

# Knole Academy Pupil premium strategy statement

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

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

## School overview

Detail	Data
School name	Knole Academy
Number of pupils in school	1426
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	Beginning 2025 - 2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	D Collins
Pupil premium lead	J Corbett
Governor / Trustee lead	Roger Wedderburn-Day

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£302420 – projected
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£302420

## Part A: Pupil premium strategy plan

### Statement of intent

At Knole Academy, we understand that some students' achievement is at risk due to educational disadvantage. This disadvantage can arise from a range of factors and may affect a wider group of students than those currently eligible for pupil premium funding or identified through prior attainment data. Educational disadvantage may stem from social, economic, or emotional circumstances and can result in disparities in students' knowledge, health, wellbeing, and levels of support at home.

Our strategy ensures that all students benefit from planned improvements, with a particular focus on enabling disadvantaged students to make good academic progress. Our resources will be directed to making the largest positive difference for all our students.

Evidence shows that quality first teaching and positive relationships make the biggest difference for disadvantaged students; therefore, the pupil premium strategy is geared towards driving improvements in areas where progress is weak or where interactions are less effective. This mirrors our whole school improvement priorities around literacy, curriculum development, attendance and tutor time improvements to ensure that quality first teaching, and positive safe and structured interactions are standard.

We recognise that one of the key barriers for our students is accessing assessment materials due to levels of literacy and reading ability. To address this, reading will form part of a positive and purposeful start to the day during tutor time. This structured reading will be complemented by positive greetings from staff, helping to create a safe, supportive, and structured environment for learning. Staff will be supported to deliver this consistently in tutor time and across the wider curriculum, strengthening literacy skills for the benefit of all students.

Our approach is grounded in the belief that eligibility for pupil premium does not reflect a student's ability, and that all students should be making excellent academic progress. We will therefore continue to develop our curriculum to ensure that all students have access to high-quality, appropriately challenging learning.

Attendance at school is a vital factor in academic success; as such, we will also set out clear approaches to creating a positive and welcoming school environment and to addressing barriers that may prevent regular attendance.

In summary, our pupil premium strategy is a dedicated framework through which we strive to remove barriers, enhance educational equity, and ultimately support our disadvantaged pupils in achieving their fullest potential. This strategy is a shared responsibility; all staff need to understand these challenges and recognise the role that they play in mitigating against them.

