

# Kensington Aldridge Academy Pupil Premium

## 2023-24 Statement

### What is Pupil Premium funding?

Pupil Premium Funding (PPF) was introduced by the government in April 2011 as a means of addressing underlying inequalities between students eligible for free school meals and those from wealthier backgrounds.

The funding may be spent by schools however they wish but schools must demonstrate the impact the funding is having on its Pupil Premium (PP) students.

### How is the funding allocated?

PPF was initially allocated according to the Jan 2011 school census figures for students registered eligible for FSM. In 2012, the government extended the funding to students who have been eligible for FSM at any point in the last six years (the “Ever6” measure). Funding is paid in quarterly instalments.

PPF is then calculated from the following funding allocations taken from the government website<sup>1</sup>:

Tables 1a: Pupil eligibility and funding rates 2023-24

## Funding rates for financial year 2023-24

This table shows how the pupil premium grant is allocated to schools and local authorities in financial year 2023-24, based on per pupil rates.

Pupil eligibility criteria	Amount of funding for each primary-aged pupil per year	Amount of funding for each secondary-aged pupil per year	Funding is paid to
Pupils who are eligible for free school meals, or have been eligible in the past 6 years	£1,455	£1,035	School
Pupils previously looked after by a local authority or other state care	£2,530	£2,530	School
Children who are looked after by the local authority	£2,530	£2,530	Local authority

Thus in 2023-24, funding is being allocated as follows:

<sup>1</sup> Pupil premium: overview, <https://www.gov.uk/government/publications/pupil-premium/pupil-premium#funding-rates-for-financial-year-2023-24>, (last updated 25<sup>th</sup> October 2023)

£1,035 to each secondary pupil (Year 7 to 11) that meets the following criteria for 'Disadvantaged pupils': 'children recorded in the school census as eligible for free school meals (FSMs) at any point in the last six years (referred to as Ever 6 FSM)'.

Additionally, there is £2,530 allocated for each looked-after child from Years 7 to 11. In KAA that accounts for 7 more students, allowing a total of £17,710 of extra funding.

The following tables detail the expected income for the academic year 2023-24 based on the criteria and our own census numbers:

Table 1b: Year 7-11 Student numbers for KAA 2023-24

Academic Year	Total Students (Year 7-11)	Total PP Students	Total Non-PP Students
<b>2023-24</b>	1024	571 (55.8%)	453 (44.2%)

Table 1c: KAA Expected PP Funding

Group	Number (Year 7-11)	Funding per pupil (in £)	Total funding (in £)
<b>Disadvantaged children</b>	571	£1,035	£590,895
<b>Looked after children</b>	7	£2,530	£17,710
		<b>TOTAL:</b>	<b>£608,605</b>

Therefore, our total funding for PP students, combined with our looked-after children will come to an estimated £608,605.

### How is the money used by KAA?

The most effective intervention for all students and in particular PP students is great teaching from experts, what educationist John Hattie calls 'collective teacher efficacy'<sup>2</sup>. At KAA this is the recruitment, development and retention of the teaching body. If this staff is well-resourced, supported and held to account, then our students will do well. In a school with such a high proportion (**55.8%**, compared to a national average of **27.2%**<sup>3</sup>) of PP students, if we can get the classroom experience right, PP achievement will flow from that. As such, the bulk of our PPF is used to facilitate excellent classroom teaching. It is a key point of the government PP document that 'the funding does not have to be spent solely on those pupils that attract it'<sup>4</sup>.

Some particular highlights of our PP spending include, but are not limited to:

- An element of PPF is applied to individual / small group support for students whose behavioural / emotional difficulties are affecting their engagement and progress, including Place2Be our in-house therapy team. This is a particular focus in KAA given the context of Grenfell and the amount of displacement that has affected students in the last 6 years.

<sup>2</sup> <https://visible-learning.org/nvd3/visualize/hattie-ranking-interactive-2009-2011-2015.html>, John Hattie, 'Visible Learning', taken from his book 'Visible Learning' (2009)

<sup>3</sup> These figures were 57.3% and 27.2% respectively last year

<sup>4</sup> The Pupil Premium, House of Commons Library, Briefing Paper, Nerys Roberts/David Foster/Robert Long, (2021)

