

# Pupil premium strategy statement – President Kennedy School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school (Census Autumn 2025)	Yr 7-11 = 1512 (504) Yr 7-P16 = 1803 (566)
Proportion (%) of pupil premium eligible pupils	Yr 7-11 = 33.3% Yr 7-P16 = 31.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2021-2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Tyson Lane Headteacher
Pupil premium lead	Jo Alexander Deputy Headteacher
Governor / Trustee lead	Mike Moseley Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£507,675
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£507,675

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium is allocated to schools based upon the number of low-income families who are currently known to be eligible for FSM as well as students who have been in the care of the local authority for at least one day and students previously looked after by a local authority who are now: adopted, subject to a special guardianship, or child arrangement order. The pupil premium is calculated on the number of students who have been eligible for free school meals (FSM) at any point in the last 6 years.

Pupil Premium is directly overseen by the Headteacher and reported to the Governing Body every term. The Deputy Headteacher has the responsibility of reporting every term the impact of pupil premium spending on student progress. However, the progress and wellbeing of all disadvantaged students is the responsibility of all leaders in the school through ensuring exceptional first wave teaching and wrap around care, support, and guidance. There is a robust and overt focus in every school system and a clear process of accountability through Performance Management for all teachers. The school's college system liaises closely with the DSL, SENCo, and external partners including Coventry Virtual School to support our most vulnerable including LAC, PLAA and students with social workers. The school has been and continues to be involved in extensive Trauma Informed and Attachment training for all staff.

Our strategic approach to the use of additional funding at President Kennedy School and targeting of Pupil Premium spend has been devised through a tiered approach based on the Education Endowment Foundation (EEF) toolkit and evidenced based best practice and aims to address the barriers some students may face:

### **Tiered Approach:**

1. **Teaching & Staffing Support:** High-quality first wave teaching is at the heart of our approach and the recruitment and retention of high-quality teaching staff is proven to have the greatest impact on closing the disadvantage attainment gap and one which will be crucial to all learners at President Kennedy School. Our values are to remove barriers to learning and this is supported by high quality pastoral and college staff.
2. **Targeted Academic Intervention:** integral to our approach is our cohesive intervention programmes for all students, notably our most disadvantaged. Many of these programmes are delivered by our own staff and more recently has been supported by the National Tutoring Programme for pupils whose education has been worst affected.
3. **Involvement in enrichment activities:** providing social capital and building confidence in our learners is a crucial part of our enrichment programme for all year groups and complements the high-quality teaching and intervention approach.

Our intention is that all pupils, irrespective of their background or the challenges they face, make outstanding progress, and achieve high attainment across the curriculum.

- For the forthcoming academic year (2025-26) the Local Governing Body of the school has allocated almost 90% of the budget to focus upon high quality learning in English and Maths at Key Stage 4 as well as in improving the basic

literacy and numeracy of the students in The Bridge (Year 7) and The Gateway (Year 8). The governors believe that providing additional resources to improve the development of these basic skills will improve the life chances of President Kennedy School students and ensure their success at each stage of their education.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Literacy:</b> CATs Testing, on entry teacher assessments and KS2 data indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p><b>Cohort</b></p> <p>2020 – 2021: 75/329 under expected reading = 23% 24/329 under expected reading PP = 7% 32% of all not achieving in reading are PP</p> <p>2021 – 2022: 94/304 under expected reading = 31% 37/304 under expected reading PP = 12% 39% of all not achieving in reading are PP</p> <p>2022-2023: 62/300 under expected reading = 20.7% 29/98 under expected reading PP = 29.6% 46.8% of all not achieving in reading are PP (PP = 32.7% of the cohort)</p> <p>2023-2024: 97/311 under expected reading = 30.1% 32/91 under expected reading PP = 35.1% 33.0% of all not achieving in reading are PP (PP = 29.3% of the cohort)</p> <p>2024-2025: 97/309 under expected reading = 31.4% 38/109 under expected reading PP = 34.9% 39.2% of all not achieving in reading are PP (PP = 35.3% of the cohort)</p> <p>2025-2026:</p>

