

Pupil Premium Strategy 2022-24

School Mission Statement

At Kinver we ensure that all students develop into well-rounded confident, independent, resilient and high achieving outward thinking individuals, who are proud of their school, its values and reputation. Students are equipped with the knowledge, skills, characteristics and learning behaviours to enable them to set aspirational and challenging goals. Students feel safe, supported, respected and recognised; becoming happy, successful young citizens who contribute to their communities, seek out opportunities and continue to always aim, to be the best that they can be.

This statement details our school's use of pupil premium (and recovery premium for the **2022 to 2023** academic year) funding to help improve the attainment of our disadvantaged pupils.

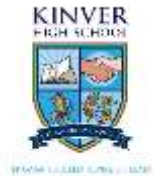
It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Kinver High School – Invictus Education Trust	
Number of pupils in school	729
Proportion (%) of pupil premium eligible pupils	(97) 13.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	N Clifton
Pupil premium lead	J McGlade
Governor / Trustee lead	L Griffiths

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,395
Recovery premium funding allocation this academic year	£26,722
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	£127,167



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all areas of the curriculum. We want all of our students to be ambitious in their choices and goals, and we believe in encouraging them to select the most ambitious and appropriately challenging pathway.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching, learning and feedback is at the heart of our approach, with a focus on areas in which 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery. We intend to support students whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Overarching Aims

A	To ensure that all disadvantaged students make sufficient academic progress in line with all students nationally of similar starting points.
B	To ensure that all disadvantaged students have the skills to be fully engaged in the educational experiences and opportunities available to them.
C	To ensure that disadvantaged students are ambitious and have high aspirations for themselves and their futures.

Challenges

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

Challenge number	Detail of challenge
1	The school does not operate a traditional catchment area, but instead has a wide intake that spans five Local Authorities with an above average number of feeder schools (45 2021) that includes areas of social and economic deprivation.
2	The school location deprivation indicator is quintile 1 however due to our large catchment area, many of our families are on the threshold of social and economic deprivation.
3	Many students and families have low aspirations and ambition and place a low value on education.
4	Attendance rates of Pupil Premium students are lower than non-Pupil Premium students.
5	Pupil Premium students have a higher rate of Persistent Absence.
6	Attainment on entry is lower among Pupil Premium/ FSM students.
7	Pupil Premium students have lower levels of literacy and oracy, particularly in lower year groups.
8	Absence due to COVID-19 pandemic and a lack of engagement with online learning and blended learning packages by some disadvantaged students

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
Improve the learning, progress and attainment of disadvantaged students through high quality teaching and learning.	<ul style="list-style-type: none"> ➤ Effective Transition Programmes between Key Stages will ensure the sharing of information and strategies to support the most disadvantaged and vulnerable learners. The early identification of any knowledge gaps will be facilitated through effective partnerships with our feeder schools so that help and support can be continued or initiated; ensuring that students make a seamless transition and settle quickly. ➤ QA of lessons involving disadvantaged students will indicate a high standard of T&L, high expectations and engagement of students, well established routines and high-quality feedback as a result of positive relationships. ➤ The school's 'Basics' Attainment headline measures for disadvantaged students will be in line with all students nationally. ➤ Disadvantaged students will begin to achieve positive Progress 8 (P8) scores at least in line with all students nationally. ➤ Progress by disadvantaged students in English, Maths and Science will continue to improve ➤ Uptake of disadvantaged students taking EBacc and Triple Science will increase to yield results in line with similar schools.
Effective use of data tracking and monitoring based on high quality assessments will more readily identify	<ul style="list-style-type: none"> ➤ Effective data analysis (involving a triangulation of both academic, attitudinal and attendance data) by key personnel (RAG Team, HoDs) based on high quality and accurate assessments will result in interventions being allocated to those disadvantaged students and underperforming students most at need.

