

Kingswood Secondary Academy - Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Detail	Data
School name	Kingswood Secondary Academy
Number of pupils in school	1240
Proportion (%) of pupil premium eligible pupils	34
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	31.12.23
Date on which it will be reviewed	31.9.24
Statement authorised by	M Gamble
Pupil Premium Lead	L Dudley
Governor / Trustee lead	John Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£392,265
Recovery premium funding allocation this academic year	£104,604
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£496,869

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure that every pupil, irrespective of their background, thrives, makes excellent progress, and succeeds. We aim to achieve this by ensuring they are supported to access and demonstrate deep knowledge of the curriculum, including improving their vocabulary, widening their cultural capital, and the demonstrating the Kingswood Secondary Academy core competencies.

The focus of our pupil premium strategy plan works by supporting students to achieve success in line with their peers. This strategy considers the challenges our disadvantaged pupils face and outlines how the academy addresses these challenges, working to reduce barriers to pupil success. Our overall aim is that all disadvantaged and non-disadvantaged students achieve above their expectations and go on to complete a university degree, apprenticeship or real alternative in their future. We acknowledge that often disadvantaged students lack the same culturally rich opportunities as their peers and we work to address this.

Our approach is grounded in evidence-based research, rooted in robust diagnostic assessment rather than in assumptions about the impact of disadvantage. Staff use up-to-date data on current attainment and forecasts for attainment to inform their planning, focusing on the delivery of a high-quality curriculum with learning differentiated to support students where it is needed the most. This will, of course, also benefit the non-disadvantaged pupils in our academy. Our intention is to continue to improve the attainment of our disadvantaged students, aligning it with the progress of their peers and narrowing the gap.

Our strategies have measurable outcomes that allow us to review and adapt, ensuring that our approach is both stringent and effective. The strategy is a whole school approach in which all staff take responsibility for the outcomes of disadvantaged pupils alongside raising expectations and aspirations for all.

Challenges

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

Challenge number	Detail of challenge
1	Literacy skills – Prior attainment for disadvantaged pupils in year 7 is below national average on entry for reading and writing
2	Numeracy skills - Prior attainment for disadvantaged pupils in year 7 is below national average on entry for mathematics
3	Quality first teaching – difficulty in the recruitment of suitably experienced subject specialists. We recognise this to be a national issue but continue to seek to tackle this.
4	Some low aspirations and parental engagement limits the progress that all students can make. Parents' Evening attendance is particularly low for PP students.
5	The persistent absence* rates for PP students were high in 2022/2023 compared to other students (PP PA absence = 56.25%, Overall attendance 2022/2023 was 83.72% PP compared to 91.52% for non PP *The DfE recognises any pupil with an overall absence rate of 10% or higher of their possible sessions as a persistent absentee.
6	Lack of cultural capital – many students lack the knowledge, skills and behaviours to perform well in school, how to talk in different social groups or societies, to access higher education, and to be successful in work or a career.
7	Oracy – many students lack the skills express themselves in, and understand, spoken language.
8	Physical literacy – many students lack the movement skills that in turn give young people the confidence to participate in different physical activities, sports, and games.

Intended outcomes

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

	Intended outcome	Success criteria
1	Improved literacy skills will result in a closing the literacy gap with all other students in the academy (to include reading, writing & speaking).	Average reading ages for each year group are the same for PP and Non-PP, and meet national average
2	Improved knowledge and ability of basic mathematical processes leading to an improvement in outcomes at GCSE. Tested via termly assessments and validated by the QA process.	No gap in progress on Maths between PP and Non-PP, and progress is in line with national average
3	Build expertise in new and early career core subject teachers by providing bespoke CPD to improve pedagogy.	Quality assurance process demonstrates that all lessons meet the needs of individual students including PP, SEN and HAPs.
4	Improved aspiration of PP students, improved awareness of future employment options, greater participation of families at academy events. Reinforcing relationships and strengthening communication with parents will support outcomes for PP.	All PP in Year 11 and 13 meet twice a year with Prospects (careers guidance), number of PP and Non-PP parental participation at all academy events monitored and numbers increasing. Increase parents' evening attendance for PP students.
5	Overall attendance among students eligible for PP improves to 93% in line with non-PP students. Reduce persistent absence to below 40% for PP students.	93% attendance for PP students, persistent absence below 40% for PP students, thereby reducing the attendance gap between PP and non- PP pupils.
6	Increased cultural capital - numbers of trips and experiences for students in school increase year on year, Numbers of students attending clubs and societies in school increases year on year.	At least 50% of students on every school trip is PP. Evolve form requires trip leaders to state number of PP and Non-PP students eligible for every school trip. Number of PP students attending clubs increases.
7	Improved oracy of students leading to improvement in literacy.	Oracy projects and matrix to be rolled out. Scaffolding for oracy to be rolled out. Literacy coordinator to implement oracy strategies.
8	Improvement in number of students accessing sports clubs in and out of school.	An increased representation of PP students in sports clubs

