

Kelvin Hall School Pupil Premium
Spending and Impact 2025/2026



Ambition in Every Classroom, Excellence in Every Lesson

Deliver the best outcomes possible: Data-driven teaching and intervention.	Every lesson counts: Reinforcing the importance of daily learning and engagement.	Respect for all: Embedding a culture of kindness and inclusion.	Ambition for all: Every child and adult is capable of growth and success.	Relentless pursuit of excellence: We never settle; we always look for ways to improve.	No Excuses: Come up with a solution, seek support to solve the problem.	Together, we thrive: Collaboration between staff, students, and families.
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Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Kelvin Hall
Number of pupils in the school	1633
Proportion (%) of pupil premium eligible pupils	533 (33%)
The academic years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	September 2025
Date of review	July 2026
Statement authorised by	James Shaw
Pupil Premium Lead	Rachel Hilton
Governor/Trustee lead	Natalie Morris

Funding Overview

Detail	Amount
Pupil Premium Funding Allocation This Academic Year	£564,840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total Budget for this academic year	£564,840

<u>Summary Information</u>					
Academic Year	2025 - 26	Total PP budget	£564,840	Date of most recent PP spending review	July 2025
Total number of pupils	1633	Number of PP pupils	533	Date for next review of PP strategy	July 2026
Kelvin Hall Year 11 Exam Results					
<u>Key Indicators</u>	<u>PP Data</u>	<u>PP National Average</u>	<u>LA Result</u>		
% Attaining 5+ in English and Maths	23%				
% Attaining 4+ in English and Maths	42.5%				
Progress 8 score average	N/A				
Progress 8 score English	N/A				
Progress 8 score Maths	N/A				
Progress 8 Ebacc (Bucket 2)	N/A				
Progress 8 Open Subjects	N/A				
Attainment 8	32.94				
% Attendance	81.83				
% Persistently absent	41.57				
% staying in education, employment or training	94.3				

Part A: Pupil Premium Strategy plan

Statement of Intent

The Mission statement of Kelvin Hall is:

‘Where hardworking, respectful and independent young people thrive in and beyond our community.’

The actions taken will reflect the key drivers of the School:

- To **‘Deliver the best outcomes possible’** for all students, regardless of their background or if disadvantaged
- Make students aware that **‘Every lesson counts’** to give them the best chance of success
- **‘Respect for all’** students, regardless of their background or if disadvantaged
- **‘Ambition for all’** students, regardless of their background or if disadvantaged
- Demonstrate a **‘Relentless pursuit of excellence’** to close and surpass the gaps
- To deliver a **‘No Excuses’** approach to the barriers
- To model that **‘Together, we thrive’**

We have a clear vision for what all our students will achieve through high-quality teaching and an ethos that reinforces aspiration and attainment for all. We understand the importance of getting the basics right, such as attendance and behaviour, and recognise that failing to put these building blocks in place will undermine the effectiveness of the Pupil Premium in raising standards. Finally, we recognise that the identified PP cohort barriers may affect students beyond the PP categorisation; therefore, strategies are often mutually beneficial.

Creating our allocation plan

Using a 3-point PP spend plan suggested in ‘School and College Curriculum Design’ (Bromley, 2019) we have:

1. Identified our PP cohort and the barriers they face
2. Chosen intervention strategies based on EEF research, the ‘National Foundation of Educational Research’ NFER Building blocks to success (below) and previous PP spend impact (Section 4)
3. Set our success criteria.

All actions set out in our plan will be based on the NFEF Building Blocks for success as outlined below:

1. Whole-school ethos on attainment for all
2. Addressing behaviour and attendance
3. High-quality teaching for all
4. Meeting individual learning needs
5. Deploying staff effectively
6. Data-driven and responding to evidence
7. Clear, responsive leadership

Challenges

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

<u>Challenges to Future Attainment (for PP pupils)</u>	
<u>In School Challenges (issues requiring intervention within school time)</u>	
1	Pupil Premium students are currently making less progress than Non-Pupil Premium students across KS3 and GCSE (as reflected within 2024/25 outcomes). This requires action across all year groups in order to ensure that this gap is closed so all pupils are all achieving positive Attainment 8 scores.
2	Many Pupil Premium students, especially boys are entering Kelvin Hall School with low levels of motivation and aspirations for success (as evidenced within gender gaps across different attainment and progress measures.
3	The majority of pupils accessing alternative provision within the school are Pupil Premium. The reasons for such are varied, however, this could potentially impact their academic progress.
4	The attainment of disadvantaged pupils in maths GCSE is generally lower than that of their peers Assessments on entry to year 7 indicate that our disadvantaged pupils arrive with a lower entry level compared to their peers. Subsequent internal and external assessments show that this gap widens during pupils' time at our school.
5	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
<u>External barriers (issues which require attention out of school)</u>	
6	The attendance of Pupil Premium students was lower than that of non-Pupil Premium students during the 2024/25 academic year. This covers both curriculum time, attendance at curriculum enrichment and creative/sporting after-school activities.

