Pupil premium strategy statement 2023-27

This statement details our school's use of pupil premium funding (and recovery premium) 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 Edward VI High School
Number of pupils in school	598 plus 41 in 6th form (639)
Proportion (%) of pupil premium eligible pupils	33.6% (201 out of 598)
Academic year/years that our current pupil premium strategy plan covers **(3 year)**	2023-2026 2023-24 / 2024-25 / 2025-26
Date this statement was published	31/12/2023 Reviewed on 3/11/2025 with updated budgets and review of 2024/25
Date on which it will be reviewed	31/12/2026
Statement authorised by	J Christey
Pupil premium lead	E J Knights
Governor / Trustee lead	C Soutar

Funding overview 2025/26

Detail	Amount
Pupil premium funding allocation this academic year	£220,375
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*	£220,375

Part A: Pupil premium strategy plan

Statement of intent

At KEVI we have significantly above the national average of disadvantaged students in our cohort. The socio-economic background of the local community means it is in the top 10% of deprived wards in the country with the pupil base being placed in the 4th quintile (more deprived) of all schools in terms of deprivation.

Our current pupil premium strategy is aimed at closing gaps in learning identified through our formative and summative assessments. We focus on reading and vocabulary development as these are key to unlocking access to the wider curriculum. Research has shown that vocabulary at age 13 strongly predicts outcomes in both English and maths at GCSE (more strongly than pupils' socio-economic background) (Spencer et al, 2016). We know that on entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers. These gaps grow as children move through school. Widening from just a few months aged six, to five years' difference by the age of 14. On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer from mental health difficulties. (Sutton Trust independent Research and Voice 21 oracy education charity). There is also a focus on ensuring that our pupil premium students retain the core knowledge in their long-term memories through generative and retrieval practice and coherently planned broad and balanced curriculums.

Our baseline testing of the Year 7 cohort has shown that pupils, especially those recognised as receiving the Pupil Premium, have a lower numeracy levels than reading levels. KEVI recognises the importance of being numerate in order to access learning, both in maths lessons and across the curriculum. While this is a long term priority and we recognise the need to use mathematical information to make decisions and judgements, and to argue and challenge, the academic year 2023-24 will focus on our Reading and Vocabulary strategy to embed this across the curriculum first and then extend the strategy out to include numeracy during 2024-25.

As a school we set ambitious attendance targets for our disadvantaged students and prioritise their wellbeing through targeted and wider support. We understand our families and the challenges that they face and recognise the changes in the levels of external support our families receive. It is by having this understanding we can ensure that funding is in place to support them when and where it is needed most. Personal Development of all our students is at the heart of our school. We know that many of our students that are disadvantaged have not had the experiences and opportunities that others have been fortunate to have. We aim to ensure that no student is disadvantaged and look to target funding to support their personal development and enrichment opportunities. Through the arts, sports, STEM and curriculum we ensure that students have access to take part and experience all areas of their education and wider school life.

At KEVI we aim to ensure that no student is 'disadvantaged' by their socio-economic background. We aim to provide a comprehensive learning and pastoral system that ensures that all our students experience and thrive. We have a focus on the holistic child and see the personal development of our disadvantaged students as key to their overall success in life. We recognise the complex challenges that many of our disadvantaged students face and therefore support them with robust pastoral systems that include first class safeguarding, an in-house school counsellor and mental health leads, trained Emotion coaches and a whole school 'developmental trauma'-informed relationship policy. We aim to ensure that all our children are proud of themselves and their place in KEVI their wider communities.

