

Pupil premium strategy statement - Junior

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Kings Academy College Park (Junior)
Number of pupils in school	455
Proportion (%) of pupil premium eligible pupils	143 pupils (31.43%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2024
Statement authorised by	S Boister
Pupil premium lead	S Boister
Governor / Trustee lead	Mr S Dowdell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,510
Recovery premium funding allocation this academic year	£17,835
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	£195,345

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Reading, Writing and Maths.
- To improve the profile and engagement of Reading in school and outside of school.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To provide pupils with access to a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all our pupils.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately addressed and assessed.
- When providing provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following discussions with various Senior Leaders, Class Teachers and the SENCo. Together they will help to identify priority classes, groups or individuals within the school. Limited funding and resources means that not all pupils receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

- To ensure that all teaching across the school is good or better, thus ensuring that the quality of first class teaching for all pupils is improved.
- Providing small group intervention to provide accelerated progress to help support those children identified by Senior Leaders, Class Teachers and the SENCo in helping them to achieve age related expectations in Reading, Writing and Maths. Undertaken by a Teacher or Teaching Assistant.
- Recruit additional Teaching Assistants across the school to work specifically with children that require support either academically or pastorally.
- Provide pastoral support for those children that need it either through check-ins, ELSA and the use of break, lunchtime clubs.
- Support payment for educational activities, before and after school clubs. Ensuring that pupils have first-hand experiences to use in their learning in the classroom.
- Work closely with parents to help support with parental engagement through our homework and reading programmes.
- Monitor attendance closely to ensure that pupils and parents receive the right amount of support they need from us as a school.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance and punctuality data for the last year indicate that absenteeism is negatively impacting disadvantaged pupils' progress. For the year 22/23, attendance for students was at 95.46%. For pupil premium students, this was 92.29%. Our attendance data therefore indicates that attendance among disadvantaged students is approximately 3.17% lower than for non-disadvantaged students.</p> <p>12.58% of students met the criteria for being persistently absent, a total of 62 children. Of these, 34 were pupil [premium students, giving a total of 54.84% of disadvantaged pupils being persistently absent.</p>
2	<p>Assessment, observations and discussions with pupils indicate that all three core subjects: reading, writing and maths among disadvantaged pupils is significantly below that of our non-disadvantaged pupils.</p>
3	<p>Improve the profile of Reading outside of school - parent participation as reading is a precursor to everything else. This will also aid the development of vocabulary.</p>
4	<p>Employment of high quality staff to help support targeted interventions, particularly, disadvantaged pupils with SEND.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support ELSA/ND Profiling remain relatively high. 29 pupils (9 of whom are disadvantaged) currently require additional support with social and emotional needs, with 5 of whom are all disadvantaged receiving small group interventions (ELSA).</p>

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
<p>Raise Pupil Premium attendance and punctuality – decrease persistent absence.</p>	<p>Sustained attendance of identified disadvantaged pupils increases and the gap between disadvantaged and non-disadvantaged narrows.</p> <p>Sustained high attendance by 2024/25 demonstrated by:</p>

	<ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so these groups are inline. the percentage of all pupils who are persistently absent being below X% and the figure among disadvantaged pupils being no more than 20% lower than their peers.
Pupils make at least expected progress in reading, writing with a focus on maths.	<p>Gap will close in progress made between disadvantaged and non-disadvantaged pupils.</p> <p>KS2 reading outcomes 2024/25 show that more than 68% of disadvantaged pupils met the expected standard.</p> <p>KS2 writing outcomes 2024/25 show that more than 33% of disadvantaged pupils met the expected standard.</p> <p>KS2 Maths outcomes 2024/25 show that more than 53% of disadvantaged pupils met the expected standard.</p>
To improve the profile of Reading inside and outside of school.	A whole school focus on engagement and reading for pleasure inside and outside of school will help support our disadvantaged children.
Pupils access a wide range of enrichment experiences both inside and out of school.	Disadvantaged children will be encouraged to try new before and after school clubs. Any disadvantaged child unable to pay for trips/clubs will be supported.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>To help parents to support their child effectively, particularly in cases of low confidence on the part of parents.</p>	<p>Sustained high levels of well being by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice, parent surveys and teacher observations significant increase in participation in enrichment activities, particularly among disadvantaged pupils. <p>Support to be made available to those parents that need it either as pastoral or academic support.</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: £106,541.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils.</p> <p>Teachers are being offered subject knowledge training in key areas to improve teaching outcomes.</p> <p>Oral feedback</p> <p>Teaching and Learning Trust Leads</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F</p> <p>We have acknowledged that some of our staff will need to go on additional training courses to help support their subject knowledge and improve quality first class teaching.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p> <p>Updated marking policy promotes live marking - oral feedback given directly to the child at the point of learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>The implementation of Teaching and Learning Leads has allowed training and a wider dialogue of facilitators to embed the best possible drivers within classrooms for Pupil Premium children.</p>	2,4
<p>Teaching Assistants undergoing regular training to enhance their practice</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F</p>	2, 4

