

Knole Academy Pupil premium strategy statement

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

Detail	Data
School name	Knole Academy
Number of pupils in school	1411
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Years 2024 to 2027
Date this statement was published	November 2024
Date on which it will be reviewed	3 x annually at governors
Statement authorised by	D Collins
Pupil premium lead	J Corbett
Governor / Trustee lead	Mr R Wedderburn- Day

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£287856
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	£287856

Part A: Pupil premium strategy plan

Statement of intent

At our academy, we are committed to ensuring that all students, particularly those classified as disadvantaged, can achieve and fulfil their potential. Our ultimate objective is to eradicate the disparities that exist between disadvantaged pupils and their peers, nurturing an educational environment that promotes equity in every aspect of school life. We firmly believe that every child deserves the opportunity to succeed, irrespective of their socio-economic background.

To achieve these objectives, our current pupil premium strategy is designed to address the specific barriers that disproportionately affect our disadvantaged students. We recognise that underperformance can stem from a multitude of factors, each requiring tailored interventions. Therefore, we prioritise the identification of these barriers and implement strategies that facilitate individual progress.

Our data systems play a critical role in effectively tracking, monitoring, and supporting our pupils. By assessing academic progress, attendance, behaviour, and attitudes towards learning. This allows us to implement timely and effective interventions that are sensitive to their unique needs.

Moreover, we have taken into account the residual impacts of the pandemic on our most disadvantaged learners. Acknowledging the widening gaps in educational attainment that have emerged, we are committed to conducting levelled analyses to identify specific areas of concern. This informed approach will enable us to design targeted support strategies aimed at closing these gaps, ensuring that all pupils can engage with the curriculum and thrive academically.

In summary, our pupil premium strategy is a dedicated framework through which we strive to remove barriers, enhance educational equity, and ultimately support our disadvantaged pupils in achieving their fullest potential.

