

Pupil premium strategy statement

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
School name	Kingsdale Foundation School
Number of pupils in school	2100 Secondary Pupils on roll Year 7-11
Proportion (%) of pupil premium eligible pupils	22.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/26 to 2027/28
Date this statement was published	31/12/25
Date on which it will be reviewed	01/12/26
Statement authorised by	Mr S Morrison (Headteacher)
Pupil premium lead	Dr Tunde/Mr O Fatodu
Governor / Trustee lead	Ms S Chan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£497,725
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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	£605,596

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective for all students at the school is ensure that they have an enriching, personalised, high-quality and positive experience of school, which allows for excellent progression and tangible personal success. To ensure that this aim becomes a reality, we remain focused on delivering an education of the highest standard which will allow all our students to excel, regardless of their personal circumstances or starting points.

Our strategy for disadvantaged and vulnerable pupils draws upon recognised research into improving outcomes for disadvantaged students, by first identifying any factors preventing academic progress and then implementing a clear strategy for support with built in opportunities for review of impact. Within this broad approach, we focus on the academic attainment of disadvantaged learners, particularly in EBACC subjects, whilst not losing sight of the significant positive impact a breadth of opportunities and support can have, both within and outside of the classroom.

The key method by which we intend to help ensure positive outcomes for disadvantaged students is through excellent Quality First Teaching, as this has been shown to have the greatest leverage on outcomes for all. High-quality teaching sits within our extremely broad and balanced curriculum offer, ensuring that all students have a range of opportunities to excel in different subjects and contexts. Our pupil premium strategy is integral to our school improvement strategy as a whole, as we know that what benefits disadvantaged students will also benefit non-disadvantaged students.

At Kingsdale we have an individualised, personal approach which puts student needs at the heart of what we do. Therefore, this strategy aims to be responsive to what students actually need, using formal and informal assessment to judge need rather than making assumptions. We aim to empower teachers to get to know the individuals in their class, form positive relationships with them, and take responsibility for their progress. Our personalised approach also extends to outside of the classroom, where pastoral structures aim to ensure that all students, but particularly disadvantaged students, are given the specific individual support they need.

Challenges

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

Challenge number	Detail of challenge
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1	The progress of disadvantaged students in Mathematics remains below that of non-disadvantaged students.
2	The published progress of disadvantaged students is below national and local averages and that of non-disadvantaged students. As well as in Mathematics, this is particularly the case in Science and Humanities.
2	Literacy and numeracy levels amongst disadvantaged students, identified from observations and assessments are lower when disadvantaged students arrive at the school. This influences progress levels across subjects.
3	Assessments, support systems and observations have identified that disadvantaged students have fallen behind to a greater degree than non-disadvantaged students regarding the acquisition of subject knowledge and skills because of the pandemic and associated measures.
4	Disadvantaged pupils are more likely to suffer from poor Social & Emotional Health or have other inclusion and safeguarding needs. These have been noticeably and further amplified by the pandemic period.
5	Disadvantaged pupils are more likely to have poor attendance and punctuality than average. This has a negative impact on student progress, as demonstrated through our observations and analysis of assessments.
6	Disadvantaged students are more likely to have difficulties in their interactions with teachers, resulting in more 'behaviour' referrals. This can lead to more time out of lessons and a less positive attitude to learning.

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
Improved progress of disadvantaged students in Mathematics GCSE, meaning that their progress is in line with, or better than, their peers.	A significantly improved progress score has been attained by disadvantaged students in Mathematics by Summer 2026, with further improvements evident in 2027 and 2028.
Improved progress by disadvantaged students overall at GCSE, meaning that their progress is in line with, or better than local & national averages and is in line with, or better than their non-disadvantaged peers.	The Progress 8 measure at GCSE for disadvantaged students is line with or better than local or national averages and is in line with, or better than their non-disadvantaged peers. Incremental improvements will be measured in Summer 2026 and 2027 prior to plan completion in Summer 2028.
All students identified as disadvantaged will have made significant advances in closing their learning gap and academic progress.	Evidence gathered through internal assessments and observations will demonstrate that students have returned to or exceeded their flight path trajectory as for their prior attainment grouping.
Improved levels of literacy and reading comprehension are evidenced amongst	Improvements evidenced by higher scores attained on reading age and comprehension

