

Pupil premium strategy statement (2022-25)

This statement details our school's use of pupil premium funding across 3 years from September 22 to August 25 to help improve the attainment of our children who are eligible for pupil premium spending.

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

School overview

Detail	Data
School name	Kings Meadow Academy
Number of pupils in school	258
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Samantha Thompson Trust EHT
Pupil premium lead	Robert Cochrane Academy HT
Governor / Trustee lead	Gareth Mann Tighe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166,000
Recovery premium funding allocation this academic year	N/A
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	£166,000

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 disadvantaged 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 on and support the needs of all children regardless of whether they are disadvantaged or not.

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. We also continue to adapt our curriculum to prioritise the teaching of 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	A number of children within school don't have a full understanding of SSP or fluency as readers and this is inhibiting their abilities to fully access the curriculum.
2	Attainment and progress are historically low for all groups of children due to historic inconsistencies in teaching, assessment and the curriculum.
3	A wide range of SEND needs impact on the learning and progress of a large number of children within the academy.
4	Further work is needed to build upon the behaviour strengths which have been established and to continue to improve behaviour for the small minority of children with SEMH needs.
5	Attendance for specific groups and families does still, in some cases, impact on learning.
6	The wider curriculum offer, including extension and enrichment activities, requires more focus to ensure that all children are able to fully access and benefit from this.
7	The personal development offer for the children requires further strengthening and deepening.
8	Some areas of the curriculum had not been fully evaluated and developed. New subject leaders are now in post and receiving CPD to support improvements here.

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
The use of SSP will be embedded within school and this will improve the fluency of reading leading to an improved ability to access the curriculum.	<ul style="list-style-type: none"> • RWI phonics will be embedded within class teaching and interventions. • Fresh start materials will be in place for children in upper KS2. • Engagement and fidelity will be strong. • Monitoring and assessments will show improved reading fluency and improved ability to access the full curriculum offer.
Children will leave KMA with good levels of attainment and progress relative to their starting points.	<ul style="list-style-type: none"> • Outcomes will show consistent improvement year on year for all groups of children. • Progress measures will be in line with National expectations.
Teachers' understanding of the needs of SEND children will improve and lead to more effective classroom practice as well as utilisation of support staff.	<ul style="list-style-type: none"> • All children with identified SEND needs will receive strong and appropriately differentiated quality first teaching. • Strong relationships with external agencies will continue to develop, further strengthening the impact for children.
The established school ethos and positive behaviour expectations will continue to be fully embedded with increased, focused support and intervention for children with SEMH needs.	<ul style="list-style-type: none"> • Behaviour will not disrupt learning. • All policies will be fully and effectively implemented by all staff. • The pastoral team will show impact through the range of proactive interventions as well as their reactive work.
Rates of absence and persistent absence will decrease.	<ul style="list-style-type: none"> • The gap between school absence levels and National levels will begin to close. • The inclusion team will show impact with families and individuals.
A wider range of activities and experiences will be on offer to all children.	<ul style="list-style-type: none"> • A programme of visits, visitors and extra curricular provision will be in place. • Attendance at enrichment events and activities will be good and will include all groups.
The personal development curriculum will be strong, wide ranging and robust.	<ul style="list-style-type: none"> • A clear plan for content, knowledge and progression for PD will be in place. • Children will show greater understanding of British Values and protected characteristics and will apply this understanding in their relationships with others.
The curriculum will continue to improve and will show breadth, balance and clear progression of knowledge, skills and understanding.	<ul style="list-style-type: none"> • All subjects will have clear progressions in place including retention and retrieval of taught information. • Subject leads will know their subjects well and show impact on areas for development as the year progresses.

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: £96,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD will be given to all staff to improve the quality first teaching offer. This will include:</p> <ul style="list-style-type: none"> • Curriculum impact and subject specific elements. • Reading – including the embedding of RWI within class work. • Improving progress and attainment for all children. • Ensuring personal development is embedded within the curriculum <p>CPD will be available for individuals and groups where monitoring shows that further support is required.</p> <p>Collaboration opportunities will be made available so that staff can observe good practice. PDM sessions to share good practice in books from within our academy and across the academy trust will take place regularly.</p> <p>Communication will take place through staff meetings, support staff meetings, staffroom noticeboards and emails where needed.</p> <p>Follow up support in terms of coaching and individual peer observation will be provided as needed.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>1, 2, 3, 6, 7, 8</p>
<p>CPD all support staff and targeted teaching staff will continue to receive training in RWI. Development day support will be accessed. Pathways for all staff who teach phonics will be set up online and fidelity with these will be monitored.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>1, 2, 3</p>