Challenges

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

Challenge number	Detail of challenge
1	Knowledge and application of vocabulary has been identified through in class quizzing and reading assessments. This is addressed through a whole school approach to developing vocabulary that includes use of talk partners, vocabulary that is mapped within curriculums, word of the week and a daily 15 minute session literacy session during tutor time.
2	**36%** of disadvantaged students in Y7 and **73%** of Y8 disadvantaged students have reading ages below their chronological reading age. This is being addressed through a whole school reading and vocabulary programme. In 2023 we introduced Sparx Reader to support reading for all students. In 2024 and 2025 we are continuing to use Sparx to support reading across the school.
3	Gaps in numeracy knowledge and skills of disadvantaged students, and other students, identified through numeracy assessment (Progress Test in Maths). This is addressed through increased curriculum time in years 8 and 9 to close identified gaps in knowledge and skills and weekly numeracy time for all students in Tutorial sessions.
4	Gaps in Core subject (English, Maths and Science) knowledge and skills of Disadvantaged students (and other students), identified through summative assessments, retrieval questions and knowledge tests within lessons. This is addressed by targeted interventions in place, with a focus on Core subjects, to close gaps in core knowledge / skills. There is a whole school homework strategy used to increase homework participation
5	Due to a legacy from COVID, attendance and levels of persistent absence of Disadvantaged students nationally and at KEVI have been

	impacted. We are targeting Disadvantaged attendance to be above national in 2023-26
6	We pride ourselves on the positive behaviours of our students. We look to further reduce the fixed term exclusions for Disadvantaged students each year between 2023-2026.
7	Given the long term impact following on from Covid on the mental health and well-being of so many of our disadvantaged students we are targeting the support of these students and their families whilst ensuring outstanding safeguarding of all students
8	Promote the Personal Development of disadvantaged students. Personal Development is at the heart of the KEVI values and is a priority for our Disadvantaged students
9	We recognise that Disadvantaged students need support in identifying career pathways to make informed choices about their futures. We aim to keep NEETs for Disadvantaged students at zero as we deliver high quality advice, information and guidance alongside real experiences of college and apprenticeships

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
Disadvantaged students know and can use identified tier 2 and 3 vocabulary in their spoken and written work. • Tier 1 – high frequency in spoken language (table, slowly, write, horrible) • Tier 2 – high frequency in written texts (gregarious, beneficial, required, maintain) • Tier 3 – subject specific, academic language (osmosis, trigonometry, onomatopoeia)	In-subject vocabulary questions, quizzes, knowledge tests and summative assessments demonstrate that disadvantaged students know and can use the identified tier 2 and 3 vocabulary within the curriculum.
Increase the number of disadvantaged students with reading ages in line their chronological age.	Reading fluency scale will demonstrate that disadvantaged students' reading fluency and comprehension have increased to in line with their chronological age.
Gaps in numeracy knowledge for Disadvantaged students is closed. Cross curricular nature of numeracy promoted.	Numeracy assessment (Progress tests in Maths) demonstrate that pupil premium students' numeracy knowledge and skills have increased in line with age-related outcomes.

Disadvantaged students demonstrate they have retained the core knowledge in their long-term memories.	In-subject formative and summative assessments (e.g. end of unit tests, retrieval questions and knowledge tests within lessons.) demonstrate that gaps in core knowledge have been closed.
Attendance of Disadvantaged students is above national average and levels of persistent absence is below national average.	Attendance of Disadvantaged students will be equal or above the National average figures.
Behaviour incidences and exclusions of Disadvantaged students is reduced and remains below the national average for all students.	The percentage of Disadvantaged students with fixed term exclusions for 2023-24 and subsequent years is reduced from previous years and there is a declining trend
Wellbeing and mental health of students is monitored and supported through our pastoral team and Personal, Social, Health, Economic teaching and learning.	Attendance of Disadvantaged students is equal to or above national average figures. Student voice will demonstrate that disadvantaged students feel supported with their wellbeing and mental health concerns
Supporting the Personal Development of all Disadvantaged students through extra-curricular activities and the KEVI curriculum.	100% of Disadvantaged students take part in the personal development days 75% of Disadvantaged students taking part in personal development through extra-curriculum offers for example, arts, sports and STEM.
Disadvantaged students identify career and course pathways and make informed choices about their futures.	100% of Disadvantaged students have a confirmed destination in 2024. No Disadvantaged students identified as NEET. 100% of Disadvantaged students have high quality IAG in Year 7-11. 100% of Disadvantaged students have a careers appointment with Entrust careers during years 10 and 11