<u>Intended Outcomes</u>	
1	To ensure the Progress 8 score of Pupil Premium pupils is narrowed to close the gap between PP and Non-PP (No Gap)
2	Raising the aspirations of pupil premium students in order to improve outcomes through whole school initiatives
3	To continue to improve consistency in behaviour for learning approaches for all to ensure that the behaviour of Pupil Premium students falls in line with their non-Pupil Premium peers
4	Reading comprehension tests demonstrate an improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
5	To improve whole school PP attendance to 94%

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.

Planned Expenditure				
Academic Year		2025/2026		
1. <u>Teaching and Learning</u>				
Budgeted Cost: £132,680.62				
Outcome	Approach	Implementation	Staff Lead	Review - July 2026
To ensure ‘quality first teaching’ to help maximise personalisation, engagement, and progress for all (with a focus on PPI). Challenge numbers addressed: 1, 2, 4	➔ The Implementation of the ‘Teaching and learning standard’ will rapidly improve the quality of T&L and marking at the school. This will ensure a consistently high standard of ‘quality first teaching’. ➔ T&L is the key focus of all whole-school	➔ High-quality bespoke CPD programme linked to appraisal targets and T&L analysis. ➔ Embed high-quality curricula with clear departmental planning to support all students.	Assistant Headteacher , Developing teaching	

EEF Research <table><tr><th>Intervention</th><th>Cost</th><th>Impact</th></tr><tr><td>Feedback</td><td>Low</td><td>Moderate</td></tr></table>			Intervention	Cost	Impact	Feedback	Low	Moderate	CPD during the academic year. → Middle Leader CPD for every Middle Leader. → Whole Class Feedback policy explicitly supportive of interventions for PPI. → Addition of IRIS for teaching staff to receive personalised instructional coaching from the AI platform to allow reflection and improvement of their teaching practice	→ Delivery of lesson content encourages oracy and reading comprehension to improve outcomes. → Regular T&L monitoring provides feedback to staff and faculty on the quality of education they are providing and how they can improve pedagogy and practice. Focus on oracy.		
Intervention	Cost	Impact										
Feedback	Low	Moderate										
Improving Literacy and Reading Ability - improvement in the reading ages of disadvantaged students. Improved outcomes for disadvantaged students. Challenge numbers addressed: 5	→ Whole school reading initiative during Curriculum Enrichment	→ Detail the whole-class reading approach and specific PP support → Monitoring of the difference in reading ages of students	Assistant Headteacher Personal Development,									
Votes for Schools - Improved engagement in current affairs to raise pupils' awareness of the wider world Increased opportunities for students to work together and develop their Oracy skills (inc. public speaking). Increased confidence in presentational Oracy skills evident through 'Oracy' Investment in Learning category. Challenge numbers addressed: 6	→ 'Votes for Schools' is a program delivered through tutor time. It explores current affairs and allows all students to engage in learning that goes beyond the school gates. The platform uses child and youth focused topics to capture the interests of students across the school. The diversity of topics ensures all students have ample opportunity to discover an interest or subject that they may not have been introduced to previously. → 'Votes for Schools' sessions help to support a wide range of skills that contribute to character development in students. These include tolerance,	→ Implementation of votes for school programme in tutor time with a frequency of two sessions per week. → Melanie Conway to share resources for delivery	Assistant Headteacher Personal Development / Progress Leader English / Literacy Lead									

EEF Research

Intervention	Cost	Impact
Aspiration intervention	Moderate	Low
Parental Engagement	Low	Moderate

empathy, oracy, confidence, and resilience. Through weekly debate and discussion, students are given a safe space to explore social and political issues.

