

Pupil premium strategy statement – Ken Stimpson Academy 2024/2025

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	941 (Yrs 7-11) 1,067 (Yrs 7-14)
Proportion (%) of pupil premium eligible pupils	335 (35.8% Yrs 7-11) 358 (33.6% Yrs 7-14)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023/2024 to 2025/2026
Date this statement was published	12 November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mr Damien Whales (Headteacher)
Pupil premium lead	Mr Kevin Abbott (Assistant Headteacher)
Governor / Trustee lead	Angus Brown (Chair of Local Governing Committee)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£404,091 [School Budget] £351,750 [PP Funding] [335 x £1,050]
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£404,091

Part A: Pupil premium strategy plan

Statement of intent

Ken Stimpson Academy is an inclusive 11-19 secondary school. We intend to provide an inspirational teaching and learning environment for all of our students. With a higher-than-average number of Pupil Premium students we aim to take a whole school approach where teaching and learning is the number one priority for all. High quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and will at the same time benefit our non-disadvantaged students.

Staff are fully committed to ensuring that all students achieve their best outcomes, regardless of internal/external barriers to learning. Our intention is to provide the highest quality of education and a curriculum experience which helps enhance the cultural capital of our young people. We are striving to raise academic standards and continually instil self-belief into our students, thus improving opportunities and prospects for life beyond Year 11. This will allow our students to leave us fully prepared for the next stage of their education, whether that be university, higher level apprenticeships or entering the world of work. We aim for all students, irrespective of their background or the challenges they face, to make good progress and achieve highly across the curriculum.

We look to adopt a targeted and strategic approach to provide opportunities to address academic, pastoral and cultural gaps for our disadvantaged students. We are a dedicated and enthusiastic team and closely monitor the progress of all students, thus intervening effectively and rapidly. We also look to consider the challenges faced by some of our most vulnerable students, such as those who have a social worker or family support worker, are young carers, are experiencing mental health challenges and those experiencing other adverse childhood difficulties. Through rigorous tracking, careful planning and targeted support and intervention, we aim to provide all students the access and opportunities to enjoy academic success.

School context breakdown of PP by year group (accurate as of November 2024)

(NB: Post 16 students do not receive the Pupil Premium grant but are eligible for a separate P16 bursary. They are included as the school continues to monitor the performance of disadvantaged P16 students)

Year Group	Cohort total	Free School Meals Total	Looked After Children	Previous Looked After Children	Service Children In Education	% Pupil Premium
7	156	65	3	0	1	41.7%
8	209	73	4	0	2	34.9%
9	179	78	4	0	0	43.6%
10	205	73	0	0	0	35.6%
11	188	46	3	0	1	24.5%
YR 7-11	937	335	14	0	4	35.8%
12	51	11	0	0	0	21.6%
13	71	11	0	0	0	15.5%
14	8	1	0	0	0	13%
SCHOOL	1067	358	14	0	4	33.6%

Challenges

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

Challenge number	Detail of challenge
1	Pupil premium students achieve a lower level of attainment than non-pupil premium
2	Negative impact on progress caused by behavioural issues (including social, emotional, and mental health) and disruption to learning.
3	A considerable proportion of our pupil premium students have reading ages lower than their chronological age. Reading, for some of our pupils, is not commonplace and is a barrier to accessing the curriculum.
4	Low aspirations compared to non-PP pupils, for example, insufficient uptake of EBacc subjects. Many of our pupil premium students lack resilience, aspiration and other personal qualities that promote a positive attitude towards, and engagement with education.
5	Attendance and punctuality rates for some pupil premium students are lower than non-pupil premium students. Too many PP students are persistently absent.
6	Many of our pupil premium students do not have access to cultural experiences or activities or visits. These students also have insufficient participation to academic and extra-curricular activities outside of the school day such as our Unit 6 revision sessions.
7	Issues with staff awareness of PP learners and strategies for success.

