

Pupil premium strategy statement - Kingstone High School

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	530
Proportion (%) of pupil premium eligible pupils	30.57%
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)	2026-2029
Date this statement was published	18/09/2026
Date on which it will be reviewed	29/01/2027
Statement authorised by	Matthew Morris, Head of School
Pupil premium lead	Alex Holmyard, Assistant Headteacher
Governor / Trustee lead	Maureen Douglas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,200
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£167,200

Part A: Pupil premium strategy plan

Statement of intent

At Kingstone High School, our ambition is that disadvantage should not determine a pupil's educational outcomes, experiences or future opportunities. Our Pupil Premium strategy is integral to school improvement and reflects our values of Courage, Kindness and Aspiration.

We recognise that pupils eligible for Pupil Premium are not a homogeneous group. We use attainment, reading, attendance, behaviour, safeguarding and pastoral information, alongside pupil and family voice, to diagnose the barriers affecting pupils in our context and target support accordingly. Eligibility informs our scrutiny and prioritisation; it does not lead us to assume that every disadvantaged pupil has the same needs.

High-quality teaching is our first principle. We aim to ensure disadvantaged pupils experience consistently strong classroom practice, appropriate adaptation, effective assessment and an ambitious, broad curriculum. Where diagnostic assessment identifies gaps, this is complemented by structured literacy, numeracy and examination support.

Attendance is our most significant current barrier. In 2025/26, disadvantaged attendance was 81% compared with 92% for non-disadvantaged pupils. Case-level analysis shows that the headline figure is disproportionately affected by a relatively small group of pupils with very low attendance, while many disadvantaged pupils attend more regularly. Our strategy therefore combines a strong whole-school attendance culture with intensive casework, pastoral capacity, family engagement and practical barrier removal so that pupils are in school, feel that they belong and can access high-quality teaching.

Across 2026-29, we will implement, monitor and evaluate the strategy as an ongoing process. We will review short, medium and long-term indicators at least termly, adapt provision when impact is not evident and maintain high expectations for disadvantaged pupils at every level.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress. 2026 attainment for disadvantaged pupils declined compared with 2025 and the gap to non-disadvantaged pupils widened. However, the longer-term progress picture is stronger than at the start of the previous strategy: the school's PP value-added measure was -0.7 in 2026, compared with -1.3 in 2023 and 2022 and -0.9 in 2024. The 2026 measure remains materially stronger than the 2022-24 position. Improving absolute attainment, particularly secure and strong passes in English and mathematics and performance across the full curriculum, while sustaining this longer-term improvement in progress, remains a priority.
2	Literacy and reading. Diagnostic and standardised assessment identifies a group of disadvantaged pupils whose reading fluency, decoding and/or comprehension are below age-related expectations, limiting independent access to the curriculum.
3	Attendance. In 2025/26, disadvantaged pupils attended at 81% compared with 92% for non-disadvantaged pupils, an 11 percentage point gap. The gap widened from 7 percentage points in 2024/25. Case-level analysis indicates that a relatively small group of pupils with very low attendance has a disproportionate effect on the overall disadvantaged rate. Persistent and severe absence therefore remain the most significant current barriers, requiring both universal prevention and intensive individual casework.
4	Engagement, behaviour and wellbeing. School data, pupil voice and pastoral information identify a group of disadvantaged pupils whose social, emotional, self-regulation or behavioural needs affect readiness to learn, participation and continuity of learning. Repeated sanctions, internal removal and suspension are therefore monitored closely.
5	Access, participation and family engagement. For some pupils, financial pressure, transport, access to equipment and enrichment, or lower engagement with school-based academic support create additional barriers to attendance, participation and aspiration. These barriers are diagnosed individually rather than assumed.