	<p>65/304 under expected reading = 21.4%  24/92 under expected reading PP = 26.1%  36.9% of all not achieving in reading are PP  (PP = 30.4% of the cohort)</p>
2	<p><b>Maths:</b>  CATs Testing, on entry teacher assessments and KS2 data indicates that disadvantaged pupils generally have lower levels of problem solving than their peers. Maths attainment of disadvantaged pupils is generally lower than that of their peers.</p> <p>2020 – 2021:  73/329 under expected maths = 22%  25/329 under expected maths PP = 8%  34% of all not achieving in maths are PP</p> <p>2021 – 2022:  94/304 under expected maths = 31%  34/329 under expected maths PP = 10%  36% of all not achieving in maths are PP</p> <p>2022-2023:  68/300 under expected maths = 22.7%  35/98 under expected maths PP = 35.7%  51.5% of all not achieving in maths are PP</p> <p>2023-2024:  63/311 under expected in maths = 20%  24/91 under expected in maths PP = 26.4%  38.1% of all not achieving in maths are PP</p> <p>2024-2025:  81/309 under expected maths = 26.2%  34/109 under expected maths PP = 31.2%  42.0% of all not achieving in maths are PP</p> <p>2025-2026:  69/304 under expected maths = 22.6%  28/92 under expected maths PP = 30.4%  40.5% of all not achieving in maths are PP</p>
3	<p><b>Intake &amp; KS4 Progress:</b>  For our 2025 Cohort, our PP intake has an average KS2 Scaled Score of 100.5 compared to non-PP 103.2 (based on last actual KS2 data).  In 2025, the published attainment 8 figure for the national performance of PP students is 34.9. Our Yr 11 PP student attainment 8 in the summer 2025 results was 35.5.</p>
4	<p><b>Attendance &amp; Wellbeing:</b>  Student and parent voice, including our well-being surveys during lock-down and beyond have identified increased anxiety, demotivation and low confidence levels which has impacted on attendance to online learning and attendance since returning to school. Anxiety about lost learning,</p>

	<p>exams and social isolation challenges particularly affect disadvantaged pupil. Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3-5% lower than for non-disadvantaged pupils.</p> <p>In the last 3 years teacher referrals for support increased significantly. Students (most of whom are disadvantaged) currently require additional support with social and emotional needs. All students are currently receiving small group or 1-1 interventions with either SENCo, College Learning Mentor or Deputy DSL and Attendance and Inclusion Team. The counselling caseloads spread between our own and external counsellor and the school nursing service have also increased. We have therefore used money to provide both this external and internal counselling service as well as to employ Learning mentors for each year group.</p>
5	<p><b>Access to wider enrichment activities:</b></p> <p>Surveys and in school tracking systems highlight that disadvantaged students are less likely to access the range of enrichment opportunities available to all students. Data highlights that non-disadvantaged students are 10-20% more likely to access enrichment activities without targeted support. However, this is something College Teams and LG are very much aware of.</p>
6	<p><b>Access to consistent healthy diet and lifestyle:</b></p> <p>Our extended tutor curriculum and student voice within these programmes suggest that the education, emotional and social wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has also impacted their return to school following school closure (linked to the Covid-19 pandemic). These findings are backed up by several national studies. Student voice and parent voice also suggest a lack of positive routines, including sleep, exercise, and healthy eating.</p>
7	<p><b>Limited access to digital &amp; educational resources:</b></p> <p>Surveys conducted during the pandemic highlighted that our disadvantaged students had less access to a range of digital resources at home, or shared devices and/or used devices that limited access to learning opportunities. Digital surveys demonstrated that 154 disadvantaged students (108 PP+46 SEND, of which 34 were PP+SEND) did not have digital devices and/or access to an appropriate internet connection. This is frequently being reviewed to ensure we do all we can, as a school, to support learning.</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.

Intended outcome	Success criteria
1. Reduce the gap between chronological reading age and actual reading age in Key Stage 3	The number of students at chronological reading age is as close to the cohort figure as possible. The size of gap between chronological age and reading age is smaller than what it was when students first started President Kennedy School.
2. Targeted reading strategies in first wave teaching in Key Stage 4 to ensure older students can access the curriculum	President Kennedy School continues to perform higher than national average in the reading section of the GCSE English Language exam.
3. Increase participation in enrichment activities across each Key Stage.	Whole School Passport Tracker shows that disadvantaged students are in line with rest of cohort.
4. Increase the mathematical fluency in all Key Stage 3 students in the 4 key operations	Students in line with their target grade by end of year 9.
5. Targeted small group mathematical intervention at Key Stage 4 focused upon improving the application of mathematical skills	Students that are part of the targeted intervention achieve their target grade.
6. Targeted small group English intervention at Key Stage 4 focused upon improving reading, writing and vocabulary.	Students that are part of the targeted intervention achieve their target grade.
7. To improved health & wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from across 3-year plan demonstrated by: qualitative and quantitative data from student voice, student and parent surveys and reduction in referrals.
8. Increase attendance of DA and reduce the gap	DA = 95%
9. Reduce persistent absence	50% reduction in number of DA students with Persistent Absences
10. Reduce repeat exclusions	50% Reduction of repeat exclusions for disadvantaged students.
11. Ensure first choice positive destinations for year 11 and Post 16 students	100% of disadvantaged students have first choice positive destinations including at P18 to university, apprenticeship, or employment of choice
12. Culture and increase the sense of inclusive belonging across the school	5:1 reward point ratio on half termly basis for all DA students All DA students equipped with PK '5' and uniform.

