



Our King's Meadow Academy Values

We are happy, we are safe, we enjoy a challenge,
we are compassionate,
we are respectful and we are ready & fit for our future!

Document Information	
Title:	Pupil Premium Strategy
Aim:	<p>The DfE states that Pupil Premium funding exists to improve educational outcomes for disadvantaged children in state-funded schools. gov.uk</p> <p>The EEF reinforces this: <i>"The Pupil Premium has one central aim: to raise the educational outcomes of disadvantaged children"</i> and to address the "wide and persistent gap" that exists in educational achievement.</p>
Related documents:	<ul style="list-style-type: none"> • KMA 4C's Approach • Waterton Teaching and Learning Policy • Curriculum Overview • KMA Community Parent Leadership Offer • Sports Premium Funding Document • KMA Attendance Strategy & Policy
Date for implementation:	January 2026
Date of review:	September 2026
Distribution:	All Staff / Parents
Policy / Document version:	Version 1 – under new school leadership

Funding overview

Part A: Pupil premium strategy plan - Statement of intent

King's Meadow Academy is driven by the mission, **“We only get one life, so let's learn how to live it well.”** Our aim is to nurture resilient, life-long learners with strong personal attributes, positive learning behaviours, and secure mastery of the core knowledge and skills defined within our curriculum.

Situated in Kinsley and Fitzwilliam—an area of significant deprivation within the Wakefield local authority—our academy serves a community characterised by high mobility. Approximately 10% of our children join or leave the school each year, with many entering mid-year. This is reflected in our current Year 6 cohort, where 65% of children did not begin their education at King's Meadow, and 13% joined as late as Year 5. A substantial proportion of our children therefore experience challenges associated with both socioeconomic deprivation and educational mobility.

While educational disadvantage is often defined through Pupil Premium and Ever 6 eligibilities, at King's Meadow we recognise that vulnerability extends beyond these measures. Many of our most disadvantaged children do not meet formal criteria yet still require additional support to thrive.

High-quality, adaptive teaching is central to our school strategy. This approach has the greatest impact on narrowing the attainment gap for disadvantaged learners while simultaneously enhancing outcomes for all children. It underpins our commitment to providing an inclusive, ambitious education for every child in our care.

Detail	Data
Number of children in school	233
Proportion (%) of child premium eligible children	47
Academic year/years that our current child premium strategy plan covers (3 year plans are recommended)	Reviewed annually
Date this statement was published	Jan 2026
Date on which it will be reviewed	Sept 2026
Statement authorised by	Lauren Penny
Child premium lead	Kerry Williams-Kendall
Governor / Trustee lead	Kate Stokes

Detail	Amount
Child premium funding allocation this academic year	£162,102
Recovery premium funding allocation this academic year	£0
Child premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£162,102

What are your ultimate objectives for your disadvantaged children?

- Ensure all disadvantaged children make progress in line with, or above, national expectations so they reach age-related standards by the end of Year 6 and are fully prepared for secondary school.
- Narrow the attainment gap between disadvantaged and non-disadvantaged children over the next three years.
- Reduce term-time absences and persistent absence through consistent monitoring, support, and action to improve attendance.
- Raise aspirations and expectations for disadvantaged children through access a broad and balanced curriculum which helps them to secure deep, long-term learning
- Provide rich cultural capital experiences to help children retain knowledge, make meaningful learning connections, and broaden their social, moral, spiritual and cultural (SMSC) development.
- Be supported and nurtured at home by parents who understand and are confident in addressing their child's needs.
- Ensure every child's well being is supported

Key Principles of our Strategy

- Whole-child approach: Children's wellbeing and mental health are prioritised alongside academic achievement, recognising that confidence, self-esteem and daily attendance are essential foundations for successful learning.
- High-quality teaching: Ensuring all children benefit from strong teaching and ongoing professional development for staff.
- EEF-aligned tiered model: School improvement priorities are structured around the Education Endowment Foundation's tiered approach—Teaching, Targeted Academic Support, and Wider Strategies—to ensure a balanced, evidence-based strategy.

Challenges

The key challenges to achievement that we have identified among our disadvantaged children.

Challenge number	Detail of challenge
1	Poor levels of communication, oral language skills and vocabulary on entry to Reception (or within other year groups – in year mobility) Poor gross and fine motor skills on entry
2	Poor phonics leading to low reading fluency, Poor comprehension skills – particularly inference
3	Poor mathematical reasoning and vocabulary understanding
4	Behavioural, social, emotional and mental health needs including social regulation. Low independence and resilience due to historic trauma, significant hardship and stable relationships
5	Poor overall attendance, punctuality and persistent absence (Extended leave – home country, holidays, medical treatment in home country)
6	A high proportion of parents/carers have limited knowledge and skills as regards how to coach children at home with behaviour and learning
7	Limited wider cultural capital experiences outside of school within the surrounding area and further afield.
8	Lower parental engagement (Low parental aspiration & expectations)– historic parent education barriers or rising language barriers

9	Households lacking basic and supportive resources – writing materials, books, technology devices
10	High school mobility (10% Casual Admissions Incoming and Outgoing) for example Current Year 6 cohort 63% new to school – didn't start in Reception.

