

Pupil premium strategy statement – Kenton School

School overview

Detail	Data
Number of pupils in school	1759
Proportion (%) of pupil premium eligible pupils	55.5% (61.7% of Y7-11)
Academic years that our current pupil premium strategy plan covers	20024/25 through to 2026/27
Date this statement was published	1 st December 2024 Revised 5/3/25 following national data publication
Date on which it will be reviewed	1 st December 2025
Statement authorised by	Noel Stoddart
Pupil premium lead	Ross Scherer
Governor / Trustee lead	Lynne Ackland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£998 550
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£998 550

Part A: Pupil premium strategy plan

Statement of intent

Everyone at Kenton School – staff, governors, parents and volunteers – is actively involved in supporting learning and removing barriers to success; we are wholly committed to developing young people who have high aspirations and who excel academically and socially, irrespective of background or other potentially limiting factors.

Year on year we have an increased number of students joining the school from disadvantaged backgrounds and as a result we have over twice the national average of students in receipt of pupil premium from years 7-11.

Our aim is to identify and implement strategies that help to raise aspirations, increase social-mobility and reduce the attainment gap between the most and least disadvantaged pupils. Secure foundations in literacy and numeracy amongst our students is pivotal for their success both academically and in adulthood. Our disadvantaged students require the most support in these key areas.

Whilst the barriers and challenges our disadvantaged students face are varied and complex, we have identified several barriers that we believe are particularly relevant to our disadvantaged students in our context. The key barriers we identified are listed below in the “Challenges” section.

In developing a plan for how to use our Pupil Premium Grant, we draw upon a number of sources, including the following:

- [Sutton Trust report: “School Funding and Pupil Premium 2022”](#)
- [Education Endowment Foundation Teaching and Learning Toolkit](#)
- [Education Endowment Foundation: Metacognition and Self-regulated Learning Report, 2021](#)
- [The Literacy Trust report: Children and young people’s reading engagement in 2022, September 2022](#)
- [EPI: Covid-19 and disadvantage gaps in England 2020, February 2022](#)
- [Sharples, J. Slavin, R. Chambers, B. and Sharp, C. \(2011\) Effective classroom strategies for closing the gap in education achievement for children and young people living in poverty, including white working-class boys](#)
- [INSIGHT 13: Schools, attainment and the role of higher education, April 2022](#)

The evidence is clear that consistent exposure to high quality teaching will have the biggest impact on our students, especially so for disadvantaged students. Understanding too that the majority of our students are eligible for Pupil Premium funding, it is appropriate that the majority of our funding is spent on ensuring that our students have that high quality experience.

- Our primary focus is on embedding our GREAT teaching model.
- Further improving the attendance of disadvantaged pupils will mean they are exposed to the high quality teaching we will provide.
- Evidence based literacy interventions: phonics, comprehension strategies, vocabulary and reading programmes will rapidly increase the reading age of learners identified as being below national norms so that they can fully access the taught curriculum.

- Numeracy interventions during Y7 pastoral time and within KS4 intervention forms alongside carefully planned Connect activities in maths, will consolidate declarative knowledge and develop learner confidence in maths and other subjects as well as support adult wellbeing.
- Small group or individual interventions will close gaps in knowledge where they are identified, perhaps due to lost prior learning.
- Emotional and pastoral support will help students arrive to lessons with the mental wellbeing, resilience and tools to allow them to be engaged learners.
- Opportunities to broaden cultural capital and consider career choices will raise aspirations and improve students' attitudes to learning.

We are aware that our disadvantaged pupils will face different difficulties throughout their time with us. Whilst this document outlines the main challenges they may face and our plans to address them, we remain adaptable and responsive when meeting individual needs.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low reading age and literacy attainment at the start of KS3</p> <p>The average reading age of incoming KS3 pupils in 2024 was low, especially among those from disadvantaged backgrounds. Early baseline tests have found that the average Year 7 Pupil Premium student has a reading age 2 years below the level of the non-disadvantaged students in that year group.</p> <p>Approximately 50% of students in Year 7 are assessed as having a reading age which is below their chronological age. 41% in year 7 have a reading age 9.7 or lower. On average, boys are 8 months behind girls in reading age.</p> <p>'Studies show that educational disruption in relation to the pandemic had a particularly detrimental effect on children from lower-income homes. At the same time, the government has set ambitious targets for increasing the percentage of children leaving primary schools reading at the level expected of their age. Taken together with the findings above, it is clear that efforts to encourage reading and support reading enjoyment in all children, but especially boys and those receiving FSMs, must be redoubled.' Literacy Trust, September 2022.</p> <p>We know that nationally, the gap between disadvantaged and non-disadvantaged students at KS2 has grown since Covid.</p>
2	<p>Students have gaps in numeracy and foundational maths knowledge</p> <p>A significant proportion of students enter the school with gaps in declarative knowledge in maths or numeracy weaknesses which they carry through their school career and which impacts on their KS4 achievement.</p>

