

Pupil premium strategy statement for King Solomon Academy for 2022-2023 (October 2022)

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|--|--------------------------|
| School name | Ark King Solomon Academy |
| Number of pupils in school (as of September 2022, of PP eligible stage, i.e. R-11) | 1051 |
| Proportion (%) of pupil premium eligible pupils (of eligible age groups, i.e. R-11) | 58% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Max Haimendorf |
| Pupil premium lead | Beth Humphreys |
| Governor / Trustee lead | Paul Dunning |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £681,170 |
| Recovery premium funding allocation this academic year | £72,000 |
| 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 | £753,170 |

Part A: Pupil premium strategy plan

Statement of intent

Our vision for Pupil Premium pupils

Our Pupil Premium pupils will attain excellent absolute outcomes, which give them access to lives of choice and opportunity - and the confidence to aspire for success.

At King Solomon Academy we pride ourselves on having high aspiration and ambition for all pupils, regardless of their background. We operate a no excuses culture, setting children up to have the skills, knowledge and confidence to succeed. We have high expectations for all of our pupils and believe that with great teaching and a lot of love and care, every child can fulfil their potential.

It must also be remembered that there can be children who, whilst being eligible for FSM and Pupil Premium, are not low attaining but may not be maximising their full potential. We must therefore not confuse or conflate eligibility for the Pupil Premium with low attainment. We must focus on supporting all disadvantaged children to achieve the highest levels.

As an inclusive school, King Solomon Academy strongly believes that no pupil should be disadvantaged as a result of background and ensures that resources and support are also provided for children who may not necessarily be eligible for free school meals or looked after, but who have been identified by the school as being at an educational disadvantage compared to their peers. This support is funded out of the academy's main budget. Programmes involving children who are eligible for the grant as well as those who are not are often part-funded by Pupil Premium, proportional to the children they benefit. Interventions are adopted on a whole school basis and are not restricted to pupil premium eligible pupils only, but by raising the standard of education we benefit Pupil Premium eligible pupils. Evidence from across the English school system shows that using the pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils, specifically through mastery learning, feedback, metacognition, and collaborative learning. This is where the majority of the pupil premium grant at King Solomon Academy is therefore invested, in improving the quality of teaching and learning in classrooms. By investing in teaching quality non-eligible pupils will inevitably benefit as well.

At King Solomon Academy, we will:

- Make decisions about the spending of Pupil Premium funding based on educational research and best practice
- Make decisions about the spending of Pupil Premium based on our knowledge of the children and their families
- Ensure that staff are aware of the potential barriers to learning for FSM and LAC pupils
- Measure the success of the Pupil Premium Grant investment against the extent to which we overcome educational disadvantage by closing the achievement gap between disadvantaged pupils and their peers, as defined by the success criteria outlined below.

The eight barriers outlined below overlap in the ways in which they impact our disadvantaged students. We plan carefully to address these barriers through an overall plan which is designed around three strategies. Just as the barriers co-occur and can exacerbate each other, so our strategy areas overlap in the way in which they impact pupils from disadvantage. The strategies also work to address more than one barrier at a time where possible so that our vision can be achieved. Whilst each year we evaluate and adapt our expenditure and approaches, our strategy for achieving our vision is based on a long term commitment in our all-through school to closing the achievement gap.

Challenges

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

| Challenge number | Challenge | Detail of challenge |
|------------------|--|---|
| 1 | Low Prior Attainment on entry | Weak foundations in academic learning, meaning pupils entering school in Nursery and Reception have low prior attainment across the EYFS profile, including in numeracy and literacy (on entry to Reception, only 28% of pupils are Exceeding 30-50 months, which is where they are expected to be). Pupils who join the school at points other than nursery or Reception usually have below age related attainment. During 2020-21, there were 112 in year admissions, 52 of which were Pupil Premium. |
| 2 | Lost learning in pandemic, particularly around reading ability | Due to lowered attendance during the pandemic and sometimes lower levels of engagement during remote learning, Pupil Premium pupils missed out of learning and development. This was particularly the case with younger children, dramatically impacting reading ages. |
| 3 | Speech, Language and Communication (SLCN) challenges | Due the interplay between disadvantage and the acquisition of English as an additional Language (75% of pupils), there are weaknesses in communication and language associated lack of confidence in oral and written classroom tasks. This presents in extreme cases as a SEN classification of SLCN, but also leads to a lack of confidence in oracy inside and outside the classroom. |
| 4 | Reluctance to engage in enrichment activities | There is a lack of understanding of the value of extra-curricular and enrichment activities which build confidence, cultural capital and non-cognitive skills. Sport, music and trips are all activities which families of more advantaged pupils generally prioritise and support, including financially, inside and outside of school – these activities are rare in the lives of our pupils outside of school. |
| 5 | Lack of parental confidence to support learning | The parents/carers of pupils from our disadvantaged homes often struggle to exert the correct boundaries and support for their children, around aspects of their children's well being. Many of our pupils are allowed to use mobile phones at night, be outside in the local area in the evening, play console games online for many hours a day. These habits do not support their child learning. In addition, some parents lack confidence in how to support with homework. |
| 6 | Attendance | We know that attendance has a causal correlation with outcomes. Over the whole school (Y1-11) in 2021-2, attendance was 92.0% for Pupil Premium pupils compared to 94.4% for non-pupil premium pupils. Nationally, non-disadvantaged pupils attendance last year was 92.2%, so although there is a gap in the |

