

# Pupil premium strategy statement

## OVERVIEW

### *PUPIL PREMIUM EXPLAINED*

Introduced in 2011, the Pupil Premium Grant (PPG) is government money designed to help disadvantaged children achieve their potential whilst in education. The funding is allocated to schools for children from Reception to Year 11 who have registered for free school meals in the last six years, are in care or have parents in the Armed Forces. The PPG allocation is £985 per Pupil Premium child and £2,410 per LAC child (although LA's do not release all LAC funds to school).

<b>Year Group for 2022-23</b>	<b>Cohort Number</b>	<b>PP Students No.</b>	<b>PP %</b>
<b>Year 7</b>	201	82	40.8
<b>Year 8</b>	248	98	39.5
<b>Year 9</b>	214	89	41.6
<b>Year 10</b>	298	100	33.5
<b>Year 11</b>	272	100	36.8
<b>Whole Cohort 7-11</b>	1233	469	38.0

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

<b>Detail</b>	<b>Data</b>
<b>School name</b>	King Henry School Leigh Academy Bexley from 1.4.23
<b>Number of pupils in school</b>	1507
<b>Proportion (%) of pupil premium eligible pupils</b>	43%
<b>Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)</b>	2022/2023

<b>Date this statement was published</b>	Autum 1 2022
<b>Date on which it will be reviewed</b>	1 <sup>st</sup> September 2023
<b>Statement authorised by</b>	John Dixon
<b>Pupil premium lead</b>	Heather Viligiardi
<b>Governor / Trustee lead</b>	

## Funding overview

<b>Detail</b>	<b>Amount</b>
<b>Pupil premium funding allocation this academic year</b>	£583,120
<b>Recovery premium funding allocation this academic year (estimate)</b>	£87,000
<b>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</b>	£0
<b>Total budget for this academic year</b>	£670,120
<b>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</b>	

## Part A: Pupil premium strategy plan

### Statement of intent

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*Our intention is to provide our young people with an extraordinary education that unlocks curiosity, ignites ambition and forges a social conscience, enabling all of our students to have an impact on the world around them.*

*The focus of our pupil premium strategy is to support disadvantaged pupils to achieve the above goal, including accelerating the progress of high attaining, more able pupils. We will consider the challenges faced by vulnerable pupils, with the aim to removing barriers to success and achievement, therefore supporting their progress. The activity we have outlined in this statement is also intended to support students' needs, regardless of whether they are disadvantaged or not.*

*We are heavily investing in building capacity for strong teaching and learning, with high quality research-driven staff development and CPD at all levels, improving the impact we have as teachers within the classroom. We also have a focus on improving literacy levels across school as we know that reading is the gateway to learning.*

*Quality First Teaching (QFT) is at the heart of our approach, with a focus on areas which disadvantaged pupils require the most support. QFT is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will continue to improve alongside progress for their disadvantaged peers. This investment will also ensure equal access to the curriculum for all pupils through an improvement in teaching provision.*

*We employ a wide variety of interventions and tests that are used to identify academic and social gaps which our students display. We also invest a large amount of time and money in key staff and particular systems they manage to ensure our students are acutely safe while being supported mentally, emotionally and pastorally.*

*Our strategy is also integral to wider school plans for improvement and education recovery, notably through our reading and literacy strategy and pastoral support. In 2022-23 we are focusing on the improvement of literacy for all. We note that this is a fundamental skill that will open doors for all young people, ensuring they can achieve their full potential.*

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

*The key principles which underpin this strategy are our whole school priorities which determine where we put our time effort and money*

1. Ensuring we meet the needs of all learners
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2. *All students make strong progress and experience success*
  3. *Students' behaviours and attitudes are purposefully challenged and shaped to prepare them for the wider world.*

*Everything we do at our school is to fulfil one of these priorities and that is no different for our pupil premium strategy. By focusing on these three areas, we know that all students will be given a robust, fair and uncompromising education whereby the impact of this will especially impact the life chances of those who are disadvantaged*

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## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	The attainment of disadvantaged pupils in English, Maths and Science is generally lower than that of their peers
2	The average reading age of students who joined KHS in September 2021 as 10.7 and over 140 students in KS3 have reading ages below 9.6.
3	A high number of students at King Henry School join the school with often undiagnosed or mis-diagnosed SEND needs which present in an acute way in the transition to secondary school.
4	Our observations show that although the quality of teaching and learning is improving it is not yet consistent across all staff and there are key areas that need improvement
5	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. There has also been a significant increase in safeguarding referrals and outside agencies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.
6	Our attendance data over the last three years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.  A higher number of disadvantaged students are persistently absent in comparison to non disadvantaged. Although COVID-19 continues to make these figures incomparable to previous years. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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## 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
<b>Improved attainment in all core subjects and in particular in English and Maths</b>	<p>Number of students achieving 9-4 in each subject improves from the figures below</p> <p>43% of PP students achieved 9-4 in English lang</p> <p>36% of PP students achieved 9-4 in Maths</p> <p>12% of PP students achieve 9-4 in Science</p> <p>26% achieved a grade 4+ in both English and Maths</p>
<b>Improved reading comprehension among disadvantaged pupils across KS3</b>	<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>
<b>Improved early identification and intervention for disadvantaged students with SEND</b>	<p>Improved success ratio of applications for EHCP assessment. Improved working relationships with local primary feeder schools. More accurate identification recorded on Arbor support teaching and learning</p>
<b>Teaching and Learning is consistently good, informed by research and leads to strong student progress</b>	<p>Regular drops show that teaching and learning is improving and evidence records less areas of concern. Behaviour in lessons improves and reflects improved practice</p>
<b>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged</b>	<p>Sustained high levels of wellbeing from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations.</li> </ul> <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
<b>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</b>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 6% (7.9% in 21/22), and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced from 5.4% to under 4%</li> <li>the percentage of all pupils who are persistently absent being below 26% (from 31.8% in 2020/21)</li> </ul>