	<p>Nationally, the disadvantage gap is largest in the maths element of KS2 testing.</p> <p>A proactive approach to helping children to acquire everyday language used to describe quantity, shape and time would also benefit disadvantaged pupils, who are more likely to misunderstand instruction and activities. (DfE, 2021)</p>
3	<p>Attendance of disadvantaged pupils is lower than non-disadvantaged</p> <p>In 2023/24 attendance for Key Stage 3 disadvantaged pupils was 84.26% compared to 93.09% for non-disadvantaged. The figures for KS4 were 77.62% and 90.51%</p> <p>Persistent absenteeism for that year was 48.50% for disadvantaged students and 21.35% for non-disadvantaged.</p> <p>Students need to attend school to be safe and engaged with high quality teaching.</p>
4	<p>Fewer opportunities to develop cultural capital & real world experiences</p> <p>Disadvantaged students often have fewer opportunities to engage in cultural experiences outside of school.</p> <p>The proportion of disadvantaged students taking part in extra-curricular opportunities is lower when compared to their peers. As a result, our students do not have opportunities to build their confidence and social skills and our experience suggests these students are also less likely to engage with school, achieve their potential academically and go to university.</p>
5	<p>Disadvantaged students are more likely to engage in negative learning behaviours</p> <p>The proportion of disadvantaged students being issued a C4, C5 or suspension, is greater than the proportion of non-disadvantaged students being awarded these sanctions that result in time out of lessons. This may reflect a lower value being placed on the importance of education.</p>
6	<p>Mental health challenges</p> <p>The school serves a community in which there is a high level of need and deprivation. The Covid pandemic further compounded some of the challenges these families face and some years later these increased challenges remain. We have found that our disadvantaged pupils have increased anxiety levels and are more liable to need further support with their emotional health.</p> <p>Due to the markedly increased levels of socioeconomically disadvantaged Pupil Premium students attending, referral for pastoral support has increased in recent times.</p>
7	<p>Disadvantaged students achieve lower levels of attainment than non-disadvantaged students</p> <p>In 2024 the proportion of disadvantaged students achieving grade 4 in English and Maths was 32.9% compared to 69.1% of non-disadvantaged students. Figures for grade 5 were 18.5% and 42.4% respectively Progress of disadvantaged and non-disadvantaged students in English was -1.11 and -0.28, and in maths -1.05 and -0.20.</p> <p>Respective Attainment 8 figures were 30.78 and 44.79.</p> <p><i>Data is provisional at the time of publication of this report</i></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.

Challenge number	Intended outcome	Success criteria
1	Improved percentage of pupils reading at their chronological age and able to access age-appropriate texts.	Lexonic data will show that those students who have received intervention will have a reduced gap between reading age and chronological age. No students will start Year 8 under the functional reading age of 9.5 years. Students will be able to access age-appropriate texts in lessons.
2	Numeracy	Students will have rapid recall of the times tables to 12x12. Students will have confident recall of declarative knowledge required of the Key Stage 2 National Curriculum in relation to number and geometry. Increase in attainment and progress figures in GCSE Maths.
3	Attendance	There will be no gap between the attendance of disadvantaged and non-disadvantaged students. There will be no gap between persistent absence of disadvantaged and non-disadvantaged students. The attendance for all students will be 95% or higher.
4	Cultural capital	All students will take part in at least one school trip each academic year. All students will have visited a University for the day by the end of Year 10. The proportion of disadvantaged students attending after school enrichment sessions will be the same or greater than the proportion of non-disadvantaged students attending. The proportion of disadvantaged students engaging in after school enrichment will increase.
5	Learning behaviours	The proportion of disadvantaged students receiving a C4, C5 or suspension will not be larger than for non-disadvantaged students. The proportion of disadvantaged students receiving a C4, C5 or suspension will fall.
6	Mental Health	Attendance of disadvantaged students with mental health challenges will increase.

