

School Mission Statement

At Kinver we ensure that all students develop into well-rounded confident, independent, resilient and high achieving outward thinking individuals, who are proud of their school, its values and reputation. Students are equipped with the knowledge, skills, characteristics and learning behaviours to enable them to set aspirational and challenging goals. Students feel safe, supported, respected and recognised; becoming happy, successful young citizens who contribute to their communities, seek out opportunities and continue to always aim, to be the best that they can be.

This statement details our school’s use of pupil premium (and recovery premium for the **2024 to 2027** 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.

School overview

Detail	Data
Kinver High School – Invictus Education Trust	
Number of pupils in school	736
Proportion (%) of pupil premium eligible pupils	(132) 17.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	N Clifton
Pupil premium lead	J McGlade
Governor / Trustee lead	L Griffiths

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,200
Recovery premium funding allocation this academic year	£0
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	£109,200



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all areas of the curriculum. We want all of our students to be ambitious in their choices and goals, and we believe in encouraging them to select the most ambitious and appropriately challenging pathway.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We are committed to understanding and addressing the unique challenges faced by vulnerable pupils, such as those with a social worker or young carers. The initiatives outlined in this statement are designed to support the needs of all students, whether disadvantaged or not, ensuring that everyone receives the necessary support to succeed.

High-quality teaching, learning and feedback 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 and at the same time will benefit 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.

Our strategy is an integral part of the wider school curriculum and is designed to support students whose education has been most affected by external challenges, including non-disadvantaged students.

Our approach will be dynamic and responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

By adopting these principles, we aim to create an environment where all students, particularly those from disadvantaged backgrounds, are given the tools and opportunities to succeed.

Overarching Aims

A	To ensure that all disadvantaged students make sufficient academic progress in line with all students nationally of similar starting points.
B	To ensure that all disadvantaged students have the skills to be fully engaged in the educational experiences and have equity of opportunity to experience them.
C	To ensure that disadvantaged students are ambitious and have high aspirations for themselves and their futures.

Challenges

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

Challenge number	Detail of challenge
1	The school does not operate a traditional catchment area, but instead has a wide intake that spans five Local Authorities with an above average number of feeder schools (37 2024) that includes areas of social and economic deprivation.
2	The school location deprivation indicator is quintile 1 however due to our large catchment area, many of our families are on the threshold of social and economic deprivation.
3	Many students and families have low aspirations and ambition and place a low value on education.
4	Attendance by all student groups has not returned to pre-Covid levels and whilst attendance remains above National average, the rate is still lower than our 96% target and remains a significant priority.
5	Attendance rates of Pupil Premium students are lower than non-Pupil Premium students and are increasing. Pupil Premium students have a higher rate of Persistent Absence.
6	Attainment on entry is lower among Pupil Premium/ FSM students.
7	Pupil Premium students have lower levels of literacy and oracy, particularly in lower year groups.

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
Improve the learning, progress and attainment of disadvantaged students through high quality teaching and learning.	<ul style="list-style-type: none"> ➤ Effective Transition Programmes between Key Stages will ensure the sharing of information and strategies to support the most disadvantaged and vulnerable learners. The early identification of any knowledge gaps will be facilitated through effective partnerships with our feeder schools so that help and support can be continued or initiated; ensuring that students make a seamless transition and settle quickly. ➤ QA of lessons involving disadvantaged students will indicate a high standard of T&L, high expectations and engagement of students, well established routines and high-quality feedback as a result of positive relationships. ➤ The school's 'Basics' Attainment headline measures for disadvantaged students will be in line with all students nationally. ➤ Disadvantaged students will begin to achieve positive Progress 8 (P8 when available) scores at least in line with all students nationally. ➤ Progress by disadvantaged students in English, Maths and Science will continue to improve ➤ Uptake of disadvantaged students taking EBacc and Triple Science will increase to yield results in line with similar schools.
Effective use of data tracking and monitoring based on high quality assessments will	<ul style="list-style-type: none"> ➤ Effective data analysis (involving a triangulation of both academic, attitudinal and attendance data) by key personnel (RAG Team, HoDs) based on high quality and accurate assessments will result in interventions being allocated to those disadvantaged students and underperforming students most at need.