<p>disadvantaged students for targeted support, guidance and intervention.</p>	<ul style="list-style-type: none"> ➤ Intervention sessions and mentoring will be tracked, quality assured and evaluated for impact and acted on accordingly, to ensure that progress is being made. ➤ Attitudinal, behaviour and attendance data will be tracked to ensure that students are not missing high quality teaching and learning in lessons. ➤ Parents will be notified (and encouraged to support) all additional (outside of the classroom) interventions and support that is being put in place to minimise the barrier presented by a lack of parental engagement.
<p>Improve attendance by disadvantaged students to be above national average.</p>	<ul style="list-style-type: none"> ➤ Effective actions as a result of robust tracking and monitoring of attendance data both daily and weekly will lead to incremental improvements with attendance data so that attendance by disadvantaged students continues to remain in line with national and rise above it in time. ➤ The school should continue to see a reduction in the percentage of disadvantaged students in Persistent Absence. ➤ The school should continue to see improved parental engagement by disadvantaged students as indicated by their improved attendance to parents' events evidenced in the parental engagement record and swifter intervention when a lack of attendance /engagement is more readily identified.
<p>Continue to ensure that all disadvantaged students have access and equity of opportunity to a wide range of extra-curricular activities that support and enrich their education.</p>	<ul style="list-style-type: none"> ➤ Through the effective and continued development of the school's wider enrichment programme (Extended School Day – P7, extra-curricular activities and Student Leadership programme) the school should continue to see an increase in the number of disadvantaged students who actively participate in wider school life. <ul style="list-style-type: none"> ○ By September 2022 all students should have taken part in at least 3 different enrichment activities. ○ By September 2023 85% of all students should hold at least 1 Student Leadership role. ○ By September 2023 60% of all students including disadvantaged students should have represented the school. ○ By September 2024 85% of all students including disadvantaged should have participate in at least 1 annual visit or enrichment event. ○ Participation rates in school trips and visits by disadvantaged students should incrementally increase because of support and funding.
<p>Continue to ensure that all disadvantaged students have access to effective careers education and guidance so that they hold high ambitions of themselves and of others.</p>	<ul style="list-style-type: none"> ➤ Through an effective CEIAG programme, all disadvantaged students will have access to personalised and independent CEIAG. This should lead to improved ambitions and aspirations and an increase in students' self-esteem. <ul style="list-style-type: none"> ○ Students in Years 7-11 will have at least 1 careers and guidance interview and event annually. ○ Disadvantaged students in Year 9 and Year 10 will experience at least 2 careers and guidance meetings / events annually. This advice will be both independent external and internal. ○ Disadvantaged students in Year 11 and Year 13 will experience bespoke packages of career and education guidance and support, including independent external support. ➤ The school should continue to see a reduction or zero number of NEETS (students not in education or training post 16).



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 (Quality of Teaching & Learning & Raising Attainment Strategies, Staffing)

Budgeted cost: £ 77,151.29

Area of Intent	Activity	Evidence that supports this approach	Projected Cost	Challenge number(s) addressed
A	Continue to ensure that our KS4 English curriculum is personalised to individual needs	EEF - small group / individualised tuition tuition +4	KS4 additional / smaller teaching groups	6
B	<ul style="list-style-type: none"> ➤ Year 10 and Year 11 additional teaching group in GCSE ➤ Literacy Supplementary programme in KS4 ➤ Small group and individual tuition 		£8,623– Year 11	7
			£8,623– Year 10	8
			Additional Core Intervention	£1,346 – Year 11
A	Continue to ensure that our KS4 Maths & Science curriculum is personalised to individual needs	EEF - small group / individualised tuition tuition +4	KS4 additional / smaller teaching groups	6
B	<ul style="list-style-type: none"> ➤ Year 10 and 11 additional teaching group in GCSE Maths & Science ➤ Numeracy Supplementary programme in KS4 ➤ Small group and individual tuition 		£8,623– Year 11	7
			£8,623– Year 10	8
			Additional Core Intervention	£1,346 – Year 11
A	Key Stage 3 Literacy	EEF - reading comprehension support + 6		6
	<ul style="list-style-type: none"> ➤ Implement use of STAR reading assessments from AR in Year 7 and Year 8 to help identify literacy gaps. 		NGRT Assessments £1593,29	7
			£1,346 - Additional Literacy KS3	8

