

Pupil premium strategy statement: Kings College Guildford

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kings College Guildford
Number of pupils in school	598
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mr Alastair Mckenzie
Pupil premium lead	Mr Piers Roberts
Governor / Trustee lead	Jo Oliver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,893
Recovery premium funding allocation this academic year	n/a
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	£182,893

Part A: Pupil premium strategy plan

Statement of intent

At Kings College, we believe that the highest possible standards can only be achieved by having the highest expectations of all pupils. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG). We insist that all our pupils and their families embrace our ethos of 'Work Hard, Be Kind and Push yourself' in order that their education enables them to have high aspirations, be happy with themselves and within the communities that they are part of and make excellent progress to secure their successful futures.

Our key principles are that every young person receives the best possible education through the sharing of outstanding practice and professional development opportunities for staff. We continue to be small enough to know all our pupils, but large enough to give them access to every opportunity. This informs our approach to targeted academic support and wider strategies which are devised based on continuous analysis of student progress to ensure that we adopt research backed interventions and strategies that secure impactful outcomes for all pupils.

Challenges

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

Challenge number	Detail of challenge
1	Students in receipt of Pupil Premium disproportionately arrived at Kings with low reading scores at KS2 in years 7, 9 and 10. Year 7 46% PP below expected vs 25% of cohort Year 8 16% PP below expected vs 20% of cohort Year 9 33% PP below expected vs 20% of cohort Year 10 50%PP below expected vs 34% of cohort
2	Transition and executive function
3	Attendance for pupils eligible for PPG is below national average
4	Low self-esteem, aspiration and lack of resilience. Ensure pupils continue to have high aspirations (on-going work).
5	Broad and confident range of vocabulary skills are not secure amongst some disadvantaged pupils.
6	PP students are proportionately less likely to engage in an enrichment activity. This impacts on a sense of belonging and learning beyond the classroom
7	Not all PP students have the opportunity to attend a trip every year.

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
<p>High levels of progress in literacy, numeracy and oracy for all pupils. Measured by improvements in quality of classwork over time and assessment performance in line with peers nationally.</p>	<p>Curriculum reflects changes to examinations and to prioritise addressing gaps.</p> <p>Whole school approach to reading across the curriculum.</p> <p>Implementation of a mastery curriculum in Maths across KS3.</p> <p>Key command words of 'state, describe and explain' used in all classrooms</p> <p>Full roll out of Sparx Maths and Sparx reader in all year groups with high levels of engagement</p> <p>Intervention Mapping shows all eligible for PPG that require additional support are involved in effective interventions. Research backed interventions are running and measured each term to show impact.</p> <p>Improved reading and spelling progress data.</p>
<p>The curriculum is designed to ensure sustained progress from Year 6-7. School data shows rapid and sustained progress for Year 7 at examination points.</p>	<p>Curriculum is planned using feedback from feeder schools to prioritise gaps. This is accomplished through yearly CPD and professional engagement with primary colleagues.</p> <p>Thorough transition program involving all stakeholders to ensure support is in place for those that require it prior to transition via youth work and targeted support. Actions include SENCO/Pastoral visits, Parent and Child interviews with SLT, transition days and Summer School with all pupils attending.</p> <p>PSHE/RSE + Pastoral Curriculum are reviewed and designed to support students progress and personal development</p> <p>Creation of new Nurture Hub (called The Link) with highly experienced lead recruited to work alongside Year 7 and 8 SENCO. This will support secondary ready executive function to enable students to access the curriculum and classroom environment.</p>
<p>Improved attendance for pupils eligible for PPG measured through present % and PA's.</p>	<p>Attendance for students eligible for PPG at least in line with national.</p> <p>PA below national levels for PP students</p>

