

Pupil premium strategy statement – Kings Norton Boys school 2025-28 (Year 1 of 3)

This statement details our school’s use of pupil 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	827
Proportion (%) of pupil premium eligible pupils	30.83%
Academic year/years that our current pupil premium strategy plan covers	2025-28
Date this statement was published	January 2026
Date on which it will be reviewed	Annually - September 2026 to 2028
Statement authorised by	D. Clayton Headteacher
Pupil premium lead	M. Cameron Assistant Headteacher
Governor / Trustee lead	Lucy Bird

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£273,587.50
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£00,000.00
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>	£273,587.50

Part A: Pupil premium strategy plan

Statement of intent

The desire to break the cycle of demography determining destiny, is the driving force at the heart of our strategy. This focuses our understanding of the importance of exposure to quality education, quality support and quality communities thus, allowing the attainment, progress, and life opportunities of our Under resourced (previously referred to as disadvantaged/ PP) students to be in-line with their none under resourced peers.

Our strategy focuses on the statement: *Make plans and check US first ensuring that staff in our school community take into account the inequity that under resourced students face and addressing this by ensuring that we **support and stretch**, check **Under resourced students** understand, are represented, and are considered first.*

As part of the KNSB community we strive to create equity across all aspects of school life. It is often said, 'it takes a village to raise a child'. Our PP strategy aims to pull together our entire school community so that we can ensure the best, most impactful experience is had by all. **Our approach will be driven through close monitoring and responsive action to common challenges and individual needs which will be evidence-based on the close and regular analysis of the systems which we have in school, interventions put into place and the impact that the interventions are having on those involved, ensuring all disadvantaged students in our community excel.**

Humani Semper Contendimus" - 'we humans are always striving'

KNSB Motto

We consider the challenges faced by many families during these turbulent social and financial times and the vulnerability this will bring to many students, especially those who have social workers, and young carers. This strategy intends to support the needs of our students regardless of whether they are under resourced or not.

To ensure the plan's effectiveness, we will:

- Intervene early where a need has been identified
- Ensure the quality of education offered is consistently challenging and engaging, allowing for the development of the whole child
- Adopt a whole school community approach to supporting and advocating for disadvantaged students in relation to raising outcomes, social mobility and improving exposure to cultural capital and positive experiences.

Challenges

This details the key challenges to achievement that we have identified amongst our under resourced pupils.

Challenge number	Detail of challenge
1	<p><i>In school barrier - low literacy and numeracy skills on entry to KNSB and the impact this has on the attainment and progress.</i></p> <p>Our assessment, observations and discussion indicate that our under-resourced students have lower levels of numeracy, reading and comprehension compared to their non-under resourced peers impacting progress across their subjects.</p>
2	<p><i>In school barrier – attendance</i></p> <p>Our attendance data indicates that our under resourced students are more likely to have lower attendance rate compared to their non- under resourced counterparts and typically form most of the persistently absent students. We know that attendance affects the progress of under resourced students more than their peers and continue to work closely with these students and their families to address this.</p>
3	<p><i>In school barrier – performance</i></p> <p>Our data shows that the progress and attainment gap is apparent between our under-resourced and non-under resourced students. Even though attainment is improving year on year, the gap remains. So, to address the inequality, we will continue to drive our strategy to prioritise this group to ensure that they are performing in line with their peers in school and nationally.</p>
4	<p><i>External barrier’s - access to resources.</i></p> <p>From carrying out several student and parent voice surveys having limited resources displays itself in many ways from physical resources to gaining access to the curriculum outside of normal lessons, such as internet, computers and other electronic devices, but also in the form of a quiet space to be able to work and concentrate, and also access to human resources for support.</p>
5	<p><i>External barrier - cultural capital opportunities in widening the aspirations of individual students</i></p> <p>It has been reported by the National Energy Action (NEA Nov 2022) that 6.7 million households across the UK are in fuel poverty amid the cost-of-living crisis. This current financial climate is inevitably going to make it more challenging and, in some cases, impossible for some of our under resourced children to have that important exposure to additional enriching activities which helps students to widen their horizon.</p>