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
Improved attainment and progress across the curriculum, with a particular focus on English and mathematics.	The internal average grade measure for disadvantaged pupils rises from the 2026 baseline of 3.0 in each year of the strategy. Where a comparable internal value-added measure is available, disadvantaged progress improves from the 2026 baseline of -0.7 and moves towards parity with non-disadvantaged pupils. The gap to non-disadvantaged pupils in English and mathematics 4+ and 5+ outcomes narrows year-on-year. Key Assessment tracking shows an increasing proportion of disadvantaged pupils on or above target and subject-level underperformance triggers timely action.
Improved reading accuracy, fluency and comprehension so that disadvantaged pupils can access the full curriculum.	100% of disadvantaged pupils identified below age-related reading expectations have a diagnostic profile, appropriate intervention and review point. At least 75% of disadvantaged pupils completing a targeted reading intervention make measurable improvement on the agreed standardised or programme measure. The proportion of disadvantaged pupils significantly below age-related reading expectations reduces each year.
Sustained improvement in attendance and a substantial reduction in the disadvantaged attendance gap.	2026/27 disadvantaged attendance improves from the 81% baseline to at least 88%. By the end of the three-year strategy, disadvantaged attendance is at least 93% and the gap to non-disadvantaged pupils is no more than 3 percentage points. Persistent absence and severe absence among disadvantaged pupils reduce year-on-year, with individual plans and review for identified pupils.
Improved engagement, behaviour and wellbeing for disadvantaged pupils.	Repeat suspension and internal removal for disadvantaged pupils reduce year-on-year. Positive recognition and participation measures improve for disadvantaged pupils and disproportionality is reviewed at least termly. Targeted pupil voice and intervention reviews demonstrate improved belonging, readiness to learn and engagement for pupils receiving support.

Intended outcome	Success criteria
Equal access to the curriculum and wider opportunities, with stronger family engagement and aspiration.	No disadvantaged pupil is prevented from accessing essential curriculum resources, curriculum-linked trips or agreed transport support because of an identified financial barrier. Participation in enrichment, music and wider opportunities increases year-on-year for disadvantaged pupils and the participation gap narrows. Engagement of disadvantaged families with parents evenings, revision support and targeted meetings improves year-on-year, and all Year 11 disadvantaged pupils have a recorded intended destination by the summer term, with sustained destinations monitored post-16.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality teaching and professional development focused on evidence-informed classroom practice, adaptive teaching, assessment, feedback, behaviour for learning and literacy across the curriculum. Includes contribution to The National College and PP-focused CPD. (£2,000)	DfE and EEF identify high-quality teaching as a top priority for Pupil Premium. Whole-school approaches can benefit all pupils while having particular value for disadvantaged pupils when implementation responds to diagnosed need. EEF evidence on metacognition, feedback and explicit teaching informs CPD.	1, 2, 4
Maintain a broad curriculum and appropriate vocational pathways for pupils whose needs and strengths are better met through practical or vocational options, including contribution to alternative/vocational provision, forest school and construction. (£2,000)	The DfE menu includes a broad and balanced curriculum that responds to pupils' needs. Appropriate pathways can support attainment, engagement and sustained participation when expectations remain ambitious and provision is quality assured.	1, 4, 5
Herefordshire Closing the Gap pilot to strengthen diagnosis, planning, implementation and evaluation for disadvantaged pupils. (£2,450)	DfE and EEF recommend a structured cycle of diagnosis, evidence selection, implementation, monitoring and evaluation. Collaborative external support is used to strengthen this cycle and challenge school practice.	1, 2, 3, 4, 5

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

Budgeted cost: £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diagnostic reading assessment followed by targeted Lexia intervention for pupils below age-related expectations. (£9,000)	EEF evidence supports targeted literacy, reading comprehension strategies and structured intervention. Lexia has EEF programme evidence showing a small positive average impact in its efficacy trial, although the evidence is strongest in younger pupils. At Kingstone, entry/exit standardised assessments and implementation data will determine impact and continued use.	1, 2
Fresh Start structured phonics and catch-up literacy for older struggling readers, selected following diagnosis. (£2,500)	EEF's Year 7 efficacy trial reported approximately three months of additional reading progress, including positive findings for pupils eligible for FSM. Later effectiveness findings were weaker where implementation was poor, so delivery fidelity, staff training and pupil progress will be monitored closely.	1, 2
Targeted small-group and one-to-one tutoring, including Year 11 Easter intervention, prioritised using assessment gaps and examination need. (£5,000)	EEF evidence indicates positive average impact from small-group and one-to-one tuition, particularly when support is diagnostic, delivered by trained staff and explicitly linked to classroom learning. School evaluation has also indicated stronger progress among pupils attending Easter intervention.	1, 2