<p>more readily identify disadvantaged students for targeted support, guidance and intervention.</p>	<ul style="list-style-type: none"> ➤ Intervention sessions and mentoring will be tracked, quality assured and evaluated for impact and acted on accordingly, to ensure that progress is being made. ➤ Attitudinal, behaviour and attendance data will be tracked to ensure that students are not missing high quality teaching and learning in lessons. ➤ Parents will be notified (and encouraged to support) all additional (outside of the classroom) interventions and support that is being put in place to minimise the barrier presented by a lack of parental engagement.
<p>Improve attendance by disadvantaged students to be above national average.</p>	<ul style="list-style-type: none"> ➤ Effective actions as a result of robust tracking and monitoring of attendance data both daily and weekly will lead to incremental improvements with attendance data so that attendance by disadvantaged students continues to remain in line with national and rise above it in time. ➤ The school should continue to see a reduction in the percentage of disadvantaged students in Persistent Absence. ➤ The school should continue to see improved parental engagement by disadvantaged students as indicated by their improved attendance to parents' events evidenced in the parental engagement record and swifter intervention when a lack of attendance /engagement is more readily identified.
<p>Continue to ensure that all disadvantaged students have access and equity of opportunity to a wide range of extra-curricular activities that support and enrich their education.</p>	<ul style="list-style-type: none"> ➤ Through the effective and continued development of the school's wider enrichment programme (Extended School Day – P7, extra-curricular activities and Student Leadership programme) the school should continue to see an increase in the number of disadvantaged students who actively participate in wider school life. <ul style="list-style-type: none"> ○ By September 2025 60% of all students including disadvantaged students should have represented the school at an event. ○ By September 2027 80% of all students including disadvantaged students should have represented the school at an event. ○ By September 2027 90% of all students including disadvantaged should have participated in at least 1 annual visit or enrichment event. ○ Participation rates in school trips and visits by disadvantaged students should incrementally increase because of support and funding.
<p>Continue to ensure that all disadvantaged students have access to effective careers education and guidance so that they hold high ambitions of themselves and of others.</p>	<ul style="list-style-type: none"> ➤ Through an effective CEIAG programme, all disadvantaged students will have access to personalised and independent CEIAG. This should lead to improved ambitions and aspirations and an increase in students' self-esteem. <ul style="list-style-type: none"> ○ Maintain and ensure that all students in Years 7-11 continue to have at least 1 careers and guidance interview and event annually. ○ By 2026 ensure that all Disadvantaged students in Year 9 and Year 10 will experience at least 1 careers and guidance meetings and events annually. This advice will be both independent external and internal. ○ By 2027 ensure that all Disadvantaged students in Year 9 and Year 10 will experience at least 2 careers and guidance meetings and 1 events annually. This advice will be both independent external and internal. ○ Disadvantaged students in Year 11 and Year 13 will experience bespoke packages of career and education guidance and support, including independent external support. ➤ The school should continue to see a reduction or zero number of NEETS (students not in education or training post 16).

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 (Quality of Teaching & Learning & Raising Attainment Strategies, Staffing)

Budgeted cost: £64,047

Area of Intent	Activity	Evidence that supports this approach	Projected Cost	Challenge number(s) addressed
A	Continue to ensure that our KS4 English curriculum is personalised to individual needs	EEF - small group / individualised tuition +4	KS4 additional / smaller teaching groups	6
B	<ul style="list-style-type: none"> ➤ Year 11 additional teaching group in GCSE ➤ Literacy Supplementary programme in KS4 ➤ Small group and individual tuition 		£9371– Year 11	7
			Additional Core Intervention	8
			£1442 – Year 11	
A	Continue to ensure that our KS4 Maths & Science curriculum is personalised to individual needs	EEF - small group / individualised tuition +4	KS4 additional / smaller teaching groups	6
B	<ul style="list-style-type: none"> ➤ Year 11 additional teaching group in GCSE Maths & Science (where applicable) ➤ Numeracy Supplementary programme in KS4 ➤ Small group and individual tuition 		£9371– Year 11	7
			Additional Core Intervention	8
			£1442 – Year 11	
A	Key Stage 3 Literacy	EEF - reading comprehension support + 6	NGRT Assessments £1593,29	6
	<ul style="list-style-type: none"> ➤ Maintain use of STAR reading assessments from AR in Year 7 and Year 8 to help identify literacy gaps. ➤ Maintain use of additional NGRT Reading assessments for further and enhanced diagnostics for all students identified in lowest 20% 		£1442 - Additional Literacy sessions KS3	7
		EEF - small group / individualised tuition	£2102– Head of KS3 English TLR	8

