p>	<p>Pupil behaviour for learning in lessons and around school is exemplary.</p> <p>Data from 2023 - 2024 shows that the average number of isolations per each PP pupil was almost twice as high than the average number for non-disadvantaged pupils - at 0.64 per PP pupil in comparison to 0.37 per non-disadvantaged pupil.</p> <p>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 receiving additional sanctions .</p>
<p><u>5</u></p>	<p>To achieve and sustain improved attendance figures for all pupils, particularly our disadvantaged pupils.</p> <p>Data in 2023-24 shows that attendance for disadvantaged pupils was 4.7% lower than non disadvantaged. This was an improved attendance on the previous year for both PP and non disadvantaged pupils.</p> <p>PP had risen from 85.91% to 87.46% and non disadvantaged had risen from 91.24% to 92.23%.</p>
<p><u>Other</u></p>	<p>Parental engagement for disadvantaged pupils has improved from last academic year with more parents attending events. We offer a range of curriculum evenings every year, each with a specific focus in years 7- 11. KS3 years focus on Curriculum and Option choices whereas KS4 looks at revision and GCSE support.</p>



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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 [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK](#) 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 and sports 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 [A School's Guide to Implementation | EEF](#) 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



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approach and will adjust our plan over time to secure better outcomes for pupils.