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. Improve attainment and close gap between PP and non-PP learners in all year groups	<ul style="list-style-type: none"> ✓ Improve PP performance at 9-7, 9-5 and 9-4 grades, closing the gap between PP and non-PP outcomes at GCSE. ✓ At KS3, improve attainment gap so it is more in line with non-PP attainment. ✓ 'Big Read', 'Big Write' and 'Big Know' implemented for most departments. Following these assessments, tracking in place to help review performance.
2. Improve behaviour for learning and social, emotional and mental health for key PP pupils by providing meaningful support	<ul style="list-style-type: none"> ✓ Reduce number of behaviour incidents logged for PP, bring in line with average for non-PP pupils. ✓ All pupils in KS3 take part in SEMH survey via EDUKIT. All pupils identified as SEMH to have a completed BOXALL profile. Boxall profile interventions show impact through engagement in learning ✓ Students report positive influence of wellbeing activities (DOVE/HAWK and engagement with services). ✓ Increase levels of positive behaviour reporting, for example, through giving positives on ClassCharts/positive contacts home.
3. Improve literacy levels so that pupils are able to access the whole curriculum	<ul style="list-style-type: none"> ✓ Reading ages for all students will increase to be in line with, or very close to chronological age. ✓ Smaller disparity between the scores of pupil premium students and non-pupil premium. ✓ Pupil premium students achieve, or exceed grade 4 at GCSE English in line with non-pupil premium.
4. Improve motivation and aspiration levels amongst Pupil Premium and encourage engagement with academic pathways (e.g. EBacc qualification subjects)	<ul style="list-style-type: none"> ✓ Increased PP engagement and motivation evident in classroom observation during learning walks and development drop ins. ✓ Increasing take-up of academic subjects qualifying for the EBacc – for example, increased uptake of MFL at KS4.

	<ul style="list-style-type: none"> ✓ Morning 'roll call' used to identify students lacking equipment and/or with uniform issues. Pupil premium students catered for, so no student goes without.
5. Improve attendance and punctuality levels	<ul style="list-style-type: none"> ✓ Sustained high attendance demonstrated by a reduction in persistent absence of all pupils. ✓ Gap between pupil premium and non-pupil premium attendance reduced. ✓ Raise awareness of PP breakfast clubs to encourage attendance and punctuality.
6. Cultivate opportunities for enhancing cultural capital through enrichment experiences. Improve access for pupil premium students to attend academic activities in and out of school hours	<ul style="list-style-type: none"> ✓ A significant increase in participation of enrichment activities particularly for pupil premium students. ✓ Increase the exposure of pupil premium students to aspirational experiences such as residentials, trips and visits that enrich their educational journey. ✓ Increased PP engagement in after school academic sessions, for example, Year 11 Unit 6 revision. ✓ 100% of PP pupils attend a meeting with the careers officer in Year 11. ✓ NEET figures for PP in line or lower than national average. ✓ Ensure activity leads are aware of the needs and barriers of PP pupils to promote take up for extra-curricular activities.
7. Increase opportunities for staff CPD focused on best practice for PP as informed by EEF	<ul style="list-style-type: none"> ✓ 100% identification by teachers of who is pupil premium in their classes via Classcharts (also available on SIMS). ✓ 100% of faculty improvement plans contain a strategy for pupil premium intervention. ✓ Staff are aware of the difficulties that may impact pupil premium students through staff training day/twilight sessions.

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: £140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first inclusive teaching is the school's main school priority	Support structures inside the school (linked to the School Strategic Plan) are robust in identified effective and ineffective teaching practice for all staff (SSP and DDI recording)	1-7
Unit 6 intervention programme for Year 11 students, minimum of 15 hours per subject	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average (EEF 2020)	1, 3 and 6
Staff training and wider inset – quality first teaching is key to pupils making progress (coaching programme)	EEF teaching and learning toolkit indicates: <ul style="list-style-type: none"> - metacognition and self-regulation +7 months - feedback +6 months - mastery +5 months - collaborative learning approaches +5 months - social and emotional learning +4 months 	1-7
Maths HLTA	Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020)	1 and 3
EAL Coordinator	EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions	1 and 3
Enhanced Nurture staffing x2 members of staff (1.6 x full time)	Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020)	1, 2 and 3

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

Budgeted cost: £190,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school reading programme (Years 7-10)	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	1, 2 and 3
Academy 21	Digital technology can add up to +4 months progress (EEF, 2020)	1 and 2
Alternative provision (including but not exclusively ACE, Olive academies) at £80 per day per student	PP students are 4X more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018) Keeping them in alternate provision and shaping the curriculum to meet their needs will avoid this. Use pastoral behaviour support workers to positively reinforce attitude to learning.	1, 2 and 5
Taxis to transport students to/from Alt Provisions	PP students are 4X more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018) Keeping them in alternate provision and shaping the curriculum to meet their needs will avoid this. Use pastoral behaviour support workers to positively reinforce attitude to learning	1, 2 and 5
Sparx Maths subscription	Metacognition and self-regulation +7 months Mastery learning +5 months Homework +5 months	1
Lexia Gold	Routine mastery of reading, spelling and grammar	1 and 3
Revision days for KS4 during half terms and in lead up to exams	Mastery learning +5 months Small group tuition +5 months	1 and 6
Academic resources such as revision guides, and Laptops for pupils to catch up	Metacognition and self-regulation +7 months Mastery learning +5 months Homework +5 months	1
Century Learning for English and Science Homework	Metacognition and self-regulation +7 months Mastery learning +5 months Homework +5 months	1