Intended outcomes

Intended outcome	Success criteria
Progress in Reading, Writing and Maths	Achieve national + average progress / attainment scores in KS2 Reading
EYFS GLD	Achieve above national + average progress / attainment progress in end of EYFS GLD
Phonics	Achieve above national + average progress / attainment expected standard in PSC
Pupil premium actively engage with and are challenged by the wider curriculum.	PP children talk confidently, articulately and positively about their learning in foundation subjects – demonstrating they know and remember more All PP children attend trips and take part in in house workshops.
Overall Attendance	Ensure attendance of disadvantaged children is above 96% and whole school attendance
Persistent Absence.	Persistent absenteeism to decrease significantly to within 5% of the published national average Successful prosecutions are achieved when supportive attendance measures fail
Achieve and sustain improved wellbeing for our disadvantaged children	Sustained high levels of wellbeing from demonstrated by qualitative data from child voice, children and parents/carers.
Increase the uptake of clubs and enrichment opportunities and parent workshops by our disadvantaged families.	There will be a significant increase in the opportunities available and the uptake of these opportunities.

King's Meadow Academy is part of Waterton Academy Trust with schools in South and West Yorkshire. As part of this structure colleagues at King's Meadow have access to a range of CPD through Teaching and Learning Forums, Professional Learning Communities – developing Subject Leadership, Leadership, including Attendance and Behaviour forums for our pastoral and attendance leaders.

The school also outsources support linked with the school's priorities such as Outward English Phonics Hub, Jerry Clay English Hub Reading supporting our English Team and Early Years / KS1 Team where the majority of our children come to King's Meadow below average with many without any pre-school setting or experiencing social group settings (baby classes / toddler groups). We also have strong partnerships with the pre-school that shares our school site.

Teaching (for example, CPD, recruitment and retention) Budgeted Cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
English Team leaders to work with the Outward English Hub – literacy specialist to embed, refine and coach staff in delivering the Read Write Inc Programme and Early Language skills	Education Endowment Foundation – Phonics + 4 months Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.	1,2
Provide staff training via the English Jerry Clay Hub on the teaching of early reading, language and embed the recommended teaching sequence to ensure that targeted disadvantaged children are taught reading, daily.	Education Policy Institute Providing teachers with a right to high-quality training and development would boost child attainment and earnings, and may tackle retention problems in the profession, a cost benefit analysis study from the Education Policy Institute (EPI) commissioned by Wellcome has shown.	1,2
Provide teacher and support staff release to attend Waterton Academy CPD forums linked directly with school priorities Maths, English, Attendance and Behaviour including PP leaders attending Marc Rowland (government advisor) training.	The EEF's <i>Effective Professional Development</i> guidance outlines the mechanisms that make PD impactful. These include: <ul style="list-style-type: none"> • Building staff knowledge • Developing teaching techniques • Embedding practice • Providing ongoing feedback and coaching These mechanisms are essential for ensuring teachers understand the needs of disadvantaged children and can use strategies proven to work.	1,2,3
In house CPD specialist training for all staff – Marc Rowland (government advisor) to staff at King's Meadow. Support staff training, staff coaching, peer collaboration	The EEF's <i>Guide to the Pupil Premium</i> highlights the importance of teachers and leaders having: <ul style="list-style-type: none"> • Strong diagnostic skills • Understanding of common barriers to learning • Knowledge of evidence-based approaches for disadvantaged children • Training helps staff accurately identify root causes (e.g., language delay, SEMH needs, low cultural capital) and provide precise targeted strategies, rather than general or unfocused support. 	1,2,3,4,5,6,7,8,9,10
Additional teacher in year 6 to support a smaller teacher to child ratio / smaller class size to accelerate child progress and attainment for PP ks2 outcomes	According to the EEF, reducing class size: Has a positive impact of +1 month of progress on average. Works best when smaller numbers allow teachers to teach differently, such as through: <ul style="list-style-type: none"> • more targeted teaching • higher-quality interactions • increased individual feedback • better behaviour management 	2,3,10

