

# Pupil Premium Strategy Statement – King's Academy Brune Park School



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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1184
Proportion (%) of pupil premium eligible pupils	45% Pupil Premium (557) 36.3% (452) FSM (+E6) 7.4% (93) - Service (+E6) 0.062% (7) - LAC
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	Three year strategy: September 2025 Current academic year published : December 2025
Date on which it will be reviewed	Current academic strategy reviewed: July 2025 Three year strategy review date: July 2028
Statement authorised by	Kerry Payne - Headteacher
Pupil premium lead	Steve Stannard
Governor / Trustee lead	<i>LGB - Governor TBC</i>

## Funding overview

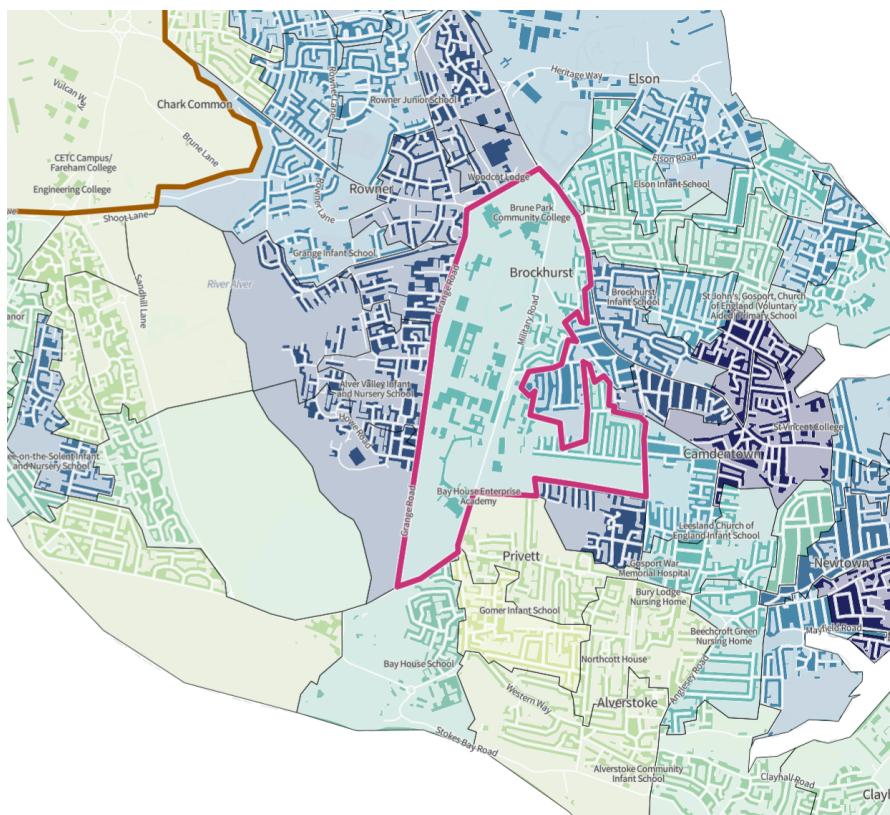
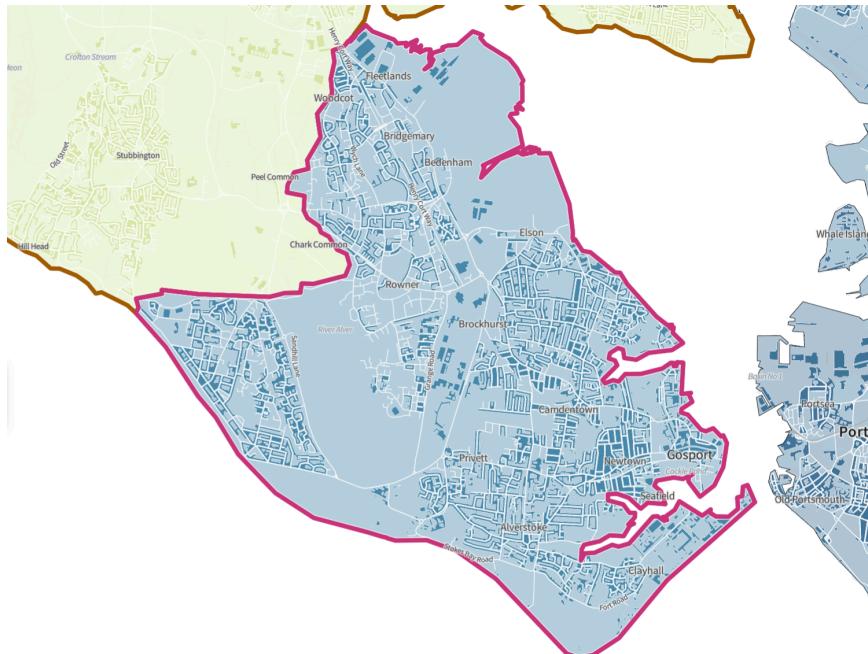
*\*Funding overview is based on income from April 2025 - March 2026*

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	Pupil Premium - £550,400 Service Premium - £39,200 Post LAC - £2,630 Total £592,230
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00 TBC
<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>	£592,230

## Part A: Pupil Premium Strategy Plan

### Statement of intent

In the IDACI 2019 & 2025 indices of deprivation, Gosport is more deprived Overall (IMD) than 67% of local authority districts. Gosport is ranked the second most deprived in Hampshire.



Gosport has both deprived and non deprived areas. It's necessary to look at the distribution of deprivation in different parts of the Borough.

When measuring the proportion of the population in an area experiencing deprivation relating to low income, 53 LSOAs in the Borough none are in the 10% most deprived nationally, however 4 are in the 20% most deprived nationally. Goport ranks the 2nd lowest in Hampshire. However, this has improved since 2015.

When measuring employment, out of the 53 LSOAs in the Borough 1 is in the 10% most deprived nationally, this compares to none in 2015. This is mainly linked to the area near the town.

When measuring education, skills and training, out of the 53 LSOAs in the Borough 10 are in the 10% most deprived nationally, 7 in the 20% most deprived and 10 in the 30% most deprived nationally.

Our aspiration is to ensure equity of opportunity, experience, life chances and outcomes for all pupils - we recognise that learners achieving age related expectations embedded within the development of the whole child is the greatest impact we can have on our disadvantaged and service community. Our approach builds upon relevant research (EEF, Sir John Dunford, Marc Rowland and Government documentation on Service Pupil, Premium: examples of best practice) using it alongside our robust and thorough understanding of our learners to make informed decisions about the effective use of funding.

#### Demographic and Housing Need 2024

Brings context regarding housing and change in demographics and ageing population within Gosport. However, this is largely in line with the national and regional average.

Our strategy is a three tiered approach (as recommended by EEF, June 2019):

1. High quality for teaching and learning for all;
2. Targeted support through specific interventions linked to overcoming barriers to learning
3. Wider strategies to support pupils who experience socioeconomic disadvantage

A foundational element of this strategy is the understanding that for students to genuinely engage in high-quality teaching and learning, they must feel safe, secure, and valued within the school environment. This necessitates a strong emphasis on improving relationships throughout the school community and fostering robust parental engagement.

Beyond these statistics, we actively seek to understand the nuanced contextual barriers faced by our disadvantaged pupils through:

- **Parental voice:** Engaging in conversations with parents to understand their perspectives and challenges.
- **Student voice:** Directly consulting with students to gather their experiences and insights.
- **Teacher voice:** Leveraging teachers' daily interactions and observations to identify specific needs.
- **Research evidence:** Incorporating findings from reputable sources like the EEF to inform our strategies.

