



Pupil Premium Strategy Statement:

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

School Overview:

Detail	Data
Number of pupils in school	865 (Years 7 to 11)
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2023 – 2026 Year 1 of 3
Date this statement was published	January 2024
Date on which it will be reviewed	January 2024
Statement authorised by	Michele Phillips
Pupil premium lead	Andrew Beavis
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£197,685
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£52,992
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0.00
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>	£250,677

Part A: Pupil premium strategy plan

Statement of intent

At King Solomon High School (KSHS) we set high aspirations for all of our young people. As a United Synagogue, Orthodox Jewish School, we centre our work around the three core pillars: learning, community and charity. It is therefore our intention that every young person in our community is afforded the same excellent education, regardless of social-economic background.

Supported by our Pupil Premium Strategy, the school's aim is to remove the barriers that some of our disadvantages students may face so that they can fully engage with their learning, actively participate in the school's wider-curriculum and work drive positive social mobility so that every member of our school community, regardless of their background can succeed and thrive in a 21st Century Global Society.

Over the next three years we intend to:

- Improve **teaching and learning** across the school so that adaptive teaching becomes the norm at KSHS, ensuring that the needs of all learners, including disadvantaged students, are met.
- Improve **progress and attainment** and close the **progress and attainment** gaps that exist between dis-advantaged learners and their peers.
- Support our disadvantaged learners to fully engage with their education by improving **attendance, punctuality, and behaviour**.
- Widen the **opportunities** available to disadvantaged learners so that they are able to fully participate in a range of extra-curricular activities that will help to develop their cultural capital.
- Support the **mental health and well-being** of all our young people, including our disadvantaged students.

Challenges:

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

Challenge number	Detail of challenge
1	The progress being made by disadvantaged students at the end of Key Stage 4 is not yet in line with the progress being made by non-disadvantaged students or being made nationally. In Summer 2023 the school's progress gap was -0.18.
2	Attendance for disadvantaged students is not yet in-line with their peers. In the academic year 2022 – 2023 the school's attendance gap for disadvantaged students was -3.17%.
3	Punctuality for disadvantaged students is a challenge, with 35% of all of the school's 'late' marks being accrued by disadvantaged students in the academic year 2022-23.
4	Despite Pupil Premium students representing only 22% of the school, 48% of the school's suspensions in the academic year 2022-23 were issued to disadvantaged students. Three of the five permanent exclusions in the academic year 2022-23 were issued to disadvantaged students. This data indicates that their behaviour of disadvantaged students in the school is typically less good than their peers.

5	Attitude to Learning (AtL) data shows an inconsistency with students' behaviour, effort and engagement with homework. In the most recent reporting cycle, 90% of AtL marks indicated at least 'Good' engagement for non-disadvantaged students compared with 78% of 'good' engagement for disadvantaged students.
6	The school's extra-curricular offer is not yet rigorously tracked, however, due to financial limitations, some disadvantaged students are not yet able to access the same opportunities that are available to their peers.
7	Mental health and well-being continue to be a challenge for all young people. For disadvantaged students this can be an additional barrier to learning.

Intended Outcomes:

This explains the outcomes we are aiming for **by the end of our current strategy plan which will run from 2023 to 2026**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The quality of education improves across the school.	<ul style="list-style-type: none"> The school's quality of education will be judged as consistently good or better in all areas of the school. Adaptive teaching strategies will be routinely used to support the learning of key groups of students, including disadvantaged students. The school offers a broad, balanced, and inclusive curriculum that enables all students, including disadvantaged students to thrive.
Attainment and Progress for disadvantaged students improves.	<ul style="list-style-type: none"> The progress gap for disadvantaged students will close. Both Progress and Attainment scores for disadvantaged students will exceed the national average.
Attendance and punctuality of disadvantaged students improves.	<ul style="list-style-type: none"> The attendance gap for disadvantage students will close. The attendance for disadvantaged students will exceed the national attendance figures. Late marks for disadvantaged students will reduce by at least 25% so that the proportion of late marks is aligned with the number of disadvantaged students in the school.
Behaviour and engagement of disadvantaged students will improve.	<ul style="list-style-type: none"> The number of suspensions will decrease by 50% and the proportion of suspensions issued to disadvantage students is aligned with the number of disadvantaged students in the school. The school's tracking of 'Attitude to Learning' in lessons will demonstrate a steady improvement in the engagement of disadvantaged. The school's behaviour data will demonstrate a reduction of negative behaviour points being issued to disadvantaged students along with an increase in the number of positive points being issued.

Well-being	<ul style="list-style-type: none"> All students will report that they feel that their mental health and well-being is supported by the school. Disadvantaged students with SEMH needs will be able to access a range of provisions to help them to manage their well-being and fully engage with their learning.
All disadvantaged students have the opportunity to participate in a range of extra-curricular activities across the school.	<ul style="list-style-type: none"> There is no gap for disadvantaged students when reviewing the participation of extra-curricular activities. The school has a clear and fair process in place to support disadvantaged students to engage with extra-curricular activities.