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 (for example, CPD, recruitment and retention)

Budgeted cost: £210,083

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed vocabulary strategy in all lessons – Student receive support for “tier 2 and 3” words, MTP contain strategies to support student with new vocabulary, teachers check students for understanding of command and “tier 2” words as well as key vocabulary.</p> <p>Literacy Coordinator has introduced: Bedrock Vocabulary, library lessons, Lexia and cross curricular vocabulary teaching strategies to support all students and support teachers with the delivery of new vocabulary.</p> <p>Literacy testing to track and monitor progress and inform intervention, ensuring PP students are targeted readily for intervention where identified.</p> <p>Students read high quality texts in tutor time and in all curriculum areas.</p>	EEF Section 13, 14, 25	1,7
<p>Continue raising awareness of PP students and their barriers to learning amongst all staff through the effective deployment of Class Charts, and CPD.</p> <p>PP students identified on IPGs in all lessons, ensuring challenges are identified in all curriculum areas and all classroom settings. Ensuring that staff pre-teach concepts and have an awareness of potential lack of cultural capital will ensure a student can access a topic more readily and without barriers. This should be evident on MTPs also.</p>	EEF Section 5	6
<p>High-quality teaching to stretch and challenge all students will also benefit pupil premium students. Continue in-lesson PP support strategy – questioning (cold calling, double questioning), coaching support strategy including video resource of teachers demonstrating good practice in high leverage teaching practices.</p>	EEF Section 5, 12, 9,	1,2,3
<p>Quality Assurance focused on PP including PP Deep Dive. QA will identify areas for improvement and set as departmental targets for review moving forward.</p>	EEF Section 9, 12, 14, 16, 18,	1,2,3
<p>PDR target for PP students (“all key groups” reference on PDR targets)</p>	EEF Section 5	1,2
<p>Individual support strategies for groups of PP students (Purple plans, Post PEG action plans) PP students are overrepresented in interventions.</p>	EEF Section 12, 13	1,2
<p>Data used to identify PP gaps within all learning teams to support and/or justify intervention of individuals or teaching groups. Each data cycle includes an extraction of PP data for close scrutiny and intervention provided where need is identified.</p>	EEF Section 3,12, 17, 18	1,2,5

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

Budgeted cost: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP support strategy including, but not limited to PiXL strategies e.g. DTT (Diagnose, Therapy and Test), Go Green lessons, Eating the Elephant. These methods support academic success, metacognitive approaches to learning and revision and developing a reflective method of learning in which students are able to self-review and independently motivate. Intrinsic motivation and independent study are vital to PP students' success at GCSE. Educake and similar programs used to support at home learning.	EEF Section 2, 9, 12	1,2
Year 11 Termly Purple Plans are over-represented by PP students (at least one plan must be PP). These are designed to identify students who are not meeting targets in PPEs: close monitoring, support and intervention takes place to swiftly tackle potential exam underperformance.	EEF 2, 9, 12	1,2
Personalised intervention from specialists in Mathematics & English provided by MyTutor and Action tutoring. MyTutor is implemented for year 10 and 11. Action Tutoring implemented for year 7 for students targeted grades 9-4/grades 9-5. National Tutor Programme funding utilised to provide small group tutoring for Year 11 students in all subjects. 88 students receiving after school intervention, overrepresented by PP. Pupil Premium students are over-represented on each of these courses – raising aspiration from early in academic journey.	EEF Section 12, 13, 17	1,2
Revision guides and/or supportive materials purchased for PP students in targeted subjects. Strategy implemented to train students on how to use these effectively established in KS4.	EEF Section 13	1,2
Study Hub/Masterclass/Extra Curricular Academic Support monitored to ensure at least proportional representation of PP attend. Contact made with parents to engage and encourage attendance. Prom points awarded in year 11 to motivate students to attend sessions.	EEF Section 8, 13, 30+	1,2
Quality assurance book looks focused on PP, ensuring that PP students are challenged to achieve in line with their peers, are engaged and showing ambition in their work. Intervention to be put in place via academic mentoring where this is not the case.	EEF Section 9	1,2
Priority liaison with PP families to ensure engagement in all school-based activities e.g., Personal phone call/email invites for PP families to all parent evenings. Pupil premium monitoring of parents' evening attendance data to ensure an improvement in attendance is marked.	EEF Section 20	1,2,4
Two academic mentors employed for English and Maths - Small group intervention over-represented by Pupil Premium (usually over 50%). Data will show an improvement in the achievement of students in attendance in these sessions.	EEF Section 12, 13, 17	1,2
PiXL Insights pilot project with year 9 disadvantaged students focused on	EEF Section 12,	1,2,4,5

