Pupil premium strategy statement – Kibworth Mead 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	854
Proportion (%) of pupil premium eligible pupils	162/854 19%
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)**	2024/25, 2025/26, 2026/27.
Date this statement was published	31st October 2024
Date on which it will be reviewed	1st October 2025, 1st October 2026, 1st October 2027.
Statement authorised by	Steve Piggot
Pupil premium lead	Michael Stanton
Governor / Trustee lead	Cleo Redmond

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,120
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	N/A – Funding for this has now ended.
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*	£159,120

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their backgrounds or the challenges pupils face make good progress and achieve high attainment across the curriculum. One of the principles at KMA is the commitment to social mobility and developing the whole child. Therefore, our intention is that every student has access to the highest quality teaching provision, support to eliminate barriers to learning and the opportunities to access rich experiences which underpin their learning. Through high expectations, appropriate support, and a strong pastoral team we aim to break down individual barriers so that pupils from disadvantaged backgrounds at Kibworth achieve and succeed in all areas whilst in our care.

The pupil premium strategy is a key feature of wider plans for whole school improvement. Particularly with this in mind, our strategy will be at the forefront of driving our community forwards, rooted in evidence, not assumptions about the impact of disadvantage. Our strategy is personalised and dynamic, considering our own context, ensuring evaluation is timely and ongoing. Ensuring that our pupil premium pupils are at the centre of our teaching, staff will be guided by the school's values in 'working hard' together to 'be kind' and support pupils in 'being proud' to attend Kibworth Mead Academy.

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

At KMA we will adopt a whole school approach in which all staff take responsibility for knowing our disadvantaged pupils, targeting them for cultural experiences and connecting them to wider school life. Furthermore, our proactive pastoral care will focus on attendance of disadvantaged pupils, along with reducing consequences and increasing rewards. Ultimately, all these factors will aim to improve disadvantaged outcomes and raise expectations of what our disadvantaged pupils can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Attendance - Pupils eligible for the Pupil Premium at Kibworth Mead Academy on average have lower attendance and are more often persistently absent, than others. Our assessments and observations indicate that absenteeism is negatively impacting on the progress of pupils who are disadvantaged.
2	Access to Cultural Experiences - Pupils eligible for the Pupil Premium at Kibworth Mead Academy often have had less cultural and enriching experiences than other pupils, creating barriers in language, understanding and curriculum development.
3	Behaviour & Rewards – Pupil's in receipt of the pupil premium (PP) are rewarded less and sanctioned more by staff compared to non-PP pupils. Consequently, pupil premium pupils access fewer rewarding events in school life and miss high quality teaching when spending time out of lessons in the consequence system.
4	Achievement – Pupil premium (PP) students do not achieve as well as non-PP in external Y11 examinations & assessments.
5	Literacy - Pupils eligible for the Pupil Premium often require greater support in literacy proficiency and support in directed reading as well as in the curriculum areas. Pupil premium pupils are amongst the 'lower' and 'much lower' reading ages of pupils in the school.

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
Challenge 1: Attendance Pupils eligible for the Pupil Premium have excellent attendance to school, and so they have curriculum continuity to be able to build a successful relationship with learning and the school community, subsequently building and remembering powerful knowledge in all subjects and therefore make excellent progress.	Absence and Persistent absence of PP students show consistent levels of improvement from 2023-24 data, before the introduction of this new strategy. Absence and Persistent absence of PP pupils are in line with national for 2024-25, 2025-26 & 2026-27. which would be a significant improvement. Progress and attainment gaps between PP and Non-PP pupils close based on 2023 outcomes.

Challenge 2: Access to Cultural Experiences Pupils eligible for the Pupil Premium have experienced a range of enrichment experiences, and aspiring intervention. By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes.	Increased participation rates from Pupil Premium students in enrichment experiences across school life at Kibworth. Student voice and internal data demonstrate that pupil premium pupils are accessing extra-curricular activities and trips.
Challenge 3: Behaviour & Rewards Pupil premium students will be well rewarded at KMA for upholding the school's values, thus making them proud and connecting them to school life. Pupil premium students will be well organised and resourced for lessons, as well as motivated to engage appropriately with learning. Staff will have an expert awareness of our pupil premium's needs and our pastoral team will intervene effectively to support pupil premium behaviour.	Pupil premium pupils receive more reward points and less behaviour events, including suspensions, compared to 2023-24. The gap of behaviour events and reward points for PP and Non-PP pupils is reduced compared to 2023-24.
Challenge 4: Achievement To provide PL time and training so that across all subjects: - there is strong curriculum design so that each subject curriculum is inclusive, with a dual focus on language and key vocabulary is being explicitly taught. Furthermore, high quality teaching strategies such as effective checking for understanding, and modelling is embedded to increase achievement in lessons of PP pupils.	Quality assurance shows an improvement in consistency in the quality of education across Kibworth. All subject areas have a clearly sequenced curriculum, whereby key vocabulary is explicitly taught, evident in schemes of learning (quality assured through Trust Deep Dives) and learning walks. Progress and attainment gaps between PP and Non-PP pupils are reduced based on 2024 outcomes.
Challenge 5: Literacy All pupils eligible for the Pupil Premium can read well, with their reading age at least in line with the actual age. They enjoy/value directed reading in tutor time and are encouraged to read wider outside of the classroom. Early years reading programme established, based on identified needs (linked to GL assessment of all KS3 students)	Borrowing rates from the library show pupils eligible for the Pupil Premium read for pleasure often, with no significant difference in borrowing rates compared to other pupils. There will be no significant gaps in progress between pupils eligible for the Pupil Premium and other pupils, in reading for pleasure lessons. For those identified for reading and literacy intervention, progress over the academic year shows that they achieve parity with their peers and enables all pupils to leave school as proficient readers.