| | | |
|---|---|--|
| | | school, KSA's disadvantaged pupils' attendance is in line with their more advantaged peers nationally. This lower levels of attendance compared to the non-disadvantaged pupils at KSA is driven by a mixture of causes – a lack of parental prioritisation of school attendance, home responsibilities, poorer diet, the desire to travel out of term time when flights are cheaper. |
| 7 | Lack of roles models and aspirations of further study | Our disadvantaged pupils generally lack anyone in their family who has studied in the UK or held a graduate job. Many families are in unemployment or low paid work. This normalises these paths. Our disadvantaged pupils fear student debt, and face “imposter syndrome” in aspiring to top universities and careers, sensing that this isn't a place where there are other like them. |
| 8 | Mental health | Our community suffer from increasing levels of mental health concerns, including cases of depression and self-harm. These occur more frequently (but not exclusively) in our pupil-premium pupils, and is a major barrier to learning and wellbeing in school. These issues have been exacerbated by the pandemic. |

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 |
|--|---|
| Raising quality of teaching and learning so that Pupil Premium pupils achieve academically | <ul style="list-style-type: none"> • Progress of Pupil Premium pupils in Reception is exceptional (100% of pupils make expected progress) • Progress of Pupil Premium pupils in Key Stage 2 is well above average • Attainment in Attainment 8 at GCSE for Pupil Premium pupils is well above national averages for non-PP pupils |
| Increase reading ability to allow rapid academic progress and curriculum access | <ul style="list-style-type: none"> • NGRT data shows reading ages move above chronological age |
| Raising aspirations and ensuring curriculum equity | <ul style="list-style-type: none"> • Pupil Premium EBACC is well above national average for non-PP pupils nationally • Destinations have over 75% of pupils being able to access Level 3 courses, and 75% of Year 13s gain access to top third universities. • Almost all (90%+) of our Pupil Premium pupils attend residential trips. |
| Improve Social and Emotional aspects of learning including parental support | Pupil attendance for Pupil Premium pupils is above national averages for all pupils nationally (96.1% in Primary and 94.5% in Secondary - 2019 measures, covid context should be considered) |

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: £424,920

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Improving teacher quality to improve quality of feedback, metacognition, reading comprehension, mastery learning:</p> <ul style="list-style-type: none"> - Expanding the capacity of skilled staff with the responsibility for coaching and improving teacher effectiveness across the school. - Increasing capacity to ensure that teachers are able to co-plan an effective curriculum and have their teaching developed. | <p>The EEF toolkit lays out a strong evidence base to support investment of Pupil Premium funding in developing higher quality teaching.</p> | <p>1</p> |
| <p>Providing in-class support and tuition for learners who are furthest behind national expectations in core subjects, whilst also creating capacity for sustained and data led intervention. In Primary this includes phonics intervention groups and in Secondary subject specialist. This takes account of the research evidence on the impact of teaching assistants.</p> | <p>Impact of high quality deployment of Teaching Assistants</p> | <p>1,8</p> |
| <p>Increasing teaching capacity to ensure the curriculum includes:</p> <ul style="list-style-type: none"> - Effectively implementation of a systematic phonics programme (Read Write Inc) - More time for English and Maths (a longer school day, particularly in Upper Key Stage 2, 3 and 4, where the school judges the impact to be most significant in this context). | <p>Evidence of impact of Literacy prioritisation and expertise in Primary and Secondary (and here)</p> <p>Longer school day evidence. The impact of the school at KS3 and KS4 following having longer school days, matched by exemplar top 1% schools in similar contexts.</p> | <p>1,8</p> |
| <p>Specialist training at network school and subject level provided for the teaching of reading at Primary and Secondary within the curriculum, acknowledging that language and literacy are developed across the whole curriculum</p> | <p>Longer school day evidence. The impact of the school at KS3 and KS4 following having longer school days, matched by exemplar top 1% schools in similar contexts.</p> | <p>8</p> |