	<ul style="list-style-type: none"> ➤ Introduction of 3Ls Lesson (Literacy, Life Skills & Learning) to facilitate timetabled AR lessons in Year 7 and reduce impact on standard English lesson curriculum time. ➤ Additional smaller 3Ls class to support bespoke Accelerated Reading programme support and facilitate additional disciplinary literacy and reading support. ➤ Additional Literacy Intervention lesson in Year 7 and Year 8 for identified students (use of Lexia) ➤ Ensure that the Accelerated Reading program continues to support additional literacy lessons and interventions. ➤ Maintain Ruth Miskin Phonics programme to support weaker readers and develop students reading fluency. ➤ Maintain 'Guided Reading' whole school registration reading for pleasure and to develop inference skills 3 mornings a week during 30min registration ➤ Trial Sparks Reader Programme as part of intervention and 3Ls lessons <p>KS3 curriculum and Literacy focus managed by designated members of staff.</p>	<p>tuition +4</p> <p>EEF - peer tutoring +5</p>	<p>TLR 2b Reading and FR Lead £1212</p> <p>Lexia £3860</p> <p>Ruth Miskin Phonics training and resources £3918</p> <p>Reading Resources (AR Renaissance learning £338)</p> <p>Sparks Reader – 1-yr free trial (24-25)</p>	
A	<p>Improve reading comprehension among disadvantaged pupils across KS3 and develop a love for reading</p>	<p>EEF - small group / individualised tuition +4</p>	<p>NGRT Reading Tests & AR – above</p>	6
B	<ul style="list-style-type: none"> ➤ Continue to develop the use of the Accelerated Reading Programme and maintain its use in both Year 7 (via 3Ls) and Year 8 (fortnightly via standard English curriculum time) to support strong KS3 reading and literacy foundations 		<p>GI assessment £165</p>	7
C	<ul style="list-style-type: none"> ➤ Maintain and build on existing strategies that support and promote a love of reading and develop a 'language rich experience' for students: 	<p>EEF - reading comprehension support + 6</p>	<p>£7847- additional English specialist teacher 0.8</p> <p>TLR 2b Reading and FR Lead</p> <p>Cost FR resources printing £2005</p>	8

	<ul style="list-style-type: none"> ○ Book in every bag policy Yr7-8 / Reading at the start on English lessons / Reading Rewards Programme / World Book Day / Buddy reading with Guinea Pigs - Registration ➤ Ensure that the Accelerated Reading program continues to support staff across subjects and that all students reading ages are shared with all staff and improvement tracked in those students identified for additional reading/phonics support. <p>Maintain and further develop the Forensic Reading Program -Taught by specialist Communications Department teachers. The purpose of forensic reading is to make our students better readers, to develop their oracy skills and close the vocabulary gap between Pupil Premium and non-Pupil Premium students.</p> <ul style="list-style-type: none"> ➤ KS3 - additional 1hr per week. ➤ KS4 - Forensic Reading 1 term of lessons incorporated into the Year 10 Skills curriculum. <p>Maintain and further embed whole school Reading and Oracy Routines and Language, supported by effective whole staff CPD, student resources (reading rulers) and staff aid memoirs (reading & oracy strategy mouse mats/posters)</p>	EEF – Oral language interventions + 6	<p>Reading & Oracy Training – NIL</p> <p>Reading & Oracy Resources cost rulers/posters/mats £352</p>	
A	<p>Key Stage 3 Numeracy</p> <ul style="list-style-type: none"> ➤ Ensure that the curriculum continues to support additional Numeracy lessons and interventions. <p>Additional Numeracy Intervention lesson in Year 7 and Year 8 for identified students</p>	EEF - small group / individualised tuition +4	<p>£9371- Additional periods in KS3</p> <p>Head of KS3 Maths- £1779</p>	<p>6</p> <p>7</p> <p>8</p>