	<ul style="list-style-type: none"> ➤ Use of Trust wide in-house reading assessment to assess and further identify continuing reading/ literacy gaps in Year 9 and 10. ➤ Use of additional NGRT Reading assessments for further and enhanced diagnostics for all students identified in lowest 20% ➤ Additional Literacy Intervention lesson in Year 7 and Year 8 for identified students (use of Lexia) ➤ Ensure that the Accelerated Reading program continues to support additional literacy lessons and interventions. ➤ Implement a phonics programme to boost student literacy, spelling and reading abilities with enhanced training for all TA's <p>KS3 curriculum and Literacy focus managed by designated members of staff.</p>	<p>EEF - small group / individualised tuition tuition +4</p> <p>EEF - peer tutoring +5</p>	<p>£1953– Head of KS3 English TLR</p> <p>TLR 2b Reading and FR Lead £1129</p> <p>Lexia £3860</p> <p>Phonics training and resources £3918</p>	
A	<p>Improve reading comprehension among disadvantaged pupils across KS3 and develop a love for reading</p>	<p>EEF - small group / individualised tuition tuition +4</p>	<p>NGRT Reading Tests - above</p>	
B	<ul style="list-style-type: none"> ➤ Continue to develop the use of the Accelerated Reading Programme and maintain its use in both Year 7 and Year 8 in response to COVID-19. 		<p>£6899- additional English specialist teacher 0.8</p>	6
C	<ul style="list-style-type: none"> ➤ Maintain and build on existing strategies that support and promote a love of reading and develop a 'language rich experience' for students: <ul style="list-style-type: none"> ○ Book in every bag policy Yr7-8 / Reading at the start on English lessons / Reading Rewards Programme / World Book Day / Buddy reading with Guinea Pigs - Registration ➤ Ensure that the Accelerated Reading program continues to support staff across subjects and that all students reading ages are shared with 	<p>EEF - reading comprehension support + 6</p>	<p>TLR3 Literacy & Boys Champion above</p> <p>Cost FR resources printing £2005</p> <p>Oracy training programme – JEL – NIL</p>	7
				8

	<p>all staff and improvement tracked in those students identified for additional reading/phonics support.</p> <p>Maintain and further develop the Forensic Reading Program -Taught by specialist Communications Department teachers. The purpose of forensic reading is to make our students better readers, to develop their oracy skills and close the vocabulary gap between Pupil Premium and non-Pupil Premium students.</p> <ul style="list-style-type: none"> ➤ KS3 - additional 1hr per week. ➤ KS4 - Forensic Reading 1 term of lessons incorporated into the Year 10 Skills curriculum. ➤ Oracy training for key staff 	EEF – Oral language interventions + 6		
A	<p>Key Stage 3 Numeracy</p> <ul style="list-style-type: none"> ➤ Ensure that the curriculum continues to support additional Numeracy lessons and interventions. <p>Additional Numeracy Intervention lesson in Year 7 and Year 8 for identified students</p>	EEF - small group / individualised tuition +4	£8623- Additional periods in KS3	6 7 8
A B	<p>Continue to ensure that all students are able to access support, help and learning package software to support their learning and progress</p> <ul style="list-style-type: none"> ➤ Annual subscription to Lexia ➤ Annual subscription to Accelerated Reading ➤ Annual subscription to MFL(Pearson Active Learn and linguascope) and ICT resources to support student and parental access to homework ➤ Annual subscription to Sparks (Maths) 	EEF - Homework +5 EEF - digital technology +4	<p>Lexia as above</p> <p>£1,105 Pearson MFL</p> <p>£300 linguascope MFL</p> <p>Accelerated Reading Programme £3091</p> <p>£145 Teach ICT</p> <p>£2000 Sparks maths</p>	3 4 5 6 7 8
A	<p>Improve metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	EEF – Metacognition & Self-regulation + 7	Printing & Resources £2000	6 7

B	<ul style="list-style-type: none"> ➤ Develop whole school metacognition and self-regulatory programmes and strategies to support students to know how to learn ➤ Maintain and further develop: <ul style="list-style-type: none"> ○ Year 7 Skills Programme ○ KS4 Skills & Plan to Succeed Programme – that explicitly teaches students how to revise, learn and manage the process. ➤ Implement whole school approach to teaching students to 'learn more and remember more' through our 4Rs for Retrieval Programme so that students to become more aware of learning processes so that they become better learner who are able to retrieve their own knowledge more readily 			8
A B	<p>Maintain high quality personalised feedback and ensure that disadvantaged students receive individual and personalised feedback during GRIT tasks in addition to whole class feedback.</p> <ul style="list-style-type: none"> ➤ Teachers are to provide verbal feedback every other GRIT task as part of 'live feedback' 	<p>EEF – feedback +6</p> <p>EEF – individualised instruction + 4</p>	NIL	6 7 8

