

Pupil premium strategy statement 2025-26

The King's School

School overview

Detail	Data
Number of pupils in school	1097 (Year 7 – Year 13)
Proportion (%) of pupil premium eligible pupils	16.7% (184 students) (increase from 14.51%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
Statement authorised by	School Leadership team/trustees
Pupil premium lead	Kelly Dighton
Governor / Trustee lead	Sally Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,232
Recovery premium funding allocation this academic year	0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	0
Total budget for this academic year <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>	£177,232

Part A: Pupil premium strategy plan

Statement of intent

The school's ethos of 'Achievement for ALL' runs through all we do at The King's School. In the spirit of the school's core values of respect, resilience, integrity, creativity, and achievement, we aim to ensure that every student can experience a rich and diverse curriculum, an engaging learning environment, and can experience a wide range of opportunities.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF has been used to support decisions around the usefulness of different strategies and their value for money.

The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- to ensure that any gap identified are minimised for PP students, and that any gaps do not widen.
- to accelerate the progress of PP students so that the attainment gap between disadvantaged and non-disadvantaged students is narrowed;
- to improve the literacy and numeracy of PP students in KS3;
- to monitor the progress of reading ability of disadvantaged pupils;
- to support the higher aspirations of particularly able PP students and ensure that they have opportunities to encourage high aspirations;
- to ensure that PP students remain in education or training post 16 and that those who are able to take more demanding Level 3 courses are supported to pursue these;
- to ensure that PP students receive planned independent advice and guidance (IAG) and are aware of Post 16 opportunities;
- to ensure that PP students participate fully in the rewards system and take full advantage of the opportunities for student leadership across the school;
- to ensure that staff have a high level of awareness of the needs of disadvantaged pupils in their classrooms;

- to target disadvantaged pupils who require catch-up through the school intervention programme;
- to increase the number of PP students participating in extra-curricular activities and in particular residential activities;
- to increase engagement with the parents/carers of PP students.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Achieving these objectives:

The range of provision the trustees consider making for this group include but are not limited to:

- ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- specialist intervention for those identified by the Head of Department as part of the school led intervention programme in Maths and English (Year 11 priority)
- the ongoing role of the school's three Learning Coaches whose primary focus is to identify and remove the barriers to learning in students identified as PP.
- targeted and bespoke provision based on need and will include improving literacy and numeracy at KS3 and raising attainment in Maths and English at KS4.
- a member of SLT to oversee the PP strategy
- support for students with emotional and behavioural difficulties including counselling
- Wellbeing support and outdoor school from Forest School leader – to include Thrive approaches
- Core Skills including small group intervention for Maths/English in Year 11
- support for attendance from the Inclusion Partner
- Breakfast and Homework Club

- financial support for curriculum visits, educational resources and enrichment
- support with uniform and equipment
- the provision of a laptop for students in receipt of free school meals based on identified individual requirements
- a programme of short/long term bespoke intervention based on individual need
- music lessons
- PPE for science/ tech
- Swimming lessons
- Girls on-board programme
- Empowering Girls in PE
- Bikeability

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. The majority of these challenges are a continuation from last year as they are on-going priorities for this cohort of families.

Challenge number	Detail of challenge
1	Higher numbers of students who are presenting with SEMH needs and EBSA - emotionally based school avoidance - leading to poor attendance for both existing students and those joining in year.
2	Increased numbers of students displaying challenging behaviours, and in particular persistent disruptive behaviour often linked to SEND.
3	Engagement from families who do not always see education as a priority.
4	Ensuring engagement with a broad range of opportunities by PP students

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
PP students who currently have poor attendance due to EBSA will have improved attendance.	Increase in attendance and better engagement.
Decrease in PP students who are displaying poor behaviour.	Fewer suspensions for PP students.

Building on supportive working relationships with PP families	Parents/ carers of PP students are engaged and involved in school and feel that barriers to engagement are removed.
Learning coaches to be involved in relevant behaviour support plans, return from suspension meetings etc	Better engagement from students and parents/carers with the processes around suspensions, behaviour and pastoral support plans.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Headteacher - Inclusion to oversee provision	Effective leadership to implement –, explore, prepare, deliver and sustain the plan	1,2,3,4,
Learning Coaches	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. (EEF Teaching and Learning toolkit)	1,2,3,4,
Homework Club staff	Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. 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). (EEF Teaching and Learning toolkit)	2,3,4
Breakfast Club staff	Very well attended club.	1,2,3,4