		Pastoral Leaders can provide examples of support and intervention having a positive impact on disadvantaged students' wellbeing.
7	Improved outcomes among disadvantaged students across the curriculum at the end of KS4, particularly in English and maths.	<p>Attainment of disadvantaged students in GCSE English and maths is in line with, or higher than, figures for all students nationally.</p> <p>Attainment 8 figures will rise and Progress 8 will be positive for disadvantaged students.</p> <p>The proportion of disadvantaged students joining the Trust Sixth Form after Year 11 will increase.</p> <p>100% of disadvantaged students will be in education or employment after Year 11.</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: £499,275

Activity	Details and evidence that supports this approach	Challenge number(s) addressed
Quality-first teaching and recruitment of highly qualified staff	<p>Our GREAT teaching model and NLT learning cycle are based around accepted best practice and established teaching principles.</p> <p>We activate prior knowledge in Connect before carefully designed guided practice in Learn. Students apply strategies in Apply before having an opportunity for structured reflection in Reflection.</p> <p>The EEF describes these strategies as part of their meta cognition and self-regulation guidance. The EEF evidence suggests that this can accelerate student progress by +7 months.</p> <p>Incorporating these strategies into our teaching practice allows our disadvantaged pupils to improve and “learn how to learn”, which is a skill they can take to their future education.</p>	1, 2, 3, 5, 7
Embedding live marking	Staff provide feedback “in the moment” to students as they undertake their independent practice. Feedback focusses on how to improve and is given verbally with	1, 2, 3, 5, 7

	<p>accompanying writing in the student's book where appropriate.</p> <p>Feedback +6 months (EEF)</p>	
Leadership development opportunities	<p>Leadership opportunities have been developed to enable staff with proven track records for supporting all pupils, to extend their sphere of influence beyond their department area in order to support our targets for disadvantaged pupils. This supports us in retaining the most impactful teachers.</p>	4, 7
Explicit teaching of context-specific Tier 3 vocabulary which is clearly defined and progressively mapped in the SoL of all subjects.	<p>Low levels of vocabulary are associated with lower self-esteem, negative impacts on behaviour, poorer academic outcomes in all subjects, and greater difficulty in getting work after school.</p> <p>We have adopted a morphology based approach to teaching vocabulary which allows students to learn new words identified in SoL, as well as building strategies for establishing the meaning of other new words they encounter.</p>	1, 7
Why This, Why Now slides used to support students in developing mental models and to increase motivation for learning	<p>Creating a link between the Connect activity and new learning activates prior learning and supports students in building schema and taking responsibility for their learning.</p> <p>Explaining where this learning will be applied in future shows the learning journey, demonstrates progress and builds motivation. Making explicit links between subjects supports the transferability of knowledge and skills.</p> <p>Appropriate, explicit and meaningful links to careers give further context for the learning. (Gatsby Benchmark 4).</p> <p>This approach to a connected curriculum is championed by University College, London.</p>	3, 5, 7
PLP programme facilitates opportunities for subject teams to discuss the implementation of the planned curriculum	<p>CPD time is given for teachers to discuss and develop strand 1 (Understanding the content) and strand 4 (Activating hard thinking) of the Evidence Based Education Great Teaching Toolkit.</p>	1, 2, 4, 5, 7
Engage with and implement guidance on SEND pupil learning plans	<p>Over two thirds of our SEND students are also in receipt of Pupil Premium funding.</p> <p>Teachers will put in place actions to support progress in the classroom, recognising that learners are individuals with individual needs, whilst also acknowledging that these students may be doubly disadvantaged.</p>	1, 2, 3, 5, 6, 7

Explicit teaching of revisions strategies through NLT revise	Revision strategies based on Strengthening the Student Toolbox (Dunlovsky, 2013) .	7
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £249,637.50

Activity	Details and evidence that supports this approach	Challenge number(s) addressed
Targeted reading intervention programmes.	A combination of Lexonik LEAP, Lexonik Advanced and Lexia will be used to develop reading skills in those identified as requiring intervention. Reading comprehension strategies +6 months (EEF)	1, 3, 5, 7
Overstaff in English and maths to support small group interventions	Removal of students from one of their option subjects where necessary in Year 11 to give them the best chance of securing Grade 4 or 5 in the key qualifications of English and maths, whilst still maintaining a broad curriculum and complete set of A8 buckets. Small group tuition +4 months (EEF)	1, 2, 7
Employ 1:1 tutors to work with individuals	Short term interventions to address gaps identified in question level analysis of assessments in English, maths and science. One to one tuition +6 months (EEF)	7
Accelerate classes in Year 7 and 8	In years 7 and 8 small teaching groups are provided for some of our most vulnerable and lower achieving pupils. This intervention aims to support our more vulnerable students to make the adjustment socially from primary and provides them with the opportunity to have a more bespoke experience where scaffolding and support is in place to allow them to access the school curriculum. The group is supported by learning support assistants. Reducing class sizes +2 months (EEF) Teaching Assistant interventions +4 months (EEF)	KENTON ONLY 1, 2, 3, 4, 5, 6, 7
Year 11 after school, weekend and holiday Academic Enrichment sessions	Teachers run exam preparation sessions for Year 11 students based on question level analysis of mocks, and examiners reports.	7