- Where appropriate, we use PPF to provide culturally, sporting, academically and socially enriching opportunities for students. This increase in ‘cultural capital’ means students eligible for PPF are less disadvantaged by a lack of broader, enriching educational experiences, something we think affects their aspirations, development and progression from Year 7 onwards.
- Students are assessed regularly and their progress is measured against ambitious targets at KAA. Analysis of assessment outcomes identifies gaps (e.g. PP vs non-PP) and interventions are planned using this analysis. The impact of interventions is evaluated by senior leaders and governors and where things work, we continue and extend them, and where they don’t, we avoid repeating.
- Students in Key Stage 3 start each day with a 25-minute reading lesson. All teachers are trained in how to teach reading as part of their induction to the academy and delivering these “morning reading” lessons is a major curriculum focus for everyone. Reading benefits all students in Key Stage 3, but in particular, PP students, who are less likely to develop a love of and confidence in reading outside of school.
- The Thinking Reading programme which was set up last year continues to be an investment. This is now one of our HLTA’s specific focus in their role and it is still building momentum as a project. The Thinking Reading programme has enabled many staff members to be trained on supporting the lowest 10% of students in enabling them to read, which is almost entirely focused on students that come from our PP families<sup>5</sup>.

Our strategy to support PP students is varied and extensive and it is not possible to capture everything we do in one audit. However, the above is intended to give an overview of our approach.

### How well is it working?

This year our results for PP and disadvantaged students were excellent, and the evidence to show how well our PP students are performing against other students from disadvantaged backgrounds around the country is clear.

At KS5:

- 17 (15%) of our 113 students who completed Year 13 were disadvantaged under the Ever6 measure.
- The school’s ALPS measure this year ALPS4, placing it at least in the top 40% of providers nationally. In many subjects, this was even stronger, being in the top 25% in drama, economics, physical education and the top 10% in psychology.
- The average grade attained by disadvantaged students was a **B**, compared to a B- for our non-disadvantaged students at KAA. (This was in comparison to an average grade of a **C** for our disadvantaged students three years ago). Disadvantaged students therefore outperformed their non-disadvantaged peers.
- Against their targets our disadvantaged students were making almost exactly the same amount of progress as our non-disadvantaged students. **54%** of disadvantaged students made their ALPS target grades compared to **55%** of non-disadvantaged students. To put this in context, ‘students need to match the performance of students in the top 25% of

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<sup>5</sup> <https://www.thinkingreading.com/>

providers nationally<sup>6</sup> to reach their target grades, so for 54% of our disadvantaged students to have achieved this is extremely positive.

At KS4:

- **50%** of our PP students achieved Grade 5 in both English and maths in the Summer 2023 exams which is comparable with **52%** of non-PP students who achieved the same nationally. Nationally, only **25%** of students on free school meals were achieving this.
- **17%** of our PP students achieved the English baccalaureate (5 GCSEs at Grade 5 or above including maths, English, a science, a humanities subject and a modern foreign language), which was slightly below the proportion of non-disadvantaged students nationally at **20%**.
- The average Attainment 8 for PP students at KAA is **47.7** compared to 50.2 for non-disadvantaged students nationally. The national average Attainment 8 for PP students stands at 34.9
- The average Progress 8 for PP students at KAA is **-0.1** compared to +0.17 nationally for non-disadvantaged students, and -0.55 nationally for disadvantaged students.

These results fit into the national picture that the KS4 disadvantage gap index has widened compared to 2021/22, from 3.84 to 3.95. It is now at its highest level since 2011. Before the pandemic, the gap index had widened going from 3.66 to 3.70 (between 2017 to 2019), before narrowing slightly in 2020 to 3.66 when centre-assessed grades were used. Our disadvantaged students performed really well against the national averages for disadvantaged students, and close to the national averages for non-disadvantaged students.

See Appendix A (page 8) for all tables and references relating to both internal and external examination results.

## Breakdown of Expenditure

Below is a table detailing how PPF forecasts spending at KAA for the academic year 2023-24. The table is split into 4 'waves':

- Whole school and classroom-based teaching;
- Small group intervention;
- Individual intervention;
- Other areas.

Here you will find details of each event/provision, how much it costs and a brief evaluation of its impact.

We have also included a 'value' rating taken from the Sutton Trust report on the effectiveness of intervention strategies (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>). The rating gives a cost indicator (the more ££ the more expensive) and an effectiveness indicator (+ or – a number of months of equivalent extra impact). For example, **£££ / +3** would indicate a moderately expensive intervention with the equivalent of 3 months of added learning. Please note, that not all interventions detailed here have a value indicator, only the ones highlighted in the report.

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<sup>6</sup> <https://alps.education/opinion/alps-minimum-target-grades/#:~:text=Alps%20minimum%20target%20grades%20are,top%2025%25%20of%20providers%20nationally.>

There are a few changes in how we have calculated the estimated funding for some categories which are noted in the page footers. There is a very small amount of unallocated funding (£1205) for ad-hoc payments related to PP students.

