

Pupil premium strategy statement

Part A outlines our Pupil Premium strategy for the academic year 2024-2025, how we intend to spend the funding in this academic year and the effect that last year's spending of PP had within our school.

Part B 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.

School overview

Detail	Data
School name	King's Academy Ringmer
Number of pupils in school	650
Proportion (%) of pupil premium eligible pupils	147/650 = 22.3%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	Dec 24
Date on which it will be reviewed	Sept 2025
Statement authorised by	Mr C Harvey
Pupil premium lead	Mr Paul Burchett
Governor / Trustee lead	Mrs Anne Needham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,000
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	£147,000

Part A: Pupil premium strategy plan

Statement of intent

Objectives for our disadvantaged pupils

- Experiencing consistently high quality teaching, in every subject, in every year group
- Covering a rich and broad curriculum
- Reduction of the variation in progress scores between disadvantaged and non-disadvantaged students, whilst achieving a positive P8 score
- Reduction in the variation of reading ages between disadvantaged and non-disadvantaged by the end of Year 11
- No difference in the offer of subjects/teachers for disadvantaged and non-disadvantaged students
- Disadvantaged students gain the cultural capital required to support their personal development by making the most out of future opportunities, such as employment, further training and/or education
- The specific challenges of disadvantaged students are well understood by teachers, to allow the necessary support to be put in place, including exams access arrangements if appropriate
- Attendance of disadvantaged students is in line with the National average
- No difference in the achievement:behaviour point ratio between advantaged and disadvantaged students
- Strong home-school relationships, so we are effectively working together to help individuals that require extra support
- Effectively responding to student and parent voice with the aim of improving outcomes, attendance and the overall school experience
- Support for students who need extra support for their mental wellbeing
- Staff understand the specific challenges of growing up as a disadvantaged young person, and can therefore effectively recognise where additional support is required, and direct support accordingly

How our current pupil premium strategy plan works towards achieving those objectives

- The quality of education for and outcomes of our disadvantaged students is a whole school priority. As such, this is regularly discussed both within departments and on a whole school level
- We prioritise disadvantaged students when planning:
 - Seating arrangements
 - Questioning in the lesson
 - In class support
 - Groupings within the lesson
 - Feedback
 - Live marking
 - Resources
 - Intervention
 - Contact home
 - Independent learning support

- Discussions regarding organisation, revision etc.
 - Attendance to extra curricular activities
 - Attendance to any events, trips or activities
- We analyse groupings to ensure that our disadvantaged students are in the most appropriate classes with the most appropriate teacher to ensure their success
 - We have CPL sessions focussed on supporting disadvantaged students, how best to support them and understand what it is like to grow up with socioeconomic disadvantage
 - We are explicit with the 'most useful aspects' of our curriculum, so that our disadvantaged students understand what they need to focus on for success
 - We will be collecting more parent/carers and student voice to gain further insight into barriers for our disadvantaged students
 - We have sessions for key students who are specifically struggling with their MHEW, and the most disadvantaged students are prioritised for this

Key principles of our strategy plan

- There is no significant difference in the school experience of our disadvantaged students to their more advantaged peers
- Our disadvantaged students are prioritised at every opportunity
- We prioritise strategies within the classroom before turning to intervention
- Disadvantaged students need to be in school for us to have the greatest impact (therefore attendance is a priority)
- CPL includes how to best support disadvantaged students
- Every teacher is aware of the most useful aspects of the curriculum and these are explicitly emphasised

Challenges

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

Challenge number	Detail of challenge
1	Male Low Prior Attainers make the least progress.
2	Reading ages of Y7: 47% of disadvantaged students have a reading age below 11 years and 7 months (compared with 30.17% of non disadvantaged)
3	Missed learning/gaps in writing and mathematics, numeracy or other subject knowledge or skills. As evidenced by 2024 SATs.
4	Attendance (in 2023/24 disadvantaged 84.6%, non-disadvantaged 91.6%).
5	2022-23 PP VS NON

