

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	240
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-25
Date this statement was published	1/10/24
Date on which it will be reviewed	19/12/24
Second Review data	30/6/25
Statement authorised by	ASC
Pupil premium lead	Dan Gough
Governor / Trustee lead	Gareth Mann-Tighe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,230
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£154,230

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to close the attendance and attainment gap for disadvantaged pupils in our school, ensuring that every child, regardless of background, has the opportunity to succeed. By focusing on improving attendance and providing targeted academic support, we will address the barriers faced by children from deprived backgrounds. Our strategy will prioritise early intervention, tailored teaching, and strong pastoral care to foster an inclusive environment where all children can thrive academically and socially, helping them achieve their full potential.

We will also unpick the pastoral and SEMH support our PP pupils need so that environmental/family barriers are removed/reduced.

A continued 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.

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

<p>Persistent absenteeism is reduced for PP pupils and is broadly in-line with the national average.</p>	<p>Persistent absenteeism to decrease significantly to within 5% of the published national average Successful prosecutions are achieved when supportive attendance measures fail</p>
<p>SEMH for PP pupils who struggle is developed.</p>	<p>Behaviour/well-being incidents for key individuals reduced</p>
<p>Progress in reading, writing and maths is good for PP pupils.</p>	<p>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</p>
<p>Attainment of PP pupils in reading, writing and maths is good.</p>	<p>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%</p>
<p>PP pupils actively engage with and are challenged by the wider curriculum.</p>	<p>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.</p>

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: £63000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher at end of KS2 to better support progress/catch-up in Y6 (0.5 FTE) £19,500	<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 the current Year 6 cohort where there are some children working below national curriculum expectations and needing further, tailored support.</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>	1, 2, 3, 4, 5
Additional coaching/mentor support for teachers across the curriculum – Introduction of Assistant Headteacher release role for expectations and standards to drive positive coaching and maintain standards (0.3 FTE - £21500)	<p><i>Distributed Leadership (Hallinger and Heck, 2009)</i> has been found to impact upon organisations improvement and pupil achievement.</p> <p><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>	4, 5
Use of resources to accelerate progress in English: Accelerated Reader (reading comprehension/MyOn) £4,000 Phonics matched reading books (RWI books – library consolidation) £2000	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><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</p>	4, 5

<p>Book to supplement library/reading spine £1000</p>	<p>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 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. On average, individualised instruction approaches have an impact of 4 months' additional progress. 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: Kapow Curriculum - £1500</p> <p>Curriculum linked resources linked to curriculum £4000 Subject Leadership time to develop standards/provision across the curriculum: cover by HLTA (6,000)</p>	<p>EEF Teaching and Learning Toolkit – Mastery Learning: Core components of the mastery approach that schools should be careful to implement include: Effective diagnostic assessment to identify areas of strength and weakness – <i>Kapow assessment trackers</i> Carefully sequencing topics so that they gradually build on foundational knowledge – <i>LTPs ensure this</i> Monitoring of pupil learning and regular feedback so that pupils can master topics prior to moving to the next 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: Cost of visitors to school to avoid additional requests</p>	<p>Bourdieu's concept of <i>cultural capital</i> argues that students from disadvantaged backgrounds often lack access to cultural experiences, which can limit their academic success. Educational trips help bridge this gap</p>	<p>2, 5</p>

for money from parents £5,000 Cost of trips out (including residential) when PP families need support to afford £3,000	by exposing students to new environments, ideas, and experiences that enrich their understanding of the world and support classroom learning.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £20550

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND resourcing: SEND TA £18,750 (1:1 support/intervention) Lego Therapy Training £500 Drawing and Talking Training £300 Reading Fluency Package (£500)	The <i>Education Endowment Foundation (EEF)</i> notes that targeted SEND support, such as specialist teaching assistants, adaptive technologies, and structured interventions, can lead to improved outcomes in literacy and numeracy, particularly for disadvantaged pupils who may have overlapping needs. <i>EEF, "Special Educational Needs in Mainstream Schools" (2020). This report highlights the effectiveness of specific interventions like small group tuition and teaching assistant support in boosting attainment.</i>	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): Reading Fluency Package (£600)	<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 four months' progress over the course of a year. Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.	4, 5

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

Budgeted cost: £70500

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 (80%)</p> <p>Learning Mentors – attendance, pastoral and wellbeing (inc pastoral support assistant) £55000</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>	<p>1, 2, 3, 4</p>
<p>Use of resources to support provision for supporting SEMH needs – provision to be created through Nurture groups, Zones of Regulation interventions and forest school activities: £1000</p> <p>CPD/other resources: £500</p>	<p>A study by the <i>Nurture Group Network</i> found that students in Nurture Groups showed significant improvements in both behavior and learning outcomes. The emotional and behavioural support provided by Nurture Groups can increase attendance and focus, which are directly linked to improved attainment, particularly for disadvantaged pupils who may face additional social or emotional challenges.</p> <p><i>Doyle, R. (2003). "Developing the nurturing school: Spreading nurture group principles and practices into mainstream classrooms."</i></p>	<p>2, 3, 4</p>
<p>Support with attendance procedures given volume of caseload:</p> <p>2 day per week (40% PP)</p> <p>Point 6 £8,000</p>	<p><i>Improving School Attendance: Support for Schools</i></p> <ol style="list-style-type: none"> 1) Attendance is a key driver of pupils success 2) Early Intervention is Crucial 	<p>1</p>