Alternative Provision Manager	A bespoke curriculum package needs to be established for some learners to engage them back into learning and to give aspirations for future success.	1, 2 and 5
Attendance Officer (31% of salary)	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across KS2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10- 15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons <p>Social and emotional learning +4 months Parental engagement +4 months Behaviour interventions +4 months</p>	1, 2 and 5

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion of trips including Activity Day provision	Cultural Capital: disadvantaged students don't develop as they don't watch documentaries, visit museums, read books, talk at the dinner table, have an awareness of the World, or the language to articulate an understanding of it.	4 and 6
Uniform and equipment provision	To ensure there are no explicit perceived inhibiting barriers	5 and 7
Additional food provision (including daily breakfast club)	Social and emotional learning +4 months Behaviour interventions +4months	1, 2 and 5
Youth Dream Project (Boxercise)	Motivational experiences	1, 2, 4 and 6

<p>Additional Wellbeing member of staff (3 days) (31% of salary)</p>	<p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse</p> <p>Social and emotional learning +4 months Parental engagement +4 months Behaviour interventions +4 months</p>	<p>1, 2 and 5</p>
<p>Additional Learning Mentors x2 (31% of salary)</p>	<p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse</p> <p>Reduce the number of behaviour incidents logged for PP Social and emotional learning +4 months Parental engagement +4 months Behaviour interventions +4 months</p>	<p>1 and 2</p>
<p>Social club</p>	<p>EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.</p>	<p>1 and 2</p>
<p>Stand against violence assemblies (CCE)</p>	<p>EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.</p>	<p>2 and 4</p>
<p>After school homework club provision</p>	<p>EEF Toolkit – Homework +5 months</p>	<p>1, 3, 4 and 6</p>

SISRA and ALPS subscriptions	The analysis tool to support the evidence base of measures put in place to close the gap between PP students and their peers.	1 and 7
Exam pencil cases (including scientific calculator) and bottled water for public exams	To ensure there are no explicit perceived inhibiting barriers	1, 4 and 7
Home visits and examination collections	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across KS2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10- 15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons <p>Social and emotional learning +4 months Parental engagement +4 months Behaviour interventions +4 months</p>	1, 2 and 5

Total budgeted cost 2024/2025

Target 1 = £140,000

Target 2 = £190,000

Target 3 = £75,000

TOTAL = £405,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summary of Year 11 2024 exams

Measure	Cohort	PP	Difference	Compared to 2023
Cohort	208	74		
Average Total Attainment 8	39.52	32.84	-6.68	PP gap narrowed
Average Attainment 8 Grade	3.95	3.28	-0.67	PP gap narrowed
Average Total Progress 8	-0.21	-0.46	-0.25	PP gap narrowed
Students Achieving 9-7 in English and Maths	6.7%	5.4%	-1.3	PP gap narrowed
Students Achieving 9-7 in English	13%	13.5%	0.5	PP gap eliminated!
Students Achieving 9-7 in Maths	14.9%	8.1%	-6.8	PP gap increased
Students Achieving 9-5 in English and Maths	33.7%	17.6%	-16.1	PP gap narrowed
Students Achieving 9-5 in English	47.6%	36.5%	-11.1	PP gap narrowed
Students Achieving 9-5 in Maths	41.3%	23%	-18.3	PP gap narrowed
Students Achieving 9-4 in English and Maths	53.4%	37.8%	-15.6	PP gap narrowed
Students Achieving 9-4 in English	64.4%	51.4%	-13	PP gap narrowed
Students Achieving 9-4 in Maths	63%	44.6%	-18.4	PP gap narrowed
Students Entered For the EBacc	25 (12.0%)	7 (9.46%)	-18 (-2.54%)	PP gap narrowed