<p>Staff will collaborate with planning and the preparation of resources as well as team teaching and modelled lessons to share good practice.</p> <p>Communication will take place through staff meetings, parents' meetings, newsletters and emails. Informal discussions between staff in different classes will also be facilitated by the reading lead.</p> <p>Follow up support in terms of coaching and individual peer observation will be provided as needed.</p> <p>Additional resources to enable full success with the RWI programme will be purchased.</p>		
<p>CPD for, and then led by, subject leaders within school to ensure that all teacher subject knowledge is at appropriate levels.</p> <p>Collaboration between subject leaders and class teachers and between teachers in phase groups to ensure that strengths are shared and good practice is built upon.</p> <p>Follow up support from subject leaders and from the trust school improvement team.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>6, 8</p>
<p>CPD for all staff to develop their understanding of personal development, protected characteristics and British Values.</p> <p>Collaboration between SLT, subject leaders, pastoral staff and teachers to ensure that everyone understands their part in this.</p> <p>Follow up support in terms of coaching and individual peer observation will be provided as needed.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>7</p>

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for teaching staff and for the support staff leading the intervention. This will be delivered by the school reading lead and the development day lead from RWI.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>1</p>

<p>Collaboration between the staff working with these individuals in class, groups and individually leading to improved communication.</p> <p>Follow up support from SENCO, reading lead and development day lead as required.</p>		
<p>CPD for teaching staff to ensure that tutoring is deployed effectively and that class teachers retain ownership and accountability for this.</p> <p>Collaboration between the staff working with these individuals in class, groups and individually leading to improved communication.</p> <p>Follow up support from SLT including regular communication.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>1, 2, 3</p>

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for pastoral team.</p> <p>Collaboration between these staff, SENCo and class teachers to ensure that the needs of these children are fully met.</p> <p>Collaboration and communication with parents and external agencies to ensure that the correct support and services are accessed and deployed in a timely and effective manner.</p> <p>Collaboration with other schools who have shown progress and improvements in this area of work.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>4</p>
<p>CPD for attendance officer to ensure that her work maintains rigour and focus.</p> <p>Collaboration between attendance officer in school, trust EWO and SLT link to ensure that practices are maintained, impact is evaluated, actions are amended as needed and continuing improvements are made.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>5</p>
<p>Collaboration with parents to promote attendance at extra curricular clubs and take up of enrichment activities. This will also ensure they are fully informed of the financial support that school will offer for these.</p> <p>CPD for staff leading these where needed.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>6</p>

<p>Collaboration with other local trust schools to implement a focus week targeted to increase understanding of different countries within the Commonwealth and the role of the monarchy.</p> <p>Collaboration between SLT organising this and class teachers to ensure that the impact of this is embedded through curriculum work.</p> <p>Communication with parents to ensure that as many children as possible access the funded visit to London to the Houses of Parliament.</p> <p>Communication between SLT and class teachers to ensure that the impact of this visit is disseminated across school and embedded into a growing understanding for the children.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>7</p>
<p>Communication between SLT and staff to ensure that Chatta and metacognition interventions begun last year continue to be embedded and bear fruit. Further targeted CPD as needed.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>1, 2, 6, 7, 8</p>

Total budgeted cost: £ 166,000

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 2021 to 2022 academic year.

Objective	Review
To improve metacognitive knowledge for all pupils, enabling them to be independent, reflective learners.	CPD for this has taken place and staff have begun to implement parts of this within their day to day learning. This will continue as a key part of the curriculum and personal development work next year.
To improve oral language skills and vocabulary among disadvantaged pupils	Links have been established with Chatta trained providers and plans are in place to begin the implementation of this within school. RWI teaching has helped to develop basic vocabulary and this is continuing to be embedded with further training and resources requirements next year.
To improved reading attainment among disadvantaged pupils.	Phonics outcomes have improved dramatically with the introduction of RWI. The teaching of reading including fluency and comprehension, which builds on the newly acquired phonics understanding, is part of the improving attainment priority for next year.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Training is in place for this and continuing, a wellbeing champion in place for children and staff, Thrive training for the wellbeing lead is finished and practitioners are beginning to implement these sessions. Elsa training has also been sourced for staff and is taking place throughout the next year. All of these areas will be ongoing and will deepen the initial positive impact seen.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	An improvement in attendance was seen during the school year 2021-22 as was a decrease in PA children. However, this has not yet improved significantly enough and further work on this is still needed. This will remain a key area for development moving forward.