

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

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	King James I Academy
Number of pupils in school	977 (809 11-16)
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	November 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Simon Whitehead
Pupil premium lead	Rachel Glen
Governor / Trustee lead	Elizabeth Varley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£398,390
Recovery premium funding allocation this academic year	£104,052
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	£502,442

Part A: Pupil premium strategy plan

Statement of intent

King James I provides an inclusive and ambitious curriculum offer which enables both disadvantaged and non-disadvantaged students to make academic and social progress during their time here. This subsequently enables them to go on and be young people who can thrive in the modern world. We want our students to be upstanding members of society who can conduct themselves well in a range of situations, no matter what their starting point in life.

Whilst academic success is important, and invariably leads to appropriate progression after leaving school, we firmly believe in developing the whole child, and our Strategy Plan reflects this. Funding is distributed toward academic and social strategies in equal measure, with significant roles for our Attendance and Behaviour Worker, as well as Student Support Workers alongside our teachers and academic mentors who provide both Academic Support and Challenge to all King James students.

The key elements of our plan focus on removing the barriers that our disadvantaged students face, promoting positive attitudes to school and appropriate behaviour for learning in order that they can access high quality teaching and fulfil their potential. Whilst some activities are targeted towards disadvantaged students, many are intended to support the needs of all students, whether disadvantaged or not (*EEF Guide to Pupil Premium*) and with high quality teaching at the heart of our approach we understand that all students stand to benefit from this.

In order to secure our goals for disadvantaged students we will:

- Ensure that students are consistently challenged in lessons
- Deliver high quality lessons for all students
- Ensure a program of intervention addresses the specific needs of students
- Have high expectation of all students, with all staff taking responsibility for student outcomes.
- Implement a range of strategies to support the physical, emotional and mental wellbeing of all students

Challenges

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

Challenge number	Detail of challenge
1	<p>Low Levels of Attainment on Entry into Year 7</p> <p>The NGRT standardised reading tests upon entry for the current Year 7 cohort identify that overall 47% of the students had a reading age of below their chronological age.</p> <p>CAT4 assessments show that the average CAT score for Reading and Maths was 101.1 for non- disadvantaged students compared to 99.9 for disadvantaged students. Our disadvantaged students had an average starting point of 100 for their CAT reading scores where the non-disadvantaged students started with an average score of 102.4</p>
2	<p>Attainment & Progress of students across the curriculum, including those classed as High Attainers</p> <p>National figures suggest that disadvantaged students achieve an A8 score 15.29 points lower (34.91 vs 50.2) than their peers at the end of Key Stage 4, with progress 0.74 grades lower (-0.57 vs 0.17).</p> <p>In King James I, the A8 gap is only 8.38 points (39.65 v 48.03), whilst the P8 differential is 0.28 grades (-0.35 v -0.07).</p> <p>Disadvantaged students continue to make good progress at King James with students exceeding of the national performance of Disadvantaged students when comparing A8 data. This is most significant when considering the percentage of disadvantaged students at King James 33% (Y11 2023 data) v NA 27.1%. It has been this way over time as a result of the way funding has been distributed to support those who are disadvantaged. Maintaining this position poses a constant challenge as a result of the pandemic and other contextual factors, with evidence suggesting that disadvantaged students have been disproportionately affected by the switch to remote learning during 2020 and 2021. Students in this academic year were also affected by the changes to grade boundaries in the summer 2023 exam series, which saw a return to pre-Covid boundaries in most instances.</p>
3	<p>Student Aspirations</p> <p>The Academy recognises that participation rates for disadvantaged students nationally in extra-curricular activities are significantly lower than their peers. As a result of the pandemic, it is anticipated that this gap will widen in future years. The Academy has identified the need to take action to combat this issue in order that all students have opportunities to access a range of opportunities in addition to the taught curriculum.</p>
4	<p>Student Engagement</p> <p>School engagement is reflected through attendance figures with 2022-23 data (taken from ASP) showing that overall attendance of disadvantaged students nationally is 6.5% lower than their peers, whilst Persistent Absence figures show a gap of 22.6%.</p> <p>Figures for the KJI reflect the ongoing work in supporting attendance, with overall attendance in 2022-23 being at least in line or better with national figures for both disadvantaged students and non-disadvantaged (KJI dis 88.5% vs national 86.6%. KJI non-dis 93.4% vs national 93.1%), whilst rates of</p>