<p>Pupils are happy at school and able to focus on their learning. All pupils are able to cope with difficulty. Measured through pupil voice activities.</p>	<p>Wellbeing strategy embedded and offering opportunities for all pupils.</p> <p>Wellbeing interventions run and are measured each term show positive impact for pupils.</p> <p>Enrichment registers show that they are well attended by pupils eligible of PPG.</p>
<p>Pupils have high aspirations which is measured by participation in events and opportunities over the course of the year.</p>	<p>All pupils take part in raising aspiration work.</p> <p>PPG eligible students are targeted for multiple interactions with higher education and employers per year which expand their knowledge of local and growing markets.</p> <p>All students are engaged with extracurricular activities. PPG students are targeted for Enrichment Scholarships which focus on providing opportunities for personal achievement in : athletics, music, art, and technology.</p> <p>All students leave Year 11 with places agreed at level 2 or level 3 college provision or in an accredited apprenticeship.</p>
<p>Pupils have the equipment and funding they require to engage fully with school.</p>	<p>Pupils that required ICT, internet, uniform, stationary or funding for trips or enrichment activities are able to access support.</p> <p>All pupils have the equipment that they require.</p>
<p>Vocabulary development for pupils eligible for PPG in line with those of peers which is reflected in the written communications during book reviews and observations. Tier 2 words used consistently to expand vocabulary as well as cultural capital.</p>	<p>Direct Vocabulary is evident in every lesson in every subjects.</p> <p>Pupils with SLCN are supported through a whole school and targeted approach.</p>
<p>Homework club + Period 4 Revision Sessions and Exam Preparation sessions are well attended by eligible for the PPG, and parents demonstrated through registers.</p>	<p>All pupil's homework is consistently completed.</p> <p>All pupils are ready for examinations and make expected progress in examinations.</p>

<p>Pupils with SEMH needs are supported to develop personal wellbeing strategies able to access early and specialist intervention when required. Families are engaged and provided with opportunities to build skills for supporting their children in this area</p>	<p>Behaviour incidents for pupils eligible of PPG are proportional to % of All Pupils and show a decreasing picture including exclusions.</p> <p>Parental engagement and partnership with Wellbeing and Mental Health staff becomes expectation and increases.</p> <p>Wider Wellbeing Team deliver and engage PP and non PP families in Wellbeing Parent Pathway afterschool sessions.</p> <p>SEND Team support students with appropriate and timely support including intervention, referrals to agency, ALP and EHCPA Requests.</p>
<p>PP Pupils show improved behaviour over time through engagement with school behaviour systems.</p>	<p>Percentage of exclusions and permanent exclusions is proportional for PP students.</p> <p>Behaviour Data over time indicates that behaviour systems reduce recidivism in PP students.</p> <p>Early intervention is put in place for behavioural education for students who do not fall in line with this expected trend.</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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments for Dyslexia and Speech and Language needs.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1
<p>Additional groups put into curriculum structure in KS3 (Years 7-9) to reduce class sizes and allow students to receive more direct teacher feedback and guidance</p>	<p>When used effectively to increase frequency and quality of interactions with students and ensure well managed classrooms, can improve student progress and outcomes.</p> <p>Reducing class sizes EEF</p>	1, 2
<p>Enhancement of our maths teaching and curriculum planning</p>	<p>Developing a mastery model of Maths teaching, using mixed ability sets can have</p>	1

<p>in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>a significant effect, particularly with younger pupils. Teachers need release time to work with the local Maths Hub to develop resources and train around pedagogical approaches</p> <p>Mastery learning Maths</p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will develop our own Teacher Toolkit, including a clearly defined approach to improving reading across the curriculum.</p> <p>This will be supplemented by the use of Sparx English to work on comprehension</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:</p> <p>word-gap (Oxford University Press)</p>	1
<p>Explicit focus on high standards of Homework and Revision for all pupils via high expectations and structures around homework in every lesson. Yr 11 Homework program embed review independent revision skills.</p> <p>This will be supplemented by the use of Sparx Maths and SAM Learning</p>	<p>EEF Research suggests homework in secondary can add +5 months in progress. Revision skills have a strong positive correlation with exam achievement.</p> <p>Homework EEF</p>	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One-to-one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>This incorporates tutoring in executive function within our new space, The Link' with a dedicated and experienced staff member</p> <p>Tutoring will be implemented with the help of DfE's guide:</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2

Tutoring: guidance for education settings		
Rapid Reading sessions for pupils with weak comprehension. Reading for All - 1:1 phonics support	EEF refers to Reading comprehension strategies are high impact on average. From previous experience at Kings average gains are 22 months Delivered by Progress Mentors. Teaching Assistant Interventions EEF	1
Lexia - Spelling Intervention	EEF toolkit suggests that small group tuition has positive impact on pupil progress. Has proven to be effective in recent years. Small group tuition EEF	1

