



King's Meadow  
Academy

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# Pupil Premium Strategy Statement

*Website Summary*

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

### School overview

Detail	Data
School name	King's Meadow Academy
Number of pupils in school	258
Proportion (%) of pupil premium eligible pupils	124 48%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2023/24
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Robert Cochrane - Headteacher
Pupil premium lead	Robert Cochrane - Headteacher
Governor / Trustee lead	Gareth Mann-Tighe

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,640.00
Recovery premium funding allocation this academic year	£16,530.00
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	£173,894.99

## Part A: Pupil premium strategy plan

### Statement of intent

Within King's Meadow Academy it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas. We want all pupils to want to come to school, be their best and be resilient, knowledgeable and ambitious learners. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals and provide them with a range of opportunities which prepare them for life as world citizens.

From September 2021, leaders have created an Improvement Plan where all key priorities are designed to address the challenges disadvantage children face at our school. Therefore, our pupil premium strategy is an integral part of school improvement rather than a separate plan. In fact, this plan forms the basis of our Whole School Development Plan.

We consider the challenges faced by vulnerable pupils, such as children in care, those who have a social worker or those with special educational needs and disabilities and provide a clear pastoral offer. The development work we intend to undertake from this plan is designed to impact and support the needs of all children regardless of whether they are disadvantaged or not. Although this is new way of working we have opted to look to evidence-based practice when leaders are selecting strategies and incentives to support challenges our cohorts might face at school and beyond.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support and this has been a priority for our school over recent years. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery including the targeted support offered through the National Tutoring Programme, for pupils whose education has been worst affected, including non-disadvantaged pupils. We also continue to adapt our curriculum to prioritise teaching missed content that will allow pupils to make sense of later work in the curriculum. A broad and balanced curriculum is vital for all our pupils.

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

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

## Challenges

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

Challenge number	Detail of challenge
1 Quality First Teaching/ Resilience	<p>Observations and discussions with pupils suggest that there are many pupils who do not have a range of metacognitive strategies to draw upon. Therefore, they don't make the most of their strengths and weaknesses, and have difficulties motivating themselves to engage in, and improve, their learning.</p> <p>Observations and discussions with pupils suggest that a proportion of them, including disadvantaged, are reliant on adult support and lack motivation to tackle challenging tasks independently.</p>
2 Reading / parental engagement	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers as they move through school.</p> <p>Observations and discussions with pupils suggest that there is little or no parental engagement with supporting their child to read at home</p>
3 Oral Language Development	<p>Assessments, observations, and discussions with pupils show that there are underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
4 Wellbeing	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>In light of the recent school closures, pupil's wider experiences from their home life have become increasingly limited, particularly for our disadvantaged families.</p>
5 Attendance/ Safeguarding	<p>The school's demographic is considerably disadvantaged compared with the national average which impacts on the safeguarding of our most vulnerable families</p> <p>Our attendance data over the last 3 years (and beyond) indicates that attendance among disadvantaged children was significantly lower than their non-disadvantaged peers. Particularly with persistent absence</p>

	<p>which historically has held around a 5% difference. Strengthening reporting systems, and the impact of the LM posts has enabled the gap to close to broadly a 1% variable in most key areas (as of January '22 review.</p> <ul style="list-style-type: none"> <li>● Year to date attendance: current 91.83% (Disadvantaged - 89.63%)</li> <li>● Unauthorised absence: 2.08% (Disadvantaged – 3.07%)</li> <li>● Illness: 4.96%</li> <li>● Confirmed COVID: 0.87%</li> <li>● Self - isolating COVID symptoms: 0.95%</li> </ul>
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## 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
Improved metacognitive knowledge for all pupils, enabling them to be independent, reflective learners.	Assessments and observations indicate significantly improved resilience and work ethic for all our pupils. Evidence of pupils using a range of strategies to complete tasks when triangulated with other sources of evidence, including engagement in lesson, book scrutiny and ongoing formative assessments
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>● qualitative data from student voice, student and parent surveys and teacher observations</li> <li>● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>● the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by at least 50%.</li> </ul>

