

Pupil premium strategy statement

Part A outlines our Pupil Premium strategy for the academic year 2025-26, 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 2024 to 2025 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 | 664 |
| Proportion (%) of pupil premium eligible pupils | $155/664 = 23.3\%$ |
| Academic year/years that our current pupil premium strategy plan covers | 3 years |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | Mr Chris Harvey |
| Pupil premium lead | Ms Dhena Malik |
| Governor / Trustee lead | Mrs Anne Needham |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £114,000 |
| 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/carer 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 | <p>Attendance:</p> <p>Our data, observations and understanding of our students indicate that attendance for disadvantaged students is lower than non-disadvantaged students. In order for students to experience the full curriculum and have positive outcomes (academic and personal), students need to be at school. Therefore, we feel that this is a priority for us.</p> |
| 2 | <p>Reading:</p> <p>Reading ages of Y7: 45% of disadvantaged students have a reading age below 11 years and 7 months (compared with 30% of non-disadvantaged).</p> |

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| | There is clear evidence that success in reading underpins achievement across the entire curriculum, which is why it remains a priority for us. |
| 3 | <p>Behaviour:</p> <p>Our understanding of our student cohort suggests that disadvantaged students are more likely to face suspensions, exhibit challenging behaviour, and receive demerits, which collectively impact their progress. We are determined to make meaningful improvements in this area.</p> |
| 4 | <p>Belonging</p> <p>A sense of belonging is essential to students' wellbeing, motivation, and future success, and we see extracurricular activities as central to nurturing this. Our varied programme of wider opportunities encourages students to work towards long-term goals, raise their aspirations, and develop employability skills, opening doors to opportunities on a global scale.</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 |
|--|---|
| <p>Attendance To improve and sustain attendance for all students, particularly disadvantaged students.</p> | <p>By 2025/26, the attendance of our disadvantaged students will be in line with the national average attendance of all students.</p> |
| <p>Reading Improve reading ages among all students, particularly disadvantaged students.</p> | <p>Reading age tests to demonstrate that all students are making progress and in line with their chronological age.</p> |
| <p>Behaviour Behaviour for all students to improve so that they can access lessons and extra curricular activities.</p> | <p>By 2025/26, the overall number of demerits and suspensions to decrease, particularly for disadvantaged students.</p> |
| <p>Belonging All disadvantaged students participate in extra curricular activities and feel a part of the community.</p> | <p>All KS3 students participate in the Super Curriculum, we would like more KS4 students to attend after school clubs and be in leadership roles (school council, house representative). Student surveys to highlight that the disadvantaged students feel they belong to the school community.</p> |

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 SENCO, Wellbeing Practitioner and the Learning Support 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 |
|---|---|-------------------------------|
| <p>Online packages. Tassomai in Science, English, History and Geography</p> <p>Sparx in Maths and Science</p> <p>Units of Sound</p> | <p>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.</p> <p>EEF teaching and learning toolkit. Feedback (+ 6 months).</p> | <p>1, 2, 3</p> |
| <p>GL Reading Tests</p> | <p>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.</p> | <p>1, 2, 3</p> |
| <p>One-to-one and small group tutoring in Maths and English</p> | <p>One-to-one tutoring: high impact for moderate cost based on moderate evidence</p> <p>Small group tuition: moderate impact for low cost based on moderate evidence</p> <p>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</p> | <p>1, 2, 3</p> |
| <p>Provision of technology (chromebooks) for disadvantaged students</p> | <p>Required in order to ensure access to homework and online revision packages</p> <p>Disadvantaged students are thus more likely to be rewarded for effort and achievement</p> | <p>1, 2, 3</p> |

| | | |
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| | and less likely to be issued sanctions for non-completion of work. | |
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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 | |
| Behaviour and well-being support through counselling, purchase of uniform, school trips | EEF SEL research and impact | |
| 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. | |
| 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 | |

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 2024-25 academic year.

| Intended outcomes for 2024-2025 | Actual outcomes | | | |
|--|--|---|--|--|
| <p>Reduction in the variation of progress scores between advantaged and disadvantaged students in English Literature, English Language and Mathematics</p> | <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> <p>Due to the pandemic we do not have Progress 8 figures for 2025. Attainment data shows our disadvantaged students outperformed other local disadvantaged students in the following areas:</p> | | | |
| | | Average EBacc APS score per disadvantaged pupil | Average Attainment 8 score per disadvantaged pupil | % of disadvantaged pupils entering all English Baccalaureate subject areas |
| KAR | 2.89 | 32.1 | 41.70% | |
| East Sussex | 2.59 | 30.3 | 19.70% | |
| | <p>Ebacc entries were also significantly above the national average. 42% v 29%.</p> | | | |

| | |
|--|--|
| <p>Reduction in the variation of progress scores between advantaged and disadvantaged students in all other subjects, and in line with expected progress</p> | <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 or disadvantaged students representing additional progress of 0.74.</p> <p>Due to the pandemic we do not have Progress 8 figures for 2025.</p> |
| <p>Attendance of disadvantaged students above the National average</p> | <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> |

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 SENCO completed Exam Assessor Training, allowing more efficient identification of students who might need access arrangements. Disadvantaged students made up 40% of those awarded extra time or access to word processors for their GCSE exams.

An Educational Welfare Officer was funded for 1 day weekly 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.

The purchase of uniforms 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 25, '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.

Instrumental music lessons were partially funded for 3 x PP students who were personally encouraged to take up the offer.

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 |
| Sparx Science | Sparx Ltd |