PUPIL PREMIUM STATUTORY INFORMATION

Knole Academy Vision 2024- 2027

Guiding Principle	<p>Knole Academy is committed to the highest standards of teaching and learning to ensure that all students fulfil their potential, in the taught curriculum and in extra and co-curricular activities.</p> <p>We are aspirational in our targets and ambitious for our students in their academic and personal development. We aim to use external and internal expertise to provide opportunities for staff to feel valued and able to create an academy where all students understand and contribute to the local, national and global community.</p>		
Core Values	<p>Aspirational</p> <p>We have high expectations for every child regardless of background. The interests of students are always the priority in all decision making</p>	<p>Inspirational</p> <p>We intend to develop internationally minded learners who recognise their common humanity and help create a better world</p>	<p>Influential</p> <p>Through partnership with all stakeholders, we strive to ensure that no barriers are placed in the way of student achievement</p>
Strategic Approach	All of our work will be focused into ensuring that students fulfil their potential academically, socially and emotionally	The Academy will promote a strong ethos which exists and develops across all key stages	All activities and links will have a clear and demonstrable impact on the improvement of the Academy and the wider trust.
Priorities	<p>Curriculum Teaching and Learning</p> <ul style="list-style-type: none"> *The quality of teaching and learning is always the paramount principle within the academy *Develop an inclusive curriculum to strategically maximise delivery *Integrate successful delivery of the International Baccalaureate Career Programme and Diploma Programme *Employ the house structure to promote achievement and engagement across the curriculum 	<p>Creating an academy culture</p> <ul style="list-style-type: none"> *Embed a commitment to learning *The Academy and all its stakeholders are relentless in its expectation of consistently high standards from all members *Embed the International Baccalaureate Learner Profile throughout the academy *Publicly and openly recognise students' achievements and contributions *The academy has a professional ethos built on mutual dignity and respect of all members 	<p>Assets</p> <ul style="list-style-type: none"> *Utilise information systems to track and promote student progress *Maximise the lettings revenue to reinvest into the teaching and learning *Through careful budgetary processes ensure the academy remains financially solvent to support the vision *Develop awareness and support of environmental considerations in the development of the site. *Maximise the use of central MAT services to generate best value.
	<p>Excellent staff development</p> <ul style="list-style-type: none"> *Promote the development of subject pedagogy in all areas *Encourage classroom and curriculum innovation by sharing expertise *Provide opportunity to use personal skill set successfully *Develop an effective training programme for all support staff *Ensure staff work collaboratively across the Trust to improve their own pedagogy 	<p>Expanding horizons</p> <ul style="list-style-type: none"> *Enable students to access a wide range of experiences to find and develop a wide selection of interests *Promote the use of Information, Advice and Guidance to set clear objectives for students in their onward progression *Develop global citizens and encourage a caring environment where all students thrive. *Develop Trust provision to increase opportunity for students and staff. 	<p>Strategic links</p> <ul style="list-style-type: none"> * Maximise the impact of our strategic links with the local business community *Provide an opportunity for parents to have an impact on their child's education and contribute to their success *Ensure effective collaboration with other educational establishments that impacts on student performance.
	<p>Making success the norm</p> <ul style="list-style-type: none"> *Ensure all information is used to maximise student outcomes *Building students growth mindset and upskilling them. *Promotion of higher-level career opportunities *Encourage a culture of participation, teamwork, leadership, and success. 	<p>Valuing Innovation and Creativity</p> <ul style="list-style-type: none"> *Create a culture where innovative teaching is encouraged, recognised and shared *Celebrate our expressive arts status *Supporting community-based projects through our IB curriculum. *Encourage students to think and innovate beyond the boundaries of exams. 	<p>Communications</p> <ul style="list-style-type: none"> *Ensure all communication is consistent with the vision statement * Maintain a positive public perception of the Academy through various portals including social media *Maximise the opportunities that being part of AAT provides and ensure we are adding value.
Evaluation metrics	Student attainment and achievement is high and improving.	Students leave Knole Academy as well-rounded members of society. Retention of students into the Sixth Form increases.	The Academy is the academy of choice for the local area and can sustain its vision.

Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none"> a. Quantity, regularity, and quality of nutrition b. Correct and well-maintained uniform and all equipment required for learning. c. Settled home life that supports education d. Settled travel arrangements to and from school e. Good attendance – monitored continuously
2	<ul style="list-style-type: none"> a. Access to quality teaching and assessments, which is aspirational for all b. specific subject related resources c. Ability to work independently at home including provision for online or remote learning
3	<ul style="list-style-type: none"> a. Access to educational trips and visits b. Access to extracurricular support and activities
4	<ul style="list-style-type: none"> a. Access to what next steps after KS4/5 for students and parents/carers

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. This is outlined in our overview above.

Intended outcome	Success criteria
<p>Priority 1 : Quality of Education: Improve the academic outcomes for all students</p> <ul style="list-style-type: none"> - Instil an ability to apply knowledge effectively. - More students attaining higher grades in core subjects. - Improve the progress and the attainment of all pupils to KS4 in all subjects. 	<ul style="list-style-type: none"> - Increased percentage of grades 4+/7+ in English, maths, and science. - Revision skills are embedded. - Increased number of disadvantaged pupils are making good or better progress, are attending more enrichment activities, and have increased attendance to impact positively on outcomes.