	<ol style="list-style-type: none"> 3) Have a Whole-School Approach to Attendance 4) Have Clear Attendance Policies and Expectations 5) Create Parent and Carer Engagement 6) Address Barriers to Attendance 7) Clear Use of Data and Monitoring 8) Clear Collaboration with external partners 9) Support Vulnerable Groups 10) Celebrate and Reward Good Attendance 11) Consistency and High Expectations is key 	
<p>Continuation of the Magic Breakfast Programme—funding for the 24-25 academic year £1500</p>	<p>Regular participation in breakfast clubs has been linked to better academic performance, especially in literacy and numeracy. A study by the <i>Education Endowment Foundation (EEF)</i> found that children who attend breakfast clubs make up to 2 months' additional progress in core subjects.</p>	<p>2, 3</p>
<p>Purchasing of Uni-form/sports kit to offset costs for PP families who need support £1,500</p>	<p>A study by <i>Oxford Brookes University</i> (2010) found that uniform policies can improve attendance and punctuality, particularly for disadvantaged students, as they help remove socio-economic differences in appearance that could otherwise lead to bullying or social exclusion, which are factors that negatively affect attendance.</p>	<p>2</p>
<p>Provision for wider experiences/treats: Discos/class parties Xmas present (book each) £3000</p>	<p>The Sutton Trust and the Social Mobility Commission highlight that disadvantaged students who participate in enrichment activities are more likely to achieve better outcomes. Their research shows that providing extra-curricular activities can help close the attainment gap by building confidence, aspirations, and life skills.</p>	<p>2</p>

Total budgeted cost: £66500 + £20550 + ££63000 = £154,050

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data Metric	Outcome Difference for PP pupils (compared to non-PP children)	% gap closed from previous year												
EYFS GLD	-9%	+20%												
KS1 Reading	-14%	-4%												
KS1 Writing	-6%	+7%												
KS1 Maths	-9%	+6%												
KS1 RWM Combined	-9%	+9%												
KS2 Reading	-12%	+10%												
KS2 Writing	-7%	-15%												
KS2 Maths	-10%	+8%												
KS2 RWM Combined	-11%	+7%												
<p>Progress towards intended outcome 1 in 2023-24</p> <p>a) Attendance for PP pupils increases dramatically and is broadly in-line with the national average. b) Persistent absenteeism is reduced for PP pupils and is broadly in-line with the national average.</p> <p>Attendance for PP pupils to increase to within 1% of published national average (NA – 88.9% v 87.7% in school). This is a 1.1% difference</p> <p>Persistent absenteeism to decrease significantly to within 5% of the published national average (NA – 36.5% v 50% in school).</p> <p>Successful prosecutions are achieved when supportive attendance measures fail</p> <p>Progress towards intended outcome 2 in 2023-24 The SEMH for PP pupils who struggle is developed. Behaviour/well-being incidents for key individuals reduced. These figures were split into 'behaviour' and cause for concern' and, although, weren't narrowed by disadvantaged status, show a clear reduction of behavioural incidents and a reduction in cause for concern incidents logged over the year:</p> <table border="1"> <thead> <tr> <th></th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>Behaviour Logs</td> <td>105</td> <td>93</td> <td>61</td> </tr> <tr> <td>Cause for Concern</td> <td>Not recorded</td> <td>58</td> <td>54</td> </tr> </tbody> </table>				Autumn	Spring	Summer	Behaviour Logs	105	93	61	Cause for Concern	Not recorded	58	54
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Behaviour Logs	105	93	61											
Cause for Concern	Not recorded	58	54											
<p>Progress towards intended outcome 3 in 2023-24 Progress in reading, writing and maths is good for PP pupils. Progress figures will be published in December 2024</p>														

Progress towards intended outcome 4 in 2023-24 (see table above)

Significant improvements in closing the attainment gap are evident in EYFS, KS1 Writing, KS1 Maths, KS1 RWM Combined, KS2 Reading, KS2 Maths, and KS2 RWM Combined.

There has been a widening of the gap in KS1 Reading and a substantial decline in KS2 Writing.

Overall, there's been a mixed performance, with positive trends in most areas but notable challenges in KS1 Reading and KS2 Writing. 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%) (this gap is still wide – 28% - despite improving by 11% last year

The gap between PP and non-PP attainment in Y6 is reduced significantly to within 5% - this figure currently stands at 9% but has narrowed by 2% from 11% the year before