# PUPIL PREMIUM STATUTORY INFORMATION

## Knole Academy Vision 2024- 2027

Guiding Principle	<p><i><b>Knole Academy is committed to the highest standards of teaching and learning to ensure that all students fulfil their potential, in the taught curriculum and in extra and co-curricular activities.</b></i></p> <p><i><b>We are aspirational in our targets and ambitious for our students in their academic and personal development. We aim to use external and internal expertise to provide opportunities for staff to feel valued and able to create an academy where all students understand and contribute to the local, national and global community.</b></i></p>		
Core Values	<p><b>Aspirational</b></p> <p>We have high expectations for every child regardless of background. The interests of students are always the priority in all decision making</p>	<p><b>Inspirational</b></p> <p>We intend to develop internationally minded learners who recognise their common humanity and help create a better world</p>	<p><b>Influential</b></p> <p>Through partnership with all stakeholders, we strive to ensure that no barriers are placed in the way of student achievement</p>
Strategic Approach	All of our work will be focused into ensuring that students fulfil their potential academically, socially and emotionally	The Academy will promote a strong ethos which exists and develops across all key stages	All activities and links will have a clear and demonstrable impact on the improvement of the Academy and the wider trust.
Priorities	<p><b>Curriculum Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>*The quality of teaching and learning is always the paramount principle within the academy</li> <li>*Develop an inclusive curriculum to strategically maximise delivery</li> <li>*Integrate successful delivery of the International Baccalaureate Career Programme and Diploma Programme</li> <li>*Employ the house structure to promote achievement and engagement across the curriculum</li> </ul>	<p><b>Creating an academy culture</b></p> <ul style="list-style-type: none"> <li>*Embed a commitment to learning</li> <li>*The Academy and all its stakeholders are relentless in its expectation of consistently high standards from all members</li> <li>*Embed the International Baccalaureate Learner Profile throughout the academy</li> <li>*Publicly and openly recognise students' achievements and contributions</li> <li>*The academy has a professional ethos built on mutual dignity and respect of all members</li> </ul>	<p><b>Assets</b></p> <ul style="list-style-type: none"> <li>*Utilise information systems to track and promote student progress</li> <li>*Maximise the lettings revenue to reinvest into the teaching and learning</li> <li>*Through careful budgetary processes ensure the academy remains financially solvent to support the vision</li> <li>*Develop awareness and support of environmental considerations in the development of the site.</li> <li>*Maximise the use of central MAT services to generate best value.</li> </ul>
	<p><b>Excellent staff development</b></p> <ul style="list-style-type: none"> <li>*Promote the development of subject pedagogy in all areas</li> <li>*Encourage classroom and curriculum innovation by sharing expertise</li> <li>*Provide opportunity to use personal skill set successfully</li> <li>*Develop an effective training programme for all support staff</li> <li>*Ensure staff work collaboratively across the Trust to improve their own pedagogy</li> </ul>	<p><b>Expanding horizons</b></p> <ul style="list-style-type: none"> <li>*Enable students to access a wide range of experiences to find and develop a wide selection of interests</li> <li>*Promote the use of Information, Advice and Guidance to set clear objectives for students in their onward progression</li> <li>*Develop global citizens and encourage a caring environment where all students thrive.</li> <li>*Develop Trust provision to increase opportunity for students and staff.</li> </ul>	<p><b>Strategic links</b></p> <ul style="list-style-type: none"> <li>* Maximise the impact of our strategic links with the local business community</li> <li>*Provide an opportunity for parents to have an impact on their child's education and contribute to their success</li> <li>*Ensure effective collaboration with other educational establishments that impacts on student performance.</li> </ul>
	<p><b>Making success the norm</b></p> <ul style="list-style-type: none"> <li>*Ensure all information is used to maximise student outcomes</li> <li>*Building students growth mindset and upskilling them.</li> <li>*Promotion of higher-level career opportunities</li> <li>*Encourage a culture of participation, teamwork, leadership, and success.</li> </ul>	<p><b>Valuing Innovation and Creativity</b></p> <ul style="list-style-type: none"> <li>*Create a culture where innovative teaching is encouraged, recognised and shared</li> <li>*Celebrate our expressive arts status</li> <li>*Supporting community-based projects through our IB curriculum.</li> <li>*Encourage students to think and innovate beyond the boundaries of exams.</li> </ul>	<p><b>Communications</b></p> <ul style="list-style-type: none"> <li>*Ensure all communication is consistent with the vision statement</li> <li>* Maintain a positive public perception of the Academy through various portals including social media</li> <li>*Maximise the opportunities that being part of AAT provides and ensure we are adding value.</li> </ul>
Evaluation metrics	Student attainment and achievement is high and improving.	Students leave Knole Academy as well-rounded members of society. Retention of students into the Sixth Form increases.	The Academy is the academy of choice for the local area and can sustain its vision.

## Challenges

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

Challenge	Detail of challenge
1. Attainment	<p>Students that are PP recipients achieve lower attainment than non disadvantaged students. Our KS4 assessments show they have an ALPs score of 7 (0.83) last year compared to 5 for non-disadvantaged students.</p> <p>This difference is more pronounced in subjects where there is a higher level of literacy, reading, resourcing, comprehension and knowledge retention such as English Language, Geography, Art and Food Technology. Mathematics and Physics also show a trend for lower grades among our pupil premium students.</p>
2. Reading	<p>It is recognised that results of assessments, reviews and observations have highlighted that disadvantaged pupils have lower levels of reading comprehension than their peers. During KS3 assessments there is an assumed level of background knowledge, higher tier vocabulary and wider reading is necessary to achieve. Our disadvantaged students have a wider attainment gap, and this can be due to access of these assessment materials.</p> <p>Students that are more competent at reading will access the curriculum more successfully.</p>
3. Attendance	<p>Our attendance data indicates that attendance among disadvantaged pupils is on average about 6% lower than the figure for all pupils across years 7-11. The attendance of the school is comparable with local schools and is showing improvement in the past two academic years. We recognise that these attendance rates need to be improved. Observations and data indicate that SEMH need is significant factor in pupil absence.</p>
4. Behaviour and Self-regulation.	<p>Our in-school data suggests that whilst disadvantaged students achieve many achievement points, they are twice as likely to receive behaviour points, including the highest levels of sanction received. They are 3 times more likely to be recorded for level 3 sanctions. These sanctions are also often more likely to be seen in relation to our lower ability pupils. Dysregulation is often seen in lower attaining pupils and disadvantaged pupils and in turn this affects their learning and ultimately outcomes.</p>
5. Curriculum design	<p>Audit of our current curriculum design suggests that there is a lack of adaptability for students, particularly those expected to achieve higher grades. The curriculum, particularly at KS3 should engage all our students so that they feel they are present in a challenging environment that motivates progress.</p> <p>Our curriculum had too few vocational options that may be more accessible to our disadvantaged pupils to find success in and improve motivation.</p>

