

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Please note that although this plan is for the year 25.26 and review for 24.25, our pupil premium strategy is a 3 year plan (25-28).

School overview

Detail	Data
School name	King's School, Hove
Number of pupils in school	928
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sarah Price Headteacher
Pupil premium lead	Helena Staples Assistant Headteacher
Governor / Trustee lead	Ali Davis and Sam Tucker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Nil
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	£207,000

Part A: Pupil premium strategy plan

Statement of intent

In line with our Christian ethos and values, our intention is for all students, irrespective of their background or the challenges they face, to be fully included in school life, to make good progress across the curriculum, to achieve good outcomes in their academic learning, and to flourish holistically.

The focus of our pupil premium strategy is therefore to support disadvantaged pupils to participate fully in school life and to progress and achieve in line with their non-disadvantaged peers. We recognise that students in receipt of Pupil Premium funding may face barriers to educational achievement and full inclusion in school life, and we seek to use our Pupil Premium funding to remove these barriers.

High-quality teaching, and the facilitation of an appropriate environment for holistic learning, is at the heart of our approach, with a focus on areas in which research suggests that 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.

Intended outcome	Success criteria
Improved attendance of disadvantaged students and closing the gap in attendance with non-disadvantaged students	Attendance of disadvantaged cohort to be within one percentage point of non-disadvantaged cohort

We are clear that closing any gaps in terms of school experience, and progress and attainment, between our disadvantaged students and their non-disadvantaged peers is the responsibility of all staff in school. We are unfailingly ambitious for all students, in line with our school's vision statement "To share God's love and wisdom and enable our school community to flourish emotionally, academically and spiritually."

Challenges

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

Challenge number	Detail of challenge
1.	Attendance
2.	Social and emotional issues and lack of self-esteem
3.	Lower KS2 attainment in every year group for disadvantaged students and weaker literacy and numeracy
4.	Lack of parental engagement and a suitable environment at home for learning
5.	Lack of opportunities for enriching extra-curricular activity out of school
6.	Lack of 'cultural capital' and experience impeding ability to contextualise learning, particularly in humanities subjects and English Language and Literature
7.	Lack of a growth mindset, appropriate levels of resilience, and willingness to make mistakes in learning
8.	New teachers will not know disadvantaged students. Lack of knowledge, understanding and relationships with these students could make an internal barrier.
9.	Significant correlation between disadvantaged cohort and SEND cohort. Pupils in the disadvantaged cohort are more likely to face significant barriers to learning.

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.

Improved P8 score for disadvantaged students in GCSE exams	To achieve a P8 score within 0.25 of non disadvantaged cohort. 55% of disadvantaged students to have P8 at or above rest of cohort
High percentage of students achieving 5+ in English and Maths in GCSE exams	60% (within 8% of non-disadvantaged)
Improved percentage of students achieving 4+ in English and Maths in GCSE exams	80% (within 10% of non-disadvantaged)

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: £54,000

Activity	Evidence that supports this approach	Challenge addressed	number(s)
Offer of additional literacy, numeracy and Science support at KS4 through a Core Skills options pathway	Tutors and teachers will be continuing to focus on our 'read aloud' programme, that give our disadvantaged students further opportunities to develop reading for pleasure. Last year, over 120, 000 disadvantaged students made the transition from primary to secondary school below the expected standard for reading. The educational prospects for this group are grave. If their progress mirrors previous cohorts, we would expect 1 in 10 to achieve passes in English and maths at GCSE, and fewer than 2% to achieve the English Baccalaureate, https://cls.ucl.ac.uk/wp-content/uploads/2017/04/CLS-WP-2013-10-.pdf	<ul style="list-style-type: none"> Literacy and numeracy skills. Lower KS2 attainment in every year group for disadvantaged students 	
Focused support for Year 11 students through Period 7 and tutor time intervention			
Building a culture of reading e.g. Read Aloud Tutor Programme			
Provision of an SEND Specialist Teacher and Literacy Lead Teacher who support disadvantaged students as a priority			

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £64,000

Activity	Evidence that supports this approach	Challenge addressed	number(s)
Buying in Literacy Support Service provision	We will be focusing on interventions that address practical barriers to learning (e.g. equipment, environment for learning) and lack of engagement with learning; research suggests that mentoring can have an impact and that homework can have a	Lack of parental engagement and a suitable environment at home for learning.	
Alternative provision for targeted students – RMF at KS3 and College courses at KS4 and other			

bespoke alternative provision offers	significant impact if set well and completed properly (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit).	Literacy and numeracy skills. Lack of opportunities for enriching extracurricular activity out of school. Lower KS2 attainment in every year group for disadvantaged students Lack of growth mindset and lower self-esteem.
SLT Mentoring for Year 11 students with priority given to disadvantaged students		
Provision of academic materials and other items necessary for study		
Homework Club for all year groups		

Wider strategies (attendance, behaviour, wellbeing)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clear systems in place for monitoring attendance and ensuring intervention when it is needed and provision of independent EWO and school Attendance Officer.	Extensive research suggests that there is a clear link between attendance at school and positive academic outcomes for students. It is also clear that students' holistic well-being suffers when they do not attend school regularly.	Lower attendance.

Wider strategies (Engagement)

Budgeted cost: £61,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged students have priority access to internal pastoral support	We will be focusing on initiatives which help to make up for any lack of parental engagement and which give students access to high-quality pastoral care. Research suggests that supporting social and emotional development leads to positive outcomes (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit).	<ul style="list-style-type: none"> Lack of parental engagement. Lack of opportunities for enriching extracurricular activity out of school. Attendance. Social and emotional issues. Impact of Pandemic has been most significant on disadvantaged students. Lack of growth mindset and lower self-esteem.
Provision of 1:1 careers support for all disadvantaged students in KS4		
Subsidies for extracurricular activities		
Named member of SLT has oversight of KS2-3 transition work		
Employment of Inclusion Officer and Behaviour & Attendance Support Officer		

Total budgeted cost: £204,000

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 2024-25 academic year.

Initiative	Intended outcome	Impact	Evaluation
Progress 8 target	P8 for disadvantaged students to be within 0.25 of all students in summer 2025 GCSE exams	-0.01 (estimated as no official progress data in 2025) All +0.54	No official data for 2025 exams but we expect that the gap would have widened to some extent. There were clear reasons for this related to the characteristics of the cohort
Attainment 8	>4.5 in Summer 2025 GCSEs	53.6 Non-Disadvantaged – 58.4 (compared to 45.9 nationally) Disadvantaged – 35.3 (compared to 34.9 nationally in 2025)	Above national average attainment 8 for disadvantaged cohort. Non-disadvantaged A8 significantly above national.
Percentage 5+ in English and Maths	>40% Summer 2023 exams	24.2% 2025	Just below national (25.6% 2025)
Percentage 4+ in English and Maths	>70% Summer 2023 exams	48.5% 2025 -0.08 P8 in English for disadvantaged students (internal measure using data collaboration) +0.17 P8 in maths for disadvantaged students (internal measure using data collaboration)	Above national (44% 2025)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Medical Needs Tuition Service	EOTAS Brighton and Hove
Small Animal Care	Plumpton College
Sussex Football Academy	Russell Martin Foundation
GBMET 14-16	Motor Mechanics and Hair and Beauty
One to one and group programmes	Angling 4 Education
Alternative provision courses	Develop Outdoors