

## Pupil premium strategy statement 2024 - 2025

This statement details our school's use of pupil premium (and recovery premium) for the 2024 to 2025 (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.

### Thomas Keble overview

Detail	Data
School name	Thomas Keble
Number of pupils in school	729
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2022 to 2025
Date this statement was published	February 2025
Date on which it will be reviewed	December 2025
Statement authorised by	S Shaw
Pupil premium lead	S Allen
Governor / Trustee lead	Quality of Education Chair

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (inc LAC and PP+)	£140,255
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£140,255</b>

## Part A: Pupil premium strategy plan

### Statement of intent

#### **Objectives for our PP pupils**

- All students should achieve their FFT target grades – based on 20<sup>th</sup> percentile expectations to achieve parity against national non-PP cohort.
- Attainment 8 and Basics: Our Pupil Premium cohorts will achieve in line with their expectations, based on FFT 20th percentile (25/26 using CATs scores due to lack of KS2 data) – over the next three years this means:

	<b>2025 (23)</b>	<b>2026 (24)</b>	<b>2027 (31)</b>
<b>Average Attainment 8</b>	4.89	4.64	4.7
<b>% GCSEs: Grade 4+ En / Ma</b>	70%	67%	66%

- All PP students will transfer successfully to Post 16 programmes of study or employment and represent 0% of the school's 2% NEET figure (3-year trend)
- Our PP students will achieve attendance in line with our school's average attendance figures for all students.
- Our PP students will achieve levels of persistent absence in line with our school levels of persistent absence, which will ensure attendance is significantly better than national levels for both PP and non-PP students.

#### **Key principles of our strategic plan:**

“At Thomas Keble, we believe that every child can achieve beyond their initial expectations. We believe every child's success is worthy of celebration. We have demonstrated the ability to achieve highly consistently, year on year, by combining quality first teaching with a robust pastoral support programme and comprehensive extra-curricular programme. We focus on the individual, tailoring a programme of study and a programme of pastoral support to enable students to leave us as confident, articulate and empowered young adults.”

#### **Thomas Keble School's Values**

A learning community where every child can thrive and achieve, becoming confident and articulate young adults through adherence to our core principles and values of:

**Respect**  
**Excellence**  
**Ambition**  
**Compassion**  
**Honesty**

**Actions planned towards achieving those objectives: 2024-25 as phase 3 of our 3-year strategy.**

**Curriculum and student outcomes:**

- The curriculum is to be adapted to effectively meet the needs of all, including PP students. Adjustments will develop their knowledge, skills, and abilities to apply what they know and can do with increasing fluency and independence. Work to include strategies to tackle the vocabulary deficit.
- The achievement of boys to be raised in order to close the gender gap that persists between boys and girls – PP boys to be included.
- Complete our work on revising the assessment and reporting programme to provide useful information that supports us to plan effective programmes of learning, and target interventions successfully in order to address underachievement, where it is identified. PP students will be scrutinised as part of this.
- Consider the KS2 and KS5 transition points in reviewing our curriculum offer, to provide smooth transitions at both key points leading to clear planning for curriculum delivery from Y7 to Y11.

**Behavior and Personal Development:**

- Enhance the attendance tracking of all, including PP students, to ensure interventions are targeted to where they will have greatest impact.
- Enhance the behavior tracking of all, including PP students, to ensure interventions are targeted to where they will have greatest impact.
- Develop the use of Class Charts to provide timely and accessible data to support targeted interventions

**Personal Development:**

- Review the curriculum provision beyond the classroom in order to develop an action plan to support increased engagement and participation for all, following COVID. Explore barriers and solutions to increase participation by PP students.
- Introduce vehicles to support the development of character and reduce any cultural deficits: to include student leadership opportunities and community action – ensure barriers to participation are removed for PP students via grant support.