- This allows the building of skills such as tolerance, respect, compassion, listening to others and hearing views that are opposed to their own or those of their family/friends. Through relevant topics spread over the course of the academic year, students cover a range of subjects that support their understanding of physical and mental health. They also explore the contributing factors in society that impact their holistic health.
- 'Votes for Schools' directly aligns with the government's 'Prevent Duty'. 'Votes for Schools' provides weekly content that enables students to engage with controversial topics and discuss moral dilemmas. This supports them in building the skills that will enable them to be resilient in their communities. By directly addressing topics around equality, such as LGBT inclusion, as well as topics directly linked to extremism, students are also developing the skills to understand these issues in an unbiased and objective way, often challenging views held by other influences in their lives. This year, a further emphasis is placed on public speaking. Students now have a dedicated section within their planners to write a speech that they will perform to their peers.

Regular Homework setting to support, reading, literacy and numeracy skills - Students prepared better for learning with flipped tasks and student better able to recall work at assessments due to review of prior learning tasks Challenge numbers addressed: 1, 4, 5 EEF Research <table><tr><th>Intervention</th><th>Cost</th><th>Impact</th></tr><tr><td>Homework</td><td>Very Low</td><td>Moderate</td></tr></table>	Intervention	Cost	Impact	Homework	Very Low	Moderate	→ Setting homework on online platforms for all year groups	→ Continue to improve the setting of homework using Sparx in English, Maths, and Science.	Assistant Headteacher , Developing teaching	
Intervention	Cost	Impact								
Homework	Very Low	Moderate								
Focus on Character Education through Tutor Time and Assemblies - PP students to develop their character causing increased motivation and aspiration in the PP cohort. Challenge numbers addressed: 2	36% of our students are identified as being ‘disadvantaged’ and as identified there are barriers that can prevent them from effectively engaging in learning.	→ Review of assembly programme and plan set in place for the year. → 100% of students taking part in Life Skill, Assemblies and tutor Programme.								
2. Targeted academic Support Budgeted cost: £346,485.38										
Year 11 - Curriculum Enrichment Support - Significantly improve the Attainment 8 performance of our disadvantaged students. Challenge numbers addressed: 1, 2, 4 EEF Research <table><tr><th>Intervention</th><th>Cost</th><th>Impact</th></tr><tr><td>Individualised</td><td>Low</td><td>Moderate</td></tr></table>	Intervention	Cost	Impact	Individualised	Low	Moderate	→ Targeted grouping of students with Maths, English and Science specialists. → Students have a dedicated time in which they will receive additional support in these curriculum areas. → Smaller groups of students withdrawal for further intervention and support	→ Detailed tracking throughout KS4 in LM meetings of cross over. → Targeted interventions during lesson and Curriculum Enrichment.	Deputy Headteacher	
Intervention	Cost	Impact								
Individualised	Low	Moderate								

<table><tr><td>instruction</td><td></td><td></td></tr><tr><td>Collaborative Learning</td><td>Low</td><td>Moderate</td></tr><tr><td>Small group tuition</td><td>Moderate</td><td>+4 months</td></tr></table>	instruction			Collaborative Learning	Low	Moderate	Small group tuition	Moderate	+4 months							
instruction																
Collaborative Learning	Low	Moderate														
Small group tuition	Moderate	+4 months														
Year 11 - Revision - Significantly improve the Attainment 8 performance of our disadvantaged students. Challenge numbers addressed: 1, 2, 4 EEF Research <table><tr><th>Intervention</th><th>Cost</th><th>Impact</th></tr><tr><td>Extended school time</td><td>Moderate</td><td>Low</td></tr><tr><td>Collaborative Learning</td><td>Low</td><td>Moderate</td></tr><tr><td>Small group tuition</td><td>Moderate</td><td>+4 months</td></tr></table>	Intervention	Cost	Impact	Extended school time	Moderate	Low	Collaborative Learning	Low	Moderate	Small group tuition	Moderate	+4 months	➔ Weekend and holiday intervention to allow additional time for curriculum coverage and coursework completion, and revision. ➔ Extension of the school day for Y11s for additional coverage of the curriculum in revision sessions. ➔ Provide all students with all revision materials at the Year 11 Launch evening.	➔ Detailed tracking throughout KS4 in LMmeetings of cross over. ➔ Targeted interventions during lesson and Curriculum Enrichment.	Deputy Headteacher	
Intervention	Cost	Impact														
Extended school time	Moderate	Low														
Collaborative Learning	Low	Moderate														
Small group tuition	Moderate	+4 months														
Pastoral Support Teams - Improve student attendance and improve behaviour outcomes for students, Improved investment in Learning Challenge numbers addressed: 6 EEF Research	➔ The school has dedicated support staff (Pastoral Year Leaders) assigned to each year group. They aim to improve students’ behaviour, attendance, Investment in Learning and outcomes. ➔ Students are monitored by staff and support is implemented where needed. ➔ They aim to improve attendance of students in their year group and take an	➔ Tracking of attainment data for students in PP cohorts. ➔ Tracking of attendance data for students in PP cohorts. ➔ Tracking behaviour data ➔ Entry to exams and success in outcomes for PP students. ➔ Destinations figures for PP students – number of students	Deputy Headteacher	-												