## Intended Outcomes

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

Intended outcome	Success criteria
Improved attainment outcomes.	2028 success criteria

Particularly for students with higher prior attainment and in higher grades in English and maths.	<ul style="list-style-type: none"> <li>- Disadvantaged students make good progress, like those that are not considered disadvantaged.</li> <li>- Increase number of HAP student making good progress.</li> <li>- Similar progress to similar schools.</li> <li>- A positive progress residual</li> </ul>
Improved reading scores in standardised assessments and attainment in GCSE subjects.	<p>2026</p> <ul style="list-style-type: none"> <li>- For an increase in reading scores in the quest assessments for year 7 and 8</li> <li>- reduced disparity between PP and non-PP students.</li> </ul> <p>2030 outcomes</p> <ul style="list-style-type: none"> <li>- A new 5-year programme will be created which all students are enrolled in.</li> <li>- The 5-year project will start with good habits in year 7. This will then show an improvement in GCSE English language grades and other subject grades such as history.</li> <li>- English language and Literature will have comparable attainment.</li> <li>- Progress for PP students will be inline with national average.</li> </ul>
Improved participation, behaviour and inclusion	<p>2026 Evidence:</p> <ul style="list-style-type: none"> <li>- The use of WISE around the school means students can take accountability for their behaviour and expectations are more consistent.</li> <li>- Levels of behaviour reporting has a small disparity between PP and non-PP students.</li> <li>- Observations show that teachers are by their doors and beginning lessons with retrieval practice.</li> <li>- Tutor time is seen as welcoming and purposeful.</li> <li>- Teachers are visible during break times and lunchtimes.</li> <li>- Surveys show positive levels of belonging and wellbeing.</li> <li>- Students are welcomed into the school.</li> </ul>
Attendance to lessons will be high.	<p>To reduce the number of students below 90% in bands (data) The ambition - 96% or above is the individual student target and our school target for all groups</p> <p>The attendance of pupil progress students is above local average.</p> <p>A use of attendance data tracking on DfE including monitoring of year 7 intake. The cause of additional friction for attendance issues will begin. Using absence bandings to target student attendance.</p> <p>A new attendance strategy has been implemented to boost attendance in line with DfE best practice.</p>

Curriculum design to be adaptive and inclusive for all students.	<p>For all subject to have an adaptive curriculum following an audit and amendments made.</p> <p>IB profile to be used throughout KS3 to enhance ambition through to sixth form</p> <p>2028 – more students who are PP apply to sixth form.</p>
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## 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

Budgeted cost: £65000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Begin a whole school reading strategy, beginning in year 7 to support productive tutor time sessions to support reading.</p> <p>Tutor Time reading activities are designed to improve their reading ability and develop their knowledge of the world as well as providing a productive set up for a day of learning.</p>	<p>Our reading strategy is part of the whole school literacy strategy which reflects the 7 strands recommended in the EEF KS3 and 4 literacy recommendation in this document: <a href="#">Reading comprehension strategy</a></p>	1, 2, 4
<p>Support staff members to support pupils' reading and vocabulary development. Use teacher inquiry projects and training sessions in departments where necessary.</p>	<p>There is significant evidence that improving pupils' reading comprehension and vocabulary skills impacts attainment at GCSE. Developing disciplinary literacy is a key recommendation in the EEF Guidance Report on Improving Secondary Literacy <a href="#">Literacy in secondary schools</a></p> <p>The use of literacy development from PiXL will also be used to unlock disciplinary literacy.</p>	1, 2, 4, 5
<p>Continue to develop teachers' Quality first teaching to ensure ALL pupils are actively participating in their learning in lessons.</p> <p>CPD will include Kagan training, adaptive teaching, SEND, curriculum</p>	<p>Ensuring a programme of professional development id focused upon positive outcomes. EEF evidences the impact this can make. <a href="#">Professional development Report</a> <a href="#">EFA embedding</a></p> <p>The mechanisms will follow building, motivating, developing and embedding implementations, these</p>	1 2 4 5