	KS3 NRGT literacy data shows a positive impact from 2024 compared to 2025, 2026 & 2027.

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: £ 42,117

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff receive high quality Professional Learning, so as the Kibworth Mead Principles of Instruction framework for excellent teaching is expertly and consistently applied. Principles of instruction and instructional coaching is well embedded within the academy, with all teachers and teaching assistants benefitting from coaching so that they keep getting better. This is supplemented by weekly Professional Learning sessions. Recruitment of leaders, such as assistant principal, to implement this and other PL on a whole school / departmental level.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback - Impact +6 months	1, 2, 3, 4 & 5.
Shared strategies on teaching of literacy across subjects, and vocabulary teaching. Keywords will be developed across each subject's curriculum and explicitly taught as part of schemes of learning. Consistency in the teaching of literacy through the 'reading for pleasure' program will make reading more familiar and hence reduce cognitive load of pupils, whilst also ensuring it is done in the most highly effective manner. Furthermore, bespoke incentives will be utilized to foster a love of reading amongst disadvantaged pupils. Professional Learning on vocabulary teaching will ensure teachers are able to effectively	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Impact + 6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions%20impact + 6 months	1, 2, 3, 4 & 5.

teach both explicit and implicit vocabulary, to support pupil's progress and vocabulary development. Acquiring language and interpretation of literacy is key for pupils as they learn new, more complex concepts in each subject. Targeted intervention of pupil premium pupils with 'lower' and 'much lower' reading ages so their literacy skills are accelerated in order to better access all aspect of school life.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies + 6 months	

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

Budgeted cost: £ *50,564*

Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Behaviour mentor and assistant heads of year. Continue to establish a pro-active pastoral structure that support students with their behaviour and attitudes towards learning. A part of this pastoral structure will include mentoring which seeks to remove barriers to students to achieving in lessons.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions + 4 months	1,3 & 4.
Family Support Worker. To target those pupils with very low attendance and increase overall attendance of PP students and reduce number of PA PP students.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement +4 months	1 & 3.
Pupil premium Advocate mentoring for targeted students in key stage 4 to increase attendance and achievement.	EEF Toolkit: One to one tuition, +5 months	1, 3 & 4.
Targeted, weekly academic mentoring for pupils based on need driven by academic performance. Bespoke interventions for pupils with 'lower' and 'much lower' reading ages.	EEF Toolkit: One to one tuition, +5 months EEF Toolkit: Small group tuition, +4 months	3, 4 & 5.
Improving literacy proficiency of pupils who are disadvantaged, with an emphasis on reading, including development in all curriculum areas.	EEF Toolkit: Oral language interventions: +6 months https://educationendow-	4 & 5.

Further develop the 'Reading for pleasure program' and the culture of directed reading. This will be further encouraged in all curriculum areas to encourage vocabulary development. Assessment and introduction of Early readers program, including key staff to deliver this targeted support.	mentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions +4 months	

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

Budgeted cost: £ *66,439*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Running a breakfast club, the 'Kibworth Café', to provide pupil premium pupils with the opportunity to receive a free breakfast, the most important meal of the day, so that they are fully nourished and ready to engage in their learning. A study by the National Institute of Health suggests that breakfast positively affects learning in children in terms of behaviour, cognitive and school performance.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time + 3 months	1 & 4.
Regular communications regarding attendance, rewards, behaviour and key school events will ensure parents and students will remain connected to school life and pro-actively engage our most disadvantaged families. This will include clarity in correspondence to encourage parents to attend parent's evenings, apply for their children to attend trips and support their children with, for example, attendance.	EEF Guidance report, Working with Parents to Support Children's Learning EEF Toolkit, Parental engagement: +4 months	1
Attendance strategy enhanced by embedding principles of good practice set out in DfE's 'Improving School Attendance' advice. Improving the attendance of pupils for PP students will ensure that they are able to learn from the curriculum. Nationally, and at Kibworth Mead in recent	DfE, Improving school attendance: support for schools and local authorities	1,3 & 4

years, the negative attendance gap correlates with the negative achievement gap between pupils who are eligible for the pupil premium and other pupils.		
At KMA each pupil premium pupil will benefit from a 'family fund' pledge to purchase essential school items, support access to trips and address and acute issues. This also includes a 'Hardship Fund' for occasional, discretionary interventions for families most at need e.g., for uniform, stationery, enrichment support.	School uniform | EEF (educationendowmentfoundation.org.uk)	All
Students will have access to all equipment and resources to ensure that learning is not disrupted, and home learning can take place. Systems set up through our proactive pastoral structure, and professional learning calendar, will ensure pupil premium pupils are well equipped to be ready for learning both in and outside the classroom.		All

Total budgeted cost: £159,120