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

Budgeted cost: £144,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
2.8 of the Pastoral Leaders, with the remaining 2.2 of the Pastoral Leaders funded from the core staffing budget, to provide attendance casework, same-day and family contact, meetings, home visits, individual attendance plans, mentoring and coordinated support. (£109,593)	The DfE menu specifically includes attendance, social and emotional needs and parental support. EEF Supporting School Attendance emphasises diagnosing individual causes, building belonging, effective family communication, targeted intervention and monitoring. This staffing is the main delivery mechanism for Kingstone's graduated response.	3, 4, 5
Part-funding of two Thrive/SEMH specialists and targeted social and emotional interventions. (£2,000)	The DfE menu includes support for social, emotional and behavioural needs. EEF attendance evidence highlights inclusive universal provision, belonging and targeted intervention where barriers are persistent.	3, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
SOL Attendance Tracker to identify patterns, monitor disadvantaged attendance, persistent absence and severe absence and trigger timely action. (£2,500)	DfE attendance guidance requires accurate monitoring and early support. EEF emphasises sustainable monitoring and evaluation. The value of the tool will be judged through the actions it prompts and pupil outcomes, not the software alone.	3
Targeted transport bursaries for disadvantaged pupils where travel cost is an evidenced barrier to attendance. (£6,300)	Supporting attendance is an explicit DfE wider-strategy approach. Awards are made case-by-case following diagnosis of need and are reviewed against attendance and engagement impact.	3, 5
Uniform, books, devices and curriculum materials for disadvantaged pupils where lack of an essential item is a diagnosed barrier to readiness or curriculum access. (£5,577)	DfE guidance permits schools, in exceptional circumstances, to meet acute equipment needs where necessary to overcome a barrier to attainment. Support is needs-led rather than an automatic entitlement.	1, 5
Contribution to breakfast club and meal provision for disadvantaged pupils. (£9000)	Breakfast clubs and meal provision are explicitly included in the DfE wider-strategies menu. Provision supports readiness for learning and can remove a practical barrier to punctuality and attendance.	3, 4, 5
Enrichment access: contribution of up to £85 per eligible pupil towards trips and visits, plus support for peripatetic music or external extracurricular activities. (£8,300)	The DfE menu includes enrichment, arts participation and wider life skills. EEF identifies positive average academic effects from arts participation, while school evaluation has identified lower uptake of some curriculum-linked trips among disadvantaged pupils. Participation will be monitored by group.	4, 5
MyConcern case-management subscription to support coordinated recording, information sharing and review of pastoral, safeguarding and family support for vulnerable pupils. (£2,780)	This is enabling infrastructure rather than an intervention in itself. It supports the DfE and EEF emphasis on holistic diagnosis, coordinated implementation and monitoring of support. Impact will be evaluated through timeliness, follow-through and pupil-level outcomes.	3, 4, 5

Total budgeted cost: £167,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic outcomes. Internal school analysis shows a mixed but more encouraging longer-term picture than the 2026 attainment headline alone suggests. The internal average grade measure fell from 3.8 in 2025 to 3.0 in 2026 and the gap to non-disadvantaged pupils widened. However, the school's value-added analysis for Pupil Premium pupils was -0.7 in 2026, compared with -1.3 when the previous strategy began in 2023 and -1.3 in 2022, with -0.9 in 2024. Although 2025 was stronger at -0.4, the 2026 position still represents a clear improvement compared with the start of the previous strategy. This suggests that some of the work on teaching, curriculum and support is improving the progress disadvantaged pupils make from their starting points, even though this has not yet translated into consistently strong absolute attainment. The 2026-29 strategy therefore seeks to retain that longer-term progress trajectory while raising attainment more sharply.

Emerging strengths in younger cohorts. FSM/FSMEver6 is not identical to the Pupil Premium cohort, but it provides useful contextual evidence about disadvantage. For the current Year 9 cohort, the proportion meeting the relevant threshold increased from Year 7 to Year 9 by 27 percentage points in English, 11 points in mathematics and 44 points in science. Year-on-year 2025/26 FSMEver6 outcomes were also stronger than 2024/25 in all three core subjects in Year 7 and Year 9. As subgroup membership can change over time, these are not treated as pupil-level progress measures, but they provide encouraging evidence that disadvantaged groups lower down the school are securing stronger outcomes.