6	<p>External barrier - low aspiration impacting on progression in both education and career</p> <p>The educational experience of our parents and carers may have been negative or limited in a variety of ways which may impact on the intrinsic motivation and ambition to succeed academically in school; pupils often set their aspiration in line with those who they are exposed to on a regular basis, which can create limitation. As a result of this KNSB invests heavily in raising aspirations through a Careers and Personal Development programme and a variety of enrichment programmes which our boys are exposed to from year</p>
7	<p>Behaviour and attitudes to learning</p> <p>Data shows that the students who achieve the highest points loss across the school are the boys who have the intersection of Under resources and SEND. KNSB will make adaptations where necessary to support the regulation of the students at our school, who's learning differences may affect their behaviours in the classroom.</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
<p><i>Refine the quality of education at KNSB. Ensuring all subject areas consistently offer an ambitious curriculum which is accessible, relevant, and enriching for all.</i></p>	<ol style="list-style-type: none"> 1. 100% of teachers participate in, and successfully complete, the ongoing continued professional development focusing on teaching and learning (Walkthru) focus as Appraisal target 2 2. 100% of lessons will incorporate adaptive teaching methods to address student misconceptions in the moment. 3. Evidence further development of cross curricular links to maximise students' use of prior knowledge and skills 4. Learning to learn program will be delivered in KS3 to ensure that students have a secure tried and tested revision process which works for them ready for entry into KS4. 5. All staff to participant in CPD to share best practice in supporting students with learning differences in the classroom. 6. All departments have a key focus area of how they will prioritise the attainment for under resourced

	<p>students taught within that subject area.</p> <p>7. All departments will offer a range of cultural capital opportunities for students, prioritising under resourced students' involvement. Where enrichment activities are linked to these, under resourced students' involvement will be prioritised. (Participation rate of at least 25% UR for each activity). Per academic year we aim for:</p> <ul style="list-style-type: none"> a. 90% of UR students to participate in 1 activity b. 70% of UR students to participate in 2 activities c. 50% of UR students to participate in 3+ activities <p>8. All departments will evidence the foregrounding to students of careers opportunities linked to their subject areas, and meet full compliance with the new statutory guidance for careers</p> <p>9. Continue to improve the % of under resourced students who are involved in student leadership roles to ensure that this is greater than the proportion of % of under resourced students overall.</p> <p>10. Increase the number of under resourced students who complete the Duke of Edinburgh Award, year on year.</p> <ul style="list-style-type: none"> a. Obtain support for additional equipment such as walking boots, waterproof jackets, which can be borrowed by students directly from school.
<p><i>Improve attainment amongst under resourced students across the curriculum at the end of KS3 for core subjects and KS4.</i></p>	<p>1. Long term aim of positive progress for all under resourced students across all subjects.</p>
<p><i>Improved numeracy, literacy, and comprehension skills amongst under resourced students across KS3</i></p>	<ul style="list-style-type: none"> 1. Improve reading ages of all under resourced students from Autumn to Summer test points to demonstrate improvements in reading 2. Improve the reading ages of under resourced students who are receiving interventions, ideally to be in line with Age Related Expectation (ARE)

	<ol style="list-style-type: none"> 3. Improve numeracy ages of under resourced students who are receiving interventions, ideally to be in line with Age Related Expectation (ARE) 4. All under resourced students will show evidence of reading a range of books across the year
<p>Increase links across the wider school community focusing initially on parents/carers especially families of under resourced students, ensuring more effective home school links</p>	<ol style="list-style-type: none"> 1. Arrange key meetings with all families, analysing attendance data to ensure under resourced students attend, following up with those who do not attend. 2. Increased attendance to parents evening and other school events 3. Regular pastoral team contact with parents of Looked After Children, young carers and students with social worker. 4. Raising the under resourced uptake of MCAS (My Child at School application) to improve the quality of feedback on their child's progress and achievement. 5. Increase positive communication from class teachers to parents.
<p>To achieve and sustain improved attendance for all, but especially our under resourced students</p>	<ol style="list-style-type: none"> 1. The overall attendance for under resourced students to be in-line national average: <ol style="list-style-type: none"> a. Unauthorised below 1.1% b. Persistent absence (PA) below 22.4% c. Attendance gap between under resourced and non-under resourced to be no greater than 4%
<p>Access to resources</p>	<ol style="list-style-type: none"> 1. All students in KS4 have access to GCSE hub. 2. All under resourced students will be provided subject specific revision materials in line with GCSE content. 3. All under resourced students in KS4 will have clear guidance on methods of revision and effective exam preparation techniques. Effectiveness will be reviewed during assessment cycle. 4. Homework club will be open in the library twice a week before school and after school to provide access to