<table><tr><th>Intervention</th><th>Cost</th><th>Impact</th></tr><tr><td>Behaviour Interventions</td><td>Moderate</td><td>High</td></tr><tr><td>Mentoring</td><td>Moderate</td><td>High</td></tr><tr><td>Parental Engagement</td><td>Moderate</td><td>Moderate</td></tr></table>	Intervention	Cost	Impact	Behaviour Interventions	Moderate	High	Mentoring	Moderate	High	Parental Engagement	Moderate	Moderate	active lead in home visits each day. → Where there is a concern over a student’s behaviour at school or in class, they will support the student in a variety of ways to help them modify their actions. This will often include regular parental meetings and links with other agencies where necessary.	who become NEETs.		
Intervention	Cost	Impact														
Behaviour Interventions	Moderate	High														
Mentoring	Moderate	High														
Parental Engagement	Moderate	Moderate														
Targeted intensive intervention in English, Maths, Science and Humanities prior to GCSE exams Challenge numbers addressed: 1, 2, 4 <table><tr><th>Intervention</th><th>Cost</th><th>Impact</th></tr><tr><td>Collaborative Learning</td><td>Low</td><td>Moderate</td></tr><tr><td>Small group tuition</td><td>Moderate</td><td>+4 months</td></tr></table>	Intervention	Cost	Impact	Collaborative Learning	Low	Moderate	Small group tuition	Moderate	+4 months	→ Targeted grouping of students with Maths, English and Science specialists. → Students have a dedicated time in which they will receive additional support in these curriculum areas.	→ Identification of students that are underperforming who will receive intensive subject knowledge enhancement and key exam knowledge	Deputy Headteacher				
Intervention	Cost	Impact														
Collaborative Learning	Low	Moderate														
Small group tuition	Moderate	+4 months														
3. <u>Wider Strategies</u> Budgeted cost: £85,638.08																
To increase whole school attendance figures for Pupil Premium students through a collaborative approach. Challenge numbers addressed: 6	→ Use of attendance team to support pupils and families where attendance falls below threshold. → Regular whole school rewards for attendance. → Use of SLT to facilitate return to school	→ Weekly whole school attendance tracked by SLT. → Utilise assemblies as a forum for sharing attendance successes and celebrating such. → Use of Tutor Time to share	Deputy Headteacher / Assistant Headteacher Attendance	-												