<p>A</p> <p>B</p>	<p>Continue to ensure that all students are able to access support, help and learning package software to support their learning and progress</p> <ul style="list-style-type: none"> ➤ Annual subscription to Lexia ➤ Annual subscription to Accelerated Reading ➤ Annual subscription to MFL(Pearson Active Learn and linguascope) and ICT resources to support student and parental access to homework ➤ Annual subscription to Sparks (Maths) ➤ Annual subscription to Magma Maths ➤ Annual subscription to Olex.Ai for English ➤ Annual subscription to ED Lounge (to support students unable to access FT curriculum) 	<p>EEF - Homework +5</p> <p>EEF - digital technology +4</p>	<p>Lexia as above £1,105 Pearson MFL £300 linguascope MFL Accelerated Reading Programme £3091 £145 Teach ICT £2000 Sparks maths £7.995 Ed Lounge 1 seat subscription Maths Software: Mathsbox £70 & mymaths £695)</p> <p>MagmaMaths TBC Olex.Ai (5.80 per student) Total TBC</p>	<p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p>
<p>A</p> <p>B</p>	<p>Improve metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p> <ul style="list-style-type: none"> ➤ Develop whole school metacognition and self-regulatory programmes and strategies to support students to know how to learn ➤ Maintain and further develop: <ul style="list-style-type: none"> ○ Use of Knowledge Organisers linked to 'End Point' Trackers to support students in understanding the 'big picture' to their learning, so that they know what they need to do to improve further ○ KS4 Skills & Plan to Succeed Programme – that explicitly teaches students how to revise, learn and manage the process. ➤ Continue to Implement whole school approach to teaching students to 'learn more and remember more' through our 4Rs for Retrieval Programme so that students to become more aware of learning processes so that they become better learner who are able to retrieve their own knowledge more readily 	<p>EEF – Metacognition & Self-regulation + 7</p>	<p>Printing & Resources £2000</p>	<p>6</p> <p>7</p> <p>8</p>

<p>A</p> <p>B</p>	<p>Maintain high quality personalised feedback and ensure that disadvantaged students receive individual and personalised feedback during GRIT tasks in addition to whole class feedback.</p> <ul style="list-style-type: none"> ➤ Teachers are to provide verbal feedback every other GRIT task as part of 'live feedback' 	<p>EEF – feedback +6</p> <p>EEF – individualised instruction + 4</p>	<p>NIL</p>	<p>3</p> <p>6</p> <p>7</p>
<p>A</p> <p>B</p>	<p>Investigate, invest in and make use of AI technology to develop and enhance the depth of high-quality feedback student receive 'live' in the classroom so that the feedback loop is shorter and more instantaneous following both formative and summative assessments.</p> <ul style="list-style-type: none"> ➤ 2024-25 Purchase and trial of Olex.Ai for English (used in Y7, Y10 & Y11) ➤ 2024-25 Purchase and trial of Magma Maths for Maths (used in Y7, Y10 & Y11) ➤ 2024-25 Purchase of Olex.Ai and Magma Maths whole school 7-11 ➤ 2025-26 Trial of Olex Ai for humanities (Y9 and Y10) <p>Designate a key UPS middle leader as whole school AI Champion to research and investigate future school wide use of AI to enhance T&L whilst supporting student and staff well-being</p>	<p>EEF – feedback +6</p> <p>EEF – individualised instruction + 4</p>	<p>Magma Maths & Olex.Ai – see previous</p>	<p>3</p> <p>6</p> <p>7</p>

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

Budgeted cost: £52,549

Area of Intent	Activity	Evidence that supports this approach	Projected Cost	Challenge number(s) addressed
A	Continue to maintain a programme of extended, out of hours learning in KS4 and KS5	EEF - small group tuition +4	£7704- Achievement & Community Engagement Manager	3
B	<ul style="list-style-type: none"> ➤ Registration Intervention Breakfast class 1hr per morning in English, Maths & Science ➤ Weekend Study Residential -50% off for PP students to attend Study Residential ➤ Series of holiday/ evening bespoke 'virtual' revision classes 	<p>EEF - mastery learning+5</p> <p>EEF – feedback +6</p> <p>EEF – individualised instruction + 4</p> <p>EEF 1:1 tuition +5</p>	<p>£12,385- Breakfast classes</p> <p>£5500- Weekend Study Residential</p> <p>£5500 –Virtual Revision / Catch -up Sessions</p>	<p>4</p> <p>5</p> <p>6</p> <p>7</p>
A	<p>Ensure early identification of student concern groups and groups within groups through regular systematic tracking, monitoring and detailed analysis following Progress Reviews</p> <ul style="list-style-type: none"> ➤ Ensure that the outcomes of analysis and any current progress concerns are shared with Senior Leadership & Management Team and wider staff through Heads of School / Heads of Department/whole staff briefings etc ➤ Ensure that all Heads of School (HoS) and HoDs are systematically monitoring and challenging student underachievement through existing support programmes or new initiatives. ➤ RAG team meeting twice half-termly whole leadership 	<p>EEF – N/A</p> <p>Underachievement is challenged promptly and addressed by all key personnel</p>	<p>Achievement & Community Engagement Manager - £7988</p>	<p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p>

