

# Pupil premium strategy statement – Kesteven and Sleaford High School

This statement details our school's use of pupil premium (and recovery 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	745
Proportion (%) of pupil premium eligible pupils	10.1 (Y7-13) 10 (Y7-11)
Academic year/years that our current pupil premium strategy plan covers	2023-24 to 2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Josephine Smith
Pupil premium lead	Kaylie Brown
Governor / Trustee lead	Robbie Gemmill (Local School Board)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106720
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</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>	£106720

# Part A: Pupil premium strategy plan

## Statement of intent

Our Intention is that all students, irrespective of their background, leave having achieved their academic potential as well as being fully prepared for the next stage of education, or for work, and having acquired the enthusiasm for lifelong learning.

The school provides a broad, balanced and relevant curriculum to offer the very best academic progression pathways and to ensure that the learning needs of all students are considered. We want to ensure that all students, irrespective of the challenges they may face, make good progress and achieve highly across the curriculum, particularly in EBacc subjects.

High-quality Teaching and Learning is at the heart of our approach and is supported by our CPD programme. In recent years we have continued to embed 7 'agreed consistencies' across the school, which embody Quality First Teaching. Evidence has shown that all students benefit from consistently high-quality teaching, which is then adapted to their needs. This pedagogical approach has the greatest impact on closing the disadvantage attainment gap and benefits all pupils in our school. Implicit in the intended outcomes detailed below is the intention that pupil attainment will be sustained and improved for all – whether pupils are disadvantaged or not.

Our commitment is to offer a broad range of opportunities for Pupil Premium students to gain experiences, learning outside the classroom as well as within.

As a result of our strategy, our key aims (linked to our school development plan) are to:

- Develop and share practical expertise of best teaching and learning
- Provide targeted academic support by improving progress in core subjects to close any attainment gaps identified
- Improve attendance of pupils eligible for pupil premium so that they lose less learning time and benefit from greater access to high quality teaching, intervention and access to enrichment
- Further increase the participation of Pupil Premium pupils in extra-curricular and enrichment activities
- Increase the participation of able Pupil Premium pupils in the 11+ selection process
- Prioritise applications for a place at the school for Pupil Premium pupils in the case of oversubscription

## Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium students have lower levels of confidence in their own abilities and perception of being less able within a selective setting
2	Our observations suggest many disadvantaged pupils lack academic and pastoral resilience and strategies to deal with challenging tasks.
3	PP students at KSHS can have fewer opportunities to access resources, leading to less equity in accessing the curriculum
4	Many of our PP students have study skills that are less secure and can lack personal organisation
5	Higher chance of lower level of cultural capital, less experience of travel/higher education and opportunity to participate in extra-curricular activities leads to the possibility of low aspirations

## 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
<i>PP pupils make good progress equal to their non-PP peers and feel supported in lessons and outside</i>	100% achieve Grade 4 and above in 5 subjects, including English and Maths compared to 93% (3 year average from 2017-2019)
Improvement in attendance of PP pupils	Attendance improves from June 2025 figure of 94.4% to 96%
The wellbeing of PP pupils is supported appropriately to ensure conditions are in place for them to thrive	<p>PP pupils know how to access support for their good mental health and wellbeing and feel that they are supported and make progress, despite any obstacles in their way</p> <p>PP pupil self-confidence is high – evidenced through well-being surveys</p> <p>PP pupils access and engage with the five tiers of wellbeing support in the school where appropriate – evidenced using listening service/CASY counselling logs</p> <p>Parents have access to resources to support their child’s wellbeing</p>

<p>PP pupils have greater involvement in extra-curricular activities</p>	<p>Increased uptake of the following by PP students:</p> <ul style="list-style-type: none"> <li>• 15% of PP pupils take up Music lessons</li> <li>• 40% of PP pupils attend some form of extra-curricular club in school</li> </ul>
<p>Destinations continue to show PP students applying for Higher Education courses</p>	<p>Destination data for PP students continues to be in line with or above cohort</p>
<p>Able PP pupils from Sleaford and surrounding areas continue to participate in 11+ process</p>	<p>Increased participation compared to previous year.</p> <p>For the September 2023 intake, 11.3% of pupils who sat the 11+ were PP, and 7.5% who joined us were PP.</p> <p>For the September 2024 intake, 12% of pupils who sat the 11+ were PP, and 7.1% of students who joined us were PP.</p> <p>For the September 2025 intake, 12% of pupils who sat the 11+ were PP, and 7.8% of students who joined us were PP (FSM)</p>

