

# Pupil premium strategy statement – Kensington Aldridge Academy

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1024
Proportion (%) of pupil premium eligible pupils	571 (55.8%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-24 – 2025-26
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Anna Jordan
Pupil premium lead	Sophie Pedley
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£590,985
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£166,471
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£757,456

# Part A: Pupil premium strategy plan

## Statement of intent

KAA has at its core the pursuit of the very highest standards in education, both inside the classroom and beyond it. We believe all children can exceed their expectations, no matter what their prior attainment and experiences. At our school no child will be labelled; we will treat them all as intelligent and individual. Through our ethos, our extended curriculum and our entrepreneurial approach we will develop students into confident, rounded individuals, equipped for anything that life throws at them. Our motto – INTREPIDUS – will help us to realise our ambition.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum from Y7 throughout the school to GCSE and A level. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers when they come to KAA. Our key objective is to narrow the attainment and achievement gap between those entitled to PPF and those not to ensure all students can achieve to their full capacity, irrespective of their background.

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'. 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%) 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'.

Our PPF will therefore be used to provide support for disadvantaged pupils in three main ways: through improving and maintaining an outstanding quality of teaching within KAA (through staff training opportunities and CPD); by providing targeted intervention strategies to students who need them (tutoring, intervention); and in tackling non-academic barriers to learning such as behaviour, attendance and punctuality and social skills such as enrichment opportunities.

Our approach will ensure that all staff are accountable for the progress made by pupil premium students, and that a high profile is given to these students so that early action can be taken should progress not be evident.

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.

- 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 up 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>1</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.

## Challenges

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

Challenge number	Detail of challenge
I – progress and attainment	Internal and external assessments show that disadvantaged pupils generally make less progress from their starting points when entering secondary school (the disadvantage gap). Whilst the types of barriers to learning vary across individuals, identified pupils who are not on track need additional support to make expected progress by the end of the academic year across all subjects. Particular focus is on Grade 4+ English and Maths, and overall improvement of Progress 8 for pupil premium students.

<sup>1</sup> <https://www.thinkingreading.com/>

2 – attendance and punctuality	Pupil premium students need support to improve their attendance and punctuality so that our rate of persistent absentees decreases and we close the gap between PP and non-PP students' attendance. It is clear that attendance to school is closely linked to success in attainment, so this must be a priority for our disadvantaged students.
3 – personal development and cultural capital	Disadvantaged students may have less access to enrichment opportunities outside of school. These opportunities allow young people to develop their cultural capital and are vital in today's job market. The disruption of the covid-19 years may have worsened this need.
4 – emotional health and wellbeing	Due to the covid-19 pandemic all our students have experienced periods of lockdown and isolation from their peers. It is our aim to have a positive impact on students' social skills, health and wellbeing and behaviour.

## 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
<i>Progress and attainment gaps narrowed across all subjects for pupil premium students across all year groups</i>	Improved P8 score for disadvantaged students seen in external examination results Reduced gap between PP and non-PP students in internal examination data
To achieve and maintain improved attendance for all pupils, particularly our disadvantaged pupils	Reaching our academy attendance target of 95% for all students (both PP and non-PP) Overall persistent absence rate falling.
Improved involvement in enrichment activities from disadvantaged pupils (including after-school enrichment clubs, workshops and trips)	The gap between PP and non-PP students who participate in enrichment opportunities closes, and PP students attend these in-line with non-PP students. 100% of our students participate in some form of enrichment activity.
To achieve and maintain improved wellbeing for all pupils, particularly disadvantaged and vulnerable students	High levels of wellbeing demonstrated by qualitative data from student voice and teacher observations. A high take-up and engagement in enrichment opportunities also demonstrates this.

## 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.

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, not all interventions detailed here have a value indicator, only the ones highlighted in the report.

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.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £594,425

Activity	Project ed Spend 2023-24 (£)	Actual Spending 2022-23 (£)	Evidence that supports this approach and Education Endowment Foundation Rating if applicable <sup>2</sup>	NOTES	Challenge number(s) addressed
Training- various	3,400	2,250	A focus on improving progress across the curricula and in strengthening teaching and learning in order to benefit all pupils' learning  <a href="#">EEF - feedback</a>	20% of the staff training budget	1, 3, 4
Dividing a 7 form entry cohort into 8 classes	304,663	323,920	£££££ / +2 – provides more space in our classes and more personalised learning for our students  <a href="#">EEF – reducing class size</a>	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.	1, 4
Deployment of co-teachers	131,832	148,551	This is sometimes used to take small groups of students out of the lessons to focus on personalising their learning  ££ / +4	Fully qualified teaching staff supporting in other lessons (sometimes not necessarily their subject specialism).	1, 4