SEND LSA	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils will be implemented.</p> <p>To support the SENDCO in raising standards for Pupil Premium children with additional need</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/ef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1697002487</p>	2, 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £55,274

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants offered CPD to support targeted interventions across the school.	<p>We are also offering our Teaching Assistants opportunities to undertake further training to help support our children and provide high quality interventions. Eg Accelerated Reader, Super Sonic Phonics, Educare, Attachment Awareness.</p> <p>Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1629124457</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/ef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1697005466</p>	2,3,4
Reading continues to be a high priority on the school action plan.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	3

<p>Pupil Progress meetings track progress of Pupil Premium pupils and appropriate, timely interventions are put in place.</p>	<p>Constant tracking and pupil progress meetings will track the performance of all pupils, particularly Pupil Premium Pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2</p>
<p>HLTA employed for two terms to work across the school.</p>	<p>HLTA employed to cover classes so that Teachers can have time out to provide interventions for those key pupils that need it in core subjects</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2, 4</p>
<p>Purchase web based programs to be used in school and at home to support core subjects.</p> <ul style="list-style-type: none"> ● Super Sonic Phonic Friends ● Purple Mash <p>Reading logs purchased with the whole school incentive programme to encourage more pupils to read outside of school</p>	<p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <p>General approaches which encourage parents to support their children with reading.</p> <p>The involvement of parents in their children's learning activities (eg parents evening, phonics workshops)</p> <p>More intensive programmes for families that need it.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>2,3</p>
<p>Teaching Assistants employed to provide target interventions for our children either both academically or for emotional support. Eg Precision Teaching and ELSA</p>	<p>High quality small group interventions</p> <p>Specialists lead CPD sessions with individual pupils and staff.</p> <p>Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2,3, 4, 5</p>

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

Budgeted cost: £33,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance for disadvantaged children is monitored on a weekly basis by PP Leader and patterns of missed attendance is actioned by the PP Leader.</p> <p>ELSA to help support children with emotional wellbeing.</p>	<p>Attendance monitored on a weekly basis. Any patterns of missed attendance need to be addressed with the Attendance Lead/Family. Current PA for PP children is 22%. This activity will lead to improvement for PA in PP children.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</p> <p>PP Leader to work with Attendance Lead (SLT) and SENCo to identify strategies to help support families in improving attendance.</p> <p>EWO officer to support the school from January 2022 to target attendance of children below 96%.</p> <p>ELSA Support/Regular check ins for those children that need it.</p> <p>Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from Education Welfare Officer if needed.</p> <ul style="list-style-type: none"> • <i>EEF toolkit– Parental engagement</i> 	<p>1</p>
<p>PP Lead/Attendance Lead and SENCO to contact families that may need extra support.</p> <p>EWO Officer Joint with KANP.</p>	<p>PP Leader to work with Attendance Lead (SLT) and SENCo to identify strategies to help support families in improving attendance.</p> <p>EWO officer to support the school from January 2022 to target attendance of children below 96%</p>	<p>1, 5</p>

<p>ELSA to help support children with emotional wellbeing.</p>	<p>ELSA Support/Regular check ins for those children that need it.</p> <p>Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from Education Welfare Officer if needed.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>5</p>
<p>To provide pastoral care/support for Pupil Premium parents and children in order to reduce barriers to learning.</p>	<p>To provide pastoral care/support for Pupil Premium parents and children in order to reduce barriers to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>5</p>
<p>Cultural capital experiences promoted in the curriculum. Character Building Programme (CJ's in school)</p> <p>Arts: Culture Creative Performances attended Sports events attended</p> <p>Minibus to transport pupils for trips and after school clubs.</p> <p>Full or partial payment in cost of trips or for PP children</p> <p>Development of the school's outdoor learning space</p>	<p>Learning is contextualised in concrete experiences and language rich environments. Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced through pupil voice, books and data</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <ul style="list-style-type: none"> • <i>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</i> • <i>EEF – sports participation increases educational engagement and attainment.</i> • <i>EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence.</i> <p>To aid the lack of physical development due to COVID restraints. This has had a significantly positive impact on the physical development of our Pupil Premium children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>3, 5</p>
<p>Provision of a free Breakfast Club</p>	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	<p>5</p>

Reading trip	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3
Funding for school uniform	<p>Providing full or partial payment towards school uniform providing a sense of belonging to the pupil.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	5

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

Academic Year 2022-2023:

Frequent identification of pupil premium, who are persistent absence children were shared with SLT. Regular attendance calls made by SLT to parents of PP persistent absence. This raised parent accountability which in turn resulted in an increase in PP children attending school.

The development of staff training has improved the provision of quality first teaching throughout the school. Aspects such as 'live marking' enabled a live dialogue between teacher and child at the point of learning, which has ensured children further their learning and understanding.

Assessment resulted in targeted interventions for PP children allowing for the provision of gap filling within core knowledge.