<p>A</p> <p>B</p> <p>C</p>	<p>Continue to develop and instigate programs that combat anger and low self-esteem and support mental health and well-being</p> <p>Maintain and extend intervention programmes on reading, phonics, self-esteem, and aspirations aimed at students who are identified as disaffected by staff and students themselves through RAG/Pastoral Team recommendation.</p> <ul style="list-style-type: none"> ➤ Use of additional L3TA 0.2 to work with specific students (disadvantaged males) in a mentoring capacity. ➤ In-school counselling provided through trained and accredited staff member ➤ In-school Art Therapy and Self-esteem programmes 	<p>EEF - reading comprehension support + 6</p> <p>EEF – individualised instruction + 4</p> <p>EEF-mentoring +2</p> <p>EEF – Phonics +5</p> <p>EEF – Social & Emotional Learning +4</p>	<p>TLR2b Reading Lead</p> <p>£3956 Additional Year Managers x2</p> <p>£1,799 L3TA cost</p> <p>£8,287 0.2 Teacher/Counsellor</p> <p>£1229 0.2 Art Teacher / Pastoral Support</p>	<p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p>
<p>A</p> <p>B</p> <p>C</p>	<p>Build on existing programme of Mentoring & Support</p> <ul style="list-style-type: none"> ➤ Increase and widen Academic Peer Mentoring Scheme all years ➤ Mentoring and Academic support offered by pastoral staff. 	<p>EEF – mentoring +2 (our own impact reports show this to be highly effective with suitable pairings and certain groups of students)</p> <p>EEF – peer mentoring+5</p>	<p>2 x Pastoral staff -previously costed</p>	<p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p>

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

Budgeted cost: £66,656

Area of Intent	Activity	Evidence that supports this approach	Projected Cost	Challenge number(s) addressed
A B C	<p>Continue to ensure that transition between primary to secondary school supports students to settle into their new learning environment quickly so that there is no dip in learning and any identified KS2 gaps are identified and addressed quickly.</p> <ul style="list-style-type: none"> ➤ Maintain summer liaison and visit programme by transition lead to all primary schools to obtain background information. ➤ Maintain SENCO liaison programme. ➤ Work with Trust Transition Leader to develop new programmes of early support and intervention. ➤ Continue to develop Transition Days and bespoke 'small group' additional transition days for disadvantaged and vulnerable students ➤ Support access to the Summer school Programme with subsidised places available at a 40% reduction. 	<p>EEF - small group tuition +4</p> <p>EEF-sport participation+1</p> <p>EEF-arts participation +3</p> <p>EEF – Social & Emotional Learning +4</p> <p>EEF=Summer School +3</p>	<p>£16,361 Member of SLT with responsibility for Transition</p> <p>1 week cover costs for transition visits £1400</p> <p>Summer School £2,000.</p>	ALL
A B C	<p>Continue to ensure that close working relationships between school and parents means that we can encourage those families / parents who are on the threshold of deprivation to seek out support through Early Help or financial assistance (FSM claims etc) who may not ordinarily do so.</p> <ul style="list-style-type: none"> ➤ Maintain increased size of Inclusion Team with an additional 2FT non-teaching Year Managers to make a team of 3 	<p>EEF – Parental Engagement +4</p> <p>EEF – Social & Emotional Learning +4</p>	<p>Year Managers x2 previously costed</p> <p>2X Assistant SENDco support - £14,258</p>	<p>1</p> <p>2</p>

