

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our objective at Kibworth Mead Academy is to ensure all students, irrespective of their background, feel like they belong, improve as learners and become confident individuals. During the 2023/24 academic year our strategy of fostering excellent relationships, as well as our relentless pursuit of high-quality teaching and learning has had a positive impact on our pupil premium students. Our professional learning focus has focused on embedding high-quality lesson starters, as well as effective methods of checking for understanding. The pupil premium strategy 2023/24 was effective in ensuring that the quality of teaching & learning impacted positively on our disadvantaged students. According to the school's performance measures 2024:

- DA P8 is -0.47 which is broadly in-line with the National average, when considering significant outliers.
- DA students achieved positive P8 scores in **Computer Science** (+0.03), **Geography** (+0.11), **Psychology** (+1.07), **Spanish** (+0.13), **Statistics** (+1.07) and **Textiles** (+1.02)
- 46.2% of students achieved 9-4 in **Maths**. The Progress 8 score for DA students in **Maths** is -0.19 with all DA students being entered into this qualification.
- 34.6% of DA students achieved 9-4 in both **English & Maths**.
- 92.3% of DA students achieved at least one qualification at GCSE.
- 73.1% of DA students taking **combined science**.
- 11.5% of DA students entered for the **EBacc**.

Moreover, significant strategic pastoral and academic intervention for the following students delivered some life changing outcomes:

- DA student A – P8 score of +0.50 following support dealing with adverse challenges to access school. Student A achieved 9 GCSE's, with an average of grade 6 and a pass in all their subjects.
- DA student B – P8 score of +0.11 due to pastoral care for their wellbeing and specific subject intervention, including targeted tutoring at lunch and after school. Student B achieved 9 GCSE's, with an average of grade 6 and a pass in all their subjects.
- DA student C – P8 score of +0.03 following support dealing with adverse challenges to access school. Student C achieved 8 GCSE's and passed 5 of their subjects.
- 7 DA students gained passes in several subjects, which were predicted as highly unlikely at the start of the academic year. This is due to the tactical input of several pastoral staff, as well as teaching staff, and in conjunction with our pupil premium strategy.

Moreover, the school's Ofsted inspection in February 2024 highlighted positive feedback on our drive towards high-quality teaching:

- *"Most teachers make good use of their specialist knowledge. They choose appropriate ways to teach pupils new ideas and skills. Most staff use assessment effectively so that pupils know more and remember more over time. Teachers use questioning to check*

pupils' understanding, to challenge thinking and to address misconceptions. Pupils value the 'do now' retrieval activities that start lessons."

Targeted literacy support for pupil premium students was implemented to intervene early and provide opportunities for the reading age gap to be reduced for pupil premium students compared to their peers. In total, 20 pupil premium students improved their reading age through two different literacy support programmes. On average, pupil premium students improved their reading age by 30 months during a 9-month intervention. In some cases, the progress was extremely significant, with one student improving their reading age by 60 months, as well as others improving their reading age by 50, 45, 43, 42, 38 and 34 months during last academic year. Moreover, we understand the significance that literacy has on breaking down barriers for our pupil premium students to access the curriculum. The Ofsted inspection in February 2024 outlined the impact of this in their report:

- *"The school promotes a love of reading. Staff model good reading habits. Pupils receive regular opportunities to read in school. The school identifies pupils who find reading difficult. Staff offer swift support through a range of interventions, so that pupils can become confident and fluent readers. The school has trained 'reading buddies' in Year 9 to support pupils in Year 7."*

A key element to our strategy is building strong relationships with our most vulnerable learners. Pupil premium students received 28 more reward points per student compared to the previous academic year, which is a clear sign of staff recognising the achievements of our pupil premium students. Overall, our drive in prioritising our pupil premium students has supported them receiving 46, 188 reward points compared to 40, 397 in the 2022-23. Our Ofsted inspection in February 2024 further highlights our culture of rewarding students and fostering strong relationships:

- *"This is a good school. There are positive relationships between staff and pupils. Staff care about their pupils' education and well-being. The school's focus on rewarding pupils' positive behaviour and attitudes is making a difference".*

Pastoral provision to support the needs of pupil premium students is continuing to have a positive impact on our pupil premium students. An assistant principal manages the pupil premium provision, and works collaboratively with the school's attendance officer, family support worker, heads of year and assistant heads of year to remove barriers for pupil premium students participating in school. This key element to our pupil premium strategy has led to significant improvements on the attendance and welfare of our pupil premium students:

- Pupil premium attendance improved by 2% in 2023-24 compared to 2022-23.
- Persistent absence for pupil premium students improved by 5.2% in 2023-24 compared to 2022-23.
- Half termly attendance focus groups for pupil premium students improved attendance for over 60% of the 75 students involved.
- A new breakfast club was installed last year, as part of the pupil premium strategy, providing pupil premium students with a free breakfast each morning. On average, 30 students attended breakfast club each morning during 2023-24.

- The pastoral team actioned 359 support events for pupil premium students in 2023-24. These support events include a range of actions, such as ensuring pupil premium students and their families are equipped with the correct uniform and stationery, as well as making sure pupil premium students have access to food throughout the school day and providing contributions towards school transport costs. Furthermore, school trips were either partly or wholly funded for pupil premium students as an additional support event.

In 2023-24 there was a targeted approach to connect our pupil premium students to the enrichment opportunities that our school has to offer, guaranteeing more pupil premium students had access to these events. Bespoke pupil premium trips, such as University and library visits, classical musical concerts, as well as sporting clubs and fixtures contributed toward 100% of our pupil premium students attending at least one extra-curricular activity in 2023-24. Furthermore, only 12% of our pupil premium students had visited a university prior to our trips in 2023-24, with 88% of students stating that their university visit had helped them feel more confident when thinking that they can go to university in the future. It is extremely evident that our pupil premium students are much more involved in school life outside of the curriculum through our strategic approach to removing barriers and a relentless pursuit to ensure they attend the opportunities the school has to offer.

We recognise that positive changes in our pupil premium cohort happen in small increments, and 2024-25 will build on the successes of 2023-24 and aim to improve pupil achievement, attendance and access to cultural experiences even further.