

Cirencester Kingshill Pupil Premium Strategy Statement 2025 - 2028

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students

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

School overview

Detail	Data
Number of students in school	811
Proportion (%) of pupil premium eligible students	24% (19% FSM)
Year	2024/2025 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	(N/A)
Statement authorised by	Jo Lindley, Headteacher
Pupil premium lead	Dan Radbourne, Lead Practitioner for SEND & Inclusion (SENDCo)
Governor / Trustee lead	Jon Poulton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,000
Total budget for this academic year <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>	£212,000

Part A: Pupil premium strategy plan

Statement of intent.

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, through thorough, proactive support and opportunities.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who are under social care, are a young carer or have SEND needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. We are aware of the challenges faced by disadvantaged students who attend a school with otherwise high levels of socio-economic advantage. Our support for aspiration and curriculum access is important in this regard.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy also includes plans for targeted academic support which takes place outside of day-to-day support in lessons and part of the strategy is to fund this area to support those that need it, including bespoke support from a pupil premium academic support mentor.

We recognise a need to increase opportunity for those students that are disadvantaged and therefore aim to have more equitable access to trips, residential and celebratory events that explicitly includes those students that are disadvantaged. We recognise that this support students feeling valued, included and seen, ultimately improving outcomes and progress.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>The maths attainment of disadvantaged students is generally lower than that of their peers and teacher diagnostic assessments suggest that many students particularly struggle with problem solving tasks.</p> <p>Maths SATS scores on entry to year 7 in the last 3 years indicate that on average 46.1 % of our disadvantaged students arrive below age-related expectations, compared to 24.3% of their peers.</p> <p>On average, 65% of disadvantaged students achieved below a grade 4, compared to 22% of their peers within school 24/25.</p>
2	<p>Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>SATs scores entry to year 7 in the last 3 years show that on average 39.81% of disadvantaged students are below age related expectations in English, compared to 20.53% of their peers.</p> <p>On average, 65% of disadvantaged students achieved below a grade 4, compared to 16% of their peers within school 24/25 in English Language GCSE</p>
3	<p>Our assessments, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical</p>

	<p>professionals) and low self-esteem. These challenges particularly affect disadvantaged students, including their attainment. There is a recognised need to work closely with families to support students holistically and be proactive in seeking additional support.</p>
4	<p>Average attendance for disadvantaged students year to date (November 2025) was 88% compared to an average of 93.9% of their non-disadvantaged peers.</p> <p>2024/2025 average attendance for disadvantaged students was 85.51% compared with an average of 92.3% non-disadvantaged students.</p> <p>2023/2024 average attendance for disadvantaged students was 87% compared with an average of 90.9% non-disadvantaged students.</p> <p>38% of disadvantaged students have been 'persistently absent' compared to 18% of their peers during the same period. (2024/2025)</p>

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 & attainment among disadvantaged pupils across the curriculum at KS3 and KS4.	<p>By the end of our current plan in 2028, further reduce the achievement gap between PP pupils at Kingshill and the national achievement of non-PP pupils –0.3</p> <p>Improve P8 score for High Prior Attaining PP pupils to be at least that for All PP pupils nationally 0</p>

	<p>A8 score for PP pupils to be at least 45.</p>
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>To have 80% of disadvantaged students in year 7 and 8 to have a reading age of within one year of their chronological age.</p>
To achieve and sustain improved participation in Extend programmes and other enrichments opportunities for all pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Aim for less than 10% PP students to be amber for their personal development score. (2024/2025= 46% of PP students had an amber PD score.)
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Raise PP attendance to 93% (green on UP Tracker) (85.51% for 2024/2025) • The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 10% lower than their peers.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £143,314

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD opportunities to support disadvantaged students. Bespoke support identified through UP Tracker.</p> <p>Continue to embed T&L and Active Minds strategy school- wide.</p>	<p>Classroom teaching is seen to be the single biggest lever to improve outcomes for PP pupils (EEF).</p> <p>Ensure every teacher is supported to deliver high quality teaching, through regular INSET and CPD opportunities.</p> <p>1. High-quality teaching EEF</p> <p>School implementation of Active Minds.</p>	1, 2, 3,4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>HOF to use funds to purchase classroom resources to support those that are disadvantaged. This could also be used for maths specific CPD.</p>	<p>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:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, 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:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	1, 3
<p>X2 FTE teacher to deliver nurture group English classes across KS3 and 4.</p>	<p>Provide high quality literacy interventions (EEF)</p> <p>Nurture groups for English in year 7 & 8</p> <p>Nurture groups for English in year 10 & 11.</p> <p>TAs trained to deliver Phonics programme as intended (Read Write INC)</p>	2, 3

	Improving Literacy in Secondary Schools EEF	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £39,202