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.

Each of the below activities has been informed by evidenced based research, including the DfE's report – [Supporting the attainment of disadvantaged pupils](#).

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £115,677

Activity	Evidence that supports this approach	Challenge number(s) addressed
External experts work with the school to improve the quality of education through CPD and Coaching.	<p>"... for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning." Sutton Trust's Improving the impact of teachers on pupil achievement in the UK.</p> <p>The EEF's guide on Effective Progressional Development, highlights the importance of having "an expert practitioner at the school modelling how to use specific techniques"</p>	1, 5
Dedicated staff take leadership responsibilities focused in improving the progress, attainment and engagement of disadvantaged students. This will include responsibilities for literacy and mentoring	<p>EEF report that Mentoring can improve progress by up to 2 months.</p> <p>Both the Sutton trust and EEF evidence the importance of supporting and developing Literacy</p>	1, 5
Tracking systems are implemented to support subject teachers to monitor the progress of students and adapt	EEF reporting on the importance of diagnostic assessments.	1, 5

teaching to meet the needs of all.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Standardised testing of students' cognitive ability and literacy and numeracy skills to identify where students need additional support to progress.	GL – Transition from Primary School and EEF reporting on the importance of diagnostic assessments.	1, 5
Intervention programme introduced to close the progress gap for disadvantaged students.	The EEF evidence that structured Interventions, tutoring and mentoring can improve student progress and outcomes.	1, 5
Resources provided to disadvantaged students to improve their access to the curriculum.	With the continued 'cost of living crisis' the importance of supporting disadvantaged students to access resources is ever more critical.	1, 5

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Punctuality strategy to be introduced that will improve attendance and punctuality for all and close the gaps for disadvantaged students.	EEF: Impact of parental engagement can improve progress by +4 months	2, 3, 7
Behaviour and Inclusion teams expanded to introduce more targeted mentoring and support for students who are struggling to engage due to	The EEF reports that behaviour support and interventions can have an impact of +4 months on progress. Behaviour Interventions .	4, 7

behaviour or well-being challenges.		
Build a wider-cultural capital for all students (including disadvantaged students) to engage in a range of extra-curricular activities.	EEF reports that participation in arts, sports etc... can improve progress by up to 3 months. Wider Participation.	6

Total budgeted cost: £ 250,677

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage 4 Outcomes from Summer 2023 for Disadvantaged learners:

Progress 8 Score	0.12	-0.18 gap for disadvantaged students
Attainment 8 Score	43.8	-5.2 gap for disadvantaged students
% of students achieving 5+ in English and Maths	50%	-6% gap for disadvantaged students
% of students achieving 4+ in English and Maths	61%	-11% gap for disadvantaged students
% of students entered for Ebacc	25%	-9% gap for disadvantaged students
% of students achieving a Strong Ebacc (5+)	14%	-9% gap for disadvantaged students
% of students achieving a Standard Ebacc (4+)	18%	-11% gap for disadvantaged students

Attendance & Punctuality Data from Academic Year 2022-23 for Disadvantaged learners:

% Attendance:	89.61%	-3.17% gap for disadvantaged students
% of students who are Persistent Absentees (less than 90% attendance)	6%	
% of late marks accrued by disadvantaged students	35%	

Behaviour Headlines from 2022-23 for Disadvantaged learners:

Suspensions	48% of suspensions issued were to disadvantaged students.
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Whilst the school's 2022-23 Pupil Premium Funding was used to support disadvantaged learners, there was no robust strategy in place meaning that the impact of the school's PP spend was not routinely monitored. Consequently, there is no evidence that the Pupil Premium Spending positive moved forward outcomes for disadvantaged learners.

Under new leadership, the school is now ready to introduce a robust and strategic plan that will be monitored at regular intervals throughout the academic year to drive rapid improvements for disadvantaged students.

Overview of Spending for 2022 - 23

Teaching	
Additional teaching capacity in key subject areas, including cover teaching and academic mentoring	£55,000
CPD Programme for Teaching Staff	£15,000
Academic Support	
School Counsellors and behaviour mentoring	£50,000
Assistant Heads of Year to add additional pastoral capacity.	£20,000
Careers Advisor to support all students with progression into further and higher education, apprenticeships or employment	£32,000
Wider Strategies	
Resourcing of learning and revision materials to support independent learning	£20,000
Introduction of Synergy as a reporting / home-communication tool	£5,000
Purchase of school uniform items	£5,000
Extra-curricular activities for disadvantaged students, including sports, horse riding and peripatetic music lessons	£9,775
TOTAL SPEND:	£211,775

2022-23 grant: £211,775

Externally provided programmes

In academic year 2022 – 23 the school did not work with any external providers to support its disadvantaged students.