Designated Teacher	Feedback from the virtual school	1,2,3,4
CPD	High quality teaching and support to provide outstanding learning opportunities	4
Counsellor	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF Teaching and Learning toolkit)	1,2
Outdoor school	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF Teaching and Learning toolkit)	1,2,3,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Quality First Teaching and use of Ordinarily Available Inclusive Provision	One to one intervention might be an effective strategy for providing targeted support for pupils that are identified as having LPA (low prior attainment) or are struggling in particular areas.	1,2
Intervention	Subject specific interventions are more likely to make an impact if it is additional to and explicitly linked with normal lessons. (EEF Teaching and Learning toolkit)	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Photocopying for Learning Coach and Outdoor School resources for students and families, Support Pages (EPAC), Early Help documents and educational resources		1,4,
Stationery & General Supplies (Includes Breakfast and Homework Club)		1,3
Annual Subscriptions / Memberships (Thrive registration costs)		1, 4
Student External Provider Fees (e.g. 1:1 tuition for LAC Year 11 and music lessons in school by external suppliers)	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. (EEF Teaching and Learning toolkit)	1,3,4,
Student support costs Project Week, department trips and visits (Zoo, Eden project, Year 8 RPE trip etc)	Parents/carers have said that this is really important as it removes a financial barrier which may otherwise prevent their children from joining certain activities.	1,3,4,
Student Rewards / Trophies		3

In house transport to events e.g. college visits		1,3,
Hospitality at parent/carer events, coffee afternoons, launches etc	Positive feedback from parents/carers and improved engagement	3
ICT equipment (laptops) for students based on individual need		1,4
ICT contracts / licences including Thrive, Boxhall profile		1,3,4,
Clothing/resources for Food Tech Year KS4, for gardening and other similar scenarios based on need.		1

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS4 outcomes

The estimated progress 8 score for disadvantaged students was -1.01, compared with +0.22 for not-disadvantaged students (+0.05 for all students). No KS2 data are available for this year group, so progress has been estimated by FFT based on the outcomes of the students' CAT4 scores. Due to the difference in methodology, these data should not be compared with previous P8 data.

Of the 178 students who were entered for GCSEs at the end of Year 11 at The King's School in summer 2025, 26 (14.6%) were disadvantaged, so a higher cohort than the previous year (10.7%).

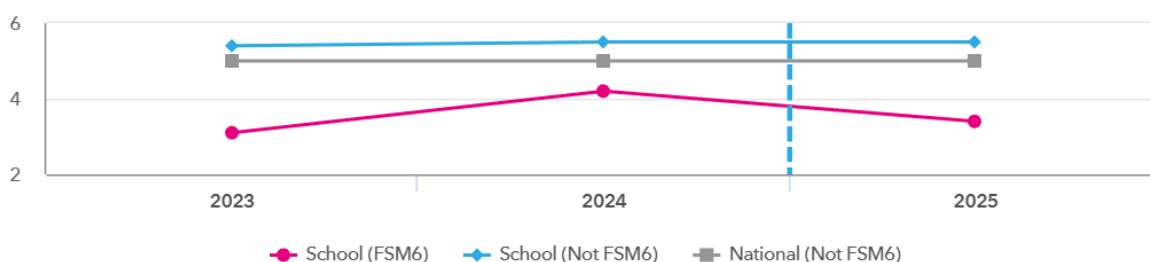
The Attainment 8 score for disadvantaged students at The King's School was 35.52, compared with 54.60 for non-disadvantaged students (51.81 for all students)

The Attainment 8 score for disadvantaged students in England was 35.0, compared with 49.8 for non-disadvantaged students (45.9 for all students)

The mean Attainment 8 score for pupils in East Devon in summer 2025 was 47.0, and in South West England as a whole was 47.2. For pupils from disadvantaged backgrounds, these figures are 34.9 (East Devon) and 33.4 (all LEAs in the South West).

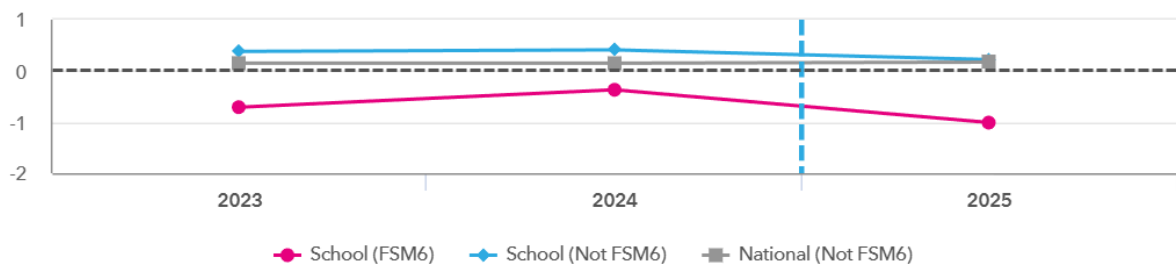
KS4 attainment for disadvantaged pupils 2025

Attainment 8 (Overall)



KS4 progress for disadvantaged pupils 2025

Progress 8 (Overall) ∨



Notes

- *The Cognitive Abilities Test (CAT4) is an assessment of the main types of reasoning ability known to make a difference to learning and achievement – namely verbal, non-verbal, quantitative and spatial reasoning – and provides you with an accurate analysis of potential student achievement.* Source: [CAT4 - GL Assessment](#)
- *It will not be possible to calculate Progress 8 for academic years 2024 to 2025 and 2025 to 2026 due to gaps in the baseline caused by COVID-19 disruption.* Source: [Secondary accountability measures: 2025 guidance for maintained secondary schools, academies and free schools - GOV.UK](#)

