

# **Pupil premium strategy statement – King's Academy Easthampstead Park**

# 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 with 'Main' Registration October 2025 Census Yrs 7-11	970
Proportion (%) of pupil premium eligible pupils October 2025 Census	26.4%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	<b>2025-26</b> 2026-27 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Matt Hall
Pupil premium lead	Claire O'Brien, Sarah Buchanan, Sami Hill
Governor / Trustee lead	Jan Sumner

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£309,730
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£309,730</b>
<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>	

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils—regardless of their background or the challenges they face—make strong progress and achieve highly across the curriculum. To ensure a consistent and shared approach to supporting disadvantaged pupils, we have developed a clear vision structured around **attendance, access, aspiration and achievement**. This framework strengthens staff understanding and establishes common language across the school.

We will realise this vision by focusing on six interlinked strategic areas:

- **High-quality teaching**
- **Reading and literacy**
- **Improving attendance**
- **Enrichment and belonging**
- **Social, emotional and behavioural support**
- **Raising aspirations**

Our Pupil Premium strategy is grounded in the principle that high-quality teaching—supported by personalised pastoral care—benefits all pupils, and is especially transformative for those who are disadvantaged. High-impact classroom practice remains the most effective lever for improving outcomes.

While addressing the specific ‘barriers to learning’ identified in this strategy is essential, our approach is deliberately proactive. We aim to anticipate challenges early and act swiftly to mitigate them, rather than responding only after issues become entrenched. Closing the attainment and achievement gaps between disadvantaged and non-disadvantaged pupils—and sustaining those improvements over time—sits at the heart of our commitment to delivering a high-quality education for every learner.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Academic Progress:</b> Disadvantaged students underperform compared to their peers, particularly in Mathematics, English, and Science.</p> <p><a href="https://www.compare-school-performance.service.gov.uk/school/149365/king-s-academy-easthampstead-park">https://www.compare-school-performance.service.gov.uk/school/149365/king-s-academy-easthampstead-park</a></p>
2	<p><b>Attendance:</b> Attendance for disadvantaged students is a concern, with a proportion being classified as persistently absent.</p>
3	<p><b>Literacy and Numeracy on Entry:</b> Many students eligible for Pupil Premium enter Year 7 with lower literacy and numeracy skills than their peers. A significant number also do not meet statutory requirements for spoken language at transition, which can hinder their progress in Key Stage 3.</p>
4	<p><b>Reading Culture:</b> Some Pupil Premium students lack a culture of reading or reading for enjoyment at home, impacting the development of literacy skills.</p>
5	<p><b>Engagement, behaviour, and attitudes to learning:</b> For a minority of Pupil Premium students, low aspirations or disengaged attitudes can mask potential, result in lower effort, and contribute to higher levels of disengagement and suspensions compared to their peers.</p>
6	<p><b>Low cultural and education capital:</b> Some students have fewer external experiences, which can restrict access to higher-level learning and reduce resilience with challenging tasks.</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
1. To develop and communicate a clear vision which will raise the profile of disadvantaged students and enhance the school's inclusive ethos	All staff, students, and families are aware of the strategy plan for disadvantaged students. Teachers and support staff actively participate in the outlined activities to ensure its effective implementation across the school.
2. To raise achievement for disadvantaged students through a sharp focus on Quality First Teaching	All students will experience quality first teaching in every lesson. This is achieved through our Teaching and Learning Strategy: consistent application of our Lesson framework and 12 core pedagogies, effective and timely CPD (Walkthrus) and monitored through DDIs (Developmental Drop-Ins)
3. To improve the reading and spelling ages of disadvantaged students so	Reading and spelling age data (tested 2 times a year) will show that there is no gap