Activity in this academic year 2025-26

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: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All departments to be fully staffed with well qualified subject specialists. Pastoral staff to support 'developmental-trauma' informed approach (£150,000)	Research: EEF Quality first teaching of early career staff is identified in the EEF research as an effective impact of PP funding spending. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending as recommended by the EEF research 2019 Engagement of students and positive behaviour reinforcement supports achievement of all students	1, 2, 3, 4, 6
Engagement with the ECF (Early Career Framework) programme and allocation of ECF leaders. (Fully funded by DfE)	Research: Government led programme of CPD The school will have 6 ECTs during the year 2023-4 and 5 during the year 2024-25 and 2 during the year 2025-26 Ensuring an effective teacher is in front of every class, and that every teacher is supported throughout their training, is essential for a successful school and should rightly be the top priority for Pupil Premium spending as recommended by the EEF research 2019. The ECF states that it is essential that early career teachers are able to develop he knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching. Given 30% of students are Disadvantaged, embedding high quality, evidence informed practice in ECT classrooms is essential.	1, 2, 3, 4, 6

Whole school CPD/ resources to support vocabulary and reading development. (£4,000)	Research: Alex Quigley and Geoff Barton. EEF Teacher Toolkit demonstrates that Reading Comprehension Strategies equate to 6+ months impact on student attainment. Alex Quigley says, 'Our pupils' success will be defined by their ability to read fluently and skilfully'.	1
Whole school CPD and resources to support quality first teaching thinking particularly about Metacognition and putting Rosenshine Principles into Practice (£1,245 National College)	EEF Teacher toolkit demonstrates that Metacognition strategies equate to 7+ months impact on student attainment. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.	4, 1
Whole school homework strategy based on retrieval practice and embedding core knowledge into long-term memory. Creation of knowledge organisers and resources to support retrieval practice (£400)	Research: Kate Jones, Tom Sherrington, Dylan Williams As Dylan William states, 'learning requires forgetting'. Retrieval practice is required for students to become proficient in retrieving knowledge; the more they practise retrieving specific knowledge, the easier and more secure it becomes. The knowledge gaps for disadvantaged students must be closed through reducing the forgetting curve with daily, weekly and monthly reviews.	4, 1
Further development of the recovery mathematics curriculum, including targeted numeracy interventions. Celebrating numeracy across the curriculum and its	Research: Dave Tout - Increasingly research is showing that life and work in the 21st century is requiring higher levels of mathematics and numeracy of its citizens. Numeracy and mathematics are intrinsically connected and both are needed in our ever changing, globalised and technological world.	3

place in global society. (£2000 Sparx Maths)	Year 7 and year 8 baseline testing shows a lower numeracy scale score compared to literacy. The mathematics curriculum has been modified to increase the teaching of basic numeracy in key stage 3, along with further opportunities for cross curricular time.	
Identifying gaps in curriculum knowledge, skills and application through effective diagnostic testing and formative/ summative assessment. Use of standardised GL Assessments for Year 7 and 8. (£6,000)	Dylan William suggests that, from all the research and studies there have been, formative assessment practice encompassing effective feedback is our best bet for raising standards. Tom Sherrington in 'Rosenshine's Principles in Action' states that, "one main purpose of weekly and monthly review is to ensure that previous learned material is not forgotten – to attenuate the natural rate of forgetting	4, 1, 2, 3

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Mentoring sessions and Learning Mentor support in classes. Sessions and staff tutoring Maths, English, Science, Geography, History and MFL (£19,000) Part funding by Pupil Premium. .	Research EEF Toolkit small group tuition. We know that tutoring can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress. This is linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.	1,2,3,4
Access to technology and online resources to support independent learning for disadvantage d students. (£6,000)	Research: Internal Survey An internal survey has demonstrated that Disadvantaged students are less likely to have access to devices to support home learning. This includes access to Wi-Fi. Devices that allow Google classroom lessons will ensure that all students have access to remote learning. Government guidance states that, schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology.	1,2,3,4,9
"Bidding pot" - subjects bid for extra funding for targeted interventions (£3,000)	Research: As the year progresses, Subject leaders and Pastoral leaders will become aware of individualised needs of students. A "bidding pot" will be available to meet the targeted needs of individual students, with a request for funding to promote equity amongst all students. This could include (but is not exclusive to) individual revision needs, uniform needs, extra resources, payments towards educational visits.	1,2,3,4,5,6, 7,8, 9