academic, attendance, behavioural and pastoral improvements. Students will be scored in terms of vulnerability and supported accordingly through a bespoke matrix of intervention at each level of need.	13, 17, 3, 31, 34	
Reader Leader: Paired reading strategy for Y7 and 8- readers from 6 th form and year 10 in to read with students. Students selected according to theory NGRT SAS scores. Group is majority Pupil Premium.	EEF Section 21	1,5,
Year 11 intervention sessions are over-represented by underperforming Pupil Premium students.	Section12,13,14	1
All year 7 and 8 books receive a novel to read over the summer holidays. This is in recognition of the fact that many Pupil Premium students do not have ready access to reading materials at home.	EEF Section 21, 8, 31	

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

Budgeted cost: £136,372

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of breakfast to all PP students to help prepare students for learning. Breakfast is served every morning in the atrium for all students to enjoy with their peers – we believe a sociable environment to host this creates a positive start to the day for our PP students. Surveys regularly conducted and sent to NSBP to monitor the impact and use.	EEF Section 8,31	5
Attendance capacity increased to include Home Attendance Liaison Officer – In place to support PP families with any barriers to attendance or learning. Liaise with HOY and PP Lead where appropriate to facilitate strategies to support increased attendance.	EEF Section 3,31,34	5
Assistant heads of year (AHOY) <ul style="list-style-type: none"> Supporting PP students –1 AHOY for each year group. Supporting with uniform issues, most notably, ensuring that students who are reluctant to attend due to uniform and equipment issues are swiftly supported to return to school with all they need. 	EEF Section 17, 3,	5
School let tutoring programme for year 10 / 11 students with PP students being prioritised and over-represented in each group.	EEF Section 14, 15, 17	1,2,5
Funding provided for uniform for PP students in need. 50% entitlement for blazers and full uniform provided where most in need. HOY/AHOY/FTs apply for uniform subsidy from Literacy Lead.	EEF Section 28	5
Pastoral team identify students with SEMH needs in KS3 (over 250 behaviour points in a year, or equivalent if part time). These students receive intensive support in SHINE (PP students are overrepresented in SHINE). SHINE supports students to restore behaviour and return to lessons full time in an environment that is structured to curriculum yet nurturing to the students' needs. Alternative provisions provided for students who do not succeed.	EEF Section 30, 31	5
Laptop scheme available for PP students – students can be allocated a DfE laptop to use at home on long term loan for schoolwork purposes if they have no access to another device. This allows use of Class Charts, GCSE pod and other useful resources they may otherwise miss out on. Future plans to source internet dongles for students without access to ensure all platforms are as	EEF Section 6	1,2,5

inclusive as possible.		
Part / full funding of educational visits for PP students. 35% is initial entitlement for domestic visits, 20% for international, but further subsidy can be offered at HoY request and PP lead discretion. Subsidy also provided to support food technology costs.	EEF Section 2	6
All PP students to engage with one employer in 2023/24 – coordinated by Beth Hardy.	EEF Section 2	4,6
All PP students to have at least one, but hopefully two sessions with careers advisor to discuss further education and career aspirations.	EEF Section 2	4,6
PP access to extracurricular activities/enrichment opportunities to be promoted directly. Subsidy to be offered where appropriate. Club attendance to be monitored and a conscious effort to be made to recruit higher numbers of PP students. The aim is to have 38% of each sports club represented by pp students in keeping with the ratio of pp to non pp students in the whole school cohort.	EEF Section 2	5, 6
Inspiration evening recognises and reward PP students' progress and achievements. An increased sense of pride and ambition is promoted with PP students.	EEF Section 2, 20	5,6
Uniconnect support used to increase the number of PP students on University visits. This will increase aspirations of PP students and motivate them to seek higher education for future destinations.	EEF Section 2	4,5,6
Target PP students to complete Duke of Edinburgh award, The Brilliant Club and Emergency Cadets – increases mobility for future destinations, boosts self-esteem, increased community integration enhanced wider extra-curricular experiences. Funding to support families with access.	EEF Section 2, 20	4,5,6
Digital Theatre subscription to enhance student experience of Drama and English. Increased culture capital and promotion of student interest and enjoyment of the arts and theatre.	EEF Section 1	1,5,6
Northampton university students paired reading strategy for y7 and 8. 3 students per class. At least 1 of these students should be PP to ensure representation has impact for this group. This will increase reading fluency, confidence and reading for pleasure. Reading with university students will also increase student aspirations for university study in the future.	EEF Section 21	1,5
Year 7 Pupil Premium High Attaining Pupils visit to DeMontfort University to promote future aspirations	EEF Section 2	4,6
Careers Fayre for Year 11 – Coordinated by Beth Hardy/Laurie Magee to promote future aspirations and encourage students to choose fulfilling and ambitious careers.	EEF Section 2	4, 6
Aim a Little Higher programme for disadvantaged students in year 9. A guest speaker will visit and conduct workshops with all Pupil Premium students in year 9, working on aspiration and ambitions prior to them choosing options. Each year 9 PP student will be assigned an in-house options mentor to guide them through the remainder of the options process, helping them to choose appropriate subjects to support them with their long-term goals.	EEF Section2, 21,	1,2,4,5

