

# Pupil premium strategy statement – King’s Meadow Academy

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2023-24
Date this statement was published	29 <sup>th</sup> September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	
Pupil premium lead	Dan Gough
Governor / Trustee lead	Gareth Mann-Tighe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146955
Recovery premium funding allocation this academic year	£16095
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£163090

# Part A: Pupil premium strategy plan

## Statement of intent

Our objective for our Pupil Premium children is to ensure they have as much chance as their non-PP peers to be successful across the curriculum. We aim to ensure that the gap between PP and non-PP pupils is as narrow as possible.

Our Pupil Premium strategy aims to unpick the pastoral and SEMH support our PP pupils need so that environmental/family barriers are removed/reduced.

A huge priority is to unpick the gaps in learning for PP pupils, that have been created by their past attitudes towards learning/education, persistent absence and/or other external disruptions.

We aim to use the strategy to provide our PP pupils with rich and varied curricular experiences so that they are inspired to achieve and develop ambition.

## Challenges

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

Challenge number	Detail of challenge
1	Persistent absenteeism.
2	Environmental factors: families who require multi-agency support, safeguarding incidents/concerns and limited/restricted experiences.
3	SEMH – pupils who lack resilience, self-esteem and struggle with coping mechanisms when faced with challenge/struggle.
4	Gaps in basic skills in both maths and English (i.e. times tables, number facts, punctuation use, phonics/spelling).
5	Limited vocabulary and low levels of literacy including speaking, listening and oracy, which can impact on learning across the curriculum.

## 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
Attendance for PP pupils increases dramatically and is broadly in-line with the national average.	Attendance for PP pupils to increase to within 1% of published national average
Persistent absenteeism is reduced for PP pupils and is broadly in-line with the national average.	Persistent absenteeism to decrease significantly to within 5% of the published national average

	Successful prosecutions are achieved when supportive attendance measures fail
SEMH for PP pupils who struggle is developed.	Behaviour/well-being incidents for key individuals reduced  SNAP profiling (or Boxall profiling when used) demonstrates progress with areas to develop.
Progress in reading, writing and maths is good for PP pupils.	Progress for PP pupils is + in R/W/M from Year 1 to 6  Progress for PP pupils is not significantly different to Non-PP pupils
Attainment of PP pupils in reading, writing and maths is good.	Attainment for PP pupils in Y2 and Y6 in R/W/M is better than in 2023  Attainment for PP pupils is nearer to the national average in Y6 for R/W/M (within 10%)  The gap between PP and non-PP attainment in Y6 is reduced significantly to within 5%
PP pupils actively engage with and are challenged by the wider curriculum.	PP premium books across the curriculum demonstrate challenge and engagement.  More PP are working at EXS level in Y1, 3, 4 and 5  PP pupils talk confidently, articulately and positively about their learning in foundation subjects – demonstrating they know and remember more  All PP pupils attend trips and take part in in-house workshops.

## 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: £76,612

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teacher at end of KS2 to better support progress/catch-up in Y5 and Y6 <b>£47,608</b></p>	<p><i>EEF Teaching and Learning Toolkit – Smaller class sizes:</i> Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption – <i>this is the case in UKS2</i> The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. When a change in teaching approach does accompany a class size reduction then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes. Some studies have found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p>	<p>1, 2, 3, 4, 5</p>
<p>Additional coaching/mentor support for teachers across the curriculum –  <i>3xTLR2 - £9504</i></p>	<p><i>Distributed Leadership (Hallinger and Heck, 2009)</i> has been found to impact upon organisations improvement and pupil achievement.  <i>EEF Model of Implementation (2019)</i> – focuses on the need to create an action plan and then prepare for its delivery – we need additional leadership capacity to ensure that aims for accelerating pupil progress across the curriculum can be achieved.</p>	<p>4, 5</p>
<p>Use of resources to accelerate progress in English: Accelerated Reader (reading comprehension/MyOn) <b>£4,000</b> Phonics matched reading books (RWI books – library consolidation) <b>£2000</b> Book to supplement library/reading spine <b>£1000</b></p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. <i>EEF Teaching and Learning Toolkit - Impact of homework:</i> <i>Homework (in this case classroom work extended through online apps)</i> that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning – <i>a range of apps available to pupils intelligently extend learning from the classroom at levels appropriate to the individual – giving immediate feedback along the way.</i> <i>EEF Teaching and Learning Toolkit – Individualised learning:</i> There is evidence that digital technology can be used effectively to provide individualised</p>	<p>4, 5</p>