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

Budgeted cost: £40,890

Area of Intent	Activity	Evidence that supports this approach	Projected Cost	Challenge number(s) addressed
A	Continue to maintain a programme of extended, out of hours learning in KS4 and KS5	EEF - small group tuition +4	£7704- Inclusion and Achievement Manager	3
B	<ul style="list-style-type: none"> ➤ Registration Intervention Breakfast class 1hr per morning in English, Maths & Science ➤ Weekend Study Residential -50% off for PP students to attend Study Residential ➤ Series of holiday/ evening bespoke 'virtual' revision classes ➤ School Led Tutoring sessions will support the most disadvantaged and vulnerable students impacted by COVID-19 	<p>EEF - mastery learning+5</p> <p>EEF – feedback +6</p> <p>EEF – individualised instruction + 4</p> <p>EEF 1:1 tuition +5</p>	<p>£3,987- Breakfast classes</p> <p>£4,500 - Weekend Study Residential</p> <p>£4,500 –Virtual Revision / Catch -up Sessions</p> <p>£4000– School Led Tutoring school top up</p>	<p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p>
A	<p>Ensure early identification of student concern groups and groups within groups through regular systematic tracking, monitoring and detailed analysis following Progress Reviews</p> <ul style="list-style-type: none"> ➤ Ensure that the outcomes of analysis and any current progress concerns are shared with Senior Leadership & Management Team and wider staff through Heads of School / Heads of Department/whole staff briefings etc ➤ Ensure that all Heads of School (HoS) and HoDs are systematically monitoring and challenging student underachievement through existing support programmes or new initiatives. ➤ RAG team meeting fortnightly whole leadership 	<p>EEF – N/A</p> <p>Underachievement is challenged promptly and addressed by all key personnel</p>	Inclusion and Achievement Manager (costed previously)	<p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p>

<p>A</p> <p>B</p> <p>C</p>	<p>Continue to develop and instigate programs that combat anger and low self-esteem and improve literacy.</p> <ul style="list-style-type: none"> ➤ Deliver intervention programmes on reading, phonics, self-esteem, and aspirations aimed at students who are identified as disaffected by staff and students themselves through a questionnaire or via RAG/Pastoral Team recommendation. ➤ Use of additional L3TA 0.2 to work with specific students (disadvantaged males) in a mentoring capacity. ➤ In-school counselling provided through trained and accredited staff member ➤ In-school Art Therapy and Self-esteem programmes 	<p>EEF - reading comprehension support + 6</p> <p>EEF – individualised instruction + 4</p> <p>EEF-mentoring +2</p> <p>EEF – Phonics +5</p> <p>EEF – Social & Emotional Learning +4</p>	<p>TLR2 Reading Lead</p> <p>£3956 Year Managers x2</p> <p>£1,978 L3TA cost</p> <p>£8,287 0.2 Teacher/Counsellor</p> <p>£1978 0.2 Art Teacher / Pastoral Support</p>	<p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p>
<p>A</p> <p>B</p> <p>C</p>	<p>Build on existing programme of Mentoring & Support</p> <ul style="list-style-type: none"> ➤ Increase and widen Academic Peer Mentoring Scheme all years ➤ Mentoring and Academic support offered by Inclusion and Achievement Manager ➤ Mentoring and Academic support offered by pastoral staff. 	<p>EEF – mentoring +2 (our own impact reports show this to be highly effective with suitable pairings and certain groups of students)</p> <p>EEF – peer mentoring+5</p>	<p>2 x Pastoral staff -previously costed</p>	<p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p>