	<p>computers support staff and materials to ensure homework/revision is in a quite environment.</p> <p>5. All under resourced students will be given access to essential resources to ensure they can access learning throughout their time at KNSB</p>
Behaviour and attitudes to learning	<ol style="list-style-type: none"> 1. Maintain high behavioural expectation of All students ensuring that suitable adaptations are made for those with specific SEND. This is communicated on OPP. 2. Reduce average points loss by 5% year on year for students who are both SEND and UR. 3. Intervention programmes post IS to reduce number of repeated returns to IS by 5% year on year.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £196,277.50

Activity and Challenge number(s) addressed	Evidence that supports this approach	Intended and actual impact
Continued Professional Development (1,2,3)	<p>More successful schools identify the strengths of each member of staff and find the best ways to use them. They are quick to spot potential and 'grow their own staff'. They devolve as much responsibility as possible to frontline staff and deploy their best teachers to work with pupils who need the most support, such as those in the lower sets.</p> <p><i>Supporting the attainment of disadvantaged student's Department of Education</i></p> <p>"The best available evidence indicates that great teaching is the most important lever schools have to improve pupil</p>	<p><i>Ensure quality first teaching in every department, in every classroom with every teacher. This will involve ongoing teacher training, lesson observation and support.</i></p> <p>Walkthru programme has been introduced for all teaching and student facing support staff. This ensures a high-quality universal. provision for all which looks at both teaching pedagogy as well as behaviour and relationships.</p>

	<p>attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”</p> <p>EEF Teaching and Learning Toolkit -</p>	<p>To recruit high quality, experienced staff to ensure quality teach first.</p> <p>Key staff members have been recruited including a school support worker, SLT lead for under resourced students and TLRs for key roles focused on raising attainment of students</p> <p>2024-25 New Assistant Head of Year was appointed to support alongside the Key Stage 4 pastoral team.</p> <p>2025-26 Due to success, with closer monitoring intervention delivery and providing access to an emotionally available adult this role has now been extended, there is now an assistant head of year in place for year 7 and for KS3 years 8 and 9</p>
<p>Whole school literacy programme (1,3)</p>	<p>Improving literacy in all subject areas to improve pupil outcome through access to the curriculum</p> <p>EEF Improving literacy in secondary school</p> <p>Reading comprehension, vocabulary and other literacy skills heavily linked with attainment in maths and English</p> <p>Word-Gap.pdf (oup.com.cn)</p> <p>Acquiring disciplinary literacy is key for student as they learn new and more complex concepts.</p> <p>Improving literacy in secondary schools</p> <p>In vocabulary acquisition, a small early advantage grows into a much bigger one unless we intervene very intelligently to help the disadvantaged student learn words at an accelerated rate. Otherwise, the language poor get poorer,</p>	<p>New Literacy and Numeracy coordinators are in post delivering and monitoring Numeracy and literacy across the school.</p> <p>Word of the week shared weekly with students and numeracy Ninjas are integrated into all tutor session in KS3 (AIM)</p> <p>Sparxs Maths and Sparxs Reader now available for all students to access to support independent development of literacy and numeracy across the school</p> <p>Making the curriculum accessible for our EAL students through focused intervention with a specialist EAL tutor.</p> <p>Specialist EAL tutor attends twice a week to carry out small group interventions to improve the English literacy of our EAL students.</p>

	<p>and the language rich get richer.</p> <p><i>E.D Hirsch Bedrock learning why vocabulary matters (The Mathew effect)</i></p>	<p><i>Student lead reading support through the Reader leader program.</i></p> <p>Due to the positive impact of the DLP reading project to promote pleasure for reading, help with fluency and reading age, Reader Leaders are now a fundamental part of the student leadership team. Where older students work alongside and support the reading of their younger peers. The data showed us that 87% students have made improvements in reading age. 76% of students are becoming more confident, I have observed that fluency has increased in most since their first test in December. 38% of students are reading more at home since starting the project</p>
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Targeted academic support