	<p>PA are also better for both disadvantaged students and non-disadvantaged (KJI dis 33.1% vs national 41.2%. KJI non-dis 17.3% vs national 18.6%).</p> <p>Whilst attendance figures have remained reasonably positive through the pandemic the work required to support students has increased particularly in terms of mental health. Absenteeism clearly has an impact on student outcomes.</p> <p>Behaviour data over the last three years and beyond shows higher exclusion rates for disadvantaged in comparison to non-disadvantaged on all measures, demonstrating the importance in providing support for students in order that these exclusions are reduced.</p>
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved fluency of reading amongst disadvantaged students in Key Stage 3 whilst promoting reading for pleasure and understanding context	<p>Structured curriculum time within Key Stage 3 to enable students to access an additional reading lesson each week which focuses on targeted areas for development</p> <p>Standardised reading assessments across the year for Year 7 student to demonstrate better than chronological progress in reading.</p> <p>Active Reading and literacy-based tasks incorporated into all formal assessments across the Key Stage, including comprehension activities</p> <p>Development of the 'Read to Succeed' Program.</p>
Academic progress of disadvantaged students in Key Stage 4 will continue to be significantly better than national figures whilst reflecting improved P8 and A8 scores in summer 2024 examinations	<p>Ongoing CPD to focus on Curriculum Intent and Implementation that meets student needs</p> <p>Year 9 Options will reflect a significant upturn in disadvantaged students following an EBacc pathway</p> <p>Disadvantaged students will achieve an A8 score of 45.08 (FFT 50 from SISRA)</p>
All students will participate in extra curricular activities with an academic, sporting, or other focus to develop a broad range of experiences	<p>Enrichment will be an integral part of the Academy day, enabling students, particularly in KS3 to engage in a carousel of activities and broadening their experiences. In addition to this the Academy will run additional after school clubs enabling students to further develop their experiences of activities</p>
Students are offered a comprehensive package of support to promote engagement	Overall attendance is at least maintained at a level above or in line with national figures.

<p>in school, resulting in improved attendance and reduced levels of exclusions</p>	<p>Persistent absence rates are in line or below national figures.</p> <p>Attendance gaps between disadvantaged students and their peers are reduced for both attendance and persistent absence</p> <p>Appropriate use is made of alternative provision where the offer is appropriate to student needs and interests and enables them to progress towards further education, employment, or training.</p> <p>Fixed term exclusion rates for disadvantaged students fall and the gap between them and their peers narrows</p> <p>Appropriate pastoral support is provided to targeted students with mental health issues as part of the student support package on offer.</p>
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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

Budgeted cost: £ 185,334

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous program of quality assurance to ensure that work is assessed in line with academy expectations identified within the assessment policy, and that all students receive high quality feedback which enables them to improve their work	Providing high quality, timely feedback enables students to identify areas for improvement within their work. This feedback can be verbal or written, and where possible should allow students to respond to it. Feedback EEF	1, 2
Continued investment in Core staffing in order to reduce class sizes, thus enabling staff to focus more on students and provide high quality lessons which can be tailored to meet individual needs as well as providing high quality feedback	Whilst recognising that reducing class sizes alone does not have a significant impact on progress, it is recognised that combining this reduction in teacher:student ratio with tailored approaches to individual students and the provision of high-quality feedback enables students to improve their progress over time Individualised Instruction EEF Reducing Class Size EEF	1, 2
Purchase of standardised diagnostic assessments for Year 7 students to undertake on entry, with opportunities to revisit throughout the year	Standardised tests can provide reliable insights into specific strengths and weaknesses of individual students to ensure that staff within school can adapt strategies to ensure they are tailored to student needs. Information from the tests can be shared with parents to promote home/school collaboration Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2
Improving literacy across the curriculum as identified by the EEF is an academy priority, with a focus on	It is widely understood that weak literacy skills can form a barrier to accessing texts and information within all subjects. As a result, the Academy has invested heavily this year in the development of disciplinary literacy in	1, 2

developing disciplinary literacy	all subjects as well as transferring these skills between lessons. Developing comprehension has been a focus over time and will continue to feed into the latest approach Improving Literacy in Secondary Schools EEF Reading Comprehension Strategies EEF	
Development of a range of study skills across the year for students to embed into their own learning as appropriate	Teaching metacognitive strategies to pupils is an inexpensive method to help pupils become more independent learners. The evidence surrounding this is strong, particularly in Maths Metacognition and Self Regulation EEF	1, 2

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

Budgeted cost: £ 30,344

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recognising that some students entering the academy are operating with a reading age under 5. Implementing a targeted reading program incorporating phonics will support their progress	Evidence demonstrates that this is particularly effective for younger students, however with low reading ages on entry this principle supports the literacy development of weaker students Phonics EEF	1, 2
Engagement in the National Tutoring Program through placement of Academic Mentors, including a specific Maths mentor	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 or in small groups. NTP staff can also provide non-academic support in terms of supporting organisation outside of the classroom, and as two of the appointed mentors are former students they act as positive role models for students, thus raising aspirations Mentoring EEF Small Group Tuition EEF One to One Tuition EEF	1, 2, 3, 4