<p>that the gap between them and their chronological age is in line with or less than non-disadvantaged students.</p>	<p>between disadvantaged and non-disadvantaged students.</p>
<p>4. To close the gap between non-disadvantaged students and disadvantaged students in meeting their FFT20 targets and Attainment 8 key performance indicators.</p>	<p>Disadvantaged and non-disadvantaged students have the same progress scores against FFT20.</p>
<p>5. To improve attendance and resilience for disadvantaged students and reduce the numbers for persistent absence</p>	<p>Attendance to be at least in line with or above national and local averages for disadvantaged students and with non-disadvantaged students in the school. Gaps are recognised, addressed and closed by key members of staff. Attendance action plan and strategy focused on disadvantaged students showing positive impact.</p>
<p>6. To improve/raise aspiration for disadvantaged students and their families and develop a strong partnership to support students</p>	<p>Disadvantaged students' behaviour is in line with non-disadvantaged students and achievements are recognised and rewarded through a well-planned rewards strategy that starts in the classroom. Achievement rewards are used positively. Number of suspensions for disadvantaged students in line with or below national average for all pupils. A similar proportion of disadvantaged to non-disadvantaged Year 11 students continue to sixth form. Zero NEET disadvantaged students. All students to have careers meetings and final destinations. Engagement by families with parents' evenings are in line with or better than for non-disadvantaged students.</p>
<p>7. To deliver a curriculum with intent that meets the needs of our students, providing a range of aspirational pathways.</p>	<p>A full and balanced curriculum is in place for all students in all Key Stages.</p>
<p>8. To ensure disadvantaged students have access to a wide range of extra-curricular activities and enrichment experiences both inside and out of school</p>	<p>Participation of disadvantaged students in enrichment and extra-curricular activities is higher than or at least in line with non-disadvantaged students. Any disadvantaged student will be supported with costs towards extra-curricular activities where a need is identified.</p>

## 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: £154,865

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure the profile of disadvantaged students remains high in school.	<a href="#">School Culture and Practice: Supporting Disadvantaged Pupils</a> <a href="#">Against All Odds: Better Outcomes for Disadvantaged pupils</a> <a href="#">EEF - Pupil Premium Guidance</a>  Evidence strongly supports making disadvantaged pupils highly visible to all staff, central to curriculum planning, and embedded in QA processes. Whole-school, evidence-based, and monitored approaches consistently reduce gaps and improve outcomes.	1, 2, 3, 4, 5, 6
Embed the KGA Curriculum of Excellence, ensuring all students consistently receive an ambitious and challenging diet of learning.	<a href="#">EEF - Impact of COVID 19 on pupil attainment</a> <a href="#">EEF - Pupil Premium Guidance</a> <a href="#">EEF - High Quality teaching</a>  Embedding the KGA KS3 Curriculum of Excellence aligns strongly with EEF evidence for supporting disadvantaged pupils, as it combines high expectations, a broad knowledge-rich curriculum, and careful sequencing to ensure all students engage with ambitious content. Using scaffolding rather than lowering demand allows pupils to access challenging material while gradually building independence, and backward planning ensures coherent progression toward mastery. Embedded formative assessment and timely, actionable feedback enable teachers to monitor understanding, address misconceptions,	1, 3, 4, 5, 6

	<p>and adapt teaching to student needs, which the EEF identifies as a high-impact strategy. Collectively, these approaches promote equity, deepen learning, and help close attainment gaps, ensuring disadvantaged pupils receive a consistently rigorous and empowering educational experience.</p>	
<p>Embed the 12 KAEF core pedagogies so that they are consistently used by all teachers.</p>	<p><a href="#">Research School - Effective CPD</a>  <a href="#">EEF - Pupil Premium Guidance</a>  <a href="#">EPI - High Quality Professional Development</a>  <a href="#">EEF - Effective CPD Characteristics</a>  <a href="#">EEF - Metacognition Report</a>  <a href="#">EEF - Guidance Report Effective CPD</a>  <a href="#">Metacognition and Self-regulated Learning</a>  <a href="#">WalkThrus</a></p> <p>Embedding the 12 KGA Core Pedagogies is strongly supported by evidence on effective professional development and high-impact teaching. Research from Research Schools, EEF, and EPI shows that sustained, collaborative, and practice-focused CPD—including coaching, drop-ins, clinics, and briefings—improves teacher practice and pupil outcomes. High-quality teaching is the most powerful lever for closing gaps for disadvantaged pupils, and consistent use of pedagogies like “I do, we do, you do,” Explain–Model–Practice–Check, and guided formative assessment helps students develop independent learning skills, as highlighted in the EEF Metacognition and Self-Regulated Learning Report. Sherrington’s WalkThrus provide concise, evidence-based strategies to ensure fidelity across classrooms, while iterative implementation with feedback cycles and reflective practice embeds the approach school-wide. This combination ensures all pupils, especially those disadvantaged, consistently receive effective, high-quality instruction.</p>	<p>1, 3, 4, 5</p>
<p>Further develop whole school literacy, by embedding the KGA</p>	<p><a href="#">EEF - Pupil Premium Guidance</a>  <a href="#">EEF - Improving Literacy in Secondary Schools</a></p>	<p>1, 3, 4</p>