## 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: £53360

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop excellence in classroom practice so that lessons optimise students' learning through:</p> <ul style="list-style-type: none"> <li>• KSHS CPD – Pedagogy for all staff – Quality First Teaching</li> <li>• CPD Reading resources</li> <li>• Staff coaching time and development</li> <li>• Subject specific training courses</li> </ul>	<p>Using CPD process to coach teaching staff through Teaching and Learning communities at staff training days and Quality of Education Briefings in best pedagogical practice using current Educational Research as a base for all CPD delivered.</p> <p>Teaching and Learning Conference focussing on use of AI in the classroom and assessment for learning</p> <p>Pedagogy and curriculum reading expanded through CPD reading group opportunities</p> <p>Subject based professional learning and evaluation Supported by EEF Guide to the Pupil Premium: <a href="#">The EEF Guide to the Pupil Premium   Education Endowment Foundation</a></p>	<p>1, 2</p>
<p>Use of Tutoring Programmes to enhance classroom learning where appropriate</p> <p>Core subjects use online platforms to offer retrieval practice opportunities and close attainment gaps using programmes such as:</p> <p>Mathswatch</p>	<p>Continued provision and regular usage of subject specific support materials, with a specific focus on creating awareness of the availability of these resources to PP pupils</p> <p>Supported by EEF Guide to the Pupil Premium: <a href="#">The EEF Guide to the Pupil Premium   Education Endowment Foundation</a></p>	<p>1, 2</p>

<p>Educake (Science) Unifrog (post-16)</p>		
<p>Library lessons for all students to promote reading and remove barriers to learning from gaps in literacy</p> <p>Resources used:</p> <ul style="list-style-type: none"> <li>• Librarian</li> <li>• Lexia Literacy Programme</li> </ul>	<p>Lower levels of literacy provide barriers to achievement for students. All students need good levels of literacy to make good progress and to widen their options for further study in the future</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p>Section 13 of: <a href="https://publishing.service.gov.uk">The reading framework (publishing.service.gov.uk)</a></p>	<p>1,2</p>
<p>Funding of teaching materials to support pupil premium progress including:</p> <ul style="list-style-type: none"> <li>• Hard copies of set texts</li> <li>• Revision guides</li> <li>• Art supplies etc</li> <li>• Access to online teaching platforms</li> </ul>	<p>Continued provision and regular usage of subject specific support materials, with a specific focus on creating awareness of the availability of these resources to PP pupils</p> <p>Supported by EEF Guide to the Pupil Premium: <a href="#">The EEF Guide to the Pupil Premium   Education Endowment Foundation</a></p>	<p>1, 2, 3, 4</p>
<p>PP student progress exceeds that nationally of 'other' students and over 2017-19 three year trend for 'other' KSHS students. Support is needed for:</p> <p>Administration support for 'back on track' and 'summer support' programme</p> <p>Learning Mentor team hours allocated to TAs</p>	<p>Effective use of intervention programmes such as 'Back on Track' in KS4 and Summer Support programmes in KS3 and 4</p> <p>As of 2023 the KS3&amp;KS4 GCSE learning gap is at 22.9 months for the most persistently disadvantaged (<a href="#">Education Policy Institute</a>)</p> <p>As of 2024 the KS3&amp;KS4 GCSE learning gap is at 22.4 months for the most persistently disadvantaged (<a href="#">Education Policy Institute</a>)</p> <p><a href="#">The EEF Guide to the Pupil Premium   Education Endowment Foundation</a></p>	<p>1, 2</p>

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

Budgeted cost: £ 26680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Swift identification of whether PP pupils are making relevant progress in line with peers at regular tracking points.</p> <p>Termly tracking point data, particularly against 2017-2019 three-year average and the administration of this</p> <p>Interventions at KS3 and KS4 usually specialist programmes such as:</p> <p>Mathswatch Lexia</p>	<p>Although the attainment gap has narrowly decreased there remains a need for more Covid recovery funds (sec-ed.co.uk)</p> <p><a href="#">The EEF Guide to the Pupil Premium   Education Endowment Foundation</a></p>	1,2
<p>Ensuring access to revision resources such as:</p> <ul style="list-style-type: none"> <li>• MathsWatch subscription</li> <li>• Educake subscription</li> <li>• Hard copy revision resources/key texts as appropriate given directly to PP students in Yr 11</li> </ul>	<p>Termly tracking point data, particularly against 2017-2019 three-year average and subsequent gap analysis</p> <p>Although the attainment gap has narrowly decreased there remains a need for more Covid recovery funds (sec-ed.co.uk)</p> <p><a href="#">The EEF Guide to the Pupil Premium   Education Endowment Foundation</a></p>	3, 4
<p>Intervention to support students at risk of underachieving including:</p> <ul style="list-style-type: none"> <li>• Maths/English targeted intervention</li> <li>• 1:1 and small group intervention</li> <li>• Additional classroom support</li> <li>• Employment of external tutors</li> </ul>	<p>Termly tracking point data, particularly against 2017-2019 three-year average and subsequent gap analysis</p> <p>Although the attainment gap has narrowly decreased there remains a need for more Covid recovery funds (sec-ed.co.uk)</p> <p><a href="#">The EEF Guide to the Pupil Premium   Education Endowment Foundation</a></p>	1, 2