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Wellbeing interventions of CWP, Art Therapy, Eikon Youth Work and MHST used as early-stage intervention to support pupils..</i>	<i>Social and emotional learning is a key aspect for a number of our most vulnerable students in receipt of the PPG. This is an intervention cited on the EEF Toolkit.</i> <i>Social and Emotional Learning +4 EEF</i> Adolescent mental health: A systematic review on the effectiveness of school-based interventions	4
Embedding good practice set out in DfE's guidance on working together to improve school attendance . Staff training and release time to develop and implement procedures. Attendance/support officers will be appointed to improve attendance. This will incorporate a staff member with responsibility for quick response to PP absence and developing relationships with families, as well as use of the Home/School Link worker.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. EEF guidance around parental engagement has a positive influence of around 4 months. Using people with specific time here means that there is an increased opportunity to encourage positive dialogue about learning. EEF Parental engagement	3
Drama and dance activities delivered within the curriculum for all students at Key Stage three as well as through extra-	As well as being valuable in itself, arts participation can have a positive impact on wellbeing and education outcomes,	1, 4, 6

curricular clubs and established relationships with Guildford Shakespeare company to ensure all students take part in high quality drama workshops every year	including English and maths, when interventions are linked to academic targets. Arts participation Teaching and Learning Toolkit EEF	
Aspirations programme working with University of Surrey to give students access to University tasters, lectures and experiences	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. EEF Aspiration interventions	1, 4, 6, 7
Period 4 provision and additional holiday targeted revision sessions for students.	Extending the school day is cited as an effective method of raising attainment in the EEF toolkit. Extending school time EEF	1
Homework club	EEF Research suggests Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.	1, 6

Total budgeted cost: £255,696

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 2023 to 2024 academic year.

Year 11 PPE (2023-24):

Measure	2022	2023	2024	2025
5 5+ Inc E+M	4.55%	0%	15.79%	24%
5 4+ Inc E+M	22.73%	31.25%	47%	41%
Eng 9-5	31.82%	31.25%	58%	52%
Eng 9-4	54.55%	68.75%	68%	62%
Maths 9-5	9.09%	6.25%	26%	28%
Maths 9-4	40.92%	31.25%	47%	52%
2 Science 4+	22.73%	43.75%	47%	48%
3 Science 4+	na	Na	11%	24%
Eng P8	-0.43	-0.12	+0.03	N/A
Maths P8	-0.15	-1.01	-0.35	N/A
Overall P8	-0.5	-0.49	-0.48	N/A

A detailed analysis of the outcomes for students in receipt of the Pupil Premium demonstrates that our approach has been successful where students have only one aspect of disadvantage (i.e. receive PP funding but are not SEN or persistently absent). Those who are PP only achieved a higher A8 score than all pupils (51.7 vs 43.9 for all pupils). This is significantly above the Surrey average for PP only (46.7)

Where disadvantage is compounded with special educational needs, this drops to an A8 of 17 (with a sample size of 2 students). The sample size means analysis is more around meeting the needs of those two students than a need for an overarching change to our approach.

Where disadvantage is compounded by persistent absenteeism, A8 is 37.6. This is above the Surrey average for this cohort (29.9) suggesting our support and ALP approach is helping students continue to achieve even when not in school.

Pupils who are in receipt of Pupil Premium funding, have diagnosed special educational needs and are persistently absent show significant underachievement. It is interesting to note that students in this category at Kings are slightly ahead of the Surrey average (an A8 or 19.0 vs Surrey average of 18.5).

The data analysis demonstrates that an approach to Pupil Premium has to incorporate a direct approach to improving attendance – both in terms of ensuring our processes are robust, and ensuring pupils and families feel a strong sense of belonging to the school. It also indicates that we need to think carefully about how we support those with the most complex needs.

To that end, the school has made significant changes to recruit a staff member to focus on an immediate response to the absence of PP and SEN students, including a need to develop strong relationships with these families. We have also joined with Nurture UK to develop our inclusion hub, focusing on meeting the needs of students who class as EBSNA.

Attendance for pupils in receipt of PP continues to track below peers but is broadly in line with national trends. A focus on reducing PA in this coming year is essential as the data shows that students in receipt of PP who attend regularly achieve well at this school.