This triangulation of evidence helps us diagnose specific pupil needs and ensures our activities and approaches are likely to work effectively in our school.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Tier 1 - Teaching:</b> Not all pupils at KS3 make enough progress each year from their on entry starting points. With a predominant focus in Year 7 & Year 8
2	<b>Tier 1 - Teaching:</b> Whilst there are small pockets of disadvantaged students outperforming non disadvantaged students the gaps still remain with English and Maths and against national data
3	<b>Tier 1 - Teaching:</b> Teachers need a better understanding of the impact of reading ages on their ability to access the content of the lesson. With 76% of the schools reading age below their actual age. With 80% of our PP students below their reading ages
4	<b>Tier 1- Teaching:</b> All staff to understand the context and lived experiences of our students and how this impacts on their learning. That quality first teaching is THE most important tool we have, followed closely by relationships and ensuring a sense of belonging
5	<b>Tier 2- Targeted Intervention:</b> Some students who have SEND and also identified as disadvantaged do not make enough progress at the end of both KS3 & KS4
6	<b>Tier 2- Targeted Intervention:</b> Attainment groups - identification of groups with the largest gaps and appropriate intervention planned
7	<b>Tier 2 - Targeted Intervention:</b> Poor attendance adversely affects the progress and attainment of some pupils
8	<b>Tier 3 - Wider strategies:</b> Students access to post 16 pathways to be closer supported and mapped to ensure equity and consistency at each transition phase
9	<b>Tier 3 - Wider strategies:</b> Students access to cultural capital within the curriculum is at times limited and inconsistent across school
10	<b>Tier 3 - Wider Strategies:</b> To increase parental encouragement school-wide with a specific focus with our disadvantaged families as lack of engagement impacts so many facets of school life.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><b>Tier 1- Teaching</b>            'Good' teaching and learning to enable pupils to make sound progress in Maths and English</p>	<ul style="list-style-type: none"> <li>• Improve standards and outcomes in Maths and English</li> <li>• Improve the quality of teaching and learning across all departments with a specific focus upon English and Maths through DDI observations and feedback and centralised learning</li> </ul>
<p><b>Tier 1- Teaching</b>            Improve attainment and progress in Maths and English in line with at least national average</p>	<ul style="list-style-type: none"> <li>• Improve progress at the end of year 7 in line with on entry starting points with a specific focus on English and Maths</li> <li>• Improve progress at the end of year 8 in line with on entry starting points with a specific focus on English and Maths</li> <li>• Develop a teacher toolkit so that all teachers within English and Maths know who their PP student are, and how to best support them. Once embedded, role this out to the rest of the school</li> </ul>
<p><b>Tier 1 - Teaching</b>            All teachers need to be teachers of Reading. This is to ensure our students not only can access exam questions, but also equip them for life.</p>	<ul style="list-style-type: none"> <li>• Diagnostic assessments will improve identification of targeted focus groups, all year 7's tested in September with CAT tests and Renaissance Reading. All year groups tested minimum twice per year for reading age and reading standardised score.</li> <li>• Quality first teaching in the classroom, with teachers having the toolkit to improve reading within their classroom</li> <li>• Tutor programme within Year 7 to include reading aloud twice a week. With the target is that all students will have read at least 6 novels.</li> </ul>
<p><b>Tier 1-Teaching Communicate and Collaborate</b></p>	<ul style="list-style-type: none"> <li>• Deliver Tier 1 briefings to all staff, supported by practice clinics and</li> </ul>

<p>Ensure the refined strategy, with its emphasis on relationships and engagement, is consistently communicated across the school.</p>	<p>department champions to keep messages live and actionable.</p> <ul style="list-style-type: none"> <li>Actively engage with parents and students through newsletters, assemblies, parent forums, and student voice panels so that expectations are clear and understood.</li> </ul>
<p><b>Tier 1-Teaching Professional Development</b></p> <p>Design and deliver CPD focused on building strong relationships, safeguarding culture, and effective engagement with disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>Ensure Pupil Premium remains at the centre and focus across the year through ongoing staff training, coaching, and reflection opportunities.</li> <li>Evaluate impact via staff surveys, pupil feedback, DDI's and improved engagement and outcomes for disadvantaged groups.</li> </ul>
<p><b>Tier 2- Targeted Interventions</b></p> <p>To support and improve outcomes for learners with SEND and/or SEMH needs</p>	<ul style="list-style-type: none"> <li>As a consequence of targeted, personalised interventions, SEND /SEMH pupils will make small steps progress from their starting points, both in academic and social and emotional development.</li> <li>Provisions - summary</li> <li>The implementation of nurture groups within Years 7 and 8 to support our most disadvantaged students within their core subjects.</li> <li>This will be reflected in increase in standardised scores (Renaissance scores), improvement in attitudes towards learning</li> <li>Effective deployment of staff to support these pupils, including the use of ELSA.</li> </ul>
<p><b>Tier 2- Wider strategies</b></p> <p>For attendance to be at a minimum of the National average and for the percentage of persistent non-attendees to be reduced.</p>	<ul style="list-style-type: none"> <li>Higher rates of attendance for all pupils, but in particular those in receipt of PP.</li> <li>At the end of year, school attendance figures will be at least in line with National average</li> <li>The percentage of persistent non-attendees will be reduced</li> </ul>
<p><b>Tier 3- Wider strategies</b></p> <p>Targeted Interventions for High-Needs Students. Use diagnostic tools such as reading ages, CAT scores, and attendance data,</p>	<ul style="list-style-type: none"> <li>Map interventions to main barriers, especially where SEND, disadvantage, and persistent absence intersect.</li> <li>Delivered by LSAs, teaching staff, and external specialists, coordinated by</li> </ul>

<p>alongside student profiles, to identify those most in need.</p>	<p>Inclusion Leaders with support from Year Teams.</p> <ul style="list-style-type: none"> <li>• Evidence impact through improved attendance, reduced Persistent Absence, accelerated literacy/numeracy progress, positive student/parent voice, and fewer repeated CPOMS entries</li> <li>• Resource implications include staff training, diagnostic tools, intervention resources, external specialist support, and release time for case reviews.</li> </ul>
<p><b>Tier 3- Wider strategies</b> Students access to post 16 pathways to be closer supported and mapped to ensure equity and consistency at each transition phase and provision for Service children to be clearly supported and mapped using the careers platform and wide participation and engagement in specific events throughout the year</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils to be able to have access to careers interviews as a priority group</li> <li>• Close tracking of Intended destination tracking sheet to monitor key focus groups of pupils to reduce the risk of any pupils becoming NEET</li> <li>• Ensure all pupils have access to use the careers platform to support careers education and signposting</li> </ul>
<p><b>Tier 3- Wider strategies</b> To improve disadvantaged pupils access to cultural capital through the extended school provision</p>	<ul style="list-style-type: none"> <li>• Key tracking of PP learners access to clubs and societies</li> <li>• Ensure the both the academic curriculum and extended curriculum allow opportunities for all pupils to have access to cultural capital</li> <li>• Ensure access to onsite and off site opportunities through trips and visit</li> </ul>
<p><b>Tier 3 - Wider Strategies:</b> To increase parental encouragement school-wide with a specific focus with our disadvantaged families as lack of engagement impacts so many facets of school life.</p>	<ul style="list-style-type: none"> <li>• Parental engage increases during parents evenings and other parental events</li> <li>• Holistically parents, students and families feel like they belong to our school and our community. So that families are proud to come to Brune Park School</li> </ul>

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £296,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to develop a professional learning programme with a focus upon Inclusion and the impact of deprivation as well as quality first teaching</p> <p>To continue to develop a professional learning programme with a focus upon Inclusion and the whole-school/Trust level PL delivered to support staff understanding of both Teaching standard 5 and the Impact of deprivation upon pupil outcomes</p>	<p>Whole school/Trust level PL delivered to support staff understanding of both Teaching standard 5 and the Impact of deprivation upon pupil outcomes</p> <p><a href="#"><b>EEF publishes new guidance on professional development   EEF</b></a></p> <p>ImpactEd research findings paper - <a href="#"><b>Impact in Practice</b></a></p> <p>The best available research indicates that great teaching is the most important lever schools have to improve pupils attainment. It is important that schools consider how children learn, with teaching approaches that ensure long term retention of knowledge, fluency in key skills and confident use of metacognitive strategies are crucial.<a href="#"><u>1.</u></a></p> <p><a href="#"><b>High-quality teaching   EEF</b></a></p> <p>NFER building block 1 (whole-school ethos of attainment for all) and 3 (high quality teaching for all) form part of the building blocks in successful raising attainment for disadvantaged pupils.</p> <p>Rowland (The Pupil Premium), clearly states that consistently excellent teaching is key to closing the disadvantaged gaps.</p>	Tier 1 Challenge 4
Centralised planning to focus upon oracy, reading and writing.	Evidence suggests that the use of and teaching of metacognitive strategies can be the equivalent of +7 months progress, and that such skills are taught in subject specific content as pupils otherwise find it hard to transfer these generic tips to specific tasks. This is reiterated by Marc	