Sources

- [Average Attainment 8 score in East Devon | LG Inform](#)
- [Key stage 4 performance, Academic year 2024/25 - Explore education statistics - GOV.UK](#)
- [Performance for Disadvantaged Pupils | Self-evaluation Summary dashboard | FFT Aspire](#)
- [The King's School | URN:136673 - GOV.UK](#)

Attendance

Attendance is just below the National Average for FSM at 86.6% with Year 8 and Year 10 seeing the lowest levels at 85.6% and 82.75% respectively.

Attendance breakdown				Year To Date			25 Aug 25	-	09 Jan 26
Pupil Groups	Pupils		All	Year 7	Year 8	Year 9	Year 10	Year 11	
All	All	908	School	91.60%	94.93%	90.38%	90.92%	90.86%	90.96%
			FFT National	92.01%	94.60%	92.47%	91.34%	90.91%	90.72%
			Difference	-0.41%	+0.33%	-2.09% ●	-0.42%	-0.06%	+0.24%
Gender	Female	444	School	90.73%	94.36%	89.67%	90.04%	89.33%	89.99%
			FFT National	91.66%	94.74%	92.29%	90.82%	90.35%	90.09%
			Difference	-0.93%	-0.39%	-2.62% ●	-0.78%	-1.02% ●	-0.09%
	Male	464	School	92.43%	95.53%	91.00%	91.91%	92.10%	91.84%
			FFT National	92.35%	94.47%	92.65%	91.85%	91.46%	91.34%
			Difference	+0.08%	+1.06% ●	-1.65% ●	+0.06%	+0.64%	+0.51%
FSM6	FSM6	146	School	86.67%	91.88%	85.60%	87.04%	82.75%	87.63%
			FFT National	87.36%	91.51%	88.13%	86.30%	85.40%	85.03%
			Difference	-0.70%	+0.36%	-2.54% ●	+0.74%	-2.65% ●	+2.60% ●
	Not FSM6	762	School	92.55%	95.47%	91.63%	91.60%	92.71%	91.37%
			FFT National	93.86%	95.93%	94.32%	93.36%	93.00%	92.79%
			Difference	-1.31% ●	-0.46%	-2.69% ●	-1.75% ●	-0.29%	-1.42% ●
SEND	Support	124	School	87.88%	93.63%	84.51%	83.32%	87.81%	84.41%
			FFT National	87.46%	92.18%	88.20%	86.11%	85.14%	84.79%
			Difference	+0.43%	+1.45% ●	-3.69% ●	-2.79% ●	+2.66% ●	-0.39%
	EHCP	68	School	80.86%	90.73%	81.03%	79.21%	78.08%	71.38%
			FFT National	82.41%	88.57%	84.27%	81.03%	79.37%	78.12%
			Difference	-1.55% ●	+2.16% ●	-3.24% ●	-1.82% ●	-1.30% ●	-6.74% ●
Not SEN	716	School	93.24%	95.87%	92.13%	92.91%	92.51%	93.20%	
		FFT National	93.34%	95.45%	93.74%	92.82%	92.49%	92.30%	
		Difference	-0.10%	+0.42%	-1.61% ●	+0.09%	+0.03%	+0.89%	

There are a small number of PP families where there is persistent absence. The Deputy Headteacher – Student Support and Safeguarding and the Learning Coaches together with the pastoral team and any relevant external agencies are targeting PP students and are working with families to ensure attendance is a priority.

Sources
 FFT <https://my.fft.org.uk/app/analytics/attendancetracker/37679/reports/tableau-secondary-360>

Externally provided programmes

Programme	Provider
None	N/a

Review: last year's aims and outcomes

We are aware that the attainment score for our disadvantaged students was lower than previously. However, this is in the context of a larger population which included some students with exceptionally complex circumstances. Due to high levels of support and care from the team, these students made it through to the end of school, which remained their safe space despite significant difficulties in their lives.

We continued to support students who had fallen behind and offered catch-up intervention to those identified by Heads of Departments. This face to face intervention was successful in supporting students to engage with the key subjects of English and Maths.

Face to face meetings were key to building strong supportive relationships with families: we were able to invite families in for Thrive assessments, coffee events, and our welcome sessions where we outlined support available and provided a laptop to all Year 7 FSM students. The Engage and Connect events were well attended and continue to go from strength to strength. In addition, links with families from the local primary school are being built due to joint working in the Local Learning Community with PP families.

The Outdoor (Forest) School went from strength to strength with both individual and group sessions taking place.

Most of students who have been adopted from care now have an active Support Page (EPAC) or equivalent plan and we continue to work on this. The Virtual School is involved with many of our LAC/post adopted students.