Principles of Reading and Writing.	<p><a href="#">EEF - Assessment and feedback</a>  <a href="#">EEF- Potential For Success</a>  <a href="#">EEF - Improving Literacy in Secondary Schools</a>  <a href="#">Literacy Trust Research</a></p> <p>Embedding the KGA Principles of Reading and Writing is strongly supported by evidence from the EEF and Literacy Trust, showing that high-quality, systematic literacy instruction significantly improves outcomes for disadvantaged pupils. Structured reading programmes, subject-specific disciplinary literacy, frequent writing practice, vocabulary development, and well-resourced libraries all increase engagement and attainment, while timely, targeted feedback accelerates progress. A Whole School Literacy Coach and coordinated Literacy Development Plan ensure consistent, school-wide implementation, enabling disadvantaged pupils to access challenging texts and complex ideas across the curriculum and develop the reading and writing skills needed for long-term academic success.</p>	
<p>Digital platforms, consistently accessed by all students as part of their independent learning, to support them with deliberately practicing foundational knowledge and to close any knowledge gaps.</p> <ul style="list-style-type: none"> <li>- KayScience</li> <li>- SparxMaths</li> <li>- Bedrock English</li> <li>- GCSEPod</li> <li>- UpLearn</li> </ul>	<p><a href="#">EEF Metacognition and Self-regulated learning</a>  <a href="#">EEF Teaching and Learning Toolkit</a></p> <p>Embedding digital platforms into students' independent learning is supported by evidence on deliberate practice and retrieval, showing that structured, repeated practice with immediate feedback accelerates learning. These platforms allow pupils, particularly those who are disadvantaged, to consolidate and apply foundational knowledge, target gaps, and receive personalised support, reinforcing classroom teaching. Research from the EEF Metacognition and Self-Regulated Learning Guidance and the EEF Teaching and Learning Toolkit demonstrates that technology, when consistently integrated and monitored, can improve attainment by providing frequent, scaffolded practice and timely feedback, helping to close knowledge gaps and promote mastery.</p>	1
Extended curriculum time for Y11 (Period 5).	<a href="#">EEF Metacognition and Self-regulated learning</a>	1

	<p><a href="#">EEF - Extending school time</a>  <a href="#">An evidence review into the length of the school day</a></p> <p>Extending curriculum time for Year 11 through an additional timetabled lesson is supported by evidence from the EEF and research on deliberate practice. When teachers prioritise disadvantaged pupils and maintain high-quality, targeted instruction, the additional time allows for structured, repeated engagement with challenging content, immediate feedback, and consolidation of learning. This approach aligns with EEF guidance on maximising the impact of high-quality teaching and deliberate practice, ensuring disadvantaged students have sustained opportunities to close knowledge gaps, reinforce skills, and improve exam outcomes.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £92,919

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions to accelerate students' progress in literacy</p> <ul style="list-style-type: none"> <li>- Ruth Miskin FreshStart Literacy</li> <li>- Reading Plus</li> <li>- ABC to Read mentor reading Programme</li> <li>- Precision Teaching (EHCP)</li> </ul>	<p><a href="#">EEF - Fresh Start trial</a>  <a href="#">EEF - Read Write Inc</a>  <a href="#">Reading Plus</a>  <a href="#">ABC to Read</a>  <a href="#">Precision Teaching</a></p> <p>Targeted literacy interventions such as Ruth Miskin FreshStart, Reading Plus, ABC to Read, and Precision Teaching are strongly supported by evidence from the EEF and Literacy Trust as effective ways to accelerate progress for disadvantaged pupils. Structured programmes that focus on phonics, decoding, comprehension, and fluency provide repeated, scaffolded practice with immediate feedback, enabling students to close gaps in reading and writing skills. Precision Teaching for pupils with EHCPs ensures highly targeted support, while all interventions</p>	1, 3, 4