	<p>Rowland (<i>Addressing educational disadvantage 2021</i>)</p> <p><b><u>Metacognition and Self-regulated Learning   EEF</u></b></p> <p>Evidence on the effects of cognitive accelerations indicates that Cognitive Acceleration intervention has a positive, permanent effect on children's general cognitive ability,</p> <p><b><u>The Adey Report</u></b></p> <p><b><u>The Effects of Cognitive Acceleration – and speculation about causes of these effects.</u></b></p> <p>Marc Rowland states that it is particularly important to improve the meta-cognition of low-attaining pupils as it contributes to securing understanding, commits learning to the long term memory as well as develops their own independent learning skills, thereby reducing reliance on adults.</p> <p><i>(Addressing educational disadvantage 2021)</i></p>	
<p>To support all pupils having access to online learning through the school Chromebook scheme</p>	<p>The scheme has been set up to ensure that all pupils are able to access curriculum and online learning/apps. This has been particularly prominent during periods of school closure/lockdown.</p> <p><b><u>Remote learning for pupils   EEF</u></b></p>	<p>Tier 1 Challenge 1,2,3</p> <p>Tier 3 Challenge 2,3</p>
<p>Adjusted Curriculum</p>	<p>The implementation of KS3 &amp; KS4 Inclusion leaders to support Tier 1 and Tier 2 challenges</p> <p>English leaders with a core focus on outcomes for disadvantaged learners- reviewing and adapting the curriculum where identified (TLR costs are linked to PPG).</p> <p>The development of provision with small classes (high % are PP) to meet needs with the required expertise to support rapid progress with key groups of pupils.</p>	<p>Tier 1 Challenge 2</p> <p>Tier 2 Challenge 1,2,3</p> <p>Tier 1 Challenge 1,2,3</p> <p>Tier 1 Challenge 1,2</p> <p>Tier 2 Challenge 1,2</p> <p>Tier 2 Challenge 1</p> <p>Tier 1 Challenge</p> <p>Tier 3 Challenge 3</p>

	<p>Bespoke interventions supported by specialist teachers.</p> <p>Bespoke adjusted provisions supported by specialist teachers.</p> <p>Additional provision outside of the school day to support both pastoral and academic needs</p>	
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### **Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: **£236,892**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Inclusion intervention teachers	<p>We have a small team of staff that support targeted intervention with identified pupils. They are identified through the use of the Diagnostic tools. They offer support to a wide range of pupils across key stages with a focus upon core subjects and pastoral well being.</p> <p>ALG - Maths , English &amp; Science</p> <p>Bespoke reading tutor</p> <p><b><u>Teaching Assistant Interventions   EEF</u></b></p>	Tier 2 Challenge 4,5,6
Improving reading across the curriculum	<p><b><u>Improving Literacy in Secondary Schools   EEF</u></b></p> <p>One full time Tutor of Literacy and Oracy have been appointed. They are focusing on the bottom 20% of readers and will be leading on phonics, reading and speech and language interventions to plug the gaps highlighted by the Renaissance and Speechlink Data.</p> <p>In addition to this, there are also targeted reading interventions happening in Years 7 and 8. Learners have been grouped according to their gaps in learning i.e. inference, and are</p>	Tier 2 Challenge 5

	<p>having targeted interventions to plug these gaps.</p> <p>The school libraries have key events throughout the year to illuminate reading for pleasure. They work with departments to ensure recommended reading lists are up to date and relevant. They also run a number of clubs and societies to promote reading and there is an online library too.</p>	
<p>Improving attendance for all pupils with a focus upon key groups</p>	<p>We are aware that attendance is a barrier to learning for several pupils especially those who may be disadvantaged.</p> <p>We are developing the role of the tutor in monitoring and chasing up attendance through contact with home and other stakeholders. The “tutor toolkit” is being developed to equip staff with a wide range of ideas and strategies to engage students with their attendance.</p> <p>Specific administration support to track, monitor and report upon absence identifying trends and patterns for identified pupils.</p> <p>The gap in attendance between disadvantaged and non disadvantaged students was 3.8% in 2019-20 to 5.8% in 2020-21 and 7.3% in 2021-22 and 10.5% in 2022-2023 and 2023-24 8.4%</p> <p>Attendance drop ins for families are being offered to support parents/carers where there have been attendance issues identified.</p> <p>Working closely with other schools both locally and within the county to ensure consistency of attendance approach</p> <p>The attendance team are able to refer directly to Multi Disciplinary Meetings and targeted support to ensure swifter</p>	<p>Tier 3 Challenge 9</p>

	<p>interventions to support pupils attendance at school</p> <p>The introduction of the STEP - a model to support reintegrating pupils into school following absence relating to anxiety and SEMH.</p> <p>Ensuring uniform or lack of food is not a barrier to attendance by liaising with the community team</p> <p>The introduction of breakfast club for all is a strategy that we are using to support pupils who are struggling to access education daily. The offer provides both food and a positive start to the day with a trusted adult.</p> <p>NFER building block 2 (addressing behaviour and attendance) form part of the building blocks in successful raising attainment for disadvantaged pupils, especially where responses are quick to deal with attendance, as well as working with families.</p> <p>DfE data indicates that as absences increase, the proportion of pupils achieving expected outcomes at KS2 and KS4 decreases.</p> <p><b><u>Being Present: the Power of Attendance and Stability for Disadvantaged Pupils</u></b></p> <ul style="list-style-type: none"> <li>● Attendance forum minutes and policies.</li> <li>● Data linked to attendance figures at school, Secondary phase and Trust level.</li> <li>● Reduction of persistent absentees.</li> </ul>	
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## **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

### **Tier 3 - Wider Strategies:**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
For attendance to be at a minimum of the National average and for the percentage of persistent non-attendees to be reduced.	<p>Higher rates of attendance for all pupils, but in particular those in receipt of PP.</p> <p>At the end of the year, school attendance figures will be at least in line with National average.</p> <p>The percentage of persistent non-attendees will be reduced. This will be achieved through proactive engagement with families and building trusting relationships.</p>	
To minimise the impact on pupils' emotional well-being due to personal circumstances (e.g., during times of deployment or when a parent works away, the impact of Covid-19 on some pupils' mental well-being and health).	<p>Any negative effects on pupils' well-being will be addressed rapidly to ensure that children do not have gaps in their learning and can make rapid progress from their starting point. This relies on early identification through strong relationships.</p> <p>Pupils are able to self-regulate and signposting supports access to manage pupil well-being</p>	
Students' access to post-16 pathways to be closer supported and mapped to ensure equity and consistency at each transition phase and provision for Service children to be clearly supported and mapped using the careers platform and wide participation and engagement in specific	<p>Disadvantaged pupils to be able to have access to careers interviews as a priority group. This demonstrates a commitment to their individual futures.</p> <p>Close tracking of the Intended Destination tracking sheet to monitor key focus groups of pupils to reduce the risk of any pupils becoming NEET.</p> <p>Ensure all pupils have access to use the careers platform to support careers education and signposting.</p>	

events throughout the year.		
To improve disadvantaged pupils' access to cultural capital through the extended school provision.	<p>Key tracking of PP learners' access to clubs and societies.</p> <p>Ensure both the academic curriculum and extended curriculum allow opportunities for all pupils to have access to cultural capital.</p> <p>Ensure access to on-site and off-site opportunities through trips and visits. Financial and social support for participation will be a key factor here.</p>	
To increase parental encouragement school-wide with a specific focus on our disadvantaged families, as lack of engagement impacts so many facets of school life.	<p>Parental engagement increases during parents' evenings and other parental events.</p> <p>Holistically, parents, students, and families feel like they belong to our school and our community, so that families are proud to come to Brune Park School. This is the ultimate goal of improved relationships and engagement.</p>	