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

Budgeted cost: £37,748

Area of Intent	Activity	Evidence that supports this approach	Projected Cost	Challenge number(s) addressed
A B C	<p>Continue to ensure that transition between primary to secondary school supports students to settle into their new learning environment quickly so that there is no dip in learning and any identified KS2 gaps are identified and addressed quickly.</p> <ul style="list-style-type: none"> ➤ Maintain summer liaison and visit programme by transition lead to all primary schools to obtain background information. ➤ Maintain SENCO liaison programme. ➤ Work with Trust Transition Leader to develop new programmes of early support and intervention. ➤ Continue to develop Transition Days and bespoke 'small group' additional transition days for disadvantaged and vulnerable students ➤ Run 3-day Summer School Programme for all incoming Year 7 students during the summer holiday partial funded through the recovery school premium and parental contributions 	<p>EEF - small group tuition +4</p> <p>EEF-sport participation+1</p> <p>EEF-arts participation +3</p> <p>EEF – Social & Emotional Learning +4</p> <p>EEF=Summer School +3</p>	<p>£9327 Member of SLT with responsibility for Transition</p> <p>1 week cover costs for transition visits £1175</p> <p>Summer School £9,000.</p>	ALL
A B C	<p>Continue to ensure that close working relationships between school and parents means that we can encourage those families / parents who are on the threshold of deprivation to seek out support through Early Help or financial assistance (FSM claims etc) who may not ordinarily do so.</p> <ul style="list-style-type: none"> ➤ Increase and widen Pastoral Support Team from 1FT to 2.4FT 	<p>EEF – Parental Engagement +4</p> <p>EEF – Social & Emotional Learning +4</p>	Year Managers x2 previously costed	1 2

	<ul style="list-style-type: none"> ➤ Continue to support the development and training of Pastoral Support Officers (Early Help / Mental Health & Well-being / Safeguarding Training) 			
B	Uniform support offer to all PP students: offer to purchase 1 item (blazer) for every student at the start of the academic year, then additional support for other items if required. Cover 50% cost of all student Prefect Blazers	EEF – n/a	£4,000 - Uniform	1
C		Removing a barrier which could potentially impact on attendance. Giving all students an equal opportunity.		2
				5
A	Attendance and Punctuality Monitoring Ensure that daily attendance and punctuality of Pupil Premium students is high profile and reported at weekly meeting.	PP attendance 89.6%	£2869- Attendance Officer	6
B	<ul style="list-style-type: none"> ➤ Maintain robust system to record, track and monitor attendance ➤ Maintain daily contact with priority students from AO. 	Non PP attendance 94.3%		1
C	<ul style="list-style-type: none"> ➤ Develop a 365 parental engagement record to track attendance & participation in key school events. Use this to access and identify families in need of support and early help. <p>Continue to ensure appropriate staffing is in place to support students and their families and provide additional guidance and support required</p>	EEF – Parental Engagement +4		£2,052 - Education Welfare Officer (Staffs)
				4
				5
				8

A	Maintain strategies to provide real life context to learning and opportunities to explore, experience and discuss aspirations and appropriate progression routes	EEF – 0	Nil	1
B		Belief that students' achievement is greater when able to contextualise learning and relate to the 'big		2
C		<ul style="list-style-type: none"> ➤ University encounters / Skills Show visit /Apprenticeship events etc. 		

	➤ CEIAG 'Drop Down' Immersion Day & Year 11 Staying in Learning Day	picture'		
A B C	Appointment of a Learning Mentor with a particular focus on CEIAG, to support students with their engagement in school and their career aspirations. Mentor will also support PSO's with the running of small group targeted intervention sessions. Every student will have an academic review meeting with a CEIAG focus to help students to contextualise their learning and help all students (but particularly those from disadvantaged backgrounds) to develop future aspirations and career goals		Jan -Aug 22 £7,825	1 2 3
A B C	Maintain programme of Sport and Outdoor Education in support of learning ➤ PE kit for competitive matches and events ➤ Outdoor Education at Kinver Edge ➤ Duke of Edinburgh Award financial support available for enrolment fees and equipment.	EEF –Physical Activity +1 EEF- Collaborative Learning + 5	£500	1 2 4 5
A B C	➤ Building cultural capital – ensure that students are able to access a wide range of different enrichment opportunities, including trips and visits and are not disadvantaged as a result of socioeconomic circumstances ➤ Develop and embed our Extended School Day Period 7 Enrichment Programme, utilising external organisations and providers to offer a wider variety of activities and opportunities for students.	EEF-arts participation +2 EEF- Extended School +3 EEF –Physical Activity +1	£1,000 – Enrichment Personal Development of PP costed previously	All

