

Pupil Premium Strategy Statement

King Alfred's 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	1767
Proportion (%) of pupil premium eligible pupils	18.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	
Pupil premium lead	Zoe Barnes
Governor / Trustee lead	Simon Sparrow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£377,325
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£377,325

Part A: Pupil Premium Strategy Plan

Statement of Intent

King Alfred's Academy prioritises equity and excellence through Quality First Teaching and an Inclusive Teaching Strategy alongside targeted support for students eligible for Pupil Premium.

Our ethos of 'Opportunity for All' means, irrespective of their background and any challenges they might face, we strive for all students to make good progress and achieve high levels of attainment across the curriculum.

High-quality teaching is central to our approach, focusing on areas where economically disadvantaged students require the most support — particularly reading. We know high quality teaching daily has the greatest impact on closing the disadvantage gap whilst also benefiting all pupils.

The focus of this pupil premium strategy is specifically to support our economically disadvantaged pupils in making good progress, secure high levels of attainment and support their future life chances.

However, whilst this report focuses on those students eligible for the pupil premium, the activities outlined are also intended to support other vulnerable pupils, such as those who are from low-income families, young carers or those with social workers, whether they qualify for the pupil premium or not.

This strategy includes personalised academic and pastoral interventions with the highest quality enrichment opportunities. We aim to remove barriers, prevent suspensions and exclusions, and support students' wellbeing whilst maintaining academic progress.

Challenges

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

Challenge number	Detail of challenge
1 GCSE Attainment.	GCSE Attainment of disadvantaged students is greater than non-disadvantaged, particularly in subjects where higher literacy levels are needed. The gap in Maths outcomes was lower for disadvantaged students than non-disadvantaged students. On average we were slightly below national average for attainment 8. The gap between disadvantaged and non-disadvantaged students achieving a grade 9-4 in both English and Maths has increased to 34.8%. English is the area of focus, secondary to this are Maths and Combined Science
2 Literacy levels at KS3	Literacy skills upon entering Year 7 vary among disadvantaged students, with some a distance behind their peers. This discrepancy hinders their ability to make substantial progress throughout Key Stage 3 and beyond. Research indicates that, without appropriate intervention, only 1 in 10 students who struggle with reading upon entering secondary school will achieve 5 GCSEs, including English and Maths (EEF Reading at the Transition 2014) Enhancing students' reading proficiency is essential for

	unlocking their academic potential and holds significant empowerment in terms of their life opportunities.
3 Numeracy Levels at KS3	Numeracy skills upon entering Year 7 also vary among disadvantaged students, with some a distance behind their peers and age related expectations. This discrepancy hinders their ability to make substantial progress throughout Key Stage 3 and beyond.
4 Attendance	Our attendance data indicates a negative gap in attendance between disadvantaged and non-disadvantaged students. Attendance for disadvantaged students was 9% lower than that of all students across Years 7 – 11 in the previous year. The attendance rate for disadvantaged students remains notably lower, with a higher rate of persistent absenteeism compared to their non-disadvantaged peers.
5 Dysregulation	Our data on behaviour, including both internal data and external suspension rates, show a disproportionate representation of disadvantaged students. Suspension rates for disadvantaged students represent 51.9% of all suspensions in the last academic year.

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
Improving outcomes, particularly in English Language for lower-prior attaining students, Maths and Combined Science	<p>2027-2028 outcomes:</p> <ul style="list-style-type: none"> A positive progress 8 score for the attainment of disadvantaged students in English Language, Maths and Combined Science Progress above national average for all students i.e +0.1 or above Decreased gap between disadvantaged and non-disadvantaged students within English Language and Maths to 0% or positive
High attendance levels of both school and lessons	<p>2027-2028 outcomes:</p> <ul style="list-style-type: none"> Attendance gap between disadvantaged and non-disadvantaged students to be in line with or above Oxfordshire/National benchmarks Persistent absence of disadvantaged students to be less than 18%, below the Oxfordshire/National average
Improved metacognitive and self-regulatory skills across all subjects	<p>2027-2028 outcomes:</p> <ul style="list-style-type: none"> Learning walks and culture checks highlight that disadvantaged students are able to monitor and regulate their own learning Decrease in disproportion number of suspensions between disadvantaged and non-disadvantaged students to at least 10% or less