**Challenges**

Challenge number	Detail of challenge																																																
1	Digital deficits created during remote learning periods – PP students less likely to have their own device at home making access to live teaching difficult – this may have led to gaps in learning that we need to identify and address.																																																
2	<p>Many PP students have additional needs, complex family circumstances and / or low prior attainment. This makes intervention complex, requiring a nuanced approach. See below for breakdown</p> <table border="1"> <thead> <tr> <th></th> <th>Y7</th> <th>Y8</th> <th>Y9</th> <th>Y10</th> <th>Y11</th> </tr> </thead> <tbody> <tr> <td><b>Number</b></td> <td>143</td> <td>163</td> <td>142</td> <td>139</td> <td>135</td> </tr> <tr> <td><b>PP</b></td> <td>29</td> <td>33</td> <td>31</td> <td>24</td> <td>23</td> </tr> <tr> <td><b>PP+SEND K</b></td> <td>4</td> <td>9</td> <td>6</td> <td>3</td> <td>3</td> </tr> <tr> <td><b>PP+EHCP</b></td> <td>7</td> <td>3</td> <td>4</td> <td>4</td> <td>1</td> </tr> <tr> <td><b>PP+ DFS</b></td> <td>11</td> <td>8</td> <td>18</td> <td>11</td> <td>13</td> </tr> <tr> <td><b>PP+LPA</b></td> <td>17</td> <td>17</td> <td>13</td> <td>11</td> <td>6</td> </tr> <tr> <td><b>PP+ SEND CC</b></td> <td>0</td> <td>1</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p># - Results taken from CATs scores of below 95.</p>		Y7	Y8	Y9	Y10	Y11	<b>Number</b>	143	163	142	139	135	<b>PP</b>	29	33	31	24	23	<b>PP+SEND K</b>	4	9	6	3	3	<b>PP+EHCP</b>	7	3	4	4	1	<b>PP+ DFS</b>	11	8	18	11	13	<b>PP+LPA</b>	17	17	13	11	6	<b>PP+ SEND CC</b>	0	1	2	2	2
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3	Rural geographical barriers present challenges to participation in extended curriculum opportunities for PP students. Both key areas of deprivation do not have direct transport that supports extracurricular participation. This can place limits on student engagement with character-building and cultural enrichment opportunities.
4	PP students have lower levels of functional literacy / numeracy than non-PP students. In addition, we find that they have a need for more explicit teaching of language acquisition and metacognitive approaches to learning.

### Intended outcomes

Intended outcome	Success criteria
Students will achieve above expectations based on KS4 outcomes by 2025.	<i>All students should achieve their FFT target grades – based on 20<sup>th</sup> percentile expectations to achieve parity against national non-PP cohort.</i>
All PP students will be confident in their choices and will have the qualifications necessary to transfer successfully to Post 16 pathways.	<i>All PP students will transfer successfully to Post 16 programmes of study or employment and represent 0% of the school's 2% NEET figure (3-year trend)</i>
All students, regardless of background, will engage well with school and enjoy their educational experience.	<i>Our PP students will achieve attendance in line with our school average attendance figures for all students.</i>
PP students will exhibit patterns of attendance in line with the whole school cohort. Where persistent absence exists, it will be as a result of documented need including medical need.	<i>Our PP students will achieve levels of persistent absence in line with our school levels of persistent absence, to ensure attendance is significantly better than national levels for both PP and non-PP students.</i>

## 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: £5965

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>National College subscription to support teacher expertise in delivering effective quality learning.</i>	EEF Teaching & Learning Toolkit evidence suggests if effective teaching is in place that builds students' capacity to adopt metacognitive and self-regulatory approaches.  Progress potential: 7 months	4
<i>Online CATs to inform teaching strategies and identify anomalous needs</i>	In the absence of KS2 results, it is important to identify our lower prior attaining students in order to apply rapid intervention and strategies to support literacy and numeracy recovery, where needed.	4
<i>Vocabulary interventions – supporting access to language relevant to each subject</i>	EEF Teaching & Learning Toolkit evidence suggests if effective teaching is in place that builds students' capacity to adopt metacognitive and self-regulatory approaches.  Progress potential: 7 months	4
<i>Reading interventions</i>	EEF Teaching & Learning Toolkit evidence suggests if effective processes can be adopted that targets effective reading comprehension strategies.  Progress potential: 6 months	4
<i>Strategies to engage and support boys as learners</i>	Our areas of focus for boys includes reading strategies and vocabulary / language development. We feel this will also support disadvantaged students. EEF Teaching & Learning Toolkit suggests reading comprehension and language oracy intervention  Progress potential: 6 months	4
<i>Strategies to support lesson planning through lens that supports learning (i.e., SEND needs, disadvantage etc.) Plan for all = accessible for all.</i>	EEF Teaching & Learning Toolkit evidence suggests if effective teaching is in place that builds students' capacity to adopt metacognitive and self-regulatory approaches.  Progress potential: 7 months	2