Budgeted cost: £36,000.00

Activity and Challenge number(s) addressed	Evidence that supports this approach	Intended and actual impact
<p>Tuition and mentoring programmes (1,2,3,6)</p>	<p>Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year</p> <p>Successful approaches may also have other benefits, such as supporting the social and personal development of pupils and boosting their self-confidence and motivation for learning</p>	<p><i>Maths Progression Programme.</i></p> <p>2024 brought the introduction and launch of the Maths Progression Program. This programme is designed to support higher prior attaining (HPA) under resourced students to develop both their passion and maths abilities through a funded mentoring program led by the Maths Endowment Foundation.</p> <p><i>Student leadership academic mentoring programme (Maths English and science focus).</i></p> <p>Student leadership has evolved to now also have student academic mentors who have now been trained to support</p>

	<p>Peer Tutoring EEF (educationendowmentfoundation.org.uk)</p>	<p>underperforming students in KS3 maths, English and science. From analysing the data from the programme from the 60 students participating 59 made significant improvements when retested. The outlier had attendance issues resulting in him not fully participating in the programme.</p> <p>Focused KS4 interventions.</p> <p>Through our period 6 and holiday school programme, we continued to support and extend students academically. Priority have been given to students from disadvantaged backgrounds, focusing on areas of underperformance. This is delivered in small groups as well as 1:1 lead by a subject specialist. Since its introduction there has been a continued and gradual improvement in student performance.</p> <p>Focused KS3 interventions.</p> <p>Homework club and learning to learn provision in place for KS3 to embed revision skills and effective study skills within the younger students in preparation for assessments and GCSE when they get to KS4.</p>
<p>Resources to Support pupil progress (1,3,4)</p>	<p>There are large differences in the home learning environment, with highly educated parents more likely to have educational books and resources (Sutton Trust, 2020). These different resources across households whose parents have a low and high level of education can explain around 15% of the achievement gap of young children (Macmillan and Tominey, 2019).</p>	<p>Invest in resources to help bridge the gap with lower performing under resourced students.</p> <p>Revision guides were purchased by many departments and provided to all under resourced students across year 11, with some for year 10 students. This ensured all students had resources to support their preparation for GCSE examinations; Students were positive regarding these resources being provided to support them. However, not all were confident how best to use these resources effectively.</p> <p>Across subjects a variety of resources have been provided, this includes:</p> <ul style="list-style-type: none"> • Ingredients in Food technology

		<ul style="list-style-type: none"> • Access to subsidised instrumental lessons in Music • Calculators and stationery • Materials in Design technology • Industry standard resources in Art • Copies of key reading material in English Literature • Access to device where one is not available at home <p>Additional resources such as Sparx Maths, Sparx Reader, Sparx Science and Lexia have also continued to be used effectively used across all year groups at KNSB.</p> <p>Year 11 students also work with Elevate to support and guide students on methods to revise using all of the resources which are available to them. Student voice has been positive with all students saying the session provided them with skills and techniques which they have incorporated into their GCSE preparation process. Student voice proved positive with over 90% of students feeling they were better prepared for their GCSE exams because of this intervention</p>
<p>Diagnostic Data Analysis (3)</p> <p><i>Use performance data to inform appropriate intervention to support underperforming under resourced students.</i></p>	<p>Tuition which is targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both 1:1</p> <p>One to one tuition EEF (Educationendowmentfoundation.org.uk)</p> <p>And small groups:</p> <p>Small group tuition Toolkit strand Education Endowment Foundation EEF</p> <p>KNSB school analysis which shows that tutored under resourced students made average progress of +0.61 of a grade</p>	<p><i>KS3 intervention programme for all students with low literacy and numeracy skills 97.3% of whom are under resourced students.</i></p> <p>NGRT reading assessments and Sparx Maths assessments continue to be used to identify students who require intensive support to improve their basic numeracy and literacy skills. A focused intervention programme, delivered by our dedicated intervention teachers, assists in raising these key numeracy and literacy skills enabling students to access the wider curriculum.</p> <p>24-25 data analysis shows that from the 52 students who participated in this literacy intervention program 30 achieved age-related reading age and 39 which started the year carrying out the Numeracy intervention 13 got the numeracy level required allowing them</p>