Budgeted cost: £59,223

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of ImpactEd well being diagnostic tool	<p>Reports and feedback to support barriers to learning linked to wellbeing and mental health. Assessment completed termly to identify where additional targeted support can be offered. Tracking and monitoring of focus groups and trends across the school and the MAT.</p> <p><b><u>Lockdown Lessons</u></b></p>	Tier 3 Challenge 10
Purchase of Motional well being diagnostic tool	<p>Screening tool for use with identified learners to or identifying, assessing, and improving the emotional health and wellbeing of children and young people. It is based on Professor Jaak Panksepp's</p>	Tier 3 Challenge 10

	<p>research on emotional systems in the brain and extensive research, studies and expertise in executive functional skills. It can record ACE and Protective Factor scores where required and gives staff a whole-brain picture of students' mental health and wellbeing.</p>	
Careers platform	<p>All pupils within the school use the careers platform to support the careers curriculum. This is a thread that is used during the tutor programme and through the careers interview process. This supports a wide range of staff being able to track, monitor and support pupils accessing post16 education and mitigates the risk of pupils becoming NEET</p> <p>Based on pupil feedback from the inclusion project 2021-2022 Year 9 pupils reported that they wanted careers support or individual meetings with tutor / a teacher before choosing options. Some pupils mentioned a lack of parent support or understanding with the options process.</p> <p><u><a href="#">Key stage 4 destination measures, Academic Year 2023/24</a></u></p> <p><u><a href="#">Stark destination gap: disadvantaged pupils twice as likely to be out of work or education as their wealthier peers   Teach First</a></u></p> <p><u><a href="#">Supporting better use of destinations data   The Careers and Enterprise Company</a></u></p> <p><u><a href="#">Could schools and colleges be drawing on longer-term destination measures to better support their young people?   FE News</a></u></p>	Tier 3 Challenge 7

<p>To support pupils social, emotional and mental health needs</p>	<p>We are running a number of emotional health and well being interventions: listening ear lunchtimes; zones of regulation; mindfulness etc</p> <p><b><u>Promoting and supporting mental health and wellbeing in schools and colleges</u></b></p> <p>We are facilitating Trauma-Informed Practices and implementation to establish a crisis provision (alongside long term support) in response to the growing number of students experiencing trauma.</p> <p>Our interventions focus on encouraging students to explore alternative ways of expressing their emotions, including drawing and talking, sand play therapy, and therapeutic art activities.</p> <p>We also host an after-school wellbeing support group that is open to all students. Facilitated by our TIP and ELSA.</p> <p>In addition, we work closely with external agencies such as the Mental Health Support Team, KOOTH, SDADs, and children's services to provide comprehensive support.</p> <p>We are supporting staff training linked to de escalation to help support development of emotional health.</p>	<p>Tier 3 Challenge 10</p>
<p>Breakfast club for all</p>	<p>Based on the need identified by both our pupils and the local community linked to the current cost of living crisis, we have set up a breakfast club for all that runs daily and offers pupils the opportunity to have breakfast and a positive start to the school day. The club provides a safe and welcoming environment that is run and organised by staff volunteers.</p> <p><b><u>Breakfast clubs: Schools report impact on behaviour, concentration and social skills</u></b></p>	<p>Tier 3 Challenge 9,10</p>

Clubs and societies offer	<p>Developing cultural capital for our disadvantaged pupils is a key focus at Brune Park school.</p> <p>Students benefit from cultural capital opportunities beyond the classroom each day that are broad and varied - from learning and progress, to personal awareness, growth and development.</p> <p>Clubs and societies provide dedicated time together each day, to further build positive and meaningful relationships between students and students, students and staff (support and teaching).</p> <p><a href="#"><u>Club data 2023 - 2024 Brune Park</u></a></p>	Tier 3 challenge 8
Trips & Visits	<p>Current data has reported that FSM pupils are not accessing trips and visits as often as non FSM pupils. This may be due to a number of factors, however we recognise the huge benefits that come from enabling our disadvantaged pupils to access both onsite and offsite trips and visits that really develop their cultural capital.</p> <p>We are also aware of the current economic climate we are all living in. We offer all of our PP pupils the opportunity to reduce the cost of a trip by £50 per academic year which is funded by the PPG. We do however listen to the needs of our families and adapt. An example of this is adapting payment schedules for identified trips to ensure families can spread the payments to make it more manageable.</p> <p><a href="#"><u>Addressing educational disadvantage: from...   Unity Research School</u></a> - strand 17, 19, 20 &amp; 23</p>	Tier 3 Challenge 8
Resources to support Intervention - contingency fund	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount	All

	of funding aside to respond quickly to needs that have not yet been identified. Breakfast club recognition to encourage more to come.	
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**Total budgeted cost: £593,907**

#### Part B: Review of the previous academic year

Following a review of last year and how we wish to move forward as a school we have considered the following

 PP Development. Close the gap

#### Outcomes for disadvantaged pupils

 English PP Premium Next Steps 24/25

 English Joynson Year PP Information

 PP Premium Next Steps

 Maths Joynson Year PP Information

#### Summary of outcomes

#### Attainment and Progress

What trends are evident in performance data for disadvantaged pupils (e.g. Progress 8, Attainment 8, internal assessment) ? -

King's Academy Brune Park continues to serve a community with a significantly higher-than-average proportion of disadvantaged students, with approximately 36.6% of pupils eligible for Free School Meals (FSM). Pupil Premium (PP) students remain a key focus group within our school improvement priorities. The most recent data headlines indicate clear progress in many areas, but persistent attainment gaps remain between PP students and their non-PP peers.

Measure	Whole Cohort	Pupil Premium	Gap (PP vs Whole)
Attainment 8	33.13	27.92	-5.21
Progress 8	-0.24	-0.39	-0.15
Basics 9–5 (Eng & Maths)	16.4%	9.2%	-7.2%
Basics 9–4 (Eng & Maths)	37.0%	23.9%	-13.1%
5 Standard Passes (inc. EM)	34.0%	20.2%	-13.8%
5 Strong Passes (inc. EM)	15.1%	9.2%	-5.9%

The attainment gap remains significant, particularly at the grade 4 threshold, where fewer than one in four PP students achieved a standard pass in both English and Maths.

Progress gaps are smaller than attainment gaps, suggesting that PP students are making broadly similar gains from lower starting points. However, it is more likely that because our attainment overall has not increased, and in fact fallen in places, the gap as closed as it's reduced at the top.

The largest subject-specific gaps appear in English, where the gap between PP and non-PP attainment reaches 10.8 percentage points at grade 5+.

Were any particular subject areas or groups (e.g. high prior attainers, SEND) more or less successful, and why?

How have disadvantaged students in KS3 been supported in core subjects? What has been the outcome?

Disadvantaged students in KS3 have benefited from reading interventions, a structured vocabulary approach, dual coding, and assessment access arrangements. These strategies have led to improved reading comprehension and more consistent engagement in lessons, with measurable improvement in reading ages and assessment scores.

What are the key lessons from this year's results?

**Lower prior attainment** among PP students (KS2 average 94.0 vs 96.5 whole cohort).

**Attendance variability and higher transience**, impacting curriculum continuity and intervention access.

**Lower resilience in extended writing and independent learning**, affecting performance in written assessments.

**Inconsistent quality of feedback and follow-up**, particularly for PP learners with weaker engagement.

**Home learning conditions and access to resources** continue to affect progress outside the classroom.

Early intervention in literacy is key to long-term success.

Inclusive classroom strategies (e.g. reading aloud, cultural context explanation) improve access

to texts.

Staff must be supported to implement scaffolding consistently.

Stronger planning and follow-up in KS4 interventions lead to better GCSE outcomes.

### **Quality of Teaching and Learning**

CPD focused on reading strategies, vocabulary instruction, and inclusive scaffolding. KS3 implemented centralised planning with structured skill development. Teachers were supported to read aloud, model decoding strategies, and explicitly teach challenging vocabulary.