<p>Priority 2: Behaviour and Attitudes: Improve standards and increase attendance</p> <ul style="list-style-type: none"> - Promote collegiate responsibility for the vision of the academy - Ensure student are nurtured through all stages of transition, including from primary settings, option processes at KS3, 4, 5 and beyond to include support beyond the academy 	<ul style="list-style-type: none"> - Improve behaviour for learning scores amongst PP students and be equal to non-PP students. - Attendance issues to be tackled to ensure engagement in curricular lessons. - Increased number of PP students complete the full baccalaureate subjects - 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>Priority 3: Personal Development: Drive the development of students as global citizens</p> <p>Develop engagement with learning in the classroom and beyond.</p>	<ul style="list-style-type: none"> - All PP students attend the summer school held by the academy before year 7 and counsellors are deployed to support those finding transition a challenge for the first two weeks of year 7 - PP students are guided through options processes and meet with career advisors beyond KS4 to reduce the number NEET students and increase up take to sixth form. - Funding and application help for universities are offered. - Student and staff voice addresses areas where teaching materials do not support high quality delivery
<p>Priority 4: Leadership and Management: Improve leadership at all levels.</p> <p>Develop inclusivity to ensure an integrated educational offer for all pupils.</p> <p>Training on inclusive teaching is central to the whole school development process and individual CPD.</p>	<p>Staff will take part in CPD which will contribute to improvement in outcomes for PP students.</p> <p>Use of external agencies such as EFA, EEF and WKSATA to improve practice for all students including PP students.</p> <p>Increased number of disadvantaged pupils are making good or better progress, are attending more enrichment activities, and have increased attendance to impact positively on outcomes.</p> <p>Teachers can articulate what support students are receiving outside of their lessons and are aware of the most effective strategies to adapt learning for pupils</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: £ 58,657

Activity	Evidence that supports this approach	Challenge number(s) addressed
Virtual Learning platforms and homework costs	<p>We use a range of VLPs to help students access education such as Arbor, GCSE pod, and now introducing Century. https://www.sciencedirect.com/science/article/abs/pii/S0360131520300695</p> <p>evidence suggests students engage and performance better online for homework than traditional homework due to ease of access. Tracking is also much easier for teachers digitally.</p> <p>Evidence from our own BuildUp group suggested a 1.20 increase in attainment in a year using GCSE pod.</p> <p>The EEF (Educational Endowment Foundation) suggest that homework in secondary school can increase progress of pupil premium students by +8 months on average. Our homework packages give feedback to students once they have completed tasks. Homework is used to engage students in independent and thinking hard strategies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	2a-c 1c 1e 3b 4
<i>Training for staff</i>	<p>Improvement in subject pedagogy will have the largest impact through quality first teaching in school. Our CPD programme is entirely focused on pedagogy and is the largest determinant of progression during teacher appraisal.</p> <p>As a school we are completing EFA with the EEF and working on embedding Kagan strategies to improve inclusivity.</p> <p>The EEF suggest that collaborative learning can aid progress by between +8 - +5 months on average.</p> <p>Specific training to engage pupil premium students will be undertaken this year for CPD with all staff. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1-4

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>NCE and NPQ being undertaken by members of staff this year as well as aspiring middle leader courses. Collaboration with trust schools on the PP budget will also occur.</p>	
<i>External Consultancy</i>	<p>External consultancy will enable us to put in place current interventions such as use of Performance learning consultancy.</p> <p>WKSATA.</p> <p>External review of governance.</p> <p>AFA</p> <p>IBSCA</p>	2-4
<i>Standardised assessments in departments</i>	<p>All departments run departmental standardised assessments three times a year to ensure we can track student assessments and identify students that need intervention or appropriate settings. This also helps teachers to ensure stretch and challenge appropriate at all levels.</p> <p>Cross moderation with WKSATA, and the trust.</p> <p>Exam pro licence</p> <p>Informed staff CPD</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping</p> <p>Tracking in 2024 - 2025 will be improved by use of pupil progress using exam board specifications.</p>	2 4
<i>Line management meetings</i>	<p>Meetings with the RSL and SL's will particularly consider how subject leaders can help reduce the gap with PP students.</p>	2
<i>Data systems Progress manager and assistant</i>	<p>Our data department and systems are vital in tracking all pupils' attainments and progress in their standardised assessments across all year groups to clearly identify student's needs.</p> <p>By clearly tracking students' progress and reporting to members of staff and parents we can track all students and identify the students most in need of intervention and making appropriate groupings for students. This will be particularly important to consider whether the impact is more positive at the top ability end of the scale compared to low ability but can be improve progress by up to 2 months over a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping</p>	2,4