	<ul style="list-style-type: none"> ➤ Continue to support the development and training of Pastoral Support Officers (Early Help / Mental Health & Well-being / Safeguarding Training) ➤ Increase the size and expertise of SEND Team with additional support for SENDco via 2 Assistant SENDco's each with different levels of responsibility to support different area of SEND 			
B	Uniform support offer to all PP students: offer to purchase 1 item (blazer) for every student at the start of the academic year, then additional support for other items if required.	EEF – n/a	£5,000 - Uniform	1
C	<ul style="list-style-type: none"> ➤ Cover 100% cost of all student Prefect Blazers ➤ Support with cost of Thrive KS4 uniform for all students, reduction of 50% 	Removing a barrier which could potentially impact on attendance. Giving all students an equal opportunity.		2 5 6 7
A	Attendance and Punctuality Monitoring Ensure that daily attendance and punctuality of Pupil Premium students is high profile and reported at weekly meeting.	PP attendance 89.6%	£5200- Attendance Officer	
B	<ul style="list-style-type: none"> ➤ Maintain robust system to record, track and monitor attendance ➤ Maintain daily contact with priority students from AO. 	Non PP attendance 94.3%	£3000 estimate EWO support	1
C	<ul style="list-style-type: none"> ➤ Maintain and further develop enhanced use of 365 parental engagement record to track attendance & participation in key school events. Use this to access and identify families in need of support and early help. ➤ Investigate and source external EWO support through either LA or private organisations 	EEF – Parental Engagement +4		2 4 5 7
	Continue to ensure appropriate staffing is in place to support students and their families and provide additional guidance and support required			

A B C	Maintain strategies to provide real life context to learning and opportunities to explore, experience and discuss aspirations and appropriate progression routes ➤ University encounters / Skills Show visit /Apprenticeship events etc. ➤ CEIAG ‘Drop Down’ Immersion Day & Year 11 Staying in Learning Day	EEF – 0	Nil	1 2 3
A B C	Training of Year Manager – Middle School to support and lead on CEIAG development and WEXP. ➤ Every student will have an academic review meeting with a CEIAG focus to help students to contextualise their learning and help all students (but particularly those from disadvantaged backgrounds) to develop future aspirations and career goals ➤ Aim to increase WEXP participation rates 5% annually	Belief that students’ achievement is greater when able to contextualise learning and relate to the ‘big picture’	HOY- CEIAG Led- £1229	1 2 3
A B C	Maintain programme of Sport and Outdoor Education in support of learning ➤ PE kit for competitive matches and events ➤ Outdoor Education at Kinver Edge ➤ Duke of Edinburgh Award financial support available for enrolment fees and equipment. ➤ Invest in additional resources to widen our OE offer contextualised to our local area: ○ Mountain Bikes ○ Kayaks	EEF –Physical Activity +1 EEF- Collaborative Learning + 5	£5000 estimation	1 2 4 5
A B	➤ Building cultural capital – ensure that students are able to access a wide range of different enrichment opportunities, including trips and visits and are not disadvantaged as a result of socioeconomic circumstances ➤ New music teacher appointed to support and enhance the curriculum development of Performance	EEF-arts participation +2	£1,000 – Enrichment	All

C	<ul style="list-style-type: none"> ➤ Develop and embed our Extended School Day Period 7 Enrichment Programme, utilising external organisations and providers to offer a wider variety of activities and opportunities for students. ➤ Track and monitor student participation in enrichment activities, so that we can ensure students access a broad and balanced range of activities and new opportunities. ➤ Develop and Aspire to Lead Programme and further extend our Student Leadership programme as part of Period 7, to encourage all students to hold at least one leadership role and equip all students with the skills, confidence and self-esteem to believe that they can. ➤ Support Pupil Premium students with accessing music tuition within school. 	<p>EEF- Extended School +3</p> <p>EEF –Physical Activity +1</p> <p>EEF- Collaborative Learning + 5</p> <p>EEF-arts participation +2</p> <p>EEF – Oral language interventions + 6</p>	<p>Music Teacher -£12,208</p> <p>Personal Development of PP costed previously</p>	
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Total budgeted cost: £183,252 (*£109,200 Pupil Premium Funding and £74,052 school contribution*)

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 2022 to 2023 academic year.