disadvantaged students within Key Stage 3 (target phase).	tests carried out by end of Summer/start of Autumn term 2026. There will be a reduction in the gap between the scores of disadvantaged and non-disadvantaged students. Improvements sustained and developed in subsequent years covered by this plan.
To achieve and sustain improved attendance for disadvantaged students.	Sustained high attendance from 2026/27 will be evidenced by the overall absence rate for all students being no more than 2%. In addition, the attendance gap between disadvantaged pupils and their non-disadvantaged peers will have been reduced by 3% to no more than 1% by the end of the plan in 2028.
The wellbeing of all students, including social, emotional and mental health will have been improved, including those who are disadvantaged.	Sustained high levels of wellbeing from 2025/26 will be demonstrated by: qualitative data from student voice, student and parent surveys, safeguarding referrals and teacher observations. There will be sustained and increased participation in enrichment activities, particularly among disadvantaged pupils.
There will be reduced instances of poor behaviour for learning evidence amongst disadvantaged students, both in absolute and relative terms.	The number of recorded behaviour instances across year groups for disadvantaged students will be reduced to a level commensurate to that of non-disadvantaged students. The number of disadvantaged students identified as requiring provision outside of the classroom, e.g. NGSS, CRC etc., will have reduced to a level commensurate with that of non-disadvantaged students.

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: £290,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of additional teaching staff in core subjects to facilitate our small class size policy.	This is a well-established and non-targeted approach to enable greater levels of lesson precision, personalisation and student engagement to maximise learning and progress amongst all students, including the disadvantaged. EEF shows that reducing class sizes has a positive impact of an average of +2 months.	1, 2 & 3
Whole-staff bespoke CPD to improve stretch & challenge for all learners (particularly high ability). 'Quality first teaching' approach developed with a focus on Rosenshein's Principles of Direct Instructions and Embedding Formative Assessment.	Principles behind our lesson approach have been informed by in-school lesson observations of the most effective teachers. They include aspects advised by the EEF, such as a focus on in-lesson feedback, demonstrated to have high impact for low cost by EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Use of collaborative learning approaches in some cases: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	1, 2, 3 & 4
NPQTL release time for middle managers to enhance teaching and learning focus.	Clear research-based evidence exists to provide the basis for equipping middle leaders with the pedagogical tools to support colleagues and further develop teaching and learning in the classroom. For example, see this study https://www.researchgate.net/publication/328356023_Does_middle_leadership_matter_Evidence_from_a_study_of_system-wide_reform_on_English_language_curriculum which shows that middle leadership at a subject level exerts positive and direct influence on participation in professional development, their pedagogical practices, and their perceived student learning.	1, 2 & 3
Enhancement of our Mathematics teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will fund teacher release time to embed key elements of the guidance in school, and to	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)	1 & 2

enable colleagues to access Maths Hub resources and CPD offers.	https://www.gov.uk/government/publications/research-review-series-mathematics To teach mathematics to a high standard, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)	
Recruitment & retention of highly effective staff in identified departments, including English, Maths and Science and the creation of Progress Leaders to focus on the achievements of students by year group, with a focus on the disadvantaged.	Recruitment & retention is a national priority as having good and consistent teachers is the bedrock of good schools: https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy	1, 2, 3, 4 & 6
Further improvement of teaching and learning across faculties, with a particular focus on English, Mathematics and Science, using external consultancy and review. Funding of release time and training to address identified issues and embed recommendations.	Teaching and learning focus shown to work, as indicated above. Alongside this, we will be focused on evidence about what works in Science https://www.gov.uk/government/publications/research-review-series-science/research-review-series-science	1, 2, 3 & 6
Continued provision of scholarship programmes in specific subject areas to develop the talents and aptitudes of all students further and to their fullest potential, including disadvantaged students.	Arts provision embedded in schools proven to have a positive impact on all, particularly disadvantaged students: https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 2 & 4

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

Budgeted cost: £163,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Saturday School and holiday booster session attendance from the start of Year 11 in a range of identified	Small group tuition that's targeted and specific has been shown to have a positive impact:	1, 2, 3, 5 & 6

subjects, with a particular focus on English & Mathematics.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Use of 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, who will form a particular focus group. Sessions will be on a one to one or small group basis. Provision of additional learning via the school-Led Tutoring programme in-house, to be delivered after school, on Saturdays and during school holidays. This provision to target disadvantaged students. Continued provision of school's wider booster session programme in all year groups to target students affected by pandemic related regression, with a particular focus on disadvantaged students.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 5 & 6
Implementation of a peer-tutoring programme for selected and particularly disadvantaged students (focus on KS3).	Peer tutoring has been shown to have a very high impact when done properly (reviewing material; good training; four-to-ten-week intensive blocks): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	1, 2, 3 & 4

