



## Pupil Premium Strategy 2023-2026

This statement is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF) and details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

It will be reviewed and updated at least once per year

### School overview

Detail	Data
School name	Kings Ash Academy
Number of pupils in school	321 (291)
Key Group demographics for Kings Ash Academy	
PP (188)	62%
Ever 6 FSM (188)	62%
FSM (188)	62%
Forces (1)	0.3%
Disadvantaged (188)	62%
EAL (20)	6.2%
SEND - EHCP/SEN Support (129)	40.2%

Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Year 1: 2023/24 Year 2: 2024/25 Year 3: 2025/26
Date this statement was published	December 2023, reviewed in September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Rob Fitzsimmons
Pupil premium lead	Tom Fegan
Governor / Trustee lead	Matt Harbour

## Funding overview-23/24

Detail	Amount
Pupil premium funding allocation this academic year	£287,120
Recovery premium funding allocation this academic year	£0
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	£287,120

## Part A: Pupil premium strategy plan

### Statement of intent

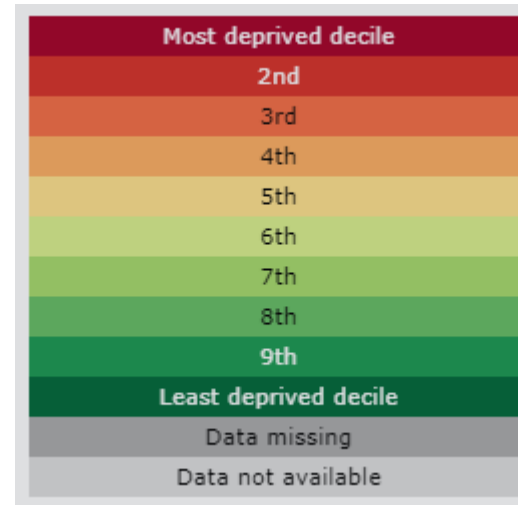
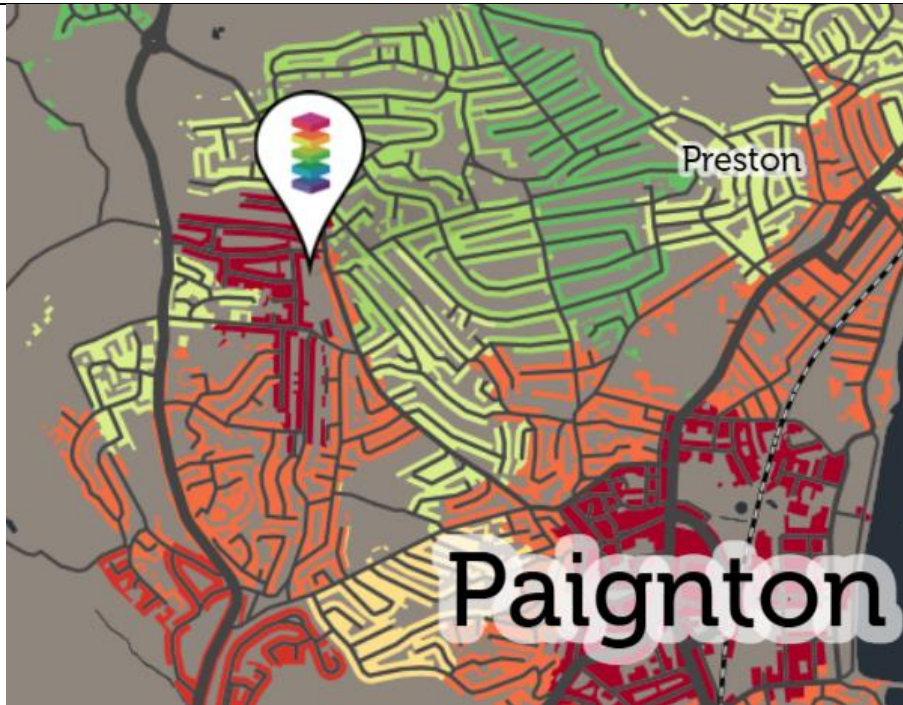
*At Kings Ash Academy we aim to prepare all pupils for their next stage of learning socially, emotionally and academically and to develop aspirations for their future.*

*We will close the gap in performance between pupil premium pupils and non-pupil premium pupils by ensuring children have access to the same educational opportunities through high-quality teaching that is matched to individual needs. We aim to overcome academic and social barriers to achievement through a wide variety of approaches including quality first teaching delivered through an innovative, relevant and carefully planned curriculum, small group and 1:1 interventions, additional pastoral and mental health support and a rigorous approach to ensuring good attendance all informed through an evidence based approach.*

*We recognise that effective communication and involvement from home is crucial to pupils achieving these goals. From the beginning of a child's journey in school, we work to foster positive relationships and mutual respect between home and school in order to ensure the best outcomes for children.*

#### ***Demographic and School Context***

*Kings Ash Academy is located in Paignton in the South West of England. All year groups are 2 form entry. The majority of pupils who attend Kings Ash Academy live in the Foxhole community and local area within walking distance of school. The areas immediately surrounding the school, are amongst the most deprived in the UK. The Foxhole area, in which the school is located, is categorised as one of the top 10% most deprived areas of England (CDRC maps & IMD rankings).*



Data source: IMD deciles 2019: CDRC Maps (Consumer Data Research Centre) as of 9/10/2021.