**KAA Pupil Premium 2021/22  
Financial Statement**

<b>WHOLE SCHOOL BASED CLASSROOM TEACHING</b>	<b>Projected Spend 2023-24 (£)</b>	<b>Actual Spending 2021-22 (£)</b>	<b>Education Endowment Foundation Rating<sup>7</sup></b>	<b>NOTES</b>
Training- various	3,400	2,250		20% of the staff training budget.
Dividing a 7-form entry cohort into 8 classes	168,291	150,071		200 students per year group would usually be split into 7 forms of 28 students- we are using 8 classes per year group, which adds on these costs.
Deployment of co-teachers	73,512	148,551		Fully qualified teaching staff supporting in other lessons (sometimes not necessarily their subject specialism). .
Additional Teaching Assistants	154,530	128,867	£££ / +4 (under teaching assistant interventions)	Team of Teaching Assistants who support students with SEN, but also a range of other students across almost all teaching groups. (Grandin Centre specific staff are not included in this figure).

<sup>7</sup> <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

SMALL GROUP INTERVENTION				
Additional 9 <sup>th</sup> Class in Years 7 and 10 for core subjects	60,206 <sup>8</sup>	0	£££££ / +2 – high cost, but for the students in question, we back this as a real opportunity to help them receive personalised learning that is right for them.	By creating a 9 <sup>th</sup> class in these years for 15 periods for Years 7 and 10 periods for Year 10, requires the cost of one additional teacher. New intervention group, so no funding was placed here last year.
After-school Academic enrichments (and catch-ups)	0	0 <sup>9</sup>		Paid for entirely by staff payroll and included in standard staff timetables.
Art Department- art and textiles kits	1,600	1,600	£ / +3 (under arts participation)	Request from the art department for purchasing of items with PP subsidy to eligible students.
Sporting Enrichments	20,769	15,616	£ / +1	Sporting enrichments make up a large proportion of the sessions available to students each week. These promote a healthy mind/body but also provide students with the opportunity to play sports that financially they wouldn't otherwise. Increase in funding this academic year as more enrichments is available.

<sup>8</sup> Average full cost of a teacher at KAA in 2023-24 £60,206

<sup>9</sup> After-school academic and catch-up enrichments are now removed from this report, as they are funded by standard teacher payroll.

Morning reading	45,944	37,138 <sup>1</sup>		All KS3 students take part in morning reading (or morning numeracy) 5 days a week. Students are placed in groups depending on their Reading Age (or numeracy confidence) to ensure the teaching and the text are tailored to the student's needs (30 different groups a day). Some students use this time to develop their numeracy as well/instead (depending on identified needs).
Lexia	385	385	£ / +5	Online phonics and reading skills development software. Used by students during morning reading but is also accessible from home.
Jamie's Farm	1,500	1,500	£££ / (+0) (under outdoor adventure learning – this area has unclear impact, but we feel it is essential as a way of increasing cultural capital)	All students involved are eligible for PPF - this is the amount paid to staff in excess of KIT funding.
Other trips	2,850	1,500	£££ / (+0) (as above)	Subsidised places at £50 per student across 3 trips, Cologne, Paris and Opal Coast- an additional £50 is also available via a charitable trust.
Hardship fund- for emergency uniforms and other support	3,500	3,000 <sup>10</sup>		Nearly all the students are PP that these funds are attributed to and are spent on an ad hoc basis.

<sup>10</sup> In this case nearly all students that this funding is used for are PP so full allocation of funds given to this.

INDIVIDUAL INTERVENTION				
Teacher holiday interventions	4,166	3,247	£££/ +3	
Place 2 Be	10,228	6,523	£/ +4 (under social and emotional learning)	
Catch up tutoring	9,141	21,600 <sup>11</sup>	£££/ +5	This relates to the National Tutoring Programme, where although we have a DfE allocation of £41,000 this is only expected to fund 60% of the programme with the school expected to make up the remaining 40% subsidy on each hour of tutoring. This contribution represents the school element proportioned to the pupil premium factor across the school.
Thinking Reading	7,374	5,361	£ / +6 (under reading comprehension strategies)	Split into £2,914 PP share of the annual fee, plus a £4,460 contribution towards staff costs.
OTHER				

<sup>11</sup> Calculations in this category have changed significantly as a result of the changes in offer from the National Tutoring Programme and government funding.