The employment of a HLTA enabled PP children to receive quality first teaching, from teachers, for core subjects.

Raising the profile of reading for pleasure and introducing reading logs for home, has led to an increase within the engagement of reading. The introduction of online reading logs for Year 6 children has additionally increased engagement within this cohort.

The outcomes for the academic year 2022-2023 showed

KS2

Indicator	2022/23							
	All	PP	SEND	G	B	INTERIM TARGET	NA 2023 (FFT Prediction)	FFT 20
Reading EXS+	69	68	33	84	63		74	87
Writing EXS+	47	33	27	54	41		73	90
Maths EXS+	61	53	20	59	56		74	92
RWM Comb EXS+	40	32	20	45	34	75	61	83
SPAG EXS +	66	47	33	75	54		73	90

Reading: Increased in outcomes for all pupils by 5% and a 7% increase in outcomes for PP pupils (2022 data to 2023 data)

Writing: Static outcomes for all pupils and PP a decline in outcomes for PP pupils by 9% (2022 data to 2023 data) Writing is a whole school focus next year and therefore will lead to increased outcomes.

Maths: Increased in outcomes for all pupils by 10% and a 22% increase in outcomes for PP pupils (2022 data to 2023 data)

Combined: Increased by 8% for all pupils and by 9% for PP pupils (2022 data to 2023 data)

Academic Year 2021-2022:

The outcomes for the academic year 2021-2022 showed the gap between reading narrowed significantly by 4% due the whole school Academy Improvement Plan focus on reading, supplemented by a focus on teacher training.

Our reading gap was reduced from 7% to 3% gap closing the gap by 4% likewise, our writing gap also significantly reduced from 20.5% to 15.5% closing the gap by 5% and our combined result gap was reduced from 36.5% to 27.5% closing the gap by 9% (this gap has halved since the prediction of GLD in 2020). Maths is now a whole school focus area.

Key stage 2 – July 2022

	July 2022				
Indicator	All	PP	SEND	G	B
Reading	64%	61%	33%	67%	61%
Writing	47%	42%	9%	54%	47%
Maths	51%	31%	24%	42%	42%
Combined – R,W,M (EXS)	32%	23%	10%	30%	29%

Continuous monitoring of quality first teaching through DDIs, in-house training and KA CPD Offer allowed consistent teaching and learning to be applied across the school. Following on from this, the application of flexible groupings has supported Pupil Premium and Key Marginal children within lessons. Where Pupil premium children are not making progress, 1 to 1 interventions within this area have been applied.

The implementation of Destination Reader and Accelerated Reader programmes have allowed for a consistent and engaging approach which children have bought into and are progressing in.

The web based learning (Times Tables Rock Stars, Purple Mash and Accelerated Reader) continues to have a significant positive impact on engagement of pupils outside of school hours.

Teaching Assistants have provided highly effective emotional and academic support where needed for Pupil Premium children, thus reducing their barriers to learning and decreasing the segregation between disadvantaged children and their counterparts.

A part or full reduction in the cost of trips for Pupil premium children has meant enhanced experiences for these children which in turn has benefited their Cultural Capital.

Persistent absence of pupil premium has improved since the EWO and Sims manager have made phone calls regarding attendance and lateness when necessary. Face to face meetings are then required if attendance does not improve.

Academic Year 2020-2021

Covid from March 2020 – Feb 2021 led to National tests being cancelled in July 2020 – there is therefore no national data. Internal assessments were undertaken against the PIXL boundaries and teacher assessment. See data below from our Year 6 cohort.

Indicator	2020-21				
	All	PP	SEND	G	B
Reading EXS+	81	80	42	90	72
Writing EXS+	72	67	21	90	66
Maths EXS+	82	83	42	78	82
SPaG EXS+	78	47	47	84	73
RWM Comb EXS+	70	67	42	76	62

As a school, we wanted to focus on Targeted Teaching groups to help support with pre-teaching and catch up. Unfortunately due to COVID and regulations we were unable to do this and so we had to continue in mixed ability groups which was much harder to target the children.

We did begin daily 'Reading Together' across the school which has proved to be successful in starting to encourage reading and allowing the children to access high quality texts. This was seen as a huge strength of the school in our last quality assurance review in the summer term.

Children that needed it also had access to our Breakfast and After School club which helped in ensuring that some of our PP children were in school and ready to learn. ELSA support was also provided to children that needed it last year.

During lockdown, all PP children that needed it were provided with a laptop to help support them with online learning at home. All families were contacted by the school at least once with vulnerable families and those that needed it contacted on a daily or weekly basis. Once school partially opened, vulnerable and key worker children were

invited into school. The school also supported parents and carers throughout lockdown with support accessing food banks and food hampers, seeking benefits and offering well-being support.

Externally provided programmes

Programme	Provider
Times Tables Rockstars	Maths Circle
Super Sonic Phonics	
Zuko Sports	
Skilful sports	
Yoga	
Purple Mash	