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

Budgeted cost: £152,086

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding behaviour support interventions among key pastoral staff, which will include training, support and release time to provide effective interventions for students, including	Behaviour interventions have been suggested as having a greater impact on maths than literacy or science.	1, 2, 4 & 6

disadvantaged students for whom behaviour for learning is identified as an issue. Engagement in specialist behaviour support programmes to target specific groups of students with potential emotional difficulties, e.g. Ubuntu.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Using the service of the school's specialist Educational Welfare Officer to support students identified with low attendance of persistent absence.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1, 2,4 & 5
Implementation of wider pastoral management training programme, with a specific focus on providing pastoral strategies to support disadvantaged students both pastorally and academically.	Guidance on what effective pastoral training will form the bedrock of this, and evidence of this can be found here: https://www.napce.org.uk/national-guidance-for-pastoral-support-in-schools/ Evidence of the importance of social & emotional support for learning, can be found here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3, 4 & 6
Maintenance and further expansion of the school's holistic therapy and counselling services, to support students, with a particular focus on the disadvantaged. Further training and provision of mental first aiders.	Mentoring has been shown to have a positive impact on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring - this also indicates that mentoring can have a more substantial positive impact on disadvantaged students. Counselling and mental first aid intervention can have a positive impact on social and emotional skills as evidenced in the EIF report on adolescent mental health.	All

Continued partial or full subsidy of school's extra-curricular programme for disadvantaged learners, e.g. Trips of a Lifetime programme.	Extra-curricular activities have been shown to have a significant impact on 'soft skills' which enhances social mobility: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	4, 5 & 6
Provision of key ICT support equipment for disadvantaged students, to allow access to Blended Learning, and other school subscription learning platforms, e.g. Heggerty Maths	Without key ICT equipment (e.g. Laptops) many disadvantaged pupils would be unable to access teaching resources when isolating or for homework – so no learning could take place. This was recognised during the pandemic, as shown by the government's scheme: https://www.gov.uk/government/news/hundreds-of-thousands-more-laptops-to-support-disadvantaged-pupils-learn-at-home#:~:text=The%20government%20has%20today%20announced,people%20up%20to%201.3%20million.	1, 2, 3 & 4
Support for the Summer School programme, particularly using teachers that are already known to the students.	Summer School programmes are shown to have a moderate impact on educational attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools	

Total budgeted cost: £605,596

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 to 2025 academic year.

External results in 2025 indicated that the gap between the progress of our disadvantaged and advantaged students is narrowing. The progress score for disadvantaged students improved by 0.40 between 2024 and 2025, while it improved by 0.68 for the entire cohort. Thus, Pupil Premium students showed an improvement in progress that was 0.18 higher than the overall cohort.

The GCSE results of disadvantaged students in Maths compared with non-disadvantaged students improved considerably this year, to bring it in line with English. The gap between progress for disadvantaged and non-disadvantaged students in other EBacc subjects (such as Humanities or Combined Science) remains an area of focus moving forward.

Lower down the school, there is evidence that the gap between disadvantaged and non-disadvantaged students is narrowing significantly. Encouraging the sharing of best practice from those better-performing subjects will be crucial moving forward.

Student voice surveys and internal and external lesson observations in 2025-26 demonstrate that Pupil Premium students are generally in line with non-disadvantaged students in terms of their enjoyment of school. They are positive about the quality of teaching that they're receiving, and the majority feel the pitch in lessons is just right. Teaching strategies which prioritise Pupil Premium students, for example marking their books first or targeting questioning at disadvantaged students (where appropriate) have been observed and their impact noted in lesson observations.

Behaviour data (achievement points/behaviour points) demonstrate that disadvantaged students remain more likely to receive negative behaviour points than non-disadvantaged students. This gap is largest in last year's Year 8 (this year's Year 9) and has been flagged with all pastoral teams, with particular focus on working with tutors and Heads of Learning of Year 9 so that individual students are given support with their behaviour.

There us recall our Ofsted report of March 2023, in which the school was rated 'Outstanding', notes that our approach to extra-curricular activities means that 'no pupil is left out'. Our focus on broadening participation in extra-curricular activities by Pupil

Premium students has been broadly successful, with activities that target disadvantaged student having particular impact and success.

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