	<p>align with principles of deliberate practice and self-regulated learning. By prioritising disadvantaged pupils in these programmes, the school ensures they have sustained opportunities to consolidate literacy skills, access the full curriculum, and improve attainment outcomes.</p>	
HLTA Maths - providing targeted small group and one-to-one support for students below ARE in numeracy.	<p><a href="#">EEF - Small group tuition</a>  <a href="#">EEF - Deployment of Teaching Assistants</a></p> <p>Deploying an HLTA for targeted small-group and one-to-one maths support is supported by EEF evidence showing that such tuition accelerates progress, especially when focused on specific gaps and aligned with classroom teaching. Structured, scaffolded practice allows students below Age-Related Expectations to consolidate knowledge and engage in deliberate practice, while prioritising disadvantaged pupils helps close attainment gaps and ensures access to high-quality, focused numeracy instruction.</p>	1
KS2 specialist teacher employed to accelerate the progress of students joining the school below ARE in English and Maths.	<p><a href="#">EEF - Pupil premium guidance</a>  <a href="#">EEF - Teaching and Learning toolkit</a>  <a href="#">EEF - Metacognition and Self-regulated learning guidance</a></p> <p>Employing a KS2 specialist teacher for students below Age-Related Expectations is supported by EEF evidence, which shows targeted, small-group teaching accelerates progress. The teacher can deliver structured, scaffolded lessons with deliberate practice and feedback, addressing gaps in knowledge and skills. This approach is particularly effective for disadvantaged pupils, helping them catch up, access the full curriculum, and narrow attainment gaps.</p>	1, 3, 4
Careers education	<p><a href="#">EEF Pupil Premium Guidance</a>  <a href="#">Gatsby Benchmarks</a></p> <p>Providing structured Careers Education is supported by evidence from the EEF and Gatsby Benchmarks, showing that high-quality careers guidance increases motivation, engagement, and aspirations, particularly for disadvantaged pupils. Targeted support helps them make</p>	5

	<p>informed choices, access opportunities, and develop the skills needed for further education and employment, reducing gaps in social capital and improving long-term outcomes.</p>	
Homework club	<p><a href="#">EEF - Homework (T+L Toolkit)</a></p> <p>Students have a quiet space to use as study, with an LSA and the school librarian on hand to assist with any questions. EEF research shows that some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p>	1, 5

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

Budgeted cost: £61,946

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance support</p> <ul style="list-style-type: none"> <li>- Additional capacity from Attendance Officer, WPA, EBSA</li> </ul>	<p><a href="#">EEF - Supporting School Attendance</a></p> <p><a href="#">DFE - Working together to improve school attendance</a></p> <p><a href="#">EEF - Attendance Interventions Rapid Evidence Assessment</a></p> <p>Targeted attendance support is strongly supported by research showing that good attendance is closely linked to improved academic outcomes, particularly for disadvantaged pupils. The EEF Supporting School Attendance guidance and the EEF Rapid Evidence Assessment on Attendance Interventions highlight that proactive monitoring, personalised support, and early intervention strategies can reduce persistent absenteeism and improve engagement. Similarly, the DFE guidance on working together to improve school attendance emphasises the importance of multi-staff collaboration, targeted interventions, and addressing underlying barriers such as wellbeing or family circumstances.</p>	2

<p>Behaviour and Wellbeing Support</p> <ul style="list-style-type: none"> <li>- AHT leading on Behaviour and Culture, working in partnership with the Strategic Lead for Attendance</li> <li>- Family Support Advisor</li> <li>- ELSA</li> <li>- EBSA</li> <li>- Breakfast club</li> </ul>	<p><a href="#">EEF - Social and Emotional Learning</a></p> <p>EEF research shows that social and emotional learning and targeted pastoral support improve engagement, self-regulation, and academic outcomes for disadvantaged pupils. By providing personalised support and addressing barriers such as behaviour, emotional wellbeing, and readiness to learn, these interventions help vulnerable pupils fully access learning, reduce disruption, and close attainment gaps.</p>	<p>5</p>
<p>Co-curricular Coordinator</p> <p>TLR - developing Co-curricular offer, designed to foster cultural capital and intellectual curiosity.</p>	<p><a href="#">DFE - Supporting the attainment of disadvantaged pupils</a></p> <p><a href="#">DFE Research to understand successful approaches to supporting the most academically able disadvantaged pupils</a></p> <p><a href="#">Centre for Young Lives - Positive Link between enrichment and tackling the school attendance crisis</a></p> <p>Employing a Co-curricular Coordinator to develop the range of clubs and extra-curricular opportunities on offer to students is supported by EEF and Social Mobility Commission evidence, which shows that high-quality enrichment increases engagement, motivation, and attainment, particularly for disadvantaged pupils. Dedicated leadership ensures inclusive, well-planned co-curricular opportunities that broaden experiences, raise aspirations, and support long-term academic and personal outcomes.</p>	<p>6</p>
<p>Further develop the House System - promoting a sense of belonging and community.</p>	<p><a href="#">UCL - Research shows a sense of belonging is important for students' learning and behaviour</a></p> <p><a href="#">NCB - Understanding and enhancing school belonging</a></p> <p><a href="#">EEF - Improving Behaviour In Schools</a></p> <p>Developing the House System to promote belonging and community is supported by EEF evidence, which shows that fostering positive relationships, school culture, and social-emotional learning improves engagement, motivation, and resilience, particularly for disadvantaged pupils. A</p>	<p>5</p>