## 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: £ 450,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	2 & 3
High quality teaching via investment in professional development, training and support. Bespoke CPD programme to enable development of all staff- including response to the pandemic.	Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. The CPD offer at King Henry is research driven and based on evidence contained within <a href="#">EEF Effective Professional development</a> guide.	1 & 4
Enhancement of all curriculum areas to ensure all teaching content is fit for purpose	LAT advisors support the development of the whole school curriculum through their expertise and guidance. New schemes of work are created with effective resources to target gaps in learning and build on a love of learning from Year 7	1, 4
Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.  We will support the introduction of disciplinary literacy using the Fraser model in classrooms.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a> Reintroduction of the school library and purchasing of new books to engage and instil a love of reading	2, 3

Surplus teaching hours to support QFT in the classroom		4
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Service Level Agreement for Speech and Language Therapist on site once per week	The DFE is clear that Pupil Premium funding can be used to support students in their specific needs including Speech and Language Therapy	2, 3
Access Arrangements Specialist Assessor, and purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1,2, 3
Early Intervention Team Services including Bexley EP	Having a collaborative approach at an early stage will enable support to have a greater impact.	6
Lexia, Virtual Library and Accelerated Reader Programmes	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   Toolkit Strand   Education Endowment Foundation   EEF</a>	5,6
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged,	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 (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,

including those who are high attainers.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 120,000

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 and release time to develop and implement new procedures. Attendance officers will also be supported by the Bexley Education Welfare Officers.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	6
Breakfast Club	<p>Breakfast provision helps to ensure no child has to learn when their hungry. In addition the provision of the Breakfast club enables other social and educational benefits <a href="#">EEF Magic Breakfast</a></p>	5
Granville Counselling	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p><a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></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:</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	5
Bespoke training programme focused on upskilling staff who work with most vulnerable	<p>We have a growing SEN need within school and staff need increased training to ensure we are meeting their needs.</p>	1
Purchased enhanced level of training to ensure all our House teams are qualified to a Level 3 DSL standard	<p>Through the increase in DDSLs we offer a wider and more accessible support network for students and families, helping them to staff engaged and be supported</p>	5



Contingency fund for acute issues	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.	All
Support for resources and uniform	Resources, equipment and enrichment are provided to enable all students to have an equal access. Support with uniform to ensure students are ready for the school environment and are included	5

**Total budgeted cost: £ £670,120**

## 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 2021 to 2022 academic year.

<p><i>Due to COVID-19, performance measures in 2021-22 are the first for two years. The overall expectation is that they will fall in line with 2019.</i></p> <p>In 2021-2022 the strategy aims are outlined below with a summary outcome.</p>	
<p>Improved attainment in English, Maths and Science with the aim of the number of students achieving 9-4 in English, Maths and Science is &gt;= 50% (rising from 28%)</p>	<p>Outcome: Overall outcomes for 2022 were weak. Students who gained 9-4 in English and Maths stood at 40% with PP students at 26% and non PP 47%</p>
<p>Improved reading comprehension among disadvantaged pupils across KS3 with the aim of a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p>	<p>Outcome: the identification of weak literacy has shown that a significant number of our students are not secondary ready. Outcomes at KS3 are not robust to compare and additional work needs to be done to ensure students are assessed and appropriate support be in put in place. The number of students who require literacy support is growing,</p>
<p>Improved early identification and intervention for disadvantaged students with SEND with the aim of improved success ratio of applications for EHCP assessment. Also an improved working relationship with local primary feeder schools</p>	<p>Outcome: some progress has been made in this area with over 18 students being identified for requiring additional support and an EHCP application being made. Since this, there have been a further 11 applications and we are awaiting updates.</p> <p>Further work is planned on this for 2022-23 with the appointment of two new SENDco's and a Deputy Headteacher SENDco.</p>
<p>Teaching and Learning is consistently good, informed by research and leads to strong student progress with the aim of identified strengths in teaching seen each term increasing and essential areas of development decreasing</p>	<p>Outcome: Despite a large focus on improving teaching and learning, the Ofsted report found that there were inconsistencies in teaching and checking or understanding was not present. Knowledge of gaps in learning is not evidenced and so teaching was not directed to increase outcomes effectively</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged with the aim of this being evidenced through student voice etc. Also, an increase in participation within enrichment activities</p>	<p>Outcome: Reintroduction back to full time schooling was interrupted during this past year with significant periods of time where KS3 were affected by remote learning or staff absence. The enrichment programme has not re-started as</p>

	expected although there have been some extra curricular events during the summer term.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils with the aim of overall absence rate being $\leq 7\%$ and that attendance gap between disadvantaged and non reducing to $< 4\%$ . PA for all students to be below 26%	Outcome: Attendance average stood at 88% at the end of 2021-22. Disadvantaged stood at 83% with a gap of 7% compared to non disadvantaged PA for all students is still above 26%

## 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