	<p>progress from their last projected grade compared to +0.33 non-tutored and +0.23 against their STRIVE grade compared to +0.09 non-tutored.</p> <p><i>KNBS exams data analysis academic year 2021-22</i></p>	<p>to graduate from the intervention and further follow up to be carried out by their class teacher. This also has led to the introduction of functional skills in maths and English at GCSE to provide further support for these students as they progress into other final years at KNSB</p> <p><i>KS4 interventions to raise the attainment, all intervention to include a representative proportion of under resourced students.</i></p> <p>Raising Attainment meeting take place at key milestones throughout the year allowing a forensic level of monitoring of our year 11 students progress and attainment (this follows either PPEs in year 11 or reporting schedule which is every 9 weeks). Through this process, appropriate intervention is introduced to address specific student need and underperformance. This has had a positive impact on progress and attainment of all students but specifically under resourced students due to early intervention being put into place, to address the specific underperformance.</p>
<p>Cultural capital and Enrichment (5,6)</p> <p><i>Wide range of trip and activities taking place all of which are subsidised through PP funding</i></p> <p><i>Subsidiary structure:</i></p> <ul style="list-style-type: none"> • Curriculum trip non-residential – 50% • Enrichment trip non-residential – 30% • Curriculum residential trip – 30% • Enrichment trip residential – 20% 	<p>Students involved in an outdoor learning project for 2 hours per week over 12 weeks gained an average increase of 6 months for Mental Arithmetic and 2 months for General Maths. They also showed a 20% increase in their attitudes to learning.</p> <p><i>Learning through landscapes</i></p>	<p>Our Outdoor Education programme continues to have a positive impact. With over 96% of students taking part in a variety of activities including mountain biking and rock climbing. There has also been an increasing number of Under resourced students participating in DofE. This high-quality provision was also recognised in our achievement of the Outdoor education gold standard, due to the outstanding and inclusive outdoor education provision offered at KNSB.</p> <p><i>KNSB student leadership opportunities, ensuring a sense of belonging, developing soft skills ready for life after KNSB.</i></p> <p>Student leadership has continued to grow with the addition of new roles including student mentors, where qualifications in mentoring are achieved by the students taking part. The student leadership team continues to be reflective of the school community with a high proportion of</p>

		<p>under resourced students having key roles.</p> <p>School residentials are available to all students, this includes a year 8 trip to Yorkshire and overseas trips to Paris, Barcelona, Berlin and the battle fields and the new introduction of a Ski trip. The subsidised price has made the trips more accessible for under resourced families to participate thus allowing a greater exposure to experiences which will enrich the lives and outlooks of under resourced students.</p> <p>All activities are subsidised through the Pupil Premium funding available, making the opportunities more affordable for families.</p>
<p>Careers (3,5,6)</p>	<p>Careers guidance can raise students' aspiration, but this needs to be more than information sharing to support less advantages students</p> <p>Researchers found that teenagers who have a good understanding of what they need to do to achieve their career ambitions and who combined part-time work with full-time study do a lot better economically later in life than their peers. However, they found that teenagers from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need.</p> <p><i>Impact of career education on poorer pupils EEF</i></p>	<p><i>Careers program which supports progress to the next educational stage and future careers. Aims to raise aspirations of the students.</i></p> <p>We will endeavour to maintain the high standard careers programme at KNSB school which was highly regarded feature of our school provision. Careers programme is embedded from year 7 through to 11. Work experience support is in place for under resourced students. ALL under resourced student get 2 meetings with the careers adviser to ensure future steps are clear and planned out. Gatsby benchmark rating of 100% for benchmark 2, 4, 5, 6 and 7. Adaptations to ensure we meet every pupil's need is addressed are the main area for development. Under resources students are prioritised in careers meeting and also have the opportunity to have more than one meeting if needed.</p> <p>Year 11 destination data shows that 98% of under resourced students leaving in the academic year 2024-25, went on to further education or training.</p>