development, working with other institutions on ensuring that expectations are maintained from primary school all through the years.	will be embedded with care and context consideration. <a href="#">5 a day audit is</a> being used to drive CPD from the EEF website.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £118, 459**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading strategy interventions. Standardises reading scores will be used to identify students that require reading interventions. Several post marks for referral including: KS2 scores Quest Scores Teacher input.	EEF individualised instruction gains +4 months of progress. Reading comprehension strategies are high impact on average (+6 months).  It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>  Dedicated member of staff to work on specific areas of weakness with students identified with reading and comprehension issues.	1, 2, 4
Use of Diagnostic assessments to personalise interventions, including Performance learning, quest, summative assessments and standardised assessment to monitor and raise attainment.	Diagnostic assessment can indicate students' areas for improvement and highlight where specific intervention groups need help. Assessments will be used in class, or across a year group.  <a href="#">Diagnostic assessment information</a>  This included the use of wellbeing , belonging as well as academic support.	1, 2, 4, 5
Direct instruction and small group interventions for students with extensive English and maths tuition using the learning hub. This will particularly focus on students that cannot access the curriculum. HILTA employed for this.	Small group tuition focused upon specific learners can have up to 4 months impact.  <a href="#">Intervention</a>	1, 2, 3, 4, 5
Running Homework club weekly to help students have a place to complete homework with LSA instruction and aid.	<a href="#">Deployment of LSAs</a> to support in this specific way and can be paired with the <a href="#">positive impact of homework</a> .	1 2 4 5

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

**Budgeted cost: £ 183459**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing Strategies include the wellbeing website, onsite wellbeing team such as the dogs and snacks for the wellbeing spaces are used and monitored effectively. Wellbeing resources and websites will be available. This will also include counselling offer for students.</p>	<p>Our evidence suggests that our wellbeing programmes improve attendance of our students.</p> <p>Inclusive wellbeing programme for all academy members, parents, and wellbeing dogs.</p> <p><a href="https://ojs.cumbria.ac.uk/index.php/step/article/view/546/649">https://ojs.cumbria.ac.uk/index.php/step/article/view/546/649</a></p> <p>Dogs used in schools have been shown to benefit wellbeing, grief, emotional distress and improve school climate and ethos.</p> <p>Full-time in-house counselling and therapies can have a high impact on risk behaviours and improve attendance in school. Counsellors may also support the pastoral team.</p> <p><a href="https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventionsn">https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventionsn</a></p>	<p>2, 3,</p>
<p>Extracurricular activities and cultural capital strategies which include:</p> <ul style="list-style-type: none"> <li>- rewards,</li> <li>- music scholarships</li> <li>- IB awards</li> <li>- Gym Memberships</li> <li>- DofE</li> <li>- CCF</li> <li>- KAN – PP high attainers to university</li> <li>- summer school to aid transitions.</li> </ul> <p>Will be offered to all students and represented by a number of pupil premium students with lower or no financial burden.</p>	<p>We use a range of rewards to support students in their progress and encouraging positive behaviour and a school ethos of celebration. Collated evidence shows that behaviour management and positive reinforcement have a positive effect.</p> <p>Impact of offering students access to music and arts lessons can increase <a href="#">academic progress</a>.</p> <p>Offering students, the opportunity to go on cultural trips they would otherwise not afford has been shown to have potential improvement in academic subjects. Some students will have the opportunity for fully funded places to academic and cultural activities.</p> <p>Summer school transition</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schoolsv">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schoolsv</a></p> <p>A literature review by Goldsmiths University for The National Children’s Bureau highlights how extra-curricular activity increases sense of belonging.</p>	<p>1, 3, 4, 5</p>



Engagement clubs – Run a daily Breakfast Club for targeted pupils so that they can eat and socialise in a welcoming and supportive environment giving the opportunity to build purposeful relationships with their teachers and peers.	Breakfast club for nourishing snacks and staffing to ensure students make a great start to the day with higher brain function for progress. <a href="#">Magic Breakfast</a> <a href="http://www.educationalneuroscience.org.uk/resources/neuromyth-or-neurofact/diet-makes-a-difference-to-learning/">http://www.educationalneuroscience.org.uk/resources/neuromyth-or-neurofact/diet-makes-a-difference-to-learning/</a>	3,4
Attendance Full strategy in whole school improvement plan, includes increasing friction, increase role of the form tutor and lessons missed template. Focus upon low level attendance concern for target impact. Monitoring of student groups. Increase contact with parents.  Strategy communication and updates shared with staff regularly.	The EEF evidence suggest that the interventions that show promise, take a holistic approach in understanding pupils and their specific need. These address the specific barriers to attendance that have been identified. For example, one programme found to have a positive impact on attendance, used several different approaches depending on the needs of pupils, including a team to monitor and track attendance, parental communication, and motivation systems. There is some evidence that parental communication and engagement approaches and responsive interventions meet the needs of the pupils. <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/supporting_school_attendance_-_reflection_and_planning_tool.pdf?v=1750964012">https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/supporting_school_attendance_-_reflection_and_planning_tool.pdf?v=1750964012</a>	3,1 4
Behaviour – consistent approaches used by all staff will ensure students are safe and able to succeed. This will improve relationships by providing translatable boundaries for students. Our non-negotiables will be used schoolwide and creating positive corridor behaviour. Strategy communication and updates shared with staff regularly.	Whole school structure for behaviour to promote positive responsibility for behaviour. The consistency is required to <a href="#">reduce challenging behaviour in school</a> .	4, 3