	<ul style="list-style-type: none"><li>• the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers (with the aspiration and aim being no difference at all).</li></ul>
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD training for staff to develop their knowledge of metacognitive approaches and how to apply them appropriately	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	1,3,4
Coaching teachers to support them with applying metacognitive strategies effectively	<p>Senior leaders should provide teachers with time and support to make sure approaches are implemented consistently.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a></p>	1
PPA cover scheme	<p>Bought package through JJ to release a0 Teaching staff to develop curriculum implementation and subject leadership. Impact through HLTA's delivering highly tailored interventions to ensure progress remains rapid and sustained.</p>	1,2,3

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be supported with collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>RWI 1:1 / Fresh Start</p>	2
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2
<p>Purchase of a programme to improve listening and vocabulary</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p>	2



skills for disadvantaged pupils who have relatively low spoken language skills.	<a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> Wellcomm Time to talk – Oracy/ Wellbeing Socially speaking – Oracy/Wellbeing	
Improve the quality of social and emotional (SEL) learning through the implementation of SCARF  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	Husky Therapy Dog - Wellbeing Lego Therapy - Wellbeing There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a> Zones of regulation- Wellbeing Social and emotional fix - Wellbeing Sewing circle - Wellbeing	3

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

Budgeted cost: £50, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

officers to improve attendance.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Learning Mentors recruited to improve pastoral offer	Follow DfE guidance supporting good attendance systems to robustly and supportively reduce PA%.	4, 3

**Total budgeted cost:**

**£165,000**

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

### 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
RWI	Ruth Miskins

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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

## 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.*

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

Our thinking has been heavily influenced by our involvement in the One Wakefield Programme. We are working through a process and not setting a fixed product to produce by a specific date. Along the way with the process we are aiming to remove challenges for all children as well as those highlighted as disadvantaged.

Given the context of the setting and some of the legacy under-performance we have aimed as leaders to address challenges. The school is in a position of recovery and leaders have reviewed and evaluated strategies undertaken previously and any with significant positive impact we have endeavoured to maintain.

As this strategy conveys, we are now intently focused on working on key priorities in a simple, systematic and effective way. Leaders have therefore integrated both our Academy Improvement Plan and our previous pupil premium plan into one strategy which focuses on overcoming challenges faced by disadvantaged learners, for the benefit of all. The format is an adapted logic plan, with simplified terminology, accessible and understood by all stakeholders.

In November 2021, the school hosted a Diagnostic Review, in conjunction with the One Wakefield Programme and Marc Rowland, a foremost expert in the use of Pupil Premium funding and contributor to the work of the Education Endowment Foundation's research, including the National Research School Network. Leaders attended a further session exploring further the new method of working. Leaders at KMA (supported by the MAT) are acutely aware of the amount of work to be undertaken in this area. To this end we have taken the stance this is a live document reviewed consistently by leaders to challenge and test that we have our priorities right. We are carefully and purposefully selecting strategies highlighted to make maximum impact as outlined in the EEF Research. Metacognition, Reading and feedback being 3 large but key areas.

We have continued to triangulate evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of school's database to view the performance of disadvantaged pupils in schools similar to ours and it is our intention to contact schools with high- performing disadvantaged pupils to learn from their approach, including those from within our own multi academy trust and the local authority.

We have attempted to use 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. This is a key driver for our overall Academy Development Plan.

We have put an 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.

### **Additional activity**

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

- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Engaging with our parent community in-person when guidance allows. Re-launching and embedding the SMSC and community elements of all stakeholders. This piece of work has been handcuffed through the pandemic and partial school closures and will be reviewed;
- Reviewing and relaunching a parent engagement strategy post Covid. Now that parent & carer's can once again begin to re-enter the school building, leaders are passionate about reintegrating the school community back into school life.
- Budget review prep for 22-23 to commit significant proportion of PP budget to Place2Be / counsellor provider started pre-pandemic but paused and postponed in 2020.