## 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: £ 419,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full Time Literacy Leader in the Bridge (primary Teacher)	<p>Improving literacy in all subject areas in line with recommendations in the EEF will help support attainment across the curriculum for disadvantaged students. Recruiting expert staff will also support the CPDL of non- English teachers in delivering effective literacy strategies in first wave teaching.</p> <p>Evidence of impact of Bridge interventions on student progress in KS3 and KS4 outcomes.</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p><a href="#">Improving Literacy in Secondary Schools</a></p>	1 & 2
Full Time Literacy Leader in the Gateway (primary Teacher)	<p>Evidence of impact of Gateway interventions on student progress in KS3 and KS4 outcomes.</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p><a href="#">Improving Literacy in Secondary Schools</a></p>	1 & 2
1X English Teacher (overstaffing)	<p>Evidence of impact of targeted English interventions on student progress in KS4 outcomes.</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p>	1,2, 3 & 4
1X Maths Teacher (overstaffing)	<p>Evidence of impact of targeted Maths interventions on student progress in KS4 outcomes</p> <p><a href="#">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p>	2,3,4

1X day of trust KS2/3 Maths Lead to improve curriculum sequencing and maths CPDL on effective maths strategies on first wave teaching.	Evidence of impact of differentiated approaches, CPDL and year 7 & 8 curriculum provision on student progress in Year 7 and Year 8 Maths. <a href="https://www.gov.uk/teaching-mathematics-at-key-stage-3">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a>	2, 3, 4
Full Time HLTA in Bridge (leader of Interventions)	Evidence of impact of targeted interventions on student progress in Year 7. <a href="#">Improving Literacy in Secondary Schools</a>	1, 2 & 4
Lexonic Training x4 members of staff	Evidence of impact of targeted Lexonic interventions on student progress in Year 7 & 8. <a href="#">Improving Literacy in Secondary Schools</a>	1, 2
Fresh Start Training x 6 members of staff	Evidence of impact of targeted Fresh Start interventions on student progress in Year 7 & 8 and KS4 outcomes. <a href="#">Improving Literacy in Secondary Schools</a>	1, 2

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

Budgeted cost: £59,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Digital Resources	Increased access to Teams and internet to support home learning and research.	4, 7
Fresh Start	Evidence of impact of targeted interventions on student progress in Year 7 & 8. <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,4
Reading Inference training	Evidence of impact of targeted interventions on student progress in Year 7.	1,2,3,4
Lexonik	Evidence of impact of targeted interventions on student progress in Year 7.	1,2,3,4
Nessy	Evidence of impact of targeted interventions on student progress in Year 7.	2,3,

Time Table Rockstars	Evidence of impact of targeted interventions on student progress in Year 7.	2,3,
Power of 2	Evidence of impact of targeted interventions on student progress in Year 7.	2,3
Reading Inference	New approach but research highlights impact on improved reading for understanding.	1,2
Lexonik Leap	Evidence of impact of targeted interventions on student progress in Year 7.	1,2
Fresh Start Fast Track Tutoring	Evidence of impact of targeted interventions on student progress in Year 7. <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2
Nessy Fingers speed typing	New approach but research highlights impact on improved and sustained handwriting	3
KS 4 Academic mentoring	Student Voice positive and KS 4 outcomes improved for targeted students. <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	3,4
KS4 Targeted Intervention Days eg HAPP	Student Voice positive and KS 4 outcomes improved for targeted students, in line with cohort. <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3,4

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	Improved attendance and positive student voice on well-being survey. <b>DfE: Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation 2017</b>	3,4,6

Trauma Informed Training Approach	Reduced exclusions and improved engagement for most vulnerable students with ACES. <b>(REES Centre Research)</b>	3,4,5,6
Subsidised Enrichment opportunities	Increased take up and access on trips and enrichment activities. PK own tracking system <b>EEF: Improving the teaching and learning of life skills and enrichment.</b>	4,5
Revision Guides and resources	Increased access to resources and improved KS4 outcomes.	3,7
Learning Mentor Caseload for attendance and well-being	Improved attendance for targeted case load. <a href="#">Improving School Attendance</a>	3,4,5
Access to trained in-school Careers Advisor for 1-1 careers Support and Guidance	Increased trend in first choice destinations and 0% NEETs. <b>Careers England Report DfE: Careers Guidance for Schools</b>	4,5
Access to trained in school counsellor	Improved attendance for targeted case load and engagement. Improved outcomes and positive destinations for caseloads. <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a>	3,4,5,6
Learning Hub Targeted Intervention programmes	Reduced exclusions and improved attendance for targeted students. <b>Exclusion Review – Edward Timps</b>	3,4,5

**Total budgeted cost: £508,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In 2024-25 the school continued to provide a range of intervention and support strategies in order for our most disadvantaged students to benefit from the funding provided. These included several targeted literacy and numeracy strategies focused on developing literacy and numeracy skills as well as improving their holistic well-being, for students across Key Stage 3 and Key Stage 4.