EEF Research <table><tr><th>Intervention</th><th>Cost</th><th>Impact</th></tr><tr><td>Behaviour Interventions</td><td>Moderate</td><td>High</td></tr><tr><td>Parental Engagement</td><td>Moderate</td><td>Moderate</td></tr></table>	Intervention	Cost	Impact	Behaviour Interventions	Moderate	High	Parental Engagement	Moderate	Moderate	meetings for persistent absentees. → To continue to apply fines and take legal proceedings against those persistent absentees.	attendance figures with students and discuss concerns and strategies. → Attendance team lead in following up all cases of unauthorised absences and persistent absentees in order to improve attendance amongst all pupils.		
Intervention	Cost	Impact											
Behaviour Interventions	Moderate	High											
Parental Engagement	Moderate	Moderate											
To continue to improve consistency in behaviour for learning approaches for all to ensure that behaviour of Pupil Premium students fall in line with their non-Pupil Premium peers Challenge numbers addressed: 1, 2, 3 EEF Research <table><tr><th>Intervention</th><th>Cost</th><th>Impact</th></tr><tr><td>Behaviour Interventions</td><td>Moderate</td><td>High</td></tr><tr><td>Parental Engagement</td><td>Moderate</td><td>Moderate</td></tr></table>	Intervention	Cost	Impact	Behaviour Interventions	Moderate	High	Parental Engagement	Moderate	Moderate	→ Use of Classroom Culture in order to mitigate low-level disruption and improve engagement in all lessons. → Regular Expectations updates shared with all students on Classroom Culture and the School's Key Drivers. → The Personalised Learning Department provides education for those struggling to access the mainstream curriculum. → The Pastoral Team are used to support pupil behaviour and well-being along with one member of SLT. → Ensuring that the SLT structure is appropriate to the needs of the school.	→ Classroom Culture is on display in every classroom and reinforced once per lesson within the classroom by subject teachers. → To review PLD pupils regularly in order to seek opportunities for reintegration into mainstream lessons. → Designated member of SLT leading Pastoral Team - weekly meetings to ensure consistency and quality of pupil behaviour and well-being.	Assistant Headteacher Behaviour and Culture	
Intervention	Cost	Impact											
Behaviour Interventions	Moderate	High											
Parental Engagement	Moderate	Moderate											
Behaviour System - Improved behaviour will reduce any lost learning time, leading to increased understanding in lessons. Challenge numbers addressed: 1, 2, 4, 5 EEF Research	→ Consequences behaviour system (simple, clear, 100% system). → Staff CPD and constant refinement. → Active support – Good, constant, active presence around the school. → Pastoral support provided by both the PYL, AYL and SSo. These staff also form relationships with families in order to break down any barriers.	→ To deliver high-quality training to the Pastoral and Behaviour/Inclusion team and monitor performance. → To secure consistency in provision for individual SEND students to support their needs in terms of Individual Education Plans (IEPs).	Assistant Headteacher Behaviour and Culture										

<table><tr><th>Intervention</th><th>Cost</th><th>Impact</th></tr><tr><td>Behaviour Interventions</td><td>Moderate</td><td>High</td></tr><tr><td>Parental Engagement</td><td>Moderate</td><td>Moderate</td></tr></table>	Intervention	Cost	Impact	Behaviour Interventions	Moderate	High	Parental Engagement	Moderate	Moderate	→ Use of 'Arbor' to support the analysis and recording of behaviours' and rewards in the school.	→		
Intervention	Cost	Impact											
Behaviour Interventions	Moderate	High											
Parental Engagement	Moderate	Moderate											
Quality Careers and Life Skills - The careers provision aims to increase aspirations and awareness of our students of the opportunities available and equip them with the means of following a chosen career path. Challenge numbers addressed: 2			Assistant Headteacher Personal Development										
AV1 - Use of Technology to allow students who use alternative provisions within the school to continue to access the curriculum, delivered by a subject specialist. Challenge numbers addressed: 3	→ Students when unable to go to their timetable curriculum lessons, can still access the lesson via video link. → Use of the AV1 robots to access the curriculum and engage in learning	→ Students in the Home and PLD provision will be able to engage in lessons. → Targeted lessons will be adopted first with the priority being English and Maths and choice subjects.											

Teaching and Learning	£132,680.62
Targeted Academic Support	£346,485.38
Wider Strategies	£85,628.08
Total	£564,794.09

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that PP gap has reduced.

Measure	Kelvin		
	23/24 Gap	24/25 Gap	Comparison
Progress 8	0.88		
Attainment 8	13.29	12.09	-1.20
%5+ in English and Maths	23.0	20.3	-2.7
%4+ in English and Maths	30.4	26.1	-4.3
EBacc APS	1.27	1.26	-0.01

To help us gauge the performance of our disadvantaged pupils, we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local levels and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data shows a clear difference between the attendance of PP students 81.3% and the whole school Of 89.3% and PA of 41.57%. With this in mind, changes have been made to pastoral structures and Senior Leadership structures to put more support into attendance and reduce the impact seen on attainment.

Based on all of the information above, the performance of our disadvantaged pupils did not meet the expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27. As stated in the Intended outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The further information section below provides more details about our planning, implementation and evaluation processes.

Externally Provided Programmes

Programme	Provider
Intensive Tutoring to increase A8	Pet-Xi

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activities that are not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. EEF evidence on feedback demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising support from our local Mental Health Support Team and local behaviour hub, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why the activities undertaken in the previous year had not had the expected degree of impact.

We triangulated evidence from multiple sources of data, including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports and studies about the effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.