	Students report greater confidence and achieve higher outcomes if they attend these.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £249,637.50

Activity	Details and evidence that supports this approach	Challenge number(s) addressed
Employment of family liaison officers	Family liaison officers have had impact working with families of students with low attendance. They have been identified as being a key factor in our improving attendance figures, and have been key in ensuring students complete appropriate work if they are physically unable to attend. They will continue to be a key part of our wider strategies.	3, 6, 7
Haven	Following a successful trial in the later part of 2023/24 using a building in the local community, Haven is being trialled on a larger scale utilising a building on the grounds of Kenton School. Students who have historically been non-attenders, primarily for mental health reasons, access Haven as a stepping stone back to mainstream education. In Haven they access work set by teachers in the school, supported by a teacher and other professionals, and build from shorter to full school days whilst also increasing contact with the main school.	3, 6, 7
Aspire	Aspire is the Northern Leaders Trust's internal alternative provision. It has had great successes engaging students who were at risk of permanent exclusion. Students access a curriculum as broad as the offer in our schools and benefit from additional behaviour interventions and trips aimed at securing their next steps in education or employment. Their academic progress is monitored closely by the schools to which they belong. Behaviour interventions + 4 months (EEF)	5, 6, 7
Pastoral care and directing of students to increased internal counselling provision	Pastoral Year Leaders have seen an increasing focus on mental health in school, as Pupil Premium students in particular have found the lasting effects of the pandemic particularly challenging to adapt to, due in part to home	3, 5, 6, 7

	<p>circumstances and wider societal issues and changes in routine. We currently invest in two school counselling agencies. Kalmer Counselling is based in school four days per week and Place2Be 5 days per week. Our counsellors work with students on issues including anxiety, identity, anger management, trauma and holistic wellbeing. Referrals are submitted from the pastoral team and wider staff and we work hard to keep our internal waiting lists to a minimum. We review the provision throughout the academic year and following and student voice completed indicated that 100% of the cohort felt listened to and supported by their counsellor, hence continuing with this provision.</p> <p>Social and emotional learning +4 months (EEF)</p>	
Curriculum Experiences and trips	<p>We ensure that all students, regardless of background, access a Curriculum Experience each year which involves an educational visit and a day out of school; for many this involves going somewhere they have never been before. We believe that these trips help build cultural capital, enhance staff : student relationships, build loyalty from students to the school, improve attendance, and more readily allow students to build schema which link concepts taught in different curriculum areas.</p> <p>The Research-Based Case For . . . Field Trips?! Why Are School Trips Important? The Importance Of School Trips</p>	3, 4, 5, 7
Elective curriculum and after-school enrichment opportunities	<p>We have launched our Elective Curriculum which involves students selecting activities they which to take part in for the final 35 minutes of four school days of the week. They change these activities termly. This is an opportunity for pupils to try something new or to take part in something the are already familiar with but don't get to take part in outside of school.</p> <p>We also allocate funding to enable Pupil Premium students to access a range of enrichment activities and after school clubs. The support of academic trips and visits is important for Pupil Premium students as it allows them to succeed in all subject areas, helps to improve cultural capital by allowing them to access opportunities that they may otherwise not be able to participate in and helps to promote and encourage academic achievement and school attendance.</p> <p>Arts participation +3 months (EEF)</p>	3, 4, 5, 6, 7