Attendance. This remains the clearest area of concern. Disadvantaged attendance was 81% in 2025/26 compared with 92% for non-disadvantaged pupils, an 11 percentage point gap, and had fallen from 84% in 2024/25. Case-level analysis shows, however, that the headline rate is disproportionately affected by a relatively small group of pupils with very low attendance. This does not reduce the scale of the challenge, but it sharpens the response: intensive casework, family engagement and multi-agency support are focused on pupils losing the greatest amount of education, while universal prevention and recognition are maintained for the wider disadvantaged cohort. Attendance practice strengthened during 2025/26 through live tracking, faster first-day response, meetings, home visits and individual planning, but the end-of-year outcome shows that this work now needs to translate into sustained pupil-level improvement.

Behaviour and wellbeing. Whole-school behaviour indicators improved substantially in the final term compared with Term 2: negative events fell by 17.7%, lesson removals by 50.4% and suspension days by 80.4%. Positive recognition represented 94.3% of recorded events. The school considers strengthened routines, restorative practice and increased pastoral capacity to have contributed. However, the previous Pupil Premium evaluation did not report these measures consistently by disadvantage status. The new

strategy will do so, including repeat suspension and internal removal, recognition and targeted pupil voice.

Literacy. Standardised reading outcomes improved across cohorts during 2025/26: Year 7 SAS improved from 97.8 to 101.2 and Year 8 from 98.3 to 99.7. This provides evidence that the school's reading strategy is improving overall access, but Pupil Premium-specific progress was not sufficiently explicit in the previous evaluation. The new strategy introduces Pupil Premium-specific entry/exit measures for Lexia and Fresh Start and tracking of the proportion below age-related expectations.

Access and enrichment. Previous Pupil Premium funding increased access to curriculum and enrichment experiences, including college taster days, careers events, university visits and wider trips. Increased pastoral capacity also enabled more work with families and support to address practical and social or emotional barriers. However, previous evaluation relied too heavily on describing provision rather than measuring participation or outcomes. From 2026/27, participation, family engagement and the impact of practical support will be tracked by disadvantage status.

Overall evaluation. We are not yet on track on the two most important long-term outcomes: attendance and absolute academic attainment. However, the evidence is not uniformly negative. The Pupil Premium value-added measure is materially stronger than at the start of the previous strategy, younger FSM/FSMEver6 groups show improving outcomes across several core subjects and whole-school behaviour and reading indicators have strengthened. This suggests that some of the foundations established through teaching, curriculum, culture and pastoral support are having an effect, but they have not yet translated consistently enough into headline disadvantaged attainment and attendance. The new strategy therefore builds on what is working while narrowing the challenges, specifying measurable outcomes and establishing a clearer cycle of implementation, monitoring and evaluation.

Externally provided programmes

Programme	Provider
None recorded in the previous Pupil Premium strategy statement.	N/A

Further information (optional)

Implementation and evaluation. The Pupil Premium lead will review delivery and impact with SLT at least termly and report to the link governor. Monitoring will include attainment at Key Assessment points, reading, attendance, persistent and severe absence, behaviour, suspension, participation in interventions and enrichment, family engagement and pupil voice. The first formal review of this 2026/27 statement is scheduled for 29 January 2027.

The strategy is needs-led. Pupil Premium eligibility increases scrutiny and priority, but support is matched to diagnosed need. Equally, whole-class or whole-school approaches may benefit pupils who are not eligible where this improves implementation and educational outcomes overall.

High-quality teaching remains the first strategic principle. The proportion of Pupil Premium funding shown under wider strategies is unusually high in 2026/27 because attendance is the school's most acute diagnosed barrier and significant pastoral capacity is required to restore access to teaching. Core school funding also supports teaching quality, SEND, safeguarding, attendance and pastoral provision beyond the Pupil Premium contribution.

Key evidence sources used to develop this strategy:

- [DfE - Using pupil premium: guidance for school leaders \(updated 24 August 2026\)](#)
- [DfE - Working together to improve school attendance \(updated 9 July 2026\)](#)
- [EEF - The Guide to the Pupil Premium \(September 2026\)](#)
- [EEF - Supporting School Attendance](#)
- [EEF - Teaching and Learning Toolkit](#)
- [EEF - Fresh Start trial](#)
- [EEF - Lexia Core5 programme evidence](#)