Improved literacy and numeracy levels at the end of KS3 for students eligible for PP (and those with PP/SEND) who are low attaining upon entry and aim to close the gap between those eligible for PP and their peers.	<p>2027-2028 outcomes:</p> <ul style="list-style-type: none"> • A smaller disparity between disadvantaged and non-disadvantaged students on Star reading tests and average reading ages • A smaller disparity between disadvantaged and non-disadvantaged students on standardised KS3 maths assessments
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop teachers' ability to ensure that all students are actively participating (choral response, TTYP, turn and talk, answering in full sentences, mini white boards) in their learning, oracy is a focus throughout the curriculum and that the whole school inclusive teaching strategy is being consistently implemented – including whole staff CPD, individual staff coaching and the KA Teacher Essentials. A culture of social motivation is to be developed within the classroom. Best classroom practitioners will be used to coach and model to others with a focus to also decrease teacher talk.	Evidence from the EEF Guidance report on effective CPD has significant impact upon outcomes. Step Lab research and evidence has also been used to support coaching approaches	1
The delivery of Accelerated Reader for all students in Year 7 and 8 remains consistent. Reading age/indication of reading age to made explicitly clear to teaching staff via MIS	Evidence from the National Literacy Trust NLT 2017 shows a correlation between the use of AR for students with lower reading ages on entry to KS3 and rapid improvement of this	1 and 2
Development of TLR and Aspiring Middle Leaders programmes	Steplab white paper 2022 supports the use their approach and utilisation of Instructional	1

	Coaching being implemented through the Aspiring Middle Leaders programme	
Curriculum review leading to a more inclusive curriculum ensuring that cultural curiosity, oracy, financial and technological literacy are all threaded throughout this. EDA students will see themselves reflected within the curriculum and lessons with a positive image	Evidence from the Metacognition and self-regulation report clearly identifies the benefits of equipping students with these skills which will be achieved through the delivery of the reviewed curriculum	1, 4 and 5
Whole school literacy CPD for all teaching staff and literacy workshops for TA's supporting students 1:1	EEF Improving Literacy in Secondary Schools Report supports the development of literacy through the curriculum and therefore time designated to the support and planning for this. EEF also supports the work of TA's and HLTA's with students making 5 months of more progress with their literacy and numeracy than if they did not have this support	1 and 2

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

Budgeted cost: £ 140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop the role of the whole school Literacy Lead to ensure that literacy interventions are timely, well delivered and impactful	N/A	2
Weekly after school support via the HUBs for students who require additional support to complete independent study and may require the time, space and/or additional adult support to complete their work	Evidence from the EEF EEF Toolkit (homework) suggests that under the right conditions, homework can have a positive impact upon student learning	1,4 and 5
Numeracy, Social skills, Confidence Building, Zones of Regulation, LEGO therapy, emotional coaching, touch typing, key worker interventions are timetabled for students run by	Evidence from EEF TA Interventions and MetaSENse for the implementation and use of the identified interventions has significant impact upon progress and outcomes of	1, 2, 3, 4, 5

qualified HLTAs to support both academic outcomes and SEND needs of students	students, especially those from disadvantaged backgrounds	
1:1 tutoring in English, Maths and Science for identified students who are on the border of a 3-4 grade at GCSE	EEF 1:1 tutoring evidence supports that 1:1 tutoring in core subjects can have significant impact on outcomes, especially for those that are lower prior attaining and disadvantaged	1, 2, 3
Year 7 and 8 targeted English and Maths tutoring as an early intervention for identified students. This is 1:1 and small group intervention	EEF 1:1 tutoring evidence supports that 1:1 tutoring in core subjects can have significant impact on outcomes, especially for those that are lower prior attaining and disadvantaged	1, 2, 3
Core 4 continues with subject teachers at KS4 identifying 4 students within each class who are 3-4 borderline grade and with interventions, explicit instruction and high quality scaffolding will achieve a 4 or higher	High quality teaching and its impact on outcomes, especially for the most vulnerable students is well established. The SEND guidance report clearly identifies the benefits of adaptive teaching and utilisation of the 5-a-day principles, with a focus upon scaffolding	1
Targeted coursework intervention and support at KS4. After-school support for students with leadership links supporting. Feedback on coursework to be timely and impactful	N/A	1