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

Budgeted cost: £ 26680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increasing number of PP pupils sit 11+, undertake familiarisation tests and apply for a place at KSHS</p> <ul style="list-style-type: none"> <li>• Familiarisation tests</li> <li>• Primary school engagement</li> <li>• Taster days/Open days</li> <li>• Atom Learning subscription</li> </ul>	<p>Admission data, information from county admissions team, anecdotal feedback from prospective parents at open days, attendance at familiarisation events and registration for 11+ process</p> <p>LCGS Report on 11+ and Pupil Premium Students – May 2021</p> <p><a href="#">The EEF Guide to the Pupil Premium   Education Endowment Foundation</a></p> <p>KSHS Secondary staff deliver 11+ at primary schools to enhance engagement and uptake</p>	1, 2, 5
<p>£120 per PP student available directly to parents with receipts for funding towards school uniform or school transport passes</p>	<p><a href="https://www.gov.uk/government/publications/school-uniform/school-uniforms">https://www.gov.uk/government/publications/school-uniform/school-uniforms</a></p> <p>+</p> <p><a href="#">The EEF Guide to the Pupil Premium   Education Endowment Foundation</a></p> <p><a href="#">Socio-economic attainment gap remains stubbornly wide after...   EEF (educationendowmentfoundation.org.uk)</a></p>	3
<p>Provision of suitable learning environment</p> <ul style="list-style-type: none"> <li>• Library provision and staffing</li> <li>• After school homework club until 4.30pm</li> </ul>	<p>Homework strategy from the EEF teacher toolkit “Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>Homework has a positive impact on average (+ 5 3, 4 10 particularly with pupils in secondary schools.”</p>	3, 4
<p>Pastoral and wellbeing support</p> <p>Pastoral Support</p> <ul style="list-style-type: none"> <li>• Bromcom software</li> </ul>	<p><a href="#">The EEF Guide to the Pupil Premium   Education Endowment Foundation</a></p>	2

<ul style="list-style-type: none"> <li>• CASY Counselling</li> <li>• Wellbeing Ambassador training</li> <li>• Mental Health First Aid training for staff</li> </ul>		
<p>Access and engagement in extra curricular opportunities</p> <ul style="list-style-type: none"> <li>• D of E funding per student – 50% of cost of level</li> <li>• Access to trips funding</li> <li>• 50% contribution towards music tuition</li> <li>• Purchase of EVOLVE Clubs to engage parents and students</li> </ul>	<p><a href="#">DofE and the use of pupil premium</a></p> <p><a href="#">The EEF Guide to the Pupil Premium   Education Endowment Foundation</a></p> <p><a href="#">Socio-economic attainment gap remains stubbornly wide after...   EEF (educationendowmentfoundation.org.uk)</a></p>	2
<p>Improved attendance of PP pupils in school through Administration of attendance data and Pastoral Support</p>	<p><a href="#">Working together to improve school attendance</a></p>	1
<p>Promotion of wider opportunities post 16 and post 18 Careers advisor 1:1 careers interviews for Y11 and 13</p>	<p>Reference to Gatsby Benchmarks - Addressing the needs of each pupil   Gatsby (<a href="#">goodcareerguidance.org.uk</a>)</p> <p>EEF Blog: The Pupil Premium and school segregation – an...   EEF (<a href="#">educationendowmentfoundation.org.uk</a>)</p>	5
<p>Rewards system acknowledging</p> <ul style="list-style-type: none"> <li>• effort and attitude to</li> </ul>	<p><a href="#">Increasing Pupil Motivation   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,4,5

learning in classrooms		
<ul style="list-style-type: none"><li>• Subject achievement</li><li>• Improved attendance</li><li>• Extra-curricular involvement</li></ul>		

**Total budgeted cost: £ 106720**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year. From a summary of overall assessments completed in November, March and May with Year 11

- 88.9% of Year 11 Pupil Premium students achieved 5 GCSE at grade 4 or more (average for the whole year was 96.4%)
- 88.9% of Year 11 Pupil Premium students achieved 5 GCSE at grade 4 or more, including English and Maths (average for the whole year was 96.4%)
- 100% of Year 11 Pupil Premium students achieved grade 4 or above in English (average for the whole year was 99.1%)
- 77.8% of Year 11 Pupil Premium students achieved grade 5 or above in English (average for the whole year was 92.9%)
- 88.9% of Year 11 Pupil Premium students achieved grade 4 or above in Maths (average for the whole year was 98.2%)
- 88.9% of Year 11 Pupil Premium students achieved grade 5 or above in Maths (average for the whole year was 89.4%)
  - 87.5% of PP pupils engaged in back on track activities
  - One pupil accessed one session of CASY counselling and one pupil accessed MHST.
- 25% of PP parents accessed uniform support funding (28% in 2023, 29% in 2024)
- 11+ Entries of PP Children sustained at 12%
- Successful 11+ candidates who are Pupil Premium (FSM) increased to 7.8% (from 2.7% in 2021 and 7% in 2024)
- Pupil Premium student attendance has risen from 92.5% in 2024 to 94.4% by June 2025 (91.2% in 2023)

### Externally provided programmes

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

Programme	Provider
Educake (Science)	Educake
Mathswatch	Mathswatch
UniFrog (Careers/Post 18)	Unifrog

Atom Learning (11+ familiarisation materials)	Atom Learning
Lexia Core 5	Lexia