PiXL Insights pilot project with year 9 disadvantaged students focused on academic, attendance, behavioural and pastoral improvements. Students will be scored in terms of vulnerability and supported accordingly through a bespoke matrix of intervention at each level of need.	EEF Section 12, 13, 17, 3, 31, 34	1,2,4,5
Music lessons to be subsidised for PP students to increase culture capital. Research shows that children who learn an instrument have an increased capacity for academic success. This has been extended for this academic year.	EEF Section 1	1, 5, 6
The Big Wrap - supporting local families with the financial burden of Christmas by providing a hamper of toys and food. Organised by Pastoral Senior Assistant Head and supported by charitable donations from staff and community. Over 50% of the families supported are PP and all are disadvantaged.	EEF Section 8, 31	

Total budgeted cost: £ 476,455

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

We have analysed the performance of the academy's disadvantaged pupils during the 2022/23 academic year using both Key Stage 4 performance data and our own internal assessment. For 2023, the Progress 8 score (which is a measure of how much progress students at Kingswood Secondary Academy have made across 8 qualifications between the end of Key Stage 2 and the end of Key Stage 4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.02. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 41.9. See [DfE guidance](#) for more information about Key Stage 4 performance measures.

The DfE discourages comparison of results to previous years. 2023 public examinations saw a return to pre-pandemic standards for all qualifications which makes for a skewed and unreflective comparison to last year. Instead, it can be more useful to compare results to national figures to help gauge the performance of our disadvantaged students. For Progress 8, the national average score is approximately -0.55 according to the most up to date reported figures from the DfE. It is important to note that at the time of reporting, this data is based on 2021/22 results. The most recent reported national average score for Attainment 8 for disadvantaged students stands at 48.7.

In terms of Progress 8 data, this demonstrates that our students' Progress 8 score is 0.53 higher than the national average. This, in simpler terms, suggests that our students on average will achieve half a grade higher across all of their subjects than other disadvantaged students nationally, significantly outperforming the national average. Whilst we take pride in this achievement, we continue to aspire to eradicate the gap between disadvantaged and non-disadvantaged students completely. The goal is to ensure that all of our students make the same progress, regardless of their background. We will continue to strengthen our focus on key additional academic support in order to realise this.

The appointment of an experienced attendance officer has improved overall school attendance by 2% from 2021/22, bringing the overall academy attendance to 88.5%, less than one percent below the national average. Pupil premium attendance continues to be a concern at 83.72% compared to 91.52% for non-disadvantaged students. Approximately half of the persistent absentees in the academy are disadvantaged.

At Key Stage 3, Academic Mentoring has been a resounding success in English and Maths. Groups have been over-represented by disadvantaged students, ensuring that they are prioritised during the selection process. Internal monitoring data, student voice and parent voice activities have shown that the programme has been well received. Year 7 catch up groups contribute to bringing students into line with their peers which has a proportionate effect on disadvantaged students due to the increased likelihood of their lower attainment in Literacy and Numeracy on entering Secondary school. Tutoring programmes for years 7-11 across a range of subjects have a demonstrable impact evidenced in internal data.