Summary of Year 11 2023 Exams

Measure	Cohort	PP	Difference
Total students	206	47	159
Average Total Attainment 8	36.4	26.35	-10.05
Average Attainment 8 Grade	3.64	2.64	-1
Average Total Progress 8	-0.35	-0.79	-0.44
Students Achieving 9-7 in English and Maths	1.5	0	-1.5
Students Achieving 9-7 in English	6.8	6.4	-0.4
Students Achieving 9-7 in Maths	5.8	4.3	-1.5
Students Achieving 9-5 in English and Maths	25.2	6.4	-18.8
Students Achieving 9-5 in English	40.8	21.3	-19.5
Students Achieving 9-5 in Maths	32.5	10.6	-21.9
Students Achieving 9-4 in English and Maths	47.6	25.5	-22.1
Students Achieving 9-4 in English	62.1	38.3	-23.8
Students Achieving 9-4 in Maths	53.4	31.9	-21.5
Students Entered For the EBacc	28 (13.6% of the cohort)	4 (8.5% of the cohort)	24 (-5.1%)

Post 16 ALPS data

	2022/23	2023/24	Compared to 2022/23
A level students (1 or more entries)	47	32	
Disadvantaged-Non-Disadvantaged - A level students (1 or more entries)	43	28	
Disadvantaged- Disadvantaged - A level students (1 or more entries)	4	4	No change
% students on mixed study programmes	48.9%	34.4%	
Disadvantaged-Non-Disadvantaged - % students on mixed study programmes	53.5%	28.6%	
Disadvantaged- Disadvantaged - % students on mixed study programmes	0.0%	75.0%	Significantly more disadvantage students on mixed study programmes
Total exam entries	95	69	
Disadvantaged-Non-Disadvantaged - Total exam entries	87	61	
Disadvantaged- Disadvantaged - Total exam entries	8	8	No change
T score - single year score	7.67	6.33	
Disadvantaged-Non-Disadvantaged - T score - single year score	7.67	5.33	
Disadvantaged- Disadvantaged - T score - single year score	8	8	No change
A levels on target %	36.8%	52.6%	
Disadvantaged-Non-Disadvantaged - A levels on target %	40.2%	54.4%	
Disadvantaged- Disadvantaged - A levels on target %	0.0%	40.0%	Significant improvement

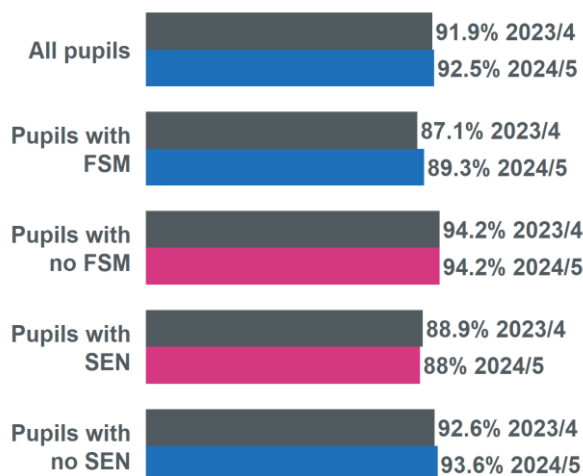
2023/2024 attendance by pupil group

Pupil group	Attendance 2023/2024 (full year)
All pupils	91.43%
Pupils with FSM	88.05%
Pupils with no FSM	93.11%
Pupils with SEN	86.97%
Pupils with no SEN	92.54%
Looked after children	96.80%

In 2023/2024, the gap between disadvantaged and non-disadvantaged pupils was **5.06%**. The School Attendance Officer continues to make closing this attendance gap their priority.

Current attendance by pupil group

Bar chart showing attendance for Ken Stimpson Academy and different pupil groups from the **start of the autumn term 2024 to 2025, up to 04/11/24** compared to the same time period last year.



Pupil group	Attendance 2024/5	Attendance 2023/4	National average 2024/25
All pupils	92.5%	91.9%	92.8%
Pupils with FSM	89.3%	87.1%	88.3%
Pupils with no FSM	94.2%	94.2%	94.4%
Pupils with SEN	88%	88.9%	87.6%
Pupils with no SEN	93.6%	92.6%	93.9%

Outcome data such as the above informed the challenges 1-7 on page 3.

Key areas identified:

1. Raise attainment at both KS4 and KS5. At KS4 there is a 0.67 grade difference between pupil premium and non-pupil premium students. At KS5 disadvantaged P16 students underperform compared to non-disadvantaged, according to the ALPS measure.
2. Raise reading levels so students can access the more academic content of subjects.
3. Increase the number of pupils who qualify for the EBacc and raise the attainment of those pupils.
4. Improve overall attendance and punctuality for pupil premium students compared to non-pupil premium as there is currently a 5% difference in attendance
5. Improve overall behaviour incidents for pupil premium compared to non-pupil premium and offer SEMH support as there is a clear gap between pupil premium and non-pupil premium behaviour incidents.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
None	None

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Not applicable
The impact of that spending on service pupil premium eligible pupils
Not applicable