	Use of pupil progress will enable us to track and predict outcomes and skill gaps more efficiently for pupils. .	
<i>Departmental incentive fund and engagement Additional lesson resources</i>	<p>Money per department for additional items or resources in response to need for the most disadvantaged students.</p> <p>Equipment and calculator packs for all students when they begin school.</p> <p>Revision resources for all KS3 and 4 students in the school to support the performance learning.</p> <p>This will be informed in each department and via survey feedback.</p>	1 and 2
<i>Additional 2nd in department for English, maths, and science</i>	<p>Aiding with mastery learning in maths for +5 impact, good evidence from EEF.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	2
<i>Lead practitioners in English and Maths</i>	<p>Improving literacy and mathematics teaching across the academy is key for attainment and therefore teaching is a priority.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	2
<i>Schools Direct</i>	Member of the Oaks consortium training teachers in a school's direct programme, our programme coordinator supports transitions for new teachers and continuing development for quality first teaching.	2
<i>Research - CPD</i>	<p>Undertaking research to contribute with the EEF about effect of setting and use of AI. Evidence based teaching and contributions to EBT will help inform of best practice and outcomes in classes.</p> <p>Use of insights from PiXL will also aid in this via oracy investigation</p>	2a

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

Budgeted cost: £ 98,521

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading strategy	<p>EEF individualised instruction gains +4 months of progress. Reading comprehension strategies are high impact on average (+6 months).</p> <p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Dedicated member of staff to work on specific areas of weakness with students identified with reading and comprehension issues.</p> <p>We have use of these programmes :</p> <p>LUCID LASS LUCID EXACT</p> <p>Give individual areas of weakness.</p> <p>JR- is planning a reading strategy and in dicussion with literacy lead for SEN and all students.</p>	2 4
Literacy coordination in year 7	<p>Coordinating the transition of students into year 7 and supporting teaching across the academy is key for attainment and therefore teaching is a priority.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Literacy coordinator TC to lead.</p>	2
Virtual learning platforms	<p>GCSE POD CENTURY Language nut Theatre programme LEXIA IDL IXL</p>	1-4

	<p>TTRS Word Shark Dynamo Docs+</p> <p>All for different interventions such as build up groups and reading and comprehension and access to arts.</p>	
<i>Resources for work-based learning</i>	<p>Equipment for PP students in work-based learning such as engineering / hair and catering Careers advisor helping students get into provision after KS4 and 5. Specific work- based opportunities for targeted students.</p>	2-4
<i>Ingredients for food tech</i>	To ensure they all have access to everything to make as much progress as possible.	1 -2b
<i>Revision guides</i>	<p>Issued to all students at GCSE in core and ebacc subjects. With the performance learning programme.</p> <p>KS3 revision guides will also be issued to help students with PL and metacognition techniques.</p>	1 2 4
<i>LSA support</i>	<p>LSA's are deployed to help all students with SEN and work with students with any additional needs including PP students.</p> <p>One to one support, particularly when linked to normal lessons.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_evidence_brief.pdf?v=1726046314</p>	1 2 3
<i>Walking talking mocks</i>	Core subjects 6 teachers over 6 days of the year.	2
<i>Resit Delivery</i>	<p>Students attaining below a grade 4 in English and maths will need to resit. Whilst evidence suggest this may not be beneficial to many students, passing subject does open doors. Within our provision we also offer functional skills to our students to ensure that additional maths and English are beneficial. The EEF are piloting initiatives to aid the most disadvantaged students.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-how-do-you-solve-a-problem-like-gcse-resits</p>	2a, 4
<i>Small group sessions – Internally lead revision sessions</i>	<p>Study skill and parental skill interventions Communication skill groups Speech and language sessions to help inclusion and access to the curriculum. Afterschool coursework, portfolio, and booster sessions. EEF report small group sessions can increase progress by +5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	2