Instrument lesson subsidy	10,200	9,000	£ / +3 (under arts participation)	Estimated based on the music department's student figures.
Unallocated ad-hoc funds to be used	13,389	1,205		
Budgeted/actual PP income	<b>£590,985</b>	598,900		

## Appendix A: National and Internal Data Comparisons for KAA Pupil Premium Students

### i. Key Stage 5:

#### (a) Comparison of Key Stage 5 results in 2023 for Non-Disadvantaged to Disadvantaged Pupils at KAA

Type	Subject/Teaching Set	All				Disadvantaged				Non-Disadvantaged			
		Entries	Score	Grade	Avg PA	Entries	Score	Grade	Avg PA	Entries	Score	Grade	Avg PA
A	A - Arabic	1	1.48	-	6.60	-	-	-	-	1	1.48	-	6.60
A	A - Art (Craft)	6	1.04	6	6.49	1	1.20	3	7.50	5	1.01	7	6.28
A	A - Biology	25	0.90	4	7.50	3	1.02	2	7.83	21	0.88	4	7.50
A	A - Chemistry	25	0.86	5	7.52	3	0.94	3	7.27	21	0.84	5	7.60
A	A - Computer Science	16	0.80	6	7.18	-	-	-	-	16	0.80	6	7.18
A	A - Dance	2	1.10	4	7.26	1	1.04	5	8.70	1	1.17	3	5.81
A	A - Drama & Theatre Studies	3	1.11	3	6.93	1	1.20	2	7.10	2	1.06	4	6.85
A	A - Economics	17	1.05	3	7.22	4	1.09	2	7.00	13	1.03	3	7.29
A	A - English Literature	18	1.00	5	7.07	4	0.91	7	7.47	14	1.03	4	6.95
A	A - French	2	0.94	5	8.46	1	0.84	7	8.80	1	1.04	3	8.11
A	A - Geography	14	1.01	4	6.78	3	1.11	2	6.95	11	0.98	5	6.73
A	A - Government & Politics	18	1.03	4	6.77	4	0.96	5	6.50	14	1.05	3	6.85
A	A - History	27	0.97	5	7.08	5	1.00	4	7.31	22	0.97	5	7.03
A	A - Mathematics	43	0.87	6	7.40	7	0.81	7	7.28	36	0.88	6	7.43
A	A - Maths (Further)	8	0.97	5	7.68	1	0.84	7	8.30	7	0.99	5	7.59
A	A - Music	3	0.79	6	7.24	-	-	-	-	3	0.79	6	7.24
A	A - Physical Education	9	0.99	3	6.73	1	0.88	5	6.75	8	1.00	3	6.73
A	A - Physics	15	0.92	4	7.29	-	-	-	-	15	0.92	4	7.29
A	A - Portuguese	1	1.42	-	5.63	-	-	-	-	1	1.42	-	5.63
A	A - Psychology	43	1.06	2	7.16	7	1.07	2	7.40	36	1.06	2	7.12
A	A - Religious Studies	17	0.99	5	6.86	3	0.98	5	7.81	14	0.99	5	6.66
A	A - Spanish	5	0.91	6	6.82	-	-	-	-	5	0.91	6	6.82

**(b) Comparison of Achievement of Disadvantaged Students against Non-Disadvantaged Students in KAA**

KAA A Level Results against Targets 2022-23					
Totals	On or above target	Lower of split grade targets	Below target by 1 grade	Below target by 1+ grades	
Disadvantaged Students	19	9	21	3	52
Non-Disadvantaged Students	123	31	88	38	280
Percentages	On or above target	Lower of split grade targets	Below target by 1 grade	Below target by 1+ grades	
Disadvantaged Students	37%	17%	40%	6%	100
Non-Disadvantaged Students	44%	11%	31%	14%	100

ii. **Key Stage 4**

**(a) Achievement of Disadvantaged Students in KS4 – DfE Performance Tables 2023**

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
No. of pupils	96	626	447564
P8 score & CI	-0.1 (-0.39 to 0.2)	0.51	0.17
A8 score	47.7	57.5	50.2
English & maths at grade 5+	50%	66%	52%
English & maths at grade 4+	66%	81%	73%
EBacc at grade 5+	17%	22%	20%
EBacc at grade 4+	22%	27%	28%

## (b) KAA Progress 8 Score for all GCSE Students 2023-24

### Progress 8 score ?

The academic progress that pupils make from the end of key stage 2 to the end of key stage 4. This is based on 8 qualifications.

The banding for this school or college is 'average' because the confidence interval spans both above and below 0.

<b>Banding</b>	<b>AVERAGE</b>
<b>Score</b>	0.11
<b>Confidence interval ?</b>	-0.1 to 0.33

► [More information about this score](#)

▼ [Local authority and England scores](#)

<b>Area</b>	<b>Score</b>
<b>Kensington and Chelsea</b>	0.3
<b>England</b>	-0.03