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

Budgeted cost: £206,240

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Timetabled intervention focused on reading comprehension and phonics (daily) | There is strong evidence to support the investment in small group , high quality interventions focused on phonics and reading comprehension . The evidence supports frequent shorter interventions as have been planned here. | 1,2,3 |
| External exam preparation lessons from curriculum experts delivered outside the school term | This established practice is judged by the school to instrumental in the school achieving top 1% progress in 6 of the last 7 years at GCSE. Additional revision lessons are targeted to smaller groups . | 1,2 |
| The Access Project partnership has been supported in the school since 2014. This has enabled the programme and its impact to become embedded. | The Access Project has evidenced impact by providing UCAS support and one-one tutoring. Evidence around tutoring is also strong. | 1,2,4,5,7 |
| Speech and Language specialist intervention | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 3 |
| Education Psychologist assessment and diagnosis | This intervention is important in helping staff to personalise learning to meet complex needs and engage parents in how to support their child's learning and help with their behaviour. | 3,5 |

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

Budgeted cost: £122,011

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Place to Be provides talking therapy small group and individual mental health | Addresses mental health partly through social and emotional learning and is integrated with parents , practice supported by evidence. | 5,8 |
| West London Zone - This pastoral support programme targets a cohort of 30 of our most vulnerable families, almost all of whom are eligible for Pupil Premium funding. | The West London Zone is able to target individual needs with pastoral interventions. This includes social and emotional learning. Integrated work with parents and work on behaviour which are integral to the programme are supported by evidence. | 4,5,6,7 |
| Magic Breakfast, offering a free breakfast to all pupils | Improving attendance impacts outcomes. Magic breakfast has been shown to have impact in in Key Stage 1 particularly in other contexts. Given the impact on attendance, behaviour and learning on our cohort that already attend breakfast club, we believe this provision as free and universal will have impact. | 5,6 |
| Subsidised Trips including residential trips | Knowing our pupils, many of them have limited opportunity or experience to travel outside their immediate locality or attend enriching learning experiences. Residential trips have been shown to impact relationships and engagement in learning, and this alongside the raising of aspirations, is the evidence of trips at KSA. We acknowledge the impact of trips is unclear in the EEF framework, but believe our context and the way trips are integrated into learning and character development is unrepresented in the research base. | 4,5,6,7 |

Total budgeted cost: £ 753,170

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 2021 to 2022 academic year.

| GCSE outcomes in 2022 | | | |
|---|-----------------------------|---------------------------------|---|
| | Pupil Premium at KSA (n=36) | Non-Pupil Premium at KSA (n=34) | National 2019 non-Pupil Premium pupils |
| 9-4 Eng and Maths | 82% | 97% | 72% |
| 9-5 Eng and Maths | 77% | 86% | 50% |
| Pupils with EBacc entry | 88% | 97% | 45% |
| EBacc 9-4 | 65% | 72% | 29% |
| Attainment 8 | 57.2 | 64.3 | 50.3 |
| Progresss 8 (2022 Ark estimate) | 1.2 | 1.8 | 0.13 |
| <p>In all progress and attainment outcome measures in Key Stage 4, pupils at KSA who are pupil premium significantly outperformed non-Pupil Premium pupils nationally, meaning these pupils had better opportunities entering Key Stage 5 than their advantaged peers across the country.</p> | | | |
| KS2 outcomes in 2022 | | | |
| | Pupil Premium at KSA (n=54) | Non-Pupil Premium at KSA (n=36) | National (2022) non-Pupil Premium pupils |
| RWM Progress | 2.2 | 2.2 | 0.35 |
| RWM Expected + | 68% | 78% | 65% |
| <p>The outcomes shows that pupil premium pupils at KSA made strong progress through Key Stage 2, significantly higher rates of progress than nationally.</p> | | | |

The attainment of pupil premium pupils in 2022 was higher than non-pupil premium pupils nationally, meaning that disadvantaged pupils at KSA enter Secondary at a higher level of attainment than their more advantaged peers nationally.

Attendance in 2021-2

| Group | KSA Pupil Premium | KSA non Pupil Premium | National non-pupil Premium (FFT) |
|------------|-------------------|-----------------------|---|
| Years 1-6 | 93.6% | 95.7% | 93.7% |
| Years 7-11 | 90.3% | 93.0% | 91.3% |

We know that attendance is one of the barriers to progress for disadvantaged pupils. In 2021-2, the Pupil Premium strategy was able to have an impact. Although the attendance of disadvantaged pupils was lower than other pupils at KSA, it was comparable with non-disadvantaged pupils nationally. This contributes to the progress being made. We are committed in 2022-23 and 2023-24 to further increasing pupil premium attendance.

Externally provided programmes

| Programme | Provider |
|--------------------|---|
| Place to Be | https://www.place2be.org.uk/ |
| West London Zone | https://www.westlondonzone.org/ |
| Magic Breakfast | https://www.magicbreakfast.com/ |
| The Access Project | https://www.theaccessproject.org.uk/ |
| Read Write Inc | https://www.ruthmiskin.com/en/programmes/phonics/ |