	<p>One to one support, particularly when linked to normal lessons.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_evidence_brief.pdf?v=1726046314</p>	
<i>Performance learning</i>	<p>Support for GCSE students to help with revision, metacognition, and self-regulation.</p> <p>metacognitive and self-regulation they can improve by 7+ months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	2
<i>IT resources and laptops</i>	Laptops for PP students to be used throughout the year.	1 – 4
<i>Alternative curriculum provision including transport</i>	<p>Provision for those students that need Two bridges school</p> <p>Viewpoint</p> <p>Horizons</p> <p>Rosewood</p> <p>Transport and uniform for managed moves to alternate providers.</p>	1 4
<i>Careers and Sixth form</i>	<p>Careers intervention is most effective when personalised.</p> <p>Our careers adviser meets with all students for this reason.</p> <p>JS has begun as a careers advisor and has scheduled appointments with all students in year 11. Career education increases both economic, academic and societal improvement of outcomes.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Careers_Education_summary_infograph.pdf?v=1732560258</p> <p>EEF research and recommendations</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Careers_Education_summary_infograph.pdf?v=1731986420</p>	4
<i>KAN</i>	<p>KAN uses metacognitive practices and specifically targets PP students to work with students aspirations of reaching university, where no one in the family has before or where they may have significant barriers to attending university, Where evidence on aspirational interventions are weak for metacognitive and self-regulation they can improve by 7+ months , and this programme engages a lot in these methods.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	2 3 4

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

Budgeted cost: £ 130,678

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Wellbeing programme including dogs</i></p>	<p>Inclusive wellbeing programme for all academy members, parents, and wellbeing dogs.</p> <p>https://ojs.cumbria.ac.uk/index.php/step/article/view/546/649</p> <p>Dogs used in schools have been shown to benefit wellbeing, grief, emotional distress and improve school climate and ethos.</p> <p>Wellbeing website for all academy stake holders to improve mental health and wellbeing and improve attendance. We also offer Additional – Pop-up CPD for staff on a range of wellbeing issues</p> <p>Wellbeing resources for wellbeing spaces such as Teen Breathe magazine, colouring books and pens, fidget toys and reading books</p> <p>Fruit and snacks for wellbeing spaces</p>	<p>1-4</p>
<p><i>FLO</i></p>	<p>Family liaison officer to worked with disadvantaged students and families to improve attendance and educational engagement. Poor attendance is linjkeed with attainment.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_evidence_brief.pdf?v=1726046314</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	<p>1 – 4</p>
<p><i>Peer Tutoring</i></p>	<p>The EEF state mentoring can support progress by +2 month for PP students. We use a range of groups to support students developing both academically and socially. Peer mentoring with tutoring has shown to have a larger improvement in attainment – up to +5 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p> <p>Peer mentoring and tutoring is seen as a result of service learning for the IB and is active in History, Maths, psychology and PE, peer paired interventions are occurring and is cost neutral.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_evidence_brief.pdf?v=1726046314</p>	<p>1e</p>
<p><i>Counselling</i></p>	<p>Full-time in-house counselling and therapies can have a high impact on risk behaviours and improve attendance in school. Counsellors may also support the pastoral team.</p>	<p>1e</p>