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

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of additional Attendance staff to support improving attendance and reducing persistent absence (£9,000)	Research: EEF Attendance for disadvantaged students is below 'other' students By increasing the capacity of the Attendance team we will reach more families and improve attendance.	5,6,7
Increasing the availability and access to a school counsellor to 2 days to support students mental health and wellbeing. (£13,500)	Research: EEF Increase in Mental Health illness within school over past 3 years. This has been evidenced in disadvantaged students and other students. EEF Toolkit Impact +4 Months for Emotional and Social Support	5,6,7
Mental Health and Wellbeing supporting students to access the wider curriculum with resources for curriculum enriching activities (£5,000)	Research: EEF Increase in Mental Health illness within school over past 3 years. This has been evidenced in disadvantaged students and other students. EEF Toolkit Impact +4 Months for Emotional and Social Support	7

Total budgeted cost: £219,145

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 2024-25 academic year.

<table>
<tr><th>Aim</th><th>Impact</th></tr>
<tr><td>Close the P8 disadvantaged gender gap</td><td>
<table>
<tr><td>2022-23</td><td>All</td><td>Disadvantaged</td><td>Non-Disadvantaged</td></tr>
<tr><td>Att 8</td><td>3.9</td><td>2.8</td><td>4.5</td></tr>
<tr><td>Progress 8</td><td>-0.6</td><td>-1.2</td><td>-0.2</td></tr>
<tr><td>Female Att 8</td><td>4.33</td><td>3.17</td><td>4.88</td></tr>
<tr><td>Female Progress 8</td><td>-0.19</td><td>-1.07</td><td>0.25</td></tr>
<tr><td>Male Att 8</td><td>3.36</td><td>2.6</td><td>3.85</td></tr>
<tr><td>Male Progress 8</td><td>-1.03</td><td>-1.21</td><td>-0.9</td></tr>
</table>
<table>
<tr><td>2023-24</td><td>All</td><td>Disadvantaged</td><td>Non-Disadvantaged</td></tr>
<tr><td>Att 8</td><td>3.9</td><td>3.1</td><td>4.4</td></tr>
<tr><td>Progress 8</td><td>-0.6</td><td>-0.6</td><td>-0.2</td></tr>
<tr><td>Female Att 8</td><td>4.33</td><td>3.0</td><td>5.1</td></tr>
<tr><td>Female Progress 8</td><td>-0.19</td><td>-0.6</td><td>0.3</td></tr>
<tr><td>Male Att 8</td><td>3.36</td><td>3.2</td><td>3.6</td></tr>
<tr><td>Male Progress 8</td><td>-1.03</td><td>-0.6</td><td>-0.6</td></tr>
</table>
<table>
<tr><td>2024-25</td><td>All</td><td>Disadvantaged</td><td>Non-Disadvantaged</td></tr>
<tr><td>Att 8</td><td>3.34</td><td>2.57</td><td>3.78</td></tr>
<tr><td>Female Att 8</td><td>3.3</td><td>2.55</td><td>3.69</td></tr>
<tr><td>Male Att 8</td><td>3.53</td><td>2.61</td><td>3.87</td></tr>
</table>
</td></tr>
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<table>
<tr><th>Aim</th><th>Impact</th></tr>
<tr><td>Increase the outcomes (4+ English and Maths) for disadvantaged students.</td><td>2022-23
<table>
<tr><td>(all figures are %)</td><td>All</td><td>Disadvantaged</td><td>Non-Disadvantaged</td></tr>
<tr><td>Grade 4 + English</td><td>67.8</td><td>50%</td><td>78.9%</td></tr>
<tr><td>Grade 4 + Maths</td><td>46.6</td><td>28.6%</td><td>56.6%</td></tr>
</table>
2023-24
<table>
<tr><td>(all figures are %)</td><td>All</td><td>Disadvantaged</td><td>Non-Disadvantaged</td></tr>
<tr><td>Grade 4 + English</td><td>57.1</td><td>35%</td><td>70%</td></tr>
<tr><td>Grade 4 + Maths</td><td>52.3%</td><td>36%</td><td>62%</td></tr>
</table>
2024-25
<table>
<tr><td>(all figures are %)</td><td>All</td><td>Disadvantaged</td><td>Non-Disadvantaged</td></tr>
<tr><td>Grade 4+ English</td><td>59.8%</td><td>38.9%</td><td>69.1%</td></tr>
<tr><td>Grade 4+ Maths</td><td>49.6%</td><td>30.6%</td><td>58%</td></tr>
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<tr><td>Improve the attendance and wellbeing of disadvantaged students</td><td></td></tr>
<tr><td></td><td>
<table>
<tr><td></td><td>2018/19</td><td>2019/20</td><td>2020/21</td><td>2021/22</td><td>2022/23</td><td>2023/24</td><td>2024/25</td></tr>
<tr><td>All</td><td>93.9</td><td>92.3</td><td>89.6</td><td>93.0</td><td>91.8</td><td>91.8</td><td>92.6</td></tr>
<tr><td>PP</td><td>90.0</td><td>86.3</td><td>84.5</td><td>89.2</td><td>88.7</td><td>86.9</td><td>87.9</td></tr>
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<tr><td></td><td>Supporting students' attendance remains a priority for the school and the provision of Attendance support gives the school greater capacity to challenge poor attendance</td></tr>
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<table>
<tr><th>Aim</th><th>Impact</th></tr>
<tr><td>Develop and embed a pastoral system based on the principles of positive restorative practice to reduce exclusions of disadvantaged students</td><td>KEVI became an accredited Trauma informed school in 2019