Improved consistency in scaffolding and comprehension support has led to increased access to curriculum content. Disadvantaged students now engage more confidently with complex texts and vocabulary. Outcomes in reading age and classroom assessments have improved.

KS3 shows stronger consistency due to central planning and training. KS4 quality varies more by class, though targeted intervention groups have shown good progress. Staff awareness of PP needs is growing, supported by clear planning and feedback loops.

Reading aloud, dual coding, vocabulary scaffolding, and EAA implementation significantly supported comprehension and assessment performance. Use of tailored seating plans and culturally relevant context-building were also impactful.

### **Use of Diagnostic Tools and Data-Informed Practice**

SpeechLink reading tests (used 2–3 times per year) to track reading age; Tassomai for identifying gaps in English Language and Literature (KS4); regular data drops used to re-group intervention cohorts.

Reading age data helps tailor text complexity and informs scaffolding needs. Tassomai supports recall and highlights misconceptions, which guides reteaching or small-group interventions.

intervention groups are regularly reshaped following assessment data. Teacher input and Renaissance results allow prompt identification of those needing support, especially in reading and writing.

### **Literacy and Reading Interventions**

English led a whole-school literacy push through structured vocabulary lists, literacy mats, and a 3-step reading process. All KS3 classes embed vocabulary and comprehension strategies. KS4 teachers model reading strategies and contextual understanding explicitly.

SpeechLink testing identified pupils for in-class scaffolding and intervention. Teachers used adapted texts, reading aloud, and vocabulary pre-teaching. Some students accessed exam reader access or Chromebooks as assistive tools.

Vocabulary-focused reading support helped promote reading engagement. Where implemented consistently, these strategies raised student confidence and improved reading age.

## **Pastoral Support and Wellbeing**

We use a proportional and tiered approach, underpinned by diagnostic tools, to identify and respond to student needs. This approach is particularly effective for disadvantaged students, as it prevents small issues from escalating into bigger challenges by ensuring they are identified and addressed early. Universal support (Tier 1) is available for all students, creating a consistent baseline of wellbeing provision. More intensive and targeted support (Tier 2 and 3) is then reserved for those with complex or specific needs, guided by diagnostic assessments which allow us to drill down into the root causes of barriers and allocate resources proportionally. This ensures help is timely, appropriate, and avoids a “one-size-fits-all” model.

## **Internal Staff Provision**

We have invested in specialist staff to provide consistent, safe, and trusted support. An Emotional Literacy Support Assistant (ELSA) is available three days a week, and a Trauma Practitioner is on site four days a week. Together, they provide 1:1 sessions that allow students to process emotions, manage trauma, and develop resilience. This provision is especially important for disadvantaged students who may not have access to external support. Both practitioners also bring additional expertise in bereavement and supporting young carers, offering targeted interventions for students in these vulnerable groups. Beyond individual sessions, they run a weekly after-school wellbeing club, giving students a supportive environment to develop coping skills and a sense of belonging.

## **External Partnerships**

For students with more complex needs, we work in close partnership with external services such as CAMHS and the Mental Health Support Team (MHST) to provide specialist, clinical interventions. In addition, our collaboration with Motiv8 provides in-school mentoring by external practitioners. This relationship has proved particularly effective for students who feel more comfortable opening up to non-school staff, providing a secure but neutral space to build trust. These partnerships extend our capacity, ensuring that students have access to a broad continuum of support, from universal provision to highly specialised care.

## **Community Connections**

We recognise that a whole-community approach is needed to truly support our students' wellbeing. Plans are in place to expand work with local businesses, charities, and community organisations. This will help strengthen the network of support available to our students and create a stronger sense of belonging and purpose. By fostering these community links, we aim to show students that they are part of a wider, supportive ecosystem that values their wellbeing and growth.

## **Universal Wellbeing Support**

Alongside targeted provision, all students are taught about mental health and wellbeing through PSHE lessons, tutor sessions, focus days, and whole-school events. This universal strand ensures every student develops a basic awareness of mental health, while also reducing stigma and normalising conversations around wellbeing. Disadvantaged students, who may otherwise feel isolated, particularly benefit from this universal culture that promotes openness and acceptance.

## **Parental Engagement**

We also extend support to families. Working with the MHST, we run coffee mornings, workshops, and parental events. These create opportunities for parents to access advice,

connect with staff, and engage with external services in a supportive setting. For disadvantaged families, who often face barriers to school engagement, this additional layer of support helps break down barriers, builds trust, and creates stronger home-school partnerships.

#### Impact

This tiered and integrated approach has strengthened our capacity to meet a wide range of needs. Students are able to access support at the right level, whether that's universal, targeted, or specialist, and disadvantaged pupils in particular benefit from the removal of barriers to accessing wellbeing support. Staff expertise, external partnerships, and community links combine to create a holistic model where wellbeing underpins achievement.

#### Enrichment and Wider School Life

Funding has been strategically directed to ensure that Pupil Premium (PP) students are not excluded from enrichment opportunities that contribute to their personal development and cultural capital. This included covering the costs of trips, visits, and extracurricular activities where financial barriers might otherwise have prevented participation. In English, for example, students were able to attend theatre performances and take part in creative writing competitions, experiences that enriched the curriculum and deepened engagement with their learning. Where necessary, teachers provided additional preparatory sessions and carefully considered groupings so that PP students were confident, supported, and able to participate fully.

The impact of these measures has been particularly noticeable in Key Stage 3, where uptake of trips and enrichment opportunities has increased significantly. This is partly due to the way cultural capital is now deliberately embedded into curriculum planning and promoted as a normal and expected part of the student experience. Teachers actively encourage disadvantaged students to take part, and targeted invitations ensure that pupils who might otherwise opt out are supported to attend.

At Key Stage 4, participation has historically been more variable, with some students less inclined to engage due to exam pressures, confidence issues, or family commitments. However, targeted strategies — including covering costs, providing revision-friendly enrichment opportunities, and directly linking trips to GCSE curriculum content — are beginning to show results. Staff are increasingly proactive in identifying which students would benefit most and offering personalised encouragement and support.

Overall, the use of PP funding in this way has widened access to experiences that build students' confidence, strengthen social skills, and broaden horizons. This not only contributes to a richer and more inclusive school culture but also supports improved outcomes, as students who feel included and engaged are more motivated in their academic studies. Looking forward, further tracking and analysis of participation at KS4 will ensure that access is equitable across year groups, and feedback from students and parents will inform which opportunities are most impactful for disadvantaged learners.

#### Attendance and Engagement

##### How did disadvantaged attendance compare to national and school averages?

Attendance for PP students remains below the school average, reflecting a national trend.

However, strategic pastoral interventions have reduced persistent absence in targeted cases. Consistent push to ensure that attendance is a shared responsibility for all staff.

**What strategies proved effective in reducing persistent absence?**

Regular contact with families, safe spaces, trusted adult relationships, and clear expectations have helped improve attendance. Incentives and check-ins supported engagement. Along with several attendance celebration events, such as 100% fest. Timely referrals to MDM ensured inclusion team could offer targetted bespoke interventions. The appointment of a home school link who works alongside our families from our most deprived catchments.

**How was attendance linked to academic or pastoral interventions?**

Attendance concerns triggered academic mentoring, pastoral reviews, and sometimes referral to wellbeing support. Students with poor attendance were prioritised for catch-up intervention.

Disadvantaged pupils are well supported in post-16 planning. We identify them early and prioritise them for one-to-one guidance with our careers adviser and receive support from Hampshire Futures from Hampshire County Council. The SEN department so receive extra support with college and apprenticeship applications through additional resources provided by our career adviser working with IncludED careers to provide a frame work and introduce to disadvantaged students and their careers options, exposing them to different type of jobs workplaces employment, developing self awareness by exploring their interests skills and ideal work environments, keeping our students motivated and challenging stereotypes, developing essential workplace skills and how to use them in everyday life how to access the labour market and how to get in to these roles and finally keeping our student up to date on the local job trends what employment is local to them. And in all communication, we raise awareness of bursaries and financial help for further education. We track all disadvantaged pupils' intended destinations and ensure no pupil leaves without a suitable pathway. In the last academic year, 100% of all year 11s had a one-to-one careers meeting with our careers adviser or Hampshire Futures.