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

Budgeted cost: £80684

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Specialist support groups established in KS3 to offer smaller class size interventions that target particular literacy / numeracy recovery.</i>	EEF Teaching & Learning Toolkit suggests targeted and focused interventions that support collaborative learning, are more effective than more generalised TA deployment within classrooms. Specific intervention delivery allows teachers to adopt specific strategies to support catch up, whilst providing academic stretch & challenge that supports successful transfer to mainstream KS4. Progress potential: 5 months	2/4
<i>Read, Write Inc Programme</i>	EEF Teaching & Learning Toolkit suggests targeted and focused interventions are more effective than a more generalised TA deployment within classrooms. Small group intervention also supports collaborative learning. Progress potential: 5 months	2/4
<i>Dyslexia Group</i>	EEF Teaching & Learning Toolkit suggests targeted and focused interventions are more effective than a more generalised TA deployment within classrooms. Small group intervention also supports collaborative learning. Progress potential: 5 months	2/4
<i>Spelling group</i>	EEF Teaching & Learning Toolkit suggests targeted and focused interventions are more effective than a more generalised TA deployment within classrooms. Small group intervention also supports collaborative learning. Progress potential: 5 months	2/4
<i>Maths extraction</i>	EEF Teaching & Learning Toolkit suggests targeted and focused interventions are more effective than a more generalised TA deployment within classrooms. Small group intervention also supports collaborative learning. Progress potential: 5 months	2/4
<i>Science extraction</i>	EEF Teaching & Learning Toolkit suggests targeted and focused interventions are more effective than a more generalised TA deployment within classrooms. Small group intervention also supports collaborative learning. Progress potential: 5 months	2/4
<i>Provision for digital devices to augment DfE scheme and ensure all PP students have access to laptops</i>	Removal of barriers to learning at home and ensure accessibility to increasingly home-based application of learning via online programmes. <a href="#">The Education Development Trust research (May 2020) highlights the impact of digital access or lack of it, on principles of inclusion.</a>	1
<i>Appropriate flexible options programmes to reflect individual need – particular focus on PP / LPA students to support access to appropriately challenging programmes of study</i>	<a href="#">Crafting Your Curriculum with Poverty in Mind</a>	2/4

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

Budgeted cost: £53606

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Student welfare officer – offering live support for vulnerable children</i>	EEF Teaching & Learning Toolkit suggests that targeted mentoring and individual support can assist students with specific needs, to overcome personal barriers to school engagement.  Progress potential: 2 months	2
<i>CEIAG / HUB Pastoral – links attendance to careers advice.</i>	<a href="#">EEF Research: Exploring the Impact of Careers Education on Improving Young People's Outcomes</a>	2
<i>Learning Support focused social skills interventions (i.e., animal club, fun club, adventure club)</i>	EEF Teaching & Learning Toolkit suggests that targeted, focused interventions are more effective than more generalised TA deployment within classrooms.  Progress potential: 4 months	2
<i>Pupil Attitudes to Self and School Survey (PASS)</i>	Knowing our students, and any potential barriers to learning, will enable us to support through our menu of support, in order to mitigate potential barriers to learning.	2/4
<i>Elevate – targeted academic mentoring for identified students.</i>	EEF Teaching & Learning Toolkit suggests that targeted, focused interventions and mentoring are more effective than more generalised support.  Progress potential: 2 months	2/4
<i>Individual budgets to support individualised support for PP students (i.e. to ensure more equity of access to cultural activities) E.g. instrument tuition, visits, uniform support and after school clubs.</i>	EEF Teaching & Learning Toolkit suggests that targeted support to enable access to arts and sports participation can have a positive impact on a child's mental wellbeing and engagement with school. Supports strategies to address cultural deficits, build health & wellbeing and develop a positive association with school.  Progress potential: 3 months	1/3

**Total budgeted cost: £140,255**

## 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 2023 to 2024 academic year.

#### Attainment:

There are still attainment and progress GAPS between PP and non-PP cohorts although the GAP has closed from 22/23 results:

2024 results:

P8 score for PP students was -0.21 compared to 0.36 for non-PP students. (GAP of 0.57)

Average total A8 for PP students was 34.81 for PP students compared to 48.45 for non-PP students (GAP of 13.64)

Both of these GAPS have closed from 2022/23 when the P8 GAP was 1.07 (now 0.57) and the Total A8 Gap was 15.88 (now 13.64).

We can also point to wider indicators to evidence some success:

Attendance: PP students' attendance overall is in line with national data at 85.5 (National 85.4%)

As, an overall figure for persistent absence the school is in line with the national figure (46% compared to 45%).

The school has been able to provide wide ranging support at lunch and after school in homework support and extra-curricular, as well as trips and visits that reinforce our REACH values and also enable our PP students to be actively encouraged and supported in the wider life of the school. Data on enrichment clubs for PP students in 2023/2024 shows a maintained level of attendance with 41% of PP students attending at least one extra-curricular activity. Although there is currently a 16% difference between PP and Non-PP student participation.

#### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Programme to support students at risk of underachieving. Building self-regulatory approaches to revision and exam readiness.	Elevate