Sessions lost through exclusions

<table>
<tr><th></th><th>All</th><th>PP</th><th>Non PP</th></tr>
<tr><td>2018-2019</td><td>307</td><td>190</td><td>117</td></tr>
<tr><td>2019-2020</td><td>379</td><td>311</td><td>68</td></tr>
<tr><td>2020-2021</td><td>175</td><td>98</td><td>137</td></tr>
<tr><td>2021-2022</td><td>330</td><td>159</td><td>171</td></tr>
<tr><td>2022-2023</td><td>826</td><td>434</td><td>392</td></tr>
<tr><td>2023-2024</td><td>794</td><td>547</td><td>247</td></tr>
<tr><td>2024-2025</td><td>843</td><td>565</td><td>278</td></tr>
</table>
</td></tr>
<tr><td>Reduction of disadvantaged NEETS supported by an effective careers programme</td><td>100% Gatsby benchmarks achieved.

1 NEETS recorded in 2021 which was a PP student

2 NEETS recorded in 2023, both of which were PP students

3 NEETS recorded in 2024, 2 of which were PP students

2 NEETS recorded in 2025, 2 of which were PP students</td></tr>
</table>

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	In 2023/24 KEVI had 12 students from service families in years 7-11 or 2%. In 2024/25 KEVI had 10 students from service families or 1.81% The transition process is crucial in getting young people into school and immersed in the culture as quickly as possible. Identifying a mentor in the form of another service child, who understands the pressure of moving around schools, goes a long way to building friendships and confidence for the new student. The school used money received from the SPP to deploy a dedicated mentor with responsibility for oversight of the personal and academic development of service children. This adult mentor understands the demands placed on working parents in the armed forces, as well as the implications for the children. The Mentor works with Subject Leaders and Pastoral leads to track the progress, attendance, and pastoral welfare of this group of young people.
What was the impact of that spending on service pupil premium eligible pupils?	The use of funding to target intervention where a service child's progress or commitment to learning has fallen short of expectation has been used to good effect. Students comment that having an interested adult mentor, who understands the demands placed on service families, has helped them to feel less isolated, especially when one of their parents is on deployment, and has helped them to build strong friendship groups to support them with their attendance during difficult times. We provide revision guides, study skills support and support to enable our service students to become fully absorbed into school life.