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide structured small group literacy lessons for identified KS3 pupils to support development in phonics and reading comprehension.</p> <p>Purchase of diagnostic software (LUCID) and GL Assessment New Group Reading Test (NGRT) to identify need and a phonics programme (Read Write Inc) to provide support for early readers</p> <p>Dyslexia Screener profile</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>Use of standardised tests regularly to assess the reading and spelling ability of KS3 students.</p>	2
<p>Create English nurture groups in Year 7 and 8 for supported literacy teaching. Informed by data on Reading Assessments and teacher reports in class.</p> <p>Flexibility in entry and exit to these groups</p> <p>(Included in Target 1,2 (teaching))</p>	<p>Teaching targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 3
Homework club to be made available to all	Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3

students x 3 sessions per week	Close monitoring of those disadvantaged students that attend or need to attend homework club for additional support. Using the UP Tracker to identify those that require more support.	
Using the UP Tracker to monitor progress of PP students and in collaboration with the Head of Year, assign PP (VLE) mentor and work with identified students to remove barriers. This will be to support students in accessing resources and materials necessary to access the curriculum.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind. <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	1, 2, 3, 4
A bank of laptops for faculties that require large literacy demand (English/ Humanities)	In line with Exam Access Arrangements we are able to build a picture of need for disadvantaged students that require word processors for assessments. Having a bank of laptops allows students easy access to practise using them and to demonstrate their normal way of working in the Centre.	2, 3
Bespoke external tutoring to support disadvantaged, persistent absentees with closing the gaps in their knowledge and supporting the students getting back into education and ensuring meaningful education continues.	We know that disadvantaged students that do not attend school or are persistent absentees have wider gaps in their knowledge and this results in even further barriers and more withdrawal from education and severely limits outcomes in the future. Wider professionals, such as Caseworker at the local authority, the Inclusion team and other support teams, advocate school being able to direct some funding to support these students. This can result in additional support from services as we demonstrate an ability to spend from our own resources first.	1,2,3,4

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

Budgeted cost: £29,484

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of additional inclusion staff to provide intervention for specific students who require support with identified social and emotional issues.</p> <p>TAs to support in evidenced based programmes of intervention</p> <p>X2 members to support staff at 19% in line with proportion of FSM.</p>	<p>There is evidence to suggest that CBT can have a high impact on a range of psychological difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> <p>Deployment of Teaching Assistants Education Endowment Foundation</p>	3, 4
<p>Staff will get training and release time to develop and implement new procedures.</p> <p>Attendance officer and Learning Mentors will provide the support to identified pupils and families.</p>	<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Engaging with parents consistently can help to improve persistent absence.</p>	4
<p>Provision of curriculum materials to support pupils'</p>	<p>Analysis of student option subject choices for PP pupils indicates a disproportionately high number opt for subjects that require</p>	3, 4

<p>learning and curriculum access. This to include funding to support PP students access to enrichment trips that are linked to subjects they are studying.</p> <p>Proportionate number of PP on trips and in enrichment groups as much as possible.</p> <p>PP incentive trips throughout the year as a celebration for good attendance, progress etc.</p>	<p>additional materials and trip opportunities to allow pupils full access to the curriculum (i.e. Childcare, Drama, Textiles, Food Technology, I.T., music technology, Sport).</p>	
<p>Provision of a hardship fund to support PP pupil engagement in school and ability to access the curriculum.</p> <p>Ease of access to this form on website to support families in accessing this fund.</p>	<p>Evidence from teachers and the PP Learning Mentor work suggests engagement and attendance could be improved through discrete purchase of items (e.g. school uniform, core equipment) where circumstances change quickly, or pupils face significant hardship. Whilst this only applies for very few pupils, it can have a significant impact on their attendance, engagement, and achievement in school.</p>	2,3, 4

Total budgeted cost: £ 212,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Improving the attendance of our PP students has been a key focus. Between the academic years 2023/24 and 2024/25 average attendance for PP students has risen 1.3% to 84.5%. When students are regularly attending then they are more likely to achieve their expected outcomes and therefore raising attendance remains a priority.

Whilst there is no Progress 8 data for the 2024/25 cohort, the data we receive from Fischer Family Trust (FFT) an independent charity which collates and analyses data for schools and colleges in the UK, shows that the gap between what our PP students achieved in examinations and their expected outcome was – 0.26 of a grade. For comparison the whole school figure was 0.27. Nationally, PP students underperform in relation to Non-PP students, and we remain steadfast in our aim of improving the outcomes of all our disadvantaged students.

98.08% of our students who left us at the end of Year 11 in 2025 secured a place on a higher education course or employment with training. Of the 1.92% identified as NEET (those not in employment, education or training) only 1 student of this group was PP meaning that our PP students are leaving us with a clearly defined pathway ahead.