We also have integrated careers into the tutor time curriculum, resulting in the students having access to a job of the week in various media, from written to audio and visual, and upcoming career events such as open evenings. This is also communicated via the parents/guardians' newsletter every Friday.

Our Careers Adviser worked closely with our Year 11 team in providing assemblies on Post 16 options and having employers and training providers come to the school for an information assembly. We also held a route to success evening in October for all students to attend, with half an hour at the start, which is a quiet hour; this was also held in December.

Working with local provisions such as Oarsome Chance, Goodwood Education Trust, and Military Mentors to improve social skills, confidence, and awareness of their capabilities. With

the additional support from Portsmouth University, especially their STEM programs, giving all of our students exposure to further education and where their qualifications can take them, and how they can reach their goals, this has been achieved through many educational trips, as well as talks and interactive sessions in school.

In the last academic year, disadvantaged students were supported into college education, resulting in 98% of our disadvantaged students where either offered a place at college, sixth form, or training provider. This also means that this number of students also passed the college interview stage, which is an incredible achievement.

## Destination Outcomes

- 2 or 0.8% disadvantaged students were offered a place at Southampton College
- 2 or 0.8% disadvantaged students were offered a place at Eastleigh College
- 2 or 0.8% disadvantaged students were offered a place at Military Mentors
- 3 or 1% disadvantaged students were offered a place at UTC Portsmouth College
- 5 or 2 % disadvantaged students were offered a place at Havant and South Downs Colleges
- 5 or 2% disadvantaged students were offered a place at Barton Peveril College.
- 6 or 2.6% disadvantaged students were offered a place at Chichester College
- 9 or 3.9% disadvantaged students were offered apprenticeship places in The British Army, The British Navy, The British Air Force, BAE Systems, and independent employers
- 9 or 3.9% disadvantaged students were offered a place at Itchen College
- 10 or 4.5% disadvantaged students were offered a place at CEMAST
- 11 or 4.8% disadvantaged students were offered a place at City of Portsmouth College
- 20 or 9% disadvantaged students were offered a place at Bay House Sixth Form
- 62 or 28% disadvantaged students were offered a place at Fareham College
- 80 or 36% disadvantaged students were offered a place at St Vincent College

Our most recent destinations data indicate that the vast majority of students progress into education, employment, or training after Year 11. This compares favourably with national trends, showing that our support for post-16 transition is effective and inclusive

Evidence from our destinations tracking shows that both disadvantaged and non-disadvantaged pupils successfully move on to appropriate post-16 pathways. While exact national figures vary year on year, our outcomes remain consistently strong and suggest that our pupils are at least in line with, and in many cases above, national patterns.

Although we do not yet have the most up-to-date national data, our internal tracking shows that almost all students, including those who are disadvantaged, secure post-16 education, employment, or training. This indicates that our provision is enabling pupils to make successful transitions in line with, or exceeding, national expectations.

Pupils with additional vulnerabilities, such as Children Looked After and those with EHCPs, receive enhanced support in their post-16 planning. They are prioritised for one-to-one careers guidance and benefit from tailored transition plans, developed in close partnership with the

SENDCo, designated teacher, external agencies, and families. For CLA, careers guidance is embedded within PEPs, while for pupils with EHCPs, it is integrated into annual reviews. Bespoke visits to colleges and training providers, supported work experience placements, and targeted advice on financial support help ensure that vulnerable pupils are well-prepared for transition. As a result, the vast majority progress into appropriate post-16 pathways that match their needs and aspirations.

In the academic year of 2024-2025 we created opportunities to have Work experience at off-school sites, on-school sites, and virtually. This is to make the process as accessible to all students, no matter their situation. With the feedback from last year's students, they really enjoyed this experience, would like it to be longer, and actually reaffirmed their career goals, but also gave them a real insight into sectors, and this made some student reevaluate their choices. Development to make it better for this academic year would be to start earlier with the process, as many started late and didn't end up with an ideal placement due to places being full from other schools, or employers didn't have the correct insurance. Another issue was the parental impact. Many parents were not aware of the dates, processes etc, so we are going to tackle this by starting earlier, sending out communications to parents, and having a parents' WEX evening in the winter term to help with any questions or problems, and to reassure the parents/ guardians on what the process is.

Last year and this year, we have established a careers programme that has begun to provide pupils with clear guidance and opportunities for post-16 planning. The foundations are now in place, including one-to-one guidance, employer encounters, and college links, which have already had a positive impact on pupil aspirations. Our next step is to develop the programme further by embedding careers learning across the curriculum, ensuring that all subjects actively contribute to raising awareness of career pathways and linking learning to the world of work. This whole-school approach will strengthen consistency, broaden pupils' understanding of opportunities, and ensure that every subject plays a role in preparing pupils for their futures.

All Year 11 pupils have had at least one individual careers guidance meeting with a qualified adviser to support them in identifying realistic post-16 destinations. These sessions have focused on matching pupils' aspirations with appropriate courses, apprenticeships, or training opportunities, while also encouraging every pupil to identify a "Plan B" option should their first choice not be available. This process has ensured that the vast majority of pupils are on track for sustained destinations, with vulnerable groups (including disadvantaged pupils and those with SEND) receiving additional targeted support. To strengthen this further, we plan to introduce follow-up meetings for pupils identified as "at risk" of not securing their intended pathway, increase parental involvement in the planning process, and build even closer partnerships with local colleges, training providers, and employers. These steps will help us not only secure appropriate destinations for all pupils but also raise aspirations and ensure that Year 11 leavers are fully prepared for the transition into post-16 opportunities

## Externally provided programmes

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

Programme	Provider
Speechlink	Speechlink
Renaissance Star Assessments/SpeechLink	Renaissance Learning
Let's Think in English	Let's Think in English
StudyBugs	StudyBugs

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year*

### SERVICE PUPIL PREMIUM (SPP) FUNDING REPORT 2024–2025

**King's Academy Brune Park**

**Total Allocation:** £27,540

**Number of Service Children (October 2024 Census):** 81

King's Academy Brune Park is committed to providing high-quality support for children from Armed Forces families. Service Pupil Premium (SPP) funding enables the school to understand and respond to the distinct experiences of Service pupils, particularly the challenges associated with mobility, deployment, and changes in family circumstances.

This report outlines how SPP funding was used during 2024–2025 to strengthen transition support, wellbeing provision, SEND collaboration, academic continuity, and family engagement. It evaluates the impact of these actions against the priorities set at the beginning of the year and highlights the ongoing work of the Service Team in ensuring Service pupils feel recognised, supported, and able to thrive within our school community.

It should be noted that this figure reflects the number of pupils recorded as eligible for Service Pupil Premium through the October 2024 census. It does not represent the full number of Service children on roll. Some pupils from Armed Forces families are recorded under other funding categories, including Free School Meals, and are therefore not

counted within this figure. As a result, the school's service cohort is larger than the census-based SPP figure, and the schools offer extends to all identified Service families regardless of funding route and all who are identified as service will be recorded as such, on our school Arbor system.

This report should be read alongside the King's Group Academies Service Pupil Premium Key Focus Areas, which outline the intended approach to supporting service children. Local delivery reflects the context and needs of King's Academy Brune Park.

 [Copy of Service Pupil Premium \(SPP\) Offer: King's Academy Brune Park 2024/25](#)

## 1. MOBILITY SUPPORT / TRANSITIONS

### What we delivered

- 100% of in-year moves supported.
- Additional transition sessions were offered to primary schools in the local area
- Welcome packs provided.
- The service family offer was introduced at all school open events
- Home visits or virtual meetings offered to all new families
- Peer-led transition support through Service Student Ambassadors
- Collaboration with admissions for new year intake and in-year transitions
- Pen Pal project with a school in Helensburgh
- Transition information shared across Admissions, SEND, Year Teams and Service
- For in-year moves, the Service Coordinator:
  - is notified immediately,
  - contacts families,
  - meets pupils in school,
  - supports pupils preparing to leave,

### Cross-border moves

- For all moves, the statutory Common Transfer File (CTF) was sent.
- For Service pupils, the Service Coordinator also shared service-specific context, including mobility history and deployment factors.
  - This ensured smooth handover to schools in Wales and Scotland, where not all CTF fields are automatically imported.