	<p>instruction. Many of these studies use digital technology alongside small group tuition, with teachers providing targeted instruction to the pupils that are not engaging with the technology. <b>On average, individualised instruction approaches have an impact of 4 months' additional progress.</b> Individualised instruction may be better used as a supplement to usual class teaching, rather than a replacement – <i>this is the approach with the range of apps/digital books available and highlights the need for enough devices for regular pupil access.</i></p> <p>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning.</p>	
<p>Use of resources/strategies to accelerate progress across the wider curriculum:</p> <p>Curriculum linked resources linked to curriculum <b>£4000</b></p> <p>Subject Leadership time to develop standards/provision across the curriculum: <b>cover by HLTA (£3500)</b></p>	<p>EEF Teaching and Learning Toolkit – Mastery Learning:</p> <p>Core components of the mastery approach that schools should be careful to implement include:</p> <p>Effective diagnostic assessment to identify areas of strength and weakness – <i>Kapow assessment trackers</i></p> <p>Carefully sequencing topics so that they gradually build on foundational knowledge – <i>LTPs ensure this</i></p> <p>Monitoring of pupil learning and regular feedback so that pupils can master topics prior to moving to the next</p> <p>Additional support for pupils that struggle to master topic areas – <i>Kapow knowledge catchers and skills checkers allow teacher to identify and plug misconceptions quickly and identify next steps</i></p>	<p>2, 4, 5</p>
<p>Offset costs of trips and visits linked to the curriculum/long term plan:</p> <p>Cost of visitors to school to avoid additional requests for money from parents <b>£2,000</b></p> <p>Cost of trips out (including residential) when PP families need support to afford <b>£3,000</b></p>		<p>2, 5</p>

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

Budgeted cost: £27100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of School-led tutoring 'Recovery Premium' (primarily UKS2 – Y5/Y6) Funded by the National Tutoring Pot (FFT Lightning Squad) 50% = £3750 funded 50% school contribution <b>=£3750</b>	<i>Small group tuition   EEF</i> (educationendowmentfoundation.org.uk) <i>Teaching Assistant Interventions: Teaching and Learning Toolkit – EEF</i>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	3, 4, 5
SEND resourcing: SEND TA <b>£18,750</b> (1:1 support/intervention) SNAP SpLD profiling and interventions <b>£190</b> • Play therapy £3500	<i>EEF SEN in mainstream schools – summary of recommendations:</i> Create a positive and supportive environment for all pupils, without exception - ensure all pupils can access best teaching. Build an ongoing, holistic understanding of pupils and their needs – use the graduated response, and regular assessment. Make use of the information collected. Complement high quality teaching with carefully selected small-group and 1:1 intervention.	4, 5
Exploration of other intervention packages/support (to be unpicked as more data is available/used as a contingency for variance with other plans): <b>£1000</b>	<i>EEF Teaching and Learning Toolkit – Small group tuition:</i> The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. The average impact of the deployment of teaching assistants is about an additional	4, 5

	<p>four months' progress over the course of a year.</p> <p>Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £55980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that the Pastoral Team are focussed on targeting key PP pupils with additional support and intervention to support their SEMH. This includes targeted support for attendance and reducing persistent absenteeism amongst PP children</p> <p>Proportion of salary linked to PP pupils on caseload (90%)</p> <p>Learning Mentors – attendance, pastoral and wellbeing (inc behaviour)</p> <p><b>£50890</b></p>	<p><i>EEF Teaching and Learning Toolkit – Social and emotional learning:</i></p> <p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p> <p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	1, 2, 3, 4
<p>Use of resources to support provision for supporting SEMH needs:</p> <p>SNAP behaviour profile/interventions <b>£190</b></p> <p>Boxall user credits £500</p> <p>CPD/other resources: <b>£500</b></p>	<p><i>EEF Teaching and Learning Toolkit – Impact of behaviour interventions:</i></p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	2, 3, 4