	<ul style="list-style-type: none"> ➤ Track and monitor student participation in enrichment activities, so that we can ensure students access a broad and balanced range of activities and new opportunities. ➤ Develop and Aspire to Lead Programme and further extend our Student Leadership programme as part of Period 7, to encourage all students to hold at least one leadership role and equip all students with the skills, confidence and self-esteem to believe that they can. ➤ Support Pupil Premium students with accessing music tuition within school. 	<p>EEF- Collaborative Learning + 5</p> <p>EEF-arts participation +2</p> <p>EEF – Oral language interventions + 6</p>		
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Total budgeted cost: £ 155,789.29 (*£127,167 Pupil Premium Funding and £28,622.29 school contribution*)

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 2022 to 2023 academic year.

As evidenced in schools across the country, school closure during 2020 and 2021 was most detrimental to our disadvantaged pupils, the impact of which was evident in the results of 2022 and 2023 nationally. National results in 2023 also saw a return in England to 2019 measure and outcomes that equated to pre-pandemic 2019 measures and as a result, all performance judgements have been made in comparison to 2019 school and national outcomes.

During COVID any impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of school closure and maximise the use of all available funding to target intervention, support and help to close gaps. In 2022-23 the school continued to prioritise the schools most vulnerable and underperforming students for additional support, guidance and personalised intervention to maximise success.

Our disadvantaged cohort of 2023 represented 15.5% of the Year 11 cohort and attainment outcomes by comparison to 2019 have improved. AT8 has improved from 35.43 in 2019 to 36.17 in 2023. In English, 73% of disadvantaged students achieved Grades 9-4 and increase of 26.9% from 2019 and 60% achieved at least a strong pass in English a 20% increase on 2019. In Maths 50% of disadvantaged students achieved Grades 9-4 in Maths an increase of 10% from 2019 and at Grade 5+ (strong pass) this was also up 10.3% on 2019.

Furthermore, 50% of disadvantaged students attained a standard pass in both English and Maths up 16.7% on 2109 outcomes and 43% of disadvantaged students attained a Grade 5-9 in both English and Maths up 16.3% on the schools 2019 outcomes.

In addition, these figures are comparable to National All outcomes for non-disadvantaged students in which 73% of all non-disadvantaged students nationally attained a GCSE grade 4+ in English and maths compared to 78% of non-disadvantaged students at Kinver and 50% of disadvantaged students at Kinver, equating to an internal gap of 28%. However, our internal gap between disadvantaged and non-disadvantaged students has narrowed by 7.3% since 2019, when 68.6% of non-disadvantaged students attained a Grade 4+ in both English and maths compared to 33.3% of non-disadvantaged students, a gap of 35.3%.

However, overall progress by disadvantaged students has seen a decline from -0.40 to -0.65 in 2023. This predominantly is linked to performance by disadvantaged students in one subject area and can also be attributed to a small number of students where attendance to school and access and or engagement with the additional support and interventions available were

contributing factors. Attendance by certain individuals within this cohort also did not recover to pre-pandemic levels.

Although overall attendance by all students in 2022/23 (92.45%) has still not returned to pre-pandemic levels (94.51% 2019), it remained higher than the national average. Attendance by Pupil Premium 89.79% and FSM students at 89.14% (whilst also both still being above the National average for ALL students) were lower and have not returned to the schools pre-pandemic levels of 2019 (92.8% PP and 91.90% FSM). Therefore, continuing to improve attendance remains a focus of our current plan.

We continued to use our pupil premium and catch-up funding to provide wellbeing support, increase students access to extra-curricular and enrichment as a result of stakeholder feedback. Student and parental voice demonstrated a concern for the mental health and well-being of their children as a result of the COVID-19 pandemic and National Lockdowns. Students felt strongly that they most missed the additional sporting and wider curriculum and enrichment activities. We put in place specific targeted interventions where required. We continue to build upon that approach.