	156 achievement points/ nor vs 170 achievement points/ nor
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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
1. Reduction in the variation of achievement scores between advantaged and disadvantaged students in English Literature, English Language and Mathematics	Assessment results show a reducing gap in these subjects for GCSE, Y10 mock exams and KS3 assessments.
2. Reduction in the variation of achievement scores between advantaged and disadvantaged students in all other subjects, and in line with expected progress	Assessment results show a reducing gap in these subjects for GCSE, Y10 mock exams and KS3 assessments.
3. Attendance of disadvantaged students above the National average	Attendance being at least in line with National average for our disadvantaged students
4. Disadvantaged students receive more achievement points 2023/24	No difference in the achievement point ratio between advantaged and disadvantaged

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: £98,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Key members of staff.</p> <p>Part funding the SENDCO, ELSA and the learning assistants.</p> <p>Employing an HLTA to work with selected students with the very lowest literacy levels, to help them to better access the curriculum.</p>	<p>EEF teaching and learning toolkit findings:</p> <ul style="list-style-type: none">• Reading comprehension strategies (+ 6 months)• Small group tuition (+ 4 months)	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online packages. Tassomai in Science, English, History and Geography Sparx in Maths Units of Sound	There is evidence that regular retrieval practice leads to greater retention of knowledge (Roediger & Butler, 2011). Tassomai evidence regarding its impact in closing the attainment gap, with particularly strong impact on low prior attainers. EEF teaching and learning toolkit. Feedback (+ 6 months).	1, 2, 3
GL assessment Maths (PTM) and Science (PTS) Benchmarking tests GL Reading Tests	Anonymised externally benchmarked testing to identify Year 7 baseline, identify cohort gaps in knowledge, plan interventions and measure progress. Removes all unconscious bias from marking.	1, 2, 3
One-to-one and small group tutoring in Maths and English	One-to-one tutoring: high impact for moderate cost based on moderate evidence Small group tuition: moderate impact for low cost based on moderate evidence Training staff to use Lexonic phonics programme has swift impact on reading and builds capacity for long term impact, including adapting techniques for QF classroom teaching	1, 2, 3
Provision of technology (chromebooks) for disadvantaged students	Required in order to ensure access to homework and online revision packages Disadvantaged students are thus more likely to be rewarded for effort and achievement and less likely to be issued sanctions for non-completion of work.	1, 2, 3

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support	EWO- Educational Welfare Officer ESBAS support	4
Behaviour and well-being support through counselling, purchase of uniform, school trips	EEF SEL research and impact	1, 2, 3, 4, 5
Morning Enrichment led by learning assistants	Targeted small group support for mental and emotional wellbeing during Personal Development Time supports students' self-esteem and prepares them for learning.	4, 5
Enrichment activities including core curriculum visits, enhancing visits and wider cultural or socially enrichment activities.	EEF research indicates strong evidence to suggest that Arts Participation and Social and Emotional Learning contribute to students' academic progress. EEF Enrichment statement	4, 5

Total budgeted cost: £147,000

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 2023-2024 academic year.

Intended outcomes for 2023-2024	Actual outcomes
Reduction in the variation of progress scores between advantaged and disadvantaged students in English Literature, English Language and Mathematics	<p>In Maths, the variation in 2022 was -0.65, which reduced to -0.36 in 2023 GCSE, in 2024 disadvantaged student overtook the progress of non-disadvantaged students such that their progress measure was 0.18 above that of the non-disadvantaged students.</p> <p>In English the variation in 2022 was -0.85, which reduced to -0.01. As with maths, the English progress was better than non-disadvantaged students such that the gap was 0.46 above that of non-disadvantaged students.</p> <p>In both cases therefore disadvantaged students made significantly accelerated progress in comparison to non-disadvantaged students in school.</p>
Reduction in the variation of progress scores between advantaged and disadvantaged students in all other subjects, and in line with expected progress	<p>2024 Progress for disadvantaged students was significantly above that for non-disadvantaged students.</p> <p>P8 Disadvantaged 0.68 (with confidence intervals above 0).</p> <p>P8 Non-disadvantaged 0.2 (with confidence intervals above 0).</p> <p>P8 Ebacc bucket was 0.34 for non-disadvantaged students versus 0.75 for disadvantaged students representing additional progress of 0.41 for the disadvantaged group.</p> <p>P8 Open bucket was 0.01 or disadvantaged students representing additional progress of non-disadvantaged students versus 0.75</p>