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

Budgeted cost: £177,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Klub – students have access to the HIVE on West Site and Sweatbox on Centre Site where they are also able to collect ‘grab and go’ breakfast bags and items in the morning and check in with pastoral support	There is evidence that breakfast clubs support with improving attendance and attainment although much of this is primary based - Magic Breakfast	1, 4 and 5
Support with the funding of costed enrichment activities. All students are allocated £500 during their time at KA’s which can be offset against any trips or activities	The Social Mobility Commission clearly outlines the benefits of extra-curricular activities on young people, especially those from disadvantaged	1 and 4

	backgrounds and can have a wider impact on well-being	
Food and nutrition lessons are funded for students requiring this throughout their time at KA's. Food items for practical cooking lessons are purchased and stored in school for students ready for lessons	N/A	1 and 4
Early careers advice and guidance for all disadvantaged students in Year 9	Evidence of Effective Careers Interventions for Disadvantaged Young People from the Careers and Enterprise Company outlines a variety of benefits of early, high quality careers interventions for vulnerable students, especially those from disadvantaged backgrounds	1, 4 and 5
Reading Scholar's programme – a widening participation programme aiming to give our students information about university and to raise aspirations for disadvantaged students to attend	The report from the Sutton Trust evidences links between social mobility and university attendance for vulnerable students. Exposing students to higher education increases their aspirations to apply and attend	1 and 4
Provision of revision guides for all disadvantaged students in Term 2 of year 11 where these are needed to support with GCSE preparation across all subjects being studied	N/A	1
Purchasing of branded school items for all disadvantaged students joining KA's in Year 7 alongside access to free quality second hand uniform throughout their time at KA's	N/A	4 and 5
After-School-School tutoring and EBSA confidence sessions for students struggling to access school during the day to support them with re-engaging	EEF 1:1 tutoring evidence supports that 1:1 tutoring in core subjects can have significant impact on outcomes, especially for those that are lower prior attaining and disadvantaged	1 and 4
KA's Character Award Scheme – ensuring that all disadvantaged students access this and secure as many accolades as possible, recognised and celebrated at two awards evenings	N/A	4 and 5

Tutor time every morning from Sept 2025, ensuring all students are ready and equipped for their day	N/A	1, 4 and 5
Monitor the uptake of free school meals by those students that are eligible. This will enable us to identify barriers for those not taking up the offer of free school meals and put supportive measures into place	N/A	4
Analysis of travel distances for disadvantaged students to school to ascertain if this is a factor affecting attendance and to then put supportive measures into place for families if this is a concern	N/A	1 and 4

Total budgeted cost: £377,325

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our schools' disadvantaged students during the 24/25 academic year, utilising both national data and internal assessment data. The data demonstrates that there remains a clear gap between the average and overall outcomes of our disadvantaged students compare our non-disadvantaged students. The progress of our disadvantaged students last year disappointingly declined compared to the previous year.

National data for 24-25 shows the average attainment 8 score for disadvantaged students was 34.9 and students achieving a grade 5 in both English and Maths was at 25.6%. 18.2% of disadvantaged students in our school achieved a grade 5 in both English and Maths. 27.3% achieved a grade 5 or higher in English and 29.5% in Maths. 34.1% of students did achieve a grade 4 or above in both English and Maths. Average attainment 8 in the last academic year was 31.73, slightly below national average.

We acknowledge that there is much work to do improve outcomes for our disadvantaged students and to close the gap with their non-disadvantaged peers. The plan as outlined previously aims to address this in variety of purposeful and impactful ways.

Students entered for full EBacc was 6.8% compared to 27.4% for non-disadvantaged students in the cohort identifying a clear gap. We are now in year 2 of addressing our curriculum to ensure that it is fully inclusive, meeting the needs of all students including our most vulnerable.

We have also reviewed and drawn upon wider school data which has impacted upon the outcomes of our disadvantaged students including attendance and behaviour. The attendance of our disadvantaged students was 80.23% compared to whole school attendance of 89.21%, representing a clear body of work for us to undertake to improve attendance and close the disadvantaged gap. There is no national data to compare this to for 24-25 academic year at this time.

Disadvantaged students remain disproportionately represented in our suspension data. We had 0 exclusions during the 24-25 academic year. 51% of suspensions in the last academic year were issued to disadvantaged students which was a slight rise of 4% from the previous year. This academic year and moving forwards, a variety of pastoral and more specifically, SEMH interventions have been introduced and are now being embedded across the school. These interventions are supported by newly created HLTA posts, enabling earlier identification and support for our most vulnerable students.

Overall, the main aims of the previous 3-year plan have not yet been fully met and we have clearly identified these concerns and addressed them through the new 3 year strategy plan which we are confident, will see barriers removed, challenges overcome and intended outcomes achieved, putting our disadvantaged students at the heart of what we do.

Externally provided programmes

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

The impact of that spending on service pupil premium eligible pupils