	Benefits are strongest when class sizes drop below 20, enabling more personalised learning.	
Additional release for senior leader to support, coach colleagues with teaching and learning (pedagogical approach) to raise outcomes across school	EEF evidence shows that smaller, sustained, practice-focused PD—such as instructional coaching—is more effective than single sessions or one-off courses. High-quality PD must allow staff to revisit learning, practise new strategies, receive ongoing feedback, and refine technique.	1,2,3
Additional capacity from Educational Welfare Officer (Waterton Academy Trust) to support and coach the school attendance lead – to challenge and support hard to reach and historic low attendance families.	Education Endowment Foundation (EEF) – Attendance and Persistent Absence (2023) A formal evidence submission highlighting variation in strategies, and identifying promising approaches such as parental engagement and responsive interventions. Attendance Interventions: Rapid Evidence Assessment (EEF, 2022) This is the core research report summarising 72 studies of attendance interventions.	5,8,10

Targeted academic support (for example, tutoring, one-to-one support, structured interventions) Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fresh Start intervention in UKS2 for vulnerable/disadvantaged to fill gaps in phonics and catch up	Education Endowment Foundation Fresh Start (FS) – +3months progress in Reading. Education Endowment Foundation –One to one tuition. – +5months One to one tuition involves a teacher, teaching assistant or other adult giving a child intensive individual support.	2
Phonics structured RWI teaching and intervention groups	Teaching Assistants supporting small groups of children across school with structured phonics support in key stage 1 and 2. <i>EEF Teaching and Learning Toolkit - Teaching Assistant Interventions</i>	1,2
Maths breakfast booster sessions for year 6 Sept to May then year 5 to July before school (Tues/Thurs – 45mins x2)	Led by Head of School – supporting confidence, self-esteem and arithmetic success. Education Endowment Foundation – Small group tuition– +3months Taken from the EEF summary of recommendations (Improving Literacy in Key Stage 1). 'Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.	3
Maths breakfast sessions for year 2 Jan to July (30mins – once a week) before school	Led by Key Stage 1 Phase Leader - supporting confidence, self-esteem and arithmetic success. Education Endowment Foundation – Small group tuition– +3months Taken from the EEF summary of recommendations (Improving Literacy in Key Stage 1). 'Use one-to-one and	3

	small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.	
Times Tables Club (year 4/5 children)- 1 hour a week	Supporting children to access additional practise to support confidence, self-esteem, resilience and improve arithmetic and mental maths skills as can not at home.	3
To establish structured small group interventions, to support children who have fallen behind furthest to make accelerated progress towards their individual targets	<ul style="list-style-type: none"> • Handwriting – gross and fine motor skills • Maths Plus One & Power of 2 – Number focus • Same day intervention – linked to misconceptions from morning lessons (Maths/English/Phonics) • Reading fluency 	1,2,3
WELLCOMM Primary purchased and training delivered in order to identify children throughout school (including new starters) who have language deficit	Education Endowment Foundation – Early Language Development: – +5months Needs, provision, and intervention for preschool children from socioeconomically disadvantaged backgrounds. Oral Language Interventions of this nature have been identified to have potential gains in progress of +5months by the EEF.	1,2

Wider strategies (for example, related to attendance, behaviour, wellbeing)
Budgeted cost: £31,102

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Lead to ensure rigorous attendance strategy is followed and engage with hard to reach or historic low attending families (50% of salary)	<p>DfE – Improving school attendance: support for schools and local authorities Recognise attendance as an important area of school improvement. Make sure it is resources appropriately to create, build and maintain systems and performance. Have a designated attendance champion in the senior leadership team with clearly assigned responsibilities.</p> <p>Attendance Interventions: Rapid Evidence Assessment (EEF, 2022) This is the core research report summarizing 72 studies of attendance interventions.</p>	5,10
Learning Mentor to support social, emotional and mental health needs of targeted PP children (50% of salary)	<p>The EEF Teaching & Learning Toolkit identifies SEL interventions as having: +3 months impact on academic outcomes Effective for improving decision-making, emotional regulation, social interaction, and relationships</p> <p>A 2025 rapid evidence review into supporting children with SEMH needs highlights:</p> <ul style="list-style-type: none"> • Whole-school strategies combined with targeted interventions are most effective. 	4