### Additional partnership work

Additional partnership work forms a central element of the Service Team's approach. Through local, regional and national collaboration, this work strengthens continuity for Service children, particularly those experiencing mobility across schools, local authorities or devolved nations. These partnerships support shared understanding, information

exchange and alignment of practice, helping ensure that Service pupils experience consistency and equivalent support when moving between settings.

#### **This included:**

- Collaboration with families from Commonwealth countries and the International Director to support cultural understanding, transition and global school connections.
- Contribution to a transition resource with the Scottish Government to support pupils moving between devolved nations or from overseas.
- Active involvement in local Service networks, enabling shared practice, earlier engagement with families and improved continuity prior to enrolment.
- Partnership working with national organisations and education networks to inform practice, share learning and strengthen the school's Service offer.
- Participating in the SCiP Alliance management group

#### **Impact**

- Smoother integration and increased readiness to learn.
- 90% of pupils now understand what a Service child is.
- Families report feeling welcomed, informed and supported.
- Engagement with national networks, including the SCiP Alliance, has strengthened consistency of practice and confidence in the school's Service offer.

#### **Parent feedback:**

*"The support that's offered looks great and, like I mentioned, we've not had Service children support in the past, so it's refreshing."*

## **2: DEPLOYMENT & EMOTIONAL WELLBEING SUPPORT**

#### **What we delivered**

- One-to-one wellbeing support for pupils experiencing deployment or family change.
- Small-group support where appropriate.
- Weekly availability of lunchtime drop-ins offering a safe, calm, accessible space.
- Creative activities used to maintain connection with deployed parents.

#### **Measured Impact (Outcome Star)**

- 100% improved in *Feelings and Emotions*.
- 67% improved in *Friends and Relationships* and *Healthy Lifestyle*.
- 50% improved in *School, Training and Work* and *Where You Live*.

- Average improvement across domains: 1.25–1.67 points.

### Outcomes

- Reduced anxiety and improved emotional readiness.
- Greater sense of belonging and connection.

### Student Feedback

*“I like it that I can write dad a letter that's just from me”  
 “dad said he got my letter and picture and he has it on his wall”*

## 3. ACADEMIC CONTINUITY AND PROGRESS

### What we delivered

The Service Team’s contribution to academic continuity during 2024–2025 focused on supporting pupils where Service-related factors (such as mobility, deployment or family separation) had the potential to disrupt engagement with learning.

### This included:

- Early identification of pupils whose learning may have been affected by Service-related transition or family change, through conversations with families and liaison with school teams.
- Information sharing between the Service Team, Year Teams and pastoral staff to ensure Service-related context was understood and considered when planning support.
- Time-limited, service-specific check-ins to support pupils returning to school following periods of disruption linked to Service life (for example, deployment or relocation), with a focus on emotional readiness to re-engage with learning.
- Liaison with families where anxiety related to Service circumstances was impacting a pupil’s engagement, ensuring concerns were shared appropriately with relevant school teams.

### Impact

While the Service Team does not deliver direct academic interventions, this relational and contextual support helped reduce barriers to learning for identified pupils. By ensuring Service-related factors were recognised and communicated early, pupils were better supported to re-engage with teaching and access the wider academic and pastoral support available within the school.

## 4. CULTURE, BELONGING & INCLUSION

### What we delivered

The Service Team worked to strengthen visibility, understanding and inclusion of Service children within the wider school culture, ensuring their experiences were recognised and reflected in school practice.

### Key activity included:

Service Student Ambassador Programme (joint with King's Academy Bay House):

- 11 trained Service Student Ambassadors
- Delivery of assemblies, tutor-time activities and transition support

### Involvement in school events and awareness-raising activities

- Induction materials for new colleagues, highlighting Service children as a distinct cohort with specific experiences and needs.
- Inclusion of Service children's needs within the King's Group Academies staff handbook, supporting colleagues arriving to teach from overseas.
- Celebration and recognition of Service life through Armed Forces Day, Month of the Military Child and Remembrance Day.
- Early engagement with Commonwealth Service families, including meetings with parents and pupils to better understand cultural transition, identity, and experiences of joining the UK education system.
- Exploration of lived experience for pupils arriving from overseas, particularly those joining mid-year, to inform more culturally responsive and inclusive practice across the school.

### Impact

- Understanding of Service life increased from 3.2 to 3.8 (scale of 1–5).
- Service children have greater visibility within the school community.
- Pupils report feeling listened to and represented.
- Early work with Commonwealth and overseas families has begun to inform inclusive approaches to transition and belonging, ensuring pupils' identities and experiences are recognised.

## 5. SPECIALIST SEND & INCLUSION SUPPORT

### What we delivered

During the 2024–2025 academic year, the Service Team worked alongside SEND, Inclusion and year teams, to ensure that Service-related context was recognised within the school's graduated approach to support.

Where a Service child was identified as having Special Educational Needs and Disabilities (SEND), or where concerns emerged following mobility, deployment or family change, relevant information was shared with appropriate school teams in line with the **King's Academy Brune Park Learner Support Flight Path**.

This included:

- Liaison with SEND and Inclusion teams to ensure Service-related factors were understood alongside identified areas of need.
- Supporting communication with families following transition, particularly where pupils were entering or moving between stages of support.
- Ensuring Service children with SEND were visible within school systems so that support could be coordinated effectively across teams.

### **Impact**

This collaborative approach supported continuity for Service pupils with additional needs. By ensuring Service-related context was recognised within the SEND pathway, pupils were better supported to access appropriate provision, and families experienced clearer communication and more joined-up support during periods of transition or change.

## **6. FAMILY ENGAGEMENT**

### **What we delivered**

- One-to-one family support and home visits.
- Signposting to wellbeing networks and the Gosport Community Hub.
- Families actively interact with social media posts and newsletters.
- Families contacted the team when support was needed.
- The Service Team was present at school open events.
- A clear point of contact for service families.
- Half termly Service Families Newsletter.
- Service Team Facebook page reach and engagement.
- A dedicated service page on our schools website.
- Two Talking Teens, evidenced based parent programmes to support parents understanding of the teenage stage of development.
- Other evidence-based parenting programmes, such as NVR and Teen Life (autism) were offered to our families.

### **Impact**

- Improved communication between home and school.
- Families share positive updates and information, strengthening trust

- Parents who attended the Talking Teens programme, reported an increase in understanding of the developmental teenage stage.

### **Parent Feedback**

*Thanks for always advertising the events at the hub via the facebook page this is where I see all events that are offered to children/parents. Without the facebook posts we would have been unaware of the wonderful experiences provided by the hub team.*

## **7. CAREERS, CURRICULUM & ENRICHMENT SUPPORT**

### **What we delivered**

Service pupils were supported to access existing careers and enrichment opportunities within the school, ensuring Service-related circumstances did not create barriers to participation.

This included:

- Attendance of all Service pupils at the December 2024 school careers fair. Targeted opportunities for a small number of Service pupils to attend.
- University of Portsmouth careers activities and campus visits.
- Weekly lunchtime drop-ins providing informal support, signposting and a consistent point of contact where pupils wished to talk about the future pathways alongside other Service-related concerns.

### **Impact**

- Service pupils had increased awareness of future pathways and local opportunities.
- Where relevant, Service-related context was shared with school staff to support informed guidance.

## **8. WIDER SUPPORT & COLLABORATION**

- The Service Lead and Coordinator chair and co-chair the Gosport Service Network, resulting in us being able to share best practice, collaborate on projects and allow families to familiarise themselves with our offer before they enrol into our school.
- Contribution to the Festival of Friends project:
  - induction materials
  - emotional literacy guidance

- Trust-wide training resources.