<sup>2</sup> <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

			<a href="#">EEF – small group tuition</a>	
Additional Teaching Assistants	154,530	128,867	<p>£££ / +4 (under teaching assistant interventions)</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.</p> <p><a href="#">EEF – teaching assistant interventions</a></p>	<p>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)</p> <p>1, 4</p>

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

Budgeted cost: £89,380

Activity	Projected Spent 2023-24 (£)	Actual Spending 2022-23 (£)	Evidence that supports this approach and Education Endowment Foundation Rating if applicable <sup>3</sup>	NOTES	Challenge number (s) addressed
Additional 9 <sup>th</sup> Class in Year 7 and 10 for core subjects	4	0	<p>£££££ / +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.</p>	<p>By creating a 9<sup>th</sup> class in these years for 15 periods for Year 7 and for 10 periods for Year 10, requires the cost of one additional teacher. New intervention group, so no funding was placed here last year.</p>	1, 4

<sup>3</sup> <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

<sup>4</sup> Average full cost of a teacher at KAA in 2023-24 £65,916

Art Department - art and textiles kits	1,600	1,600	£ / +3 (under arts participation) <a href="#">EEF – arts participation</a>	Request from art department for purchasing of items with PP subsidy to eligible students	1, 3
Sporting Enrichments	20,769	15,616	£ / +1 <a href="#">EEF – physical activity</a>	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 are available.	3, 4
Morning reading	45,944	37,138 <sup>1</sup>	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">EEF - Improving Literacy</a>  Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Mathematics and English: <a href="#">Oxford Language Report</a>	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 is 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)	1, 3
Lexia	385	385	£ / +5 <a href="#">EEF – reading comprehension strategies</a>	Online phonics and reading skills development software. Used by students during morning reading but also accessible from home.	1, 3
Teacher holiday	4,166	3,247	£££ / +3 <a href="#">EEF – summer schools</a>	Allows more personalised learning for students, as well as exam coaching ahead of national exams	1

interventions					
Catch up tutoring	9,141	21,605	£££/ +5 <a href="#">EEF – one to one tuition</a>	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 is 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	1
Thinking Reading	7,374	5,361	£ / +5 <a href="#">EEF – reading comprehension strategies</a>	Split into £2,914 PP share of the annual fee, plus a £4,460 contribution towards staff costs	1, 3

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

Budgeted cost: £73,651

Activity	Projected Spend 2023-24 (£)	Actual Spending 2022-23 (£)	Evidence that supports this approach and Education Endowment Foundation Rating if applicable <sup>6</sup>	NOTES	Challenge number(s) addressed
Welfare Officer	35,908	20,330	£££ / +2 <a href="#">EEF - mentoring</a>	Part year in 2022-23 Funded by recovery premium funding	2, 3, 4
	10,200	9,000	£ / +3	Estimated based on the music	3

<sup>5</sup> Calculations in this category have changed significantly as a result of the changes in offer from the National Tutoring Programme and government funding.

<sup>6</sup> <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>



Instrument lesson subsidy			<a href="#">EEF – arts participation</a>	department's student figures.	
Place 2 Be	10,228	6,523	£/ +4 <a href="#">EEF – social and emotional learning</a>		4
Hardship fund-for emergency uniforms and other support	3,500	3,000 <sup>7</sup>	<a href="#">EEF – school uniform</a>	Nearly all the students are PP that these funds are attributed to and are spent on an ad hoc basis.	2, 4
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) <a href="#">EEF – outdoor adventure learning</a>	All students involved are eligible for PPF - this is the amount paid to staff in excess of KIT funding	2, 3, 4
Other trips	2,850	1,500	£££ / (+0) (as above) A New Direction commissioned a series of case studies exploring how secondary schools are aligning their narrowing the gap strategy with providing opportunities for students to engage with arts and culture.	Subsidised places at £50 per students across 3 trips, Cologne, Paris and Opal Coast- an additional £50 is also available via a charitable trust	2, 3

<sup>7</sup> In this case nearly all students that this funding is used for are PP so full allocation of funds given to this.

			<a href="#">Using Pupil Premium to Enrich Cultural Education</a>		
Unallocated ad-hoc funds to be used	9,465	1,205			
Budgeted/actual PP income	<b>£757,456</b>	730,388			

**Total budgeted cost: £757,456**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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 to complete 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 providers nationally<sup>8</sup>' to be reaching their target grades, so for 54% of our disadvantaged students to be achieving 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 and 2019, before narrowing slightly in 2020 to 3.66 when centre assessed grades were used. Our disadvantaged

<sup>8</sup> <https://alps.education/opinion/alps-minimum-target-grades/#:~:text=Alps%20minimum%20target%20grades%20are,top%2025%25%20of%20providers%20nationally.>

students performed really well against the national averages for disadvantaged students, and close to the national averages for non-disadvantaged students.

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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

## 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