	<ul style="list-style-type: none"> Targeted support must focus on self-regulation, organisation skills, and behavioural interventions. 	
TA trained to deliver ELSA sessions in afternoons for children from all year groups	ELSA is strongly aligned with two EEF evidence strands: Social and Emotional Learning (SEL) Mentoring / targeted pastoral support	4
Subsidised school trips and in-house workshops	<p>As a school we feel it is vital to support our community with the cost of school trips to ensure children benefit from community cultural capital enrichment activities such as school trips. The large majority of our households have very little opportunity to have family days out and go beyond their immediate surroundings. Therefore, use of the PP funding supports children to have those rich cultural capital learning experiences which many peers will have access to.</p> <p><i>EEF Toolkit – Outdoor Adventure Learning Wider evidence base indicating positive impacts on other outcomes such as self-efficacy. Motivation and team work. Disadvantaged children have the opportunity to participate in activities that they otherwise may not be able to access. Children can develop non-cognitive skills such as resilience, self confidence and motivation.</i></p>	7
50% subsidised residential trips to support equity offer to all children to access outdoor learning experiences	<p>The large majority of our children have not experienced a night away from home or had the opportunity to experience activities such as abseiling, archery etc. We feel it is important that our children have these enrichment experiences before attending secondary school.</p> <p><i>EEF Toolkit – Outdoor Adventure Learning Wider evidence base indicating positive impacts on other outcomes such as self-efficacy. Motivation and team work. Disadvantaged children have the opportunity to participate in activities that they otherwise may not be able to access. Children can develop non-cognitive skills such as resilience, self confidence and motivation.</i></p>	7
<p>Community parent leadership offer – family initiatives</p> <p>Well-Being fayre supporting families with local charities and professional services</p> <p>Cost of uniform for vulnerable families and community support through food / toy provision</p>	<p>To improve attendance and readiness to learn, we aim to ensure that children and their families feel emotionally supported, valued, and fully connected to the school community. By providing high-quality uniform support and wider well-being guidance for families, we strengthen children's sense of belonging and remove barriers that may otherwise reduce attendance, confidence, or engagement.</p> <p>EEF evidence highlights the importance of parental engagement as a key lever in improving outcomes for disadvantaged children. The EEF defines parental engagement as "<i>the involvement of parents in supporting their children's academic learning,</i>" including programmes that develop parental skills, encourage parents to support learning at home, and offer more intensive support for families facing crisis situations such as anxiety, behaviour difficulties or poor sleep routines.</p>	8,6,5,4

<p>Staffing support with parenting sessions and well being initiatives</p> <p>Further develop the pastoral support section of the website</p>	<p>Providing well-being support, practical guidance and wrap-around help for families aligns with this evidence. By addressing home-based factors that affect attendance—such as anxiety, morning routines, sleep, behaviour at home, or financial stress—we remove barriers that prevent children from coming to school regularly and being ready to learn. The EEF's review on attendance interventions notes that responsive, targeted family support shows early promise in improving attendance, particularly for disadvantaged children.</p> <p>Teaching and Learning Toolkit – School Uniform</p>	
<p>Breakfast Provision – subsidised cost for PP children</p> <p>Magic Breakfast</p>	<p>Supporting well-being of child premium children and families to be ready for learning Developing life and social skills through interaction with their peers. Attendance monitored and attendance across school to monitor to show how this may have supported attendance and punctuality.</p> <p>EEF – Teaching and Learning Tool Kit – Extended School Time EEF – Parental Engagement Guidance Report</p> <p>Children are more likely to learn effectively when they have had a healthy breakfast. Encouraging parents to provide this at home is one option; another is to provide a breakfast club in school. The EEF's trial of Magic Breakfast in 106 schools found that providing a universal free breakfast club had an impact of two additional months' progress on children's outcomes at Key Stage 1 and Key Stage 2.</p>	5,4,8
<p>In Harmony – Music Provision (year 1,2,3)</p>	<p>Weekly lessons from InHarmony and concerts for parents to support engagement and performance opportunities</p> <p>New partnership to test the impact of different cultural learning strategies in English schools Sir Kevan Collins, Chief Executive of the Education Endowment Foundation, said: "All children, including those from disadvantaged backgrounds, deserve a well-rounded and culturally rich education</p>	7
<p>To transform break and lunchtimes for all children through involvement in Active Play in order to increase resilience, risk taking, and collaborative skills</p>	<p><i>The EEF Child Premium toolkit states that: - Social and emotional skills support effective learning and are linked to positive outcomes later in life.</i></p>	<p>Split with Sports Premium Funding</p> <p>4</p>
<p>One Life Personal Development Programme – Sept 25</p>	<p>Personal Development PHSE programme - a comprehensive, school-based curriculum designed to boost children's mental, physical, and social wellbeing through a structured daily routine and weekly lessons.</p>	4

Total budgeted cost: £162,102

Part B: Review of the previous academic year 2024-25

Outcomes for disadvantaged children – Key Stage 2 Attainment and Progress

Across 2023–2025, results for each group:

- All children: Reading, writing, and combined all improved. Maths held steady.
- Boys: Flat trend across all areas.
- Girls: Steady gains in all subjects, strongest in writing and combined.
- Disadvantaged: Clear rise in reading and combined, steady in maths, strong writing growth.
- Non-disadvantaged: Moderate gains in reading, writing, and maths; small dip in combined.
- SEND K: Slow improvement across all areas.
- No SEND: Consistent improvement in all measures.
- EAL: Fluctuating pattern due to small numbers, but reading and writing ended high.

Overall, most groups show improvement by 2025, led by gains in writing and combined outcomes.