Behaviour continues to be a focus for improvement, particularly with disadvantaged students but there has been some continued improvement. Time in reflection has reduced, uniform sanctions are fewer and there have been fewer equipment detentions. For more serious sanctions (Stage 3),

instances of some areas have reduced but other areas are still in need of improvement. This will form a key focus of our strategy this year – a new behaviour policy has been implemented which is already having an impact on negative behaviours. Challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Overall, the year has been a successful one with improvements showing in key areas. We have established areas for development for the year ahead which are outlined in the strategy above.

Externally provided programmes

Programme	Provider
Online 1-2-1 tutoring for Maths and English pp	MyTutor
Action Tutoring y-7/10	Action Tutor
HAP strategy my tutoring	MyTutor

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£0
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Appendix 1: EEF - Teaching and Learning Toolkit

Approach		Cost Estimate	Evidence Estimate	Average Impact	Summary
1	Arts participation	£££££	★★★★★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2	Aspiration interventions	£££££	★★★★★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3	Behaviour interventions	£££££	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
4	Block scheduling	£££££	★★★★★	0 Months	Very low or negative impact for very low cost, based on limited evidence.
5	Collaborative learning	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
6	Digital technology	£££££	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
7	Early years intervention	£££££	★★★★★	+ 5 Months	High impact for very high cost, based on extensive evidence.
8	Extended school time	£££££	★★★★★	+ 2 Months	Low impact for moderate cost, based on moderate evidence.
9	Feedback	£££££	★★★★★	+ 8 Months	Very high impact for very low cost, based on moderate evidence.
10	Homework (Primary)	£££££	★★★★★	+ 1 Month	Low impact for very low cost, based on moderate evidence.
11	Homework (Secondary)	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on moderate evidence.
12	Individualised instruction	£££££	★★★★★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
13	Learning styles	£££££	★★★★★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
14	Mastery learning	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on moderate evidence.
15	Mentoring	£££££	★★★★★	+ 1 Month	Low impact for moderate cost, based on moderate evidence.
16	Meta-cognition and self-regulation	£££££	★★★★★	+ 8 Months	High impact for very low cost, based on extensive evidence.
17	One to one tuition	£££££	★★★★★	+ 5 Months	High impact for high cost, based on extensive evidence.
18	Oral language interventions	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
19	Outdoor adventure learning	£££££	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on limited evidence.
20	Parental involvement	£££££	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
21	Peer tutoring	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
22	Performance pay	£££££	★★★★★	0 Months	Low or no impact for moderate cost, based on very limited evidence.
23	Phonics	£££££	★★★★★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.
24	Physical environment	£££££	★★★★★	0 Months	Very low or no impact for low cost based on very limited evidence.
25	Reading comprehension	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
26	Reducing class size	£££££	★★★★★	+ 3 Months	Low impact for very high cost, based on moderate evidence.
27	Repeating a year	£££££	★★★★★	- 4 Months	Negative impact for very high cost based on extensive evidence.
28	School uniform	£££££	★★★★★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
29	Setting or streaming	£££££	★★★★★	- 1 Months	Negative impact for very low cost, based on moderate evidence.
30	Small group tuition	£££££	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
31	Social and emotional learning	£££££	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
32	Sports participation	£££££	★★★★★	+ 2 Months	Moderate impact for moderate cost based on moderate evidence.
33	Summer schools	£££££	★★★★★	+ 2 Months	Moderate impact for moderate cost based on extensive evidence.
34	Teaching assistants	£££££	★★★★★	+1 Months	Very low or no impact for high cost, based on limited evidence.

Appendix 2 - An unequal playing field: extra-curricular activities, soft skills and social mobility – page 4

<https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility>

Employers in the UK labour market increasingly demand soft skills – and these types of skills (which may be developed via extra-curricular activities) could be an important factor in driving intergenerational social mobility.



There is strong evidence that demand exists for soft skills from employers in the UK labour market. The most common soft skill lacking in the UK labour market is the ability to manage ones' own time and task prioritisation (51% of all 'skill-shortage vacancies' were attributed to this in 2017). In terms of the 'skills gaps' raised by employers, soft skills, such as team working, oral communication and customer handling, are reported just as frequently as gaps in 'job specific and technical skills'. There is evidence of an association between soft skills (which may be developed from extra-curricular activities) and intergenerational social mobility as shown by previous research and new analysis presented here. Our research found a correlation between higher levels of some soft skills (readiness to learn, problem-solving, and planning skills) and upward social mobility defined as an individual having higher educational attainment than their parents. In this context, further work is needed to understand more fully the degree of alignment between the nature of 'soft skills' gained through extra-curricular activities and demanded by employers – for example, whether the 'team work' skills gained through sports reflect the proficiencies in 'team work' required in the UK labour market (as well as different segments within it).