<p>Support with attendance procedures given volume of caseload: 1 day per week (EWO support internal)</p>	<p><i>DfE Improving school attendance: support for schools and local authorities: principles underpinning an effective whole school strategy for attendance:</i></p> <ol style="list-style-type: none"> <li>1. Use clear and consistently applied systems and processes to improve, reward and incentivise attendance and address absences.</li> <li>2. Make sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.</li> <li>3. Every member of staff should know and understand their responsibilities for attendance.</li> <li>4. Robust school systems provide useful data at cohort, group and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups.</li> <li>5. Monitor and analyse attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children's social care and early help services which are working with families.</li> </ol>	<p>1</p>
<p>Continuation of the Magic Breakfast Programme—funding for the 23-24 academic year <b>£1400</b></p>	<p><i>Dr Katie Adolphus, Dr Clare Lawton and Professor Louise Dye from the Human Appetite Research Unit at the University of Leeds, School of Psychology:</i></p> <p>The positive effects of breakfast consumption on cognitive function tended to be stronger in children who were undernourished. Habitual breakfast consumption frequency is positively related to academic performance, such that those children that eat breakfast more regularly have better school grades and achievement test scores. We also found a positive effect of breakfast on on-task behaviour in the classroom.</p>	<p>2, 3</p>
<p>Purchasing of Uniform/sports kit to offset costs for PP families who need support <b>£500</b></p>		<p>2</p>
<p>Provision for wider experiences/treats: Discos/class parties Xmas present (book each) <b>£2000</b></p>	<p>A large proportion of our pupils do not own books, nor do they have the opportunity to host/attend parties/celebrations etc. We feel this is highly beneficial for their social/emotional development – and their happiness.</p>	<p>2</p>



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**£76612 + £27100 + £55980 = £159692**

**Total budgeted cost: £163,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Progress/ Notes from 22-23 academic year
<p>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.</p>	<ul style="list-style-type: none"> <li>• RWI phonics will be embedded within class teaching and interventions.</li> <li>• Fresh start materials will be in place for children in upper KS2.</li> <li>• Engagement and fidelity will be strong.</li> <li>• Monitoring and assessments will show improved reading fluency and improved ability to access the full curriculum offer.</li> </ul>	<p>An improving % of children in Y1 and Y2 were accessing age-appropriate reading within lessons. However, only 66% of pupils in Y1 passed their phonics screener and this is expected to rise in 23-24</p>
<p>Children will leave KMA with good levels of attainment and progress relative to their starting points.</p>	<ul style="list-style-type: none"> <li>• Outcomes will show consistent improvement year on year for all groups of children.</li> <li>• Progress measures will be in line with National expectations.</li> </ul>	<p>Whilst results were below the national averages at the end of KS2, results relative to children's starting points were understandable.</p>
<p>Teachers' understanding of the needs of SEND children will improve and lead to more effective classroom practice as well as utilisation of support staff.</p>	<ul style="list-style-type: none"> <li>• All children with identified SEND needs will receive strong and appropriately differentiated quality first teaching.</li> <li>• Strong relationships with external agencies will continue to develop, further strengthening the impact for children.</li> </ul>	<p>Teachers are improving in their classroom delivery for children with SEND.</p> <p>Leaders, especially the highly trained SENDCO work proactively with external agencies to provide the best possible provision for individual children who require additional support</p>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Behaviour will not disrupt learning.</li> <li>• All policies will be fully and effectively implemented by all staff.</li> <li>• The pastoral team will show impact through the range of proactive interventions as well as their reactive work.</li> </ul>	<p>Behaviour around school is now much more consistent and children who disrupt learning are isolated to a few sporadic cases</p>

<p>Rates of absence and persistent absence will decrease.</p>	<ul style="list-style-type: none"> <li>• The gap between school absence levels and National levels will begin to close.</li> <li>• The inclusion team will show impact with families and individuals.</li> </ul>	<p>Too many children did not attend school regularly in the 22-23 academic year despite repeated and sustained attempts from the pastoral team and school staff.</p>
<p>A wider range of activities and experiences will be on offer to all children.</p>	<ul style="list-style-type: none"> <li>• A programme of visits, visitors and extra curricular provision will be in place.</li> <li>• Attendance at enrichment events and activities will be good and will include all groups.</li> </ul>	<p>A key programme of activities is beginning to be put in place and this will continue to gather momentum in the 23-24 academic year.</p>
<p>The personal development curriculum will be strong, wide ranging and robust.</p>	<ul style="list-style-type: none"> <li>• A clear plan for content, knowledge and progression for PD will be in place.</li> <li>• Children will show greater understanding of British Values and protected characteristics and will apply this understanding in their relationships with others.</li> </ul>	<p>A clear, graduated approach to embed a rigorous PD curriculum and instill FBV's through the school's vision and values is now starting to take shape.</p>
<p>The curriculum will continue to improve and will show breadth, balance and clear progression of knowledge, skills and understanding.</p>	<ul style="list-style-type: none"> <li>• All subjects will have clear progressions in place including retention and retrieval of taught information.</li> <li>• Subject leads will know their subjects well and show impact on areas for development as the year progresses.</li> </ul>	<p>Subject leaders have started to show positive impact in their subject areas and this now needs to continue into the new year.</p>