Wider strategies

Budgeted cost: £ 41,310.00

Activity Challenge number(s) addressed	Evidence that supports this approach	Intended and actual impact
<p>Improve attendance (2.3)</p> <p>Embedding principles of good practice set out in the DFE's Improving school attendance advice, including removing barriers such as uniform, and transport</p> <p>Support with transport to school through providing bus passes for students who live further from school.</p>	<p>This guidance informs the incorporation of a variety of approaches to reduce persistent absence level from schools who are successfully addressing this problem.</p> <p>DFE improving attendance</p>	<p>Bus passes continue to be purchased for under resourced students to ensure that the financial burden does not become the barrier preventing the student from attending, attendance is at 95+ for each student who is in receipt of one.</p> <p>Staged Attendance intervention is in place: students with attendance below 80% are referred to the educational welfare officer, and those who are between 80.1 – 92% are monitored through the intervention put in place by the head of year. This is tracked and monitored following the 9-week behavioural data, with intense focused intervention following the same cycle.</p> <p>Attendance at the end of the academic year</p> <p>Our attendance trends pre-pandemic and post-pandemic are very pleasing and well above the national average. We continue to make improvements to this (e.g., reduction in the overall absence by 0.2% compared to the previous year). Our continued investment in support for vulnerable students to enable them to be in school (e.g., overall Persistent Absence has reduced by 3.4%, attendance of students who are under resourced is 2.4% lower than the previous year). This will continue to be a high priority area with further resources used to ensure this gap is closed.</p>

<p>Student emotional wellbeing (2,3,6)</p> <p><i>Student support referral system</i></p>	<p>In 2023 headteachers using the Breakfast club program reported improvements in the following areas as a result of participation in the national school breakfast program, readiness to start the school day, pupils' wellbeing, concentration, social skills, educational attainment, behaviour, punctuality, attendance and parental engagement</p> <p>Family action (2023)</p>	<p>Our assistant heads of year are none teaching staff who are emotionally available adults able to triage the support needs for our vulnerable under resourced students. Students are referred to this provision via members of the pastoral team. Using the 9-week behavioural data, interventions are set to support students address behavioural and emotional issues which are acting as barriers to learning.</p> <p>There is an ongoing provision of mentoring and Psychotherapy offered as intervention for those students in need of this type of emotional support; reports have shown that there has been a positive correlation on behaviour and emotional regulation for those students who have participated in these intervention programmes.</p> <p>Provision Map software has been purchased by KNSB to ensure all interventions are tracked per student. The impact of the intervention is also reviewed to allow effective monitoring of support which has been put into place for each child.</p> <p><i>Ensuring food is available for hungry under resourced students.</i></p> <p>Snack boxes containing healthy cereal bars and snacks are available to under resourced students. This has ensured that those students who have no access to breakfast or are hungry during the day have access to slow energy releasing food, giving them the capacity to concentrate and focus on the learning which is taking place in the classroom.</p> <p>Soft start for students who are both UR and SEND. Breakfast provided. Talking through the day with an emotionally available member of the SEND team.</p>
<p>Parental engagement (1,2,3,6)</p>	<p>Parental engagement has a positive impact on average of 4 months' additional</p>	<p>Transition meetings for year 9 and 10 parents of disadvantage students. The aim was to share key information regarding the movement from year 9 -</p>

<p><i>Building the school community through the development of strong home school links, and primary feeder school's project</i></p>	<p>progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p><i>Parental engagement education endowment foundation</i></p> <p>Due to concerns on how to improve students' academic achievement, the role of parents and family-school partnership are considered among the most successful educational strategies. Findings indicate that parents play a significant role in the learning process especially in secondary schools, their direct and indirect influence on academic achievement</p> <p><i>Influence of parental involvement and student academic performance Lambert publishing</i></p>	<p>10 and year 10-11. These meeting provided parents the opportunity to discussion the key aspects of that transition point and practical advice regarding the next phase of their child's education. From the parents attended 100% said that they found the session useful and informative. More work still needs to be done with parents to ensure there is a consistently high turnout for these events.</p> <p>Parent Space</p> <p>An early help facility which is a parental drop-in session the first and third Friday of every month. Allows parents to share issues and concerns to receive support, since being established in March 2025 15 families have been helped with referrals to a range of external agencies for concerns with housing and emotional support to name a few.</p> <p>Elevate parental session for year 11 took place to support parents to support their child/ren prepare for GCSE examinations. Year 10 Information evening has also taken place to inform parents of the process of preparation for GCSEs in years 10 and 11. This enables parents, school and students to work effectively in preparation for GCSE exams</p>
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Total budgeted cost: £ 273,587.50

Part B: Review of previous years academic performance

Outcomes for disadvantaged pupils

Due to the pandemic student sitting GCSE exams in the summer of 2025 did not have sats scores, resulting in school across the country not being able to calculate a progress 8 score as a result there is a focus this year on attainment.