**Total budgeted cost: £ 302, 420**

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

### Pupil premium strategy outcomes

#### Outcomes for disadvantaged pupils

Some of the outcomes of the previous strategy were met as outlined below. Some areas were not fulfilled however there has been a general increase in attainment.

We recognise that we had focused more on economic and wellbeing strategies in some areas as opposed to being more academically driven. We recognise that disadvantage is linked to outcomes and being more specific in our measurement of students not meeting progress outcomes needed to be at the forefront of our next strategy. For next year all strategy in place will have more evaluative measures in place to ensure they are rigorous.

**Priority 1** : Quality of Education: Improve the academic outcomes for all students

- Instil an ability to apply knowledge effectively.
- More students attaining higher grades in core subjects.
- Improve the progress and the attainment of all pupils to KS4 in all subjects.

**Positive progress:**

In the examinations in summer 2025 we had a 10% increase in the number of disadvantaged students achieving 4+ including English and maths which is excellent and mirrored the uplift trend of the whole school. However, a moderate decrease on 5+ (-2%). There were no progress measures this year, but the increase shows a general trend however the gap between disadvantaged and non-pupil premium students remains difficult to close. There should be caution comparing %'s in different cohorts.

Students were given sessions to aid in the process of revision and surveys suggest that revision methods are changing and improving. The number of highest grades were not attained by PP students. This remains an issue. The trend over the past three years has been positive.

School data has been collated to access the reasons behind lower attainment, and the largest concerns remain to be attendance and literacy levels which is reflected in our next strategy cycle.

**Priority 2:** Behaviour and Attitudes: Improve standards and increase attendance

- Promote collegiate responsibility for the vision of the academy
- Ensure student are nurtured through all stages of transition, including from primary settings, option processes at KS3, 4, 5 and beyond to include support beyond the academy

**Positive progress**

Attainment has increased as a school. Whilst the house points collected by pupil premium students increased by 4% in 2024-2025, the number of behaviour points is still excessive for the proportion of disadvantaged students. The number of suspensions has significantly decreased over the past 3 years, in-

cluding suspensions of pupil premium students; however disadvantaged students are still proportionally overrepresented in the number of suspensions in school over the last 12 months. Colleagues within the school have produced a whole school behaviour framework to promote positive behaviour in lessons. This will be launched in September. Transition processes have been tightened up to ensure appropriate transition for disadvantaged year 7 pupils entering the school and career guidance beyond. Our number of disadvantaged NEETs have decreased this year and the number of students returning to us in the sixth form have increased.

**Priority 3: Personal Development:** Drive the development of students as global citizens

- Develop engagement with learning in the classroom and beyond.

#### **Progress**

Students who are in receipt of pupil premium funding make up a larger proportion of students attending DoFE, CCF and KAN initiatives. These have included in the sixth form with funded trips to CERN this year. The number for students studying IB have increased, and characteristics will now move across and down the school.

**Priority 4: Leadership and Management:** Improve leadership at all levels.

- Develop inclusivity to ensure an integrated educational offer for all pupils.
- Training on inclusive teaching is central to the whole school development process and individual CPD.

#### **Positive progress:**

The whole school took part in EFA processes, Kagan training and revision resource training. The school also undertook a teaching and learning review, review of sixth form and pupil premium to evaluate current practices and manage new processes to better serve all our students including our pupil premium learners.

These have allowed a clearer directive in the pupil premium strategy for 2025 with a concise clear framework of CPD for teachers and further quality teaching and learning for students. More members of staff are taking part in leadership CPD to ensure laser sharp focus on specific areas of improvement to be made and positive leadership behaviour.

In the Pupil premium review, it was seen that teachers were not always able to articulate specific support for our disadvantaged students and so the clarity around the support we offer needs to be considered in the new strategy,

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
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Performance Learning	Performance Learning
PIXL	The PiXL Club • Company Registration number: 07321607
KAN EFA	Sevenoaks school EEF