## Impact

- Increased consistency of practice across local schools.
- Recognition of this work through partnership with the Royal Navy and Royal Marines Charity and the SCiP Alliance.
- This collaborative work strengthens local provision for Service pupils at King's Academy Brune Park by improving consistency, early engagement with families, and shared understanding across schools.

## Feedback

*“The cluster groups have also been fantastic . They've created a sense of community and collaboration that's really helped us feel supported. Being able to connect with others, share experiences, and learn from each other has not only strengthened our practice but also made us feel less isolated in our roles. It's reassuring to know we're part of a network that genuinely cares and is always there to help.”*

## **OVERALL EVALUATION**

Service Pupil Premium funding continues to play a significant role in strengthening the pastoral, emotional and cultural support available to Service pupils at King's Academy Brune Park.

During 2024–2025, this work has:

- Improved transition experiences for Service children joining the school, with a particular focus on those experiencing higher levels of mobility.
- Supported emotional wellbeing and readiness to learn during periods of Service-related change.
- Strengthened engagement with families and trust between home and school  
Increased whole-school understanding of Service life, identity and cultural experience.

The Service Student Ambassador model is now embedded within King's Group Academies induction processes for colleagues arriving from overseas, demonstrating sustainable and system-wide practice. Partnership working and external recognition through organisations such as the Royal Navy and Royal Marines Charity and the SCiP Alliance further reflect the credibility and impact of this approach.

This academic year also reflects a strengthened approach to evaluation and impact measurement within the Service Team. The use of pre- and post-support tools, including

Outcome Star assessments, has enabled more consistent and meaningful capture of pupil progress in areas such as emotional wellbeing, relationships and readiness to learn.

As a result, impact data for 2024–2025 is stronger and more robust than in previous years, reflecting improved clarity in how outcomes are identified, tracked and reviewed.

This has been a year of refining how impact is measured, ensuring that the Service Team can evidence not only what was delivered, but the difference it made.

## **Further information (optional)**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Working alongside external agencies to support with pupils and parents with challenges linked to SEMH e.g. counsellors, therapy sessions, MAST, Motiv8 etc
- Working alongside outside agencies with supporting families with financial challenges e.g. food vouchers, food hampers, Salvation Army (Christmas presents), Birthday Cake
- Working alongside the KABP Children and Families Team as well as the KGA Community Hub (Service families)

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, DDI's, book scrutinies conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of books, reports, studies and research papers about 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, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

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



# PUPIL PREMIUM CHARTER

## *Opportunity and success on a global stage*

"In England the primary and secondary school attainment gap between disadvantaged pupils and their peers has grown between 2019 and 2022, having narrowed between 2011 and 2019" (DfE – *Using pupil premium: guidance for school leaders* March 2023)

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. We believe in equity and recognise that some pupils will need more support than others to achieve this.

### HIGH QUALITY TEACHING

- A curriculum which responds to the needs of all pupils
- Teacher expertise through professional development and training
- Use of technology and other high-quality resources in the classroom
- Purposeful use of assessment to identify and close gaps in learning

### TARGETED ACADEMIC SUPPORT

- Interventions to support language development, literacy and numeracy skills
- Deployment of support staff to support quality first teaching
- One to one and small group tuition

### WIDER STRATEGIES

- Support for pupils' social, emotional and behaviour needs
- Focus on good attendance which matches or exceeds national threshold
- Extended school time, including before and after school provision
- Wide range of extracurricular clubs and activities to enrich pupils' cultural capital and experiences
- Home-School partnership and effective communication
- Recognition and celebration of success
- Opportunities to encourage high aspirations with regards to higher education and future careers

## Annex 1

Wide range of extracurricular clubs and activities to enrich pupils' cultural capital and experiences: maximizing attendance and engagement

Objective	Intended Impact	Actions	Lead member of staff	Review Dates
Strategic analysis of attendance of Pupil Premium pupils to any extra/super-curricular activities, including clubs, events, trips and residential visits.	The percentage of Pupil Premium pupils attending extra curricular is on or above the percentage of all PP students in the school and the percentage of all pupils attending. .	<p>Using information collected from all registers, analyse the percentage of PP pupils to any extra-curricular activities compared to non PP pupils and also to the percentage of PP pupils in the school.</p> <p>Track for each Key Stage to ensure attendance and engagement amongst older pupils is as high as for younger pupils.</p> <p>Track attendance and engagement of PP pupils who are additionally vulnerable (SEND/carers/looked after)</p> <p>Track how many PP pupils accessed no extra-curricular activities that term? Plan to support those to engage and break down any barriers. KS1/2 teachers or KS3/4 Heads of Year to support.</p> <p>Update action plan and implement strategies below</p>	Pupil Premium lead KS1/2 teachers KS3/4 Heads of Year	3 times a year (minimum)
Recruitment of staff to lead a wide range of extra-curricular activities, including trips and residential visits so that all PP pupils have the opportunity to engage in extra-curricular activities	As above	<p>Payment or TOIL if possible</p> <p>Advertise as an example of working at UPS level or provides evidence for ECTs.</p> <p>Use of sixth formers in secondary schools</p> <p>Volunteers either from in the school or from the local community, including university volunteers.</p>	Pupil Premium lead and SLT	3 times a year and ongoing

<p>Provide strategies and resources to members of staff in charge of extra-curricular activities</p>	<p>As above</p>	<p><b>These are examples of strategies; this list is not exhaustive nor prescriptive.</b></p> <p>Targeted promotion to PP pupils and their families through email/phone calls.</p> <p>Increased communication with pupils/families at the launch of the activity to discuss any barriers or concerns (including financial, access to online payment systems, staying away from home, resources etc)</p> <p>“Golden Tickets” (idea from March Rowland) PP pupils have first choice, for example - DoE award scheme/university visits/work experience)</p> <p>Consider methods of communication. Printed out letters (and reply forms) handed to KS1/2 families at the end of the school day more effective than emails?</p> <p>Vary times of the day when activities take place (before school/breaktimes/after school) so that all PP pupils can access something.</p> <p>Include provision of extra-curricular in pupil voice exercises, ensuring that PP pupils are represented. What do they want in terms of extra-curricular?</p> <p>Consider alternative activities which involve little or no cost, including trips. For example, camping overnight on field/in school hall, gardening/eco club. Look (advertise) for volunteers in the community, including niche interests, for example martial arts, healthy eating, knitting.</p> <p>Allocate PP funding to support extra-curricular activities in school, including purchasing of food (breakfast clubs), resources and rewards/prizes as incentives.</p> <p>Offer financial support where needed, i.e for trips and residential visits. Reduction = same proportion as percentage of PP pupils in the school. This is only offered once for non-curriculum events.</p>	<p>Pupil Premium lead Members of staff leading activities KS1/2 teachers KS3/4 Heads of Year</p>	<p>3 times a year and ongoing</p>
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		<p>Consider the provision of funding an external club for a PP pupil. This request could come from their KS1/2 classroom teacher or KS3 tutor, who knows them and their families best.</p> <p>Consider other alternatives for ensuring extra-curricular opportunities for all PP pupils, For example:</p> <ul style="list-style-type: none"> <li>-extra-curricular time in the school day (1 lesson a fortnight or in tutor time)</li> <li>-whole year group engagement in school trips/visits using PP funding to support</li> <li>-drop down enrichment days.</li> <li>-activities week in the summer term</li> </ul>		
Robust system is in place for registering attendance to each activity.	Registers are taken for each session so that attendance can be tracked effectively	<p>Registers include baseline information , including PP/SEND/LAC etc.</p> <p>Registers may be taken through Arbor, Edulink, Classcharts, Google sheets, School Cloud.</p> <p>Registers passed to/assessed by Pupil Premium lead each term.</p>	Members of staff leading activities	Each session
Regular review of attendance and strategies by members of staff leading the activities	The percentage of Pupil Premium pupils attending each activity is on or above the percentage of all PP students in the school and non PP pupils engaging.	Review register and attendance and implement strategies above for improving the percentage of PP pupils, if necessary.	Members of staff leading activities	6 times a year (every half term)