The impact of these programmes has been monitored and evaluated over the last 10 years in the Bridge and over the last 4 years in the Gateway, since the appointment of primary teachers in the Bridge and Gateway. The aim of these interventions was to ensure that our most disadvantaged students could access their curriculum and remove a range of barriers to learning, which has been compounded by the pandemic and loss of face-to-face learning. Student progress was tracked using baseline teacher assessment and diagnostic assessments, including CATs testing. Whilst it's too early to judge the full impact of these programmes, initial analysis demonstrates that most students made positive progress over the course of the last 12 months in all intervention programmes, although the rate of progress during lockdown periods slowed in reading. The intervention programme continues to have a positive impact and showed the following for the 2023-2024 academic year – with the 2024-2025 figures being equally as positive (and still being finalised):

#### 2022-2023:

- For Nesy, 100 % of children had a positive rate of progress in spelling and reading, with an average number of words learned reading = 544 and the average number of words learned spelling = 368.
- In the Year 7 Lexonik Vocabulary programme students received Lexonik training (an hour a week for 6 weeks) On average, students reading ages increased by 43 months.
- Year 7 Times Tables Rockstars showed gains in speed of responses moving from initial speeds of around 14 seconds to 10 seconds. 74% of students showed positive progress in their times tables speed.
- Year 7 have also taken part in the NGRT assessments which has shown some promising developments as the cohort had an average test age of 11 years and 7 months in September but came out with an average reading age of 11 years and 10 months. However, when assessed again in December the average test age was 11 years and 9 months compared to an average reading age of 12 years and 9 months (which demonstrated an average increase of around a year in the one term they have been at the school). Pupil premium data for the cohort was also positive going from a below chronological reading age of 11 years and 4 months in September to an above chronological reading age of 12 years and 5 months.
- In Year 8 Reading Eggspress the Class average Lexile growth +167. Whilst the reading inference programme saw an average increase in reading ages between 15-19 months.
- In Year 8 the Lexonik programme saw reading ages improve on average 53 months.

#### 2023-2024:

- In Year 8 Reading inference intervention saw reading ages improve on average 30 months
- Year 8 Times Tables Rockstars showed gains in speed of responses moving from initial speeds of around 11 seconds to 8 seconds.
- In Year 8 the Lexonik programme saw reading ages improve on average 37 months.
- In Year 7 Reading inference intervention saw reading ages improve on average 14 months

- In Year 7 the Nesy intervention saw reading ages improve on average 5 months. The average words learnt by reading - 574. The average words learnt by spelling - 403
- Year 7 Times Tables Rockstars showed gains in speed of responses moving from initial speeds of around 13 seconds to 7 seconds
- In Year 7 the Lexonik programme saw reading ages improve on average 35 months.

Analysis of GCSE results for 2024 indicated a Progress 8 score of 0.01 for pupil premium students (an increase from last year's figure of -0.22) which is much better than the Coventry and National figure (around -0.5). Suggesting our PP students make better progress than others in the City and Nationally compared to other schools.

2024-2025:

- In Year 8 Reading inference intervention saw reading ages improve on average 18.8 months
- Year 8 Times Tables Rockstars showed gains in speed of responses moving from initial speeds of around 13 seconds to 7 seconds.
- In Year 8 the Lexonik programme saw reading ages improve on average 41 months.
- In Year 7 Reading inference intervention saw reading ages improve on average 28 months
- In Year 7 the Nesy intervention saw 100% positive progress rate in Reading and Spelling. Reading ages improve on average 9 months. The average words learnt by reading - 434. The average words learnt by spelling - 398
- Year 7 Times Tables Rockstars showed gains in speed of responses moving from initial speeds of around 17 seconds to 9 seconds
- In Year 7 the Lexonik programme saw reading ages improve on average 40 months.

Insert year 7 and 8 impact

GCSE data in 2025 does not include published Progress 8 scores due to the absence of KS2 SATs during COVID closures.

KS4 results summer 2025 PP Attainment 8 37.86. National (2024) PP Attainment 8 34.8. There are currently no published A8 figures for disadvantaged students for 2025.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

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## Further information (optional)

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