	<p>strong House System helps students feel valued, connected, and supported, reducing behavioural issues and absenteeism, and enabling full participation in learning and the wider curriculum.</p>	
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**Total budgeted cost: £309,730**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### PP vs non-PP GCSE outcomes, summer 2025:

	PP	Non-PP
No in cohort	39	121
Avg total A8	33.4	44.7
Avg total P8 (SISRA Estimate)	-0.26	0.15
9-5 English and Maths	13%	40%
9-4 English and Maths	36%	64.5%

#### Review of intended outcomes from previous 3-year plan:

Intended outcome	Achieved?	Evidence
Increased percentage of PP students attaining a 4+ in Maths and English	Yes	2023 E&M 4+ 27% 2024 E&M 4+ 46.7% 2025 E&M 4+ 35.9%
Improved PP Progress 8	Yes - although not yet positive	2023 P8 -0.62 2024 P8 -0.56 2025 P8 -0.26 (Predicted, SISRA)
Improved PP Attainment 8	Yes, although below the 2025 national average of 34.9	2023 A8 31.9 2024 A8 36.3 2025 A8 33.4
Improved PP Attendance	Improvement seen, although further work to be done - in particular with further reducing PA.	PP attendance: 2022/23 85.6% 2023/24 87.1% 2024/25 87.3%  PP Persistent Absence 2022/23 49.2% 2023/24 40.4% 2024/25 40.7%
EBacc Entry for all	Yes	% of PP students entered for Ebacc:

	2025 nat average was 29%.	2023 18.8% 2024 23.3% 2025 30.8%
Decreased exclusions and behaviour incidents.	Yes	No of PP suspension 1 or more in: 2021/22 20.28% 2022/23 17.70% 2023/24 14.03%
Our PP students' behaviour reflects the values that we promote and the culture that ensues at King's Academy Easthampstead Park.	Yes	Classcharts % positive points for PP students in:  2022/23- 94% 2023/24-94% 2024/25-96%
Improved PP destinations data.	Data has sustained	% of PP students progressing to recognised post-16 study programmes  2022/23 96% (2 students NEET) 2023/24 97.5 (1 student NEET) 2024/25 95% (2 students NEET)  No of PP students joining KAEF Sixth Form in: Sept 2023 - 6 Sept 2024 - 6 Sept 2025 - 6
Instil academic routines for all PP students by implementing a tutor-led guided reading programme during PREP 7-9 and Library lessons/Bedrock 7-9	Yes	Guided reading programme embedded for Y7-9; all students read a carefully selected text that forms part of the KAEF Canon for 30 mins, at least 3 times each week. Tutor reads aloud, students track the text.  Library lessons are timetabled once per fortnight for all pupils in KS3; students spend half of the lesson working on Bedrock online vocabulary builder, and the other half reading either independently/or with an adult.
Quality First Teaching. Plan and deliver lessons that make understanding of language in context clear to students. Test	Yes	12 KAEF pedagogies and KAEF lesson structure support consistent formative assessment and deliberate vocabulary instruction.

their understanding using cold or warm calling. Model examples of work using appropriate terminology		In 2024/25 all teachers received training on teaching reading the KAEP way, including approaches before reading, during reading and after reading.  Tier 2 and tier 3 vocabulary are noted as part of foundational knowledge within lesson planning and are explicitly taught in lessons. This is monitored through learning walks and the DDI (developmental drop in) process.
Where a student has a significantly low reading age below that of their peers, they are supported through a reading intervention.	Yes	Y8 57% PP made accelerated reading progress Y9-PP - 45% made accelerated reading progress Y10--PP-43% made accelerated reading progress

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Bedrock vocabulary builder	Bedrock Learning: Digital Literacy Curriculum
Numeracy/Literacy IDL	IDLS Group
Walkthrus	Tom Sherrington
KayScience	KayScience
GCSEPod	GCSEPod
SparxMaths	SparxMaths