<i>Pastoral care</i>	EEF states +5-month progress if we have appropriate behaviour intervention. Our pastoral team focuses on supporting students in being in safe spaces and classrooms to allow them to succeed.	1, 4
<i>11-16 bursary</i>	Funds to support students and families as appropriate through the year. – this will usually be between 5-10 students per year.	1 4
<i>CCF/D of E</i>	Outdoor and adventure. EEF suggest that outdoor adventure can aid progress by 3+ months. And academic coaching for able PP students to gain routes to the top universities. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	3 4
<i>Food parcels/community store and Christmas hampers</i>	Food is collected and delivered to the most financially in need families, we also have a community store and make Christmas hampers.	1.
<i>Extracurricular trips -</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation +3 months Offering students, the opportunity to go on cultural trips they would otherwise not afford has been shown to have potential improvement in academic subjects. Some students will have the opportunity for fully funded places to academic and cultural activities. Wider benefits show an improved attitude towards learning. PP FSM – increase in availability for funding for trips.	3
<i>House competition and reward trips and prizes</i>	We use a range of rewards to support students in their progress and encouraging positive behaviour and a school ethos of celebration. Collated evidence shows that behaviour management and positive reinforcement has a positive effect. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2
<i>Engagement club</i>	Breakfast club for nourishing snacks and staffing to ensure students make a great start to the day with higher brain function for progress. http://www.educationalneuroscience.org.uk/resources/neuromyth-or-neurofact/diet-makes-a-difference-to-learning/	1a
<i>Transition support including summer school</i>	Also included in this is baseline assessments for students entering with no data.	1e 4

	<p>Bush craft for students at summer school.</p> <p>EEF shows moderate evidence of improvements for moderate courses, or 3+ months but with targeted academic elements they can also show further improvements.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	
<i>Edukey – provision mapping and safeguarding</i>	Monitoring safety, wellbeing, and academic need of students.	1
<i>Music Scholarships and production</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Impact of offering students access to music and arts lessons can increase academic progress.</p>	1 3 4
<i>IB learner profile/award</i>	<p>An IB LP coordinator to develop continuity of curriculum provision through KS3 and 4 to boost aspiration and progression into sixth form.</p> <p>To embed the values of global citizenship.</p>	1-4
<i>Gym membership</i>	Subsidising gym membership for PP students.	3

Total budgeted cost: £ 287856

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Evaluation of other strategies:

We are awaiting the figures to confirm our residuals from the DFE and will update when this becomes available.

Intended outcome	Success criteria	Evaluation
More students attaining higher grades in core subjects	Increased percentage of grades 4+/7+ in English, maths, and science.	Students eligible for pupil premium attained 5% increase in grade 5 or above target measures and -2% at 4+ Compared to 2023. Attendance was the largest factor for these students.
Improve the progress and the attainment of all pupils to KS4 in all subjects.	Diminish the difference of academic progress and attainment between PP and non-PP students.	Gap has not diminished this year, mostly affected by attendance, more work done this year to improve aspiration and data knowledge. More students PP attaining EBacc standard (increase by 3%)
Increase student engagement and attitudes towards learning	Improve attitude to learning scores amongst PP students and be equal to non-PP students. As seen on the Horsforth quadrant. Attendance issues to be tackled to ensure engagement in curricular lessons.	HP 26% of HP attained were from PP students, higher than proportion of PP students. - Jul 2024 Monitoring attendance continuing and a focus on the AIP for 2024 to 5 ATL grade average 3.03 from 2.89 Non pp 3.3 from 3.12

<p>Ensure student are nurtured through all stages of transition, including from primary settings, option processes at KS3, 4, 5 and beyond to include support beyond the academy.</p>	<p>Students identified as PP or vulnerable are met within their settings, PP students attend the summer school held by the academy.</p> <p>PP students are guided through options processes and meet with career advisors beyond KS4 to reduce the number NEET students and increase up take to sixth form.</p> <p>Funding and application help for universities are offered.</p>	<p>Full summer school was funded with record attendance. Survey suggested importance of summer school in improving wellbeing and feeling of belonging.</p> <p>Counsellors support transition for first two weeks of term to address anxiety-based school avoidance</p>
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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
Performance Learning	Performance Learning
PiXL	The PiXL Club • Company Registration number: 07321607
KAN EFA	Sevenoaks school