2025 saw a dip in GCSE performance both nationally and within KNSB. 58.1% (36 students) of our under resourced students achieved a grade 4 or above in English and Maths compared to 76.8% in English and 75% in maths during exam season 2024. The proportion accessing the higher grades has also fallen this year. With 14.5% compared to 19.6 (5.1% difference) achieving grade 7+ in English and 11.3% compared to 14.3 (3% difference) last year in Maths.

In addition to Maths and English subjects such as business 65% (4% difference), Imedia (75%) Art 100%, Music 100%, have maintained pass rates of (4+) of 65% and above performing inline and above national average. There have been improvements in both geography 52% 4+ (4% increase) and design technology 67% (14% increase) French 77% (6% increase) and drama 50% (10% increase) where outcomes have. Work will continue across PE, history, religious education food technology and computer science to support the attainment of the under resourced students in these subjects.

Although the combined use of intervention strategies such as period 6, Elevate and RAG has ensured that interventions have been implemented earlier and enabled school/staff to address key areas in readiness for the final GCSE examinations, changes in grade boundaries were not factored in resulting in notable difference within the middle grade range of 4 and 5. Moving forward wider grade boundary variances are going to be factored in to PPE exam processes in attempts to compensate for this.

2024-25 Summary - Pupil premium (56)

	Number	%	2019%	2023%	2024%
English & maths 7+	3	4.8		5	10.7
English 7+	9	14.5		17.5	19.6
Maths 7+	7	11.3		7.5	14.3
English & maths 5+	22	35.5	31	35	50
English 5+	32	51.6		47.5	64.3
Maths 5+	24	38.7		40	55.4
English & maths 4+	32	51.6	50	52.5	71.4
English 4+	36	58.1		55	76.8
Maths 4+	36	58.1		65	75
Science 55+	7	18.4	38	44.4	46
Science 44+	16	42.1	50	55.6	66

Attainment 8

The average attainment 8 is 43.28 for none under resourced students and 36.98 for under resourced students, although our under resourced students' attainment in 6.3 below our non under resourced students, their attainment is above national average which is 34.6.

Attendance

Our attendance trends pre-pandemic and post-pandemic are very pleasing and well above the national average. We continue to make improvements to this (e.g., reduction in the overall absence by 0.2% compared to the previous year)

Ongoing Staged Attendance intervention is in place; students with attendance below 80% are referred to the educational welfare officer, and those who are between 80.1 – 92% are monitored through the intervention put in place by the head of year. This is tracked and monitored following the 9-week behavioural data, with intense focused intervention following the cycle. This process is showing success with the schools' attendance level remaining above national average.

However further work with our under resourced students and families will continue this academic year, and will remain a priority area with further resources used, to ensure this gap is reduced further between that of our under resourced and none under resourced students

% Rates for:		all	boys	FSM	non-FSM	PP	Non-PP
Overall Absence	FFT Latest Secondary National Average (2024-25)	8.7	8.3	13.7	6.6	N/A	N/A
	KNBS 2019-20	5.2	5.2	7.6	4.9	7.8	3.8
	KNBS 2020-21	7.7	7.7	11.9	8.4	10.3	10
	KNBS 2021-22	7.4	7.4	10.6	6.2	10.5	6.1
	KNBS 2022-23	7.5	7.5	10.7	6.3	10.4	6.1
	KNBS 2023-24	7.3	7.3	11.3	5.7	9.9	6.5
	KNBS 2024-25	6.8	6.8	11.2	4.9	11.5	4.8
KNBS Target 2025-26	<6.8	<6.8	<10	<4.9	<10	<4.8	

We are very pleased with the impact of support for vulnerable students to enable them to be in school (e.g., overall Persistent Absence has reduced by 3.4%, attendance of students who are under resourced is 2.4% lower than the previous year).

Externally provided programmes

Programme	Provider
Revision support and exam preparation	Elevate
Psychotherapy	Psychotherapy for schools
Outdoor adventures year 8 9 trips	PGL Adventure
Mentoring and behaviour support	COBS Ben Dunlop
Trainee social worker	DECS - SSWIS Project

Mentoring and counselling	Sex love and lies
Mentoring and counselling	Interspiral
Maths Progression Program	Maths Endowment Foundation
Dog Mentoring	Pawfection
Maths tuition 1:1	Juliette McIntosh