	or disadvantaged students representing additional progress of 0.74.
Attendance of disadvantaged students above the National average	<p>Our data shows that attendance was in line with the national average for disadvantaged students and statistically above for Years 9 and 11 (source: FFT)</p> <p>However there is an 8% gap between disadvantaged and non-disadvantaged students.</p>
Disadvantaged students receive more achievement points and fewer behaviour points than in 2023 2/24	<p>Achievements points 2023-24</p> <p>Non PP - 479</p> <p>Total points - 79719</p> <p>Points per student - 166.4279749</p> <p>PP - 156</p> <p>Total points for PP - 20693</p> <p>Points per student - 132.6474359</p>

Progress 8 score 0.69 for Year 11 PP students was higher than that of non-PP students both within the school (0.2), the local authority(0.05) and nationally (0.16). The number of PP students entering and achieving in the eBacc at grade 4+ was also higher than that for non-PP students in local schools and nationally, with 52.6% PP students entered versus 44.3% non-PP locally and 44.7% no-PP nationally entered for the eBacc suite of qualifications, and 31.6% of PP students achieving the grade 4 or higher pass versus 30.5 non-PP in local schools and 29.7% non-PP nationally achieving at this threshold.

Mentor time reading books were partially funded, providing a diverse range of challenging texts to be read in Personal Development Time using the 'Faster Reading' approach, as evidenced [here](#) and originally by the [University of Sussex](#).

The SENDCO completed Exam Assessor Training, allowing more efficient identification of students who might need access arrangements. Disadvantaged students made up 30% of those awarded extra time or access to word processors for their GCSE exams.

An Educational Welfare Officer was funded for 1.5 days fortnightly to work with persistent absentees. Alternative Provision was introduced via the Russell Martin in Key Stage 3 to support students with multiple suspensions.

The purchase of Provision Map to track and monitor interventions and programmes has enabled a central record to be kept of the current support provided for both SEND and PP students.

Up to 50% contribution to work experience fees for selected PP students meant that all Year 10 students completed work experience last year.

The purchase of uniform and lockers for disadvantaged students ensured that all students attended looking smart and having secure storage for their PE kits and equipment.

Small group tuition by an additional external tutor in Maths supported catch-up: Between October 22 and June 24, 'Testwise' standardised scores for Year 7 students indicated an improvement of 9.4 on their standardised score for students regularly attending this intervention. At GCSE, disadvantaged students who attended tuition made 0.28 of a grade progress.

Funding of places on cultural and social development events during Enrichment Week supported 11 students to attend off-site watersports and culturally enriching activities. Two students were funded on a 9 day language and adventure visit to the Ardeche in the South of France; 3 students were partially funded on other residential activities. Allocation of PP grant alongside voluntary parental contributions ensured that every PP student who requested to attend an off-site or high-value visit were able to attend.

We relaunched the Duke of Edinburgh Award Scheme this year, and supported 3 disadvantaged students to attend who completed their Bronze Award. Disadvantaged students had their fees paid and were given priority for kit provided with DofE grant funding.

Instrumental music lessons were partially funded for 5 x PP students who were personally encouraged to take up the offer and fully funded for 1 x Ukranian GCSE student. An invited 'Singing Group' included 12/30 PP students.

GCSE Art packs for PP students allowed students to fully access the GCSE Art curriculum and all students were supported in attending the photography enrichment visit to the V&A museum.

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
Tassomai	Tassomai
Sparx Maths	Sparx Ltd
Bedrock Learning	Bedrock Learning