In the academic year 2023-24, the school continued its commitment to prioritising the most vulnerable and underperforming students, ensuring they received targeted support, guidance, and personalised interventions to maximise their success. A key focus was on our disadvantaged cohort, which represented 13.9% of the Year 11 group. It should be noted that this year was unusual in that we had 3 students or 2.5% of the whole Year 11 cohort would be classified as outliers. As a result, we have reviewed the impact of our Pupil Premium strategy with this in mind and will review the main impact of the strategy primarily accounting for 11.4% of schools disadvantaged cohort, highlighting both sets of data.

In terms of progress there have been some improvements since 2023. Overall P8 for disadvantaged students in 2023 was - 0.50 but has dipped to negative -0.55 overall. However, this would have improved to be at national, minus outlier data and perhaps whilst disappointing is this year a cohort specific outlier anomaly.

In English, P8 has moved from -0.19 in 2023 to be positive at +0.32 (including outliers) and in Maths this has slightly improved from -0.56 to -0.45 (including outliers). Our Ebacc P8 score has also improved from -0.94 to -0.49 (including outliers) and our Open P8 score has moved from -0.36 to be positive at +0.26 including outliers.

The attainment outcomes for disadvantaged students in 2024 minus our outlier data would have yielded significant improvements when compared to 2023, so it is disappointing. In English 84.6% (68.7% including outliers) of disadvantaged students achieved a Grades 9-4 in English, compared to 73.3% in 2023. Additionally, 61.5% (50% including outliers) secured a strong pass (Grade 5 or higher), compared with 60% in 2023 and 23% (18.8% including outliers) of disadvantaged students attained a Grade 9-7 which is a significant improvement when compared to 13.3% in 2023.

In Maths, 53.8% (43.8% including outlier) of disadvantaged students achieved Grades 4+ in Maths, compared to 46.7% in 2023. However, only 23% (18.8% including outliers) achieved a Grade 5+ (strong pass), compared to 46.7% in 2023 and no students attained a Grade 9-7. This is a significant decrease and represents an area for significant improvement.

Furthermore, 53.8% (43.8% including outliers) of disadvantaged students attained a standard pass (Grade 4) in both English and Maths and 23% (18.8% including outliers) achieved a Grade 5+ (strong pass) in both English and Maths. Whilst being below our 2023 outcomes for disadvantaged, these figures are still comparable to national averages and overtime still represent improvements overall, albeit with some cohort specific fluctuations.

The outcomes for disadvantaged students at Kinver are comparable to national figures. Nationally, 67.4% of non-disadvantaged students attained a Grade 4+ in both English and Maths. In comparison, 73.3% of non-disadvantaged students at Kinver achieved this benchmark, while 53.8% (inc outliers 43.8%) of disadvantaged students at Kinver met the same standard. This results in an internal gap of 19.5% (29.5% inc outliers), compared to the gap of 26.5% in 2023 (73.2% of non-disadvantaged students vs. 46.7% of disadvantaged students).

The Attainment 8 Score (AT8) has risen from 36.17 in 2023 to 36.41 in 2024, indicating some positive improvement.

While overall attendance for all students in 2023-24 decreased slightly to 91.75% from 92.45% in 2023, it still remains above the national average of 90.9% for state secondary schools and slightly below the national average for ALL students of 92.8%. Attendance for Pupil Premium students stood at 90.75%, which is slightly lower than the overall student average of 91.7%. Therefore, improving attendance remains a key priority for the current academic plan.

We continued to allocate Pupil Premium funding towards wellbeing support and increased access to extracurricular activities, responding directly to stakeholder feedback. Both students and parents continue to express concerns around the mental health and wellbeing of students, exacerbated by legacy of the COVID-19 pandemic.

To address these concerns, we maintained targeted interventions aimed at supporting the wellbeing of students, including the introduction of mentors for Key Stage 4 students. Additionally, the school established an alternative provision unit to further support students with specific needs, helping them to engage with their studies in a more tailored manner. This continued approach reflects our ongoing commitment to supporting both academic progress and personal development.

The progress and achievements made by disadvantaged students in 2023-24 in many key categories, does demonstrate the overall effectiveness of the school's targeted interventions and Pupil Premium strategy, especially when considering non-outlier data. While some improvements have been achieved, there is still work to be done, especially in narrowing the gap between disadvantaged and non-disadvantaged students further. Attendance and mental health support remain key areas for development, and these will continue to be a focus in our future plans.