	Physical activity +1 month (EEF)	
Next steps guidance and experiences	<p>Funding is allocated to allow pupils access to a range of work places and education providers as part of our comprehensive CEIAG programme. Pupils in receipt of the pupil premium are less likely to have access to a network of employers through family connections, which could limit their aspirations and narrow their job and career awareness. One to one interviews allow pupils to access expert support with future career and education decisions.</p> <p>Critical Role of career guidance in Preventing NEET young people</p>	4, 5, 7
Educating parents on how to support students	<p>In addition to our annual parents evenings, we will organise events dedicated to educating parents on how they can support their students with reading, maths and revision for exams at home.</p> <p>Parental engagement +4 months (EEF)</p>	7
Summer School	<p>We run a Summer School each year to help our new Year 7's transition from primary to secondary school. Over three weeks a wide range of educational activities take place. Our evaluation of the Summer Schools in 2022 and 2023 shows that Pupil Premium students who attended were much more confident to engage with school in the first few days of Year 7 and that families felt much more involved and informed about the work of the school. Confidence was raised, friendships were formed, and students understood the Kenton School ethos. We also use the Summer School as away of developing older students who help support, developing skills and having a safe space to come to as they do so.</p> <p>Summer Schools +3 months (EEF)</p> <p>Physical activity +1 month (EEF) - in particular we link literacy and numeracy exercises to these physical activities</p>	3, 4, 5, 6, 7
Online and physical learning resources	<p>We make all of our lessons available online so that students can access them to revisit them after a lesson or to keep up with their class if unavoidably absent.</p> <p>We have invested in a number of online learning platforms to support students in different subjects, such as Sparx maths, GCSE Pod, Language Nut and now Sparx Science. We are able to support students to access these when they had no suitable device at home.</p>	1, 2, 7

	Older students have also been provided with revision guides from departments to increase engagement at home, boost exam skills and improve attainment.	
Hardship interventions	<p>Pupil Premium students can access free stationery without stigma, through their form tutors and teachers. This allows them to fully engage in all lessons and reduce pastoral and behavioural issues. Uniform is provided for those families who are struggling financially and there is a foodbank in school.</p> <p>Reducing Stigma Associated with Growing Up Poor: How to Create a More Equitable Future for Working Class Adolescents</p>	3, 4, 5, 6, 7

Total budgeted cost: £998,500

Part B: Review of the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Intended outcome	Evidence of impact
Improved percentage of pupils reading at their chronological age and able to access age-appropriate texts.	Reading strategies reduced the proportion of students with a reading age below nine years and six months in each Key Stage 3 year group. The proportion of students reading at chronological age rose in each year group. Intervention had most impact in Year 7, showing the importance of early intervention.
To ensure disadvantaged pupils make comparable progress to our other pupils	<p>2023 n = 141 – 52.6% of year group 2024 n = 170 – 52.8% of year group</p> <ul style="list-style-type: none"> • Attainment 8 for disadvantaged students improved from 28.46 to 30.78. • Progress 8 for disadvantaged students improved from -1.24 to -1.20. • English Progress for disadvantaged students improved from -1.32 to -1.11. • Maths Progress for disadvantaged students improved from -1.17 to -1.02. • Open Pot Progress for disadvantaged students improved from -12.8 to -1.21 <p>When compared to all students nationally, the progress made by students eligible for the Pupil Premium has improved from 2023 to 2024 in the overall Progress 8, maths, English, and Open Pot element.</p> <p>Attainment 8 for students eligible for Pupil Premium has risen between 2023 and 2024.</p>
To engage pupils in their learning and foster an environment of enthusiasm for learning in the classroom for students regardless of background	<p>Incidences of disruptive behaviours (C4/C5) significantly reduced from HT3 to HT6 (Expectations for Learning Tracker)</p> <p>PP students achieved a total of 262,498 positive praise points throughout the academic year compared to 200,769 received by NonPP.</p>

<p>To encourage emotionally healthy, strong and positive behaviours in our disadvantaged students</p>	<p>100% of pupils who accessed Kalmer Counselling reported that they felt listened to in their session, the counsellor focused on what was important to them and that they would recommend this service to a friend.</p> <p>Pupils voice following a Safeguarding Review reported that ‘students knew what to do if they are worried about something or if they are worried about a friend and all spoke positively about going to their form tutor or head of year. All groups also said that there are no unsafe spaces on the school site and that at breaks there is a high staff presence which supports this. They all felt very safe in school’.</p> <p>Pupils report that ‘as well as taught PSHE lessons, there are regular assemblies and posters around school. All groups of students spoken with could give a confident account of what they are taught about staying safe, giving numerous examples from the PSHE curriculum. They were also well informed about safety in practical subjects, such as science, technology and PE’.</p> <p>Safeguarding Review 2024 Liz Godman.</p> <p>PSHE curriculum is adapted to meet national and localised issues resulting in CPOMS analysis indicating a significant reduction in reported issues of bullying, racial and sexualised harmful comments from HT1 to HT6.</p>
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