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

Budgeted cost: £ 289,927

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding the principles of good practice set out in the DfE's Improving School Attendance advice Attendance Coordinator is supported by the pastoral and wider staff team to ensure high levels of attendance for all students	There is an irrefutable link between school attendance and academic success. So, it is vital that we encourage students to attend school and part of this involves working closely with parents in order to ensure that students comply with Academy and DfE expectations Parental Engagement EEF	3, 4
Behaviour, pastoral and emotional support provided by seven student support workers across different year groups	The EEF's research into support beyond the classroom identifies the need for a positive ethos within schools and the impact this has on students' mental health as well as their engagement and progress Social and Emotional Learning EEF Behaviour Interventions EEF	1, 2, 3, 4
Structured extra-curricular provision incorporated into the Academy day and beyond. (Period 6)	It is seen as vital that students engage in extracurricular activities as enrichment opportunities in order to support their own physical and mental wellbeing. Arts Provision EEF Extending School Time EEF	1, 2, 3, 4
Employment of a 0.5 Careers Advisor to support students with transition between KS4/5 and beyond, as well as providing CEIAG to students throughout the Academy, raising aspirations	Local levels of deprivation and a lack of aspirations and employment opportunities within the area mean that there is a distinct need to raise awareness of job roles, promote cultural capital and develop social mobility. Through the employment of a Former Connexions Advisor, the Academy is able to furnish students with a full range of opportunities available to them. Evidence of the success of this comes from recent NEET figures being in line with or better than national and local figures. Aspiration Interventions EEF	3, 4

Total budgeted cost: £ 505,605

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 2022 to 2023 academic year.

The 2022-23 academic year saw GCSE and A-level exams largely return to pre-Covid standards. In order to best prepare for a return to these standards, we made strategic use of our KS4 academic mentors and Maths mentor to fully prepare our disadvantaged pupils for their GCSE examinations. We offered many OOH opportunities including during school holidays. In terms of exam performance, the gap between disadvantaged and non-disadvantaged is smaller for KJ1 students when compared to national data for both A8 and P8 measures (A8 gap: national 15.29 lower v. KJ1 8.38 lower, P8 gap: national 0.74 grades lower v. KJ1 0.28 grades lower).

There is a weight of evidence which demonstrates that disadvantaged students were affected disproportionately in comparison with their peers by lockdowns and the subsequent home learning that resulted from these lockdowns. Despite a return to full time learning in 2021-22 and with no disruption in the 2022-23 academic year, the impact on learning due to lockdowns is still being felt. This in turn had a disproportionate impact on schools like King James with almost double the national average of disadvantaged students on roll. Despite the fact that all students from the Academy were provided with electronic devices to support remote learning, clearly for many disadvantaged students, their home environment is not conducive to learning and they were not able to benefit from our pupil premium funded improvements to teaching and could not access the academic or pastoral support on offer. For the past two academic years, all of our pupils, especially our disadvantaged pupils, greatly benefited from being back in the classroom with ready access to both academic and pastoral support to support their progress and their mental health and wellbeing.

The strategies that were implemented during the last academic year continued to have an impact on students in the Academy. The positive/negative behaviour ratio for disadvantaged students in 2022-23 was 93% in comparison with 95% for non-disadvantaged students. This is an improvement for both disadvantaged and non-disadvantaged students and also closes the gap between them (2% gap in 22-23 v 4% gap 21-22). The school's NEET figures for September 2023 was 0%. Our attendance rates for disadvantaged pupils in 2022-23 are better than national figures and our rates of PA are lower than the national data.

There have also been improvements in students' reading levels from their initial low starting points due to the extensive strategies put in place i.e. Reading Lessons, Sounds Write programme (for those with weakest reading ages), reading with academic mentors (for students with reading ages under 11), etc. Evidence from reading assessments throughout the year show that the SAS score has moved from 97.5 in autumn, to 101 and then 103.1 with re-tests, showing significant progress and impact. This takes the overall figure of students reading below their chronological age to around 27%, down from 43% in autumn term.

Our Period 6 enrichment sessions continued for our KS3 students which support mental health and well-being as well as exposing students to extra-curricular activities and metacognition strategies through our Steps to Success programme.

There was still an ongoing impact on student wellbeing, particularly around mental health, with Academy support staff seeing more referrals than previous whilst contending with reduced support from external agencies. The academy continues to build on successful approaches from previous years and develop them further in 2023/24

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
National Tutoring Program	Teach First

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The Academy received £5400 (17 pupils at £320 each) of Service Pupil Premium during the 2022/23 Academic Year. This was used as a contribution towards the salaries of Student Support Workers in addressing any social and emotional issues that service children may have had
What was the impact of that spending on service pupil premium eligible pupils?	Quantifiable impact is difficult to measure, but internal data relating to behaviour and engagement showed positive outcomes. Students in Year 11 who were eligible for Service Student Premium went on to the next stage of their education, employment or training.