## Challenges

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

Detail of challenge	
1	Delivering targeted, and purposeful, intervention to 'close the gap' between our Pupil Premium pupils and their peers, in KS1, so that they may achieve outcomes in line with their peers - locally (National 2023 KS1 reading data = 68% at EXS, KAA reading data for PPG pupils = 40% at EXS)(National 2023 KS1 writing data = 59% at EXS, KAA writing data for PPG pupils = 26% at EXS). Maths (National 2023 KS1 maths data 70% at EXS), KAA maths data for PPG pupils = 32% at EXS.

2	Based on the end of EYFS data, in-school PPG pupils 33% vs 67% for PPG national (2023 EYFS GLD).
3	Based on the end of KS2 data, in-school PPG pupils 56% vs 71% for PPG national (2023 KS2).
4	Increase engagement of Pupil Premium pupils in extracurricular clubs and other rich experiences in school life to broaden their experiences and develop higher aspirations.
5	Overall PPG pupil attendance was below the national target of 94% compared to PPG pupils for KAA which was 90%. Persistent absence for all KAA pupils was 30.3% against 17.2% nationally.
6	Emotional wellbeing of pupils, and parents. Some PPG families have low self-esteem and low self-confidence due to complex personal, or family, circumstances.

## Intended outcomes

This explains the outcomes we are aiming for **during, and by the end of, our current strategy plan**, and how we will measure whether they have been achieved.

	Intended outcome	Success criteria	Target Date
1	Interventions and High Quality Teaching that target identified groups of Pupil Premium pupils helps to increase the percentage of those reaching the Expected Standard in KS1	Reading PPG attainment in KS1 is at 55% working at or above, EXS. Writing PPG attainment in KS1 is at 50% working at or above, EXS. Maths PPG attainment in KS1 is at 50% working at or above, EXS.	July 2024
		Reading PPG attainment in KS1 is at 60% working at or above, EXS. Writing PPG attainment in KS1 is at 55% working at or above, EXS. Maths PPG attainment in KS1 is at 60% working at or above, EXS.	July 2025
		Reading PPG attainment in KS1 is at 65% working at or above, EXS. Writing PPG attainment in KS1 is at 60% working at or above, EXS.	July 2026

		Maths PPG attainment in KS1 is at 70% working at or above, EXS.	
2	Interventions and High Quality Teaching that target identified groups of Pupil Premium pupils helps to increase the percentage of those reaching a Good Level of Development by the end of Reception	GLD attainment at the end of EYFS is at 50%	July 2024
		GLD attainment at the end of EYFS is at 60%	July 2025
		GLD attainment at the end of EYFS is at 70%	July 2026
3	Interventions and High Quality Teaching that target identified groups of Pupil Premium pupils helps to increase the percentage of those reaching the Expected Standard in KS2.	Attainment in KS2 is at 60% or above for expected standard for the 2023/24 academic year.	July 2024
		Attainment in KS2 is at 65% or above for expected standard for the 2023/24 academic year.	July 2025
		Attainment in KS2 is at 70% or above for expected standard for the 2023/24 academic year.	July 2026
4	A larger percentage of extracurricular clubs, and experiences, are attended by Pupil Premium pupils.	Percentages, in attendance registers of clubs, continue to show a higher proportion of Pupil Premium pupils attending.	July 2024
5	Pupil Premium pupils show an improved attendance rate in school to become more in-line with Trust Attendance policy.	School attendance for Pupil Premium children is at least in line with, or better, than national average for all pupils (90% for 2022/23) and more in-line with Trust Policy (96% attendance).	July 2025
6	Pupils and parents access support in school for wellbeing services.	Through pupil voice, parental consultations, CPOMS and Seesaw, access to Mental Health and Wellbeing services in school is shown to have increased.	July 2024

## 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: £125,627

Activity / Resource	Evidence that supports this approach	Challenge number(s) addressed
<p><b>*Quality teaching of phonics/reading</b></p> <ul style="list-style-type: none"> <li>- Use of phonics lead (CH) - targeting areas of expertise in KS1 and EYFS</li> <li>- RWinc consultant support</li> <li>- Regular CPD for staff - both initial training for new tutors, and refresher twilights for existing tutors. Twilight time addresses RWI and Fresh Start tutors.</li> <li>- Provision of new resources</li> <li>- Integration of the online material (through Oxford Owl and the Ruth Miskin Portal).</li> <li>- Accurate assessment of pupil's phonetic awareness, implemented by trained individuals, through RWI specific assessments.</li> <li>- RWi virtual classroom to support</li> <li>- Online data tracker for targeted interventions</li> </ul>	<p>The current system in school is a successful model - recently 72% of children met the expected standard in phonetic awareness. Maintaining this requires a dedicated leader, skilled staff to deliver quality teaching first, up-to-date methods from a lead consultant, and the use of an online provision to support catch-up, home-learning and a blended classroom offer.</p> <p><u><a href="#">EEF: 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</a></u> +5months</p> <p><i>* based on Year 1 phonic screening, Summer 2023</i></p> <p><u><a href="#">EEF: 'Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.'</a></u></p> <p><u><a href="#">EEF: 'Ensure that professional development aligns with the needs of the school and is supported by school leadership.'</a></u></p> <p><u><a href="#">EEF: 'Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils.'</a></u> +6months</p>	<p>1, 2, 3</p>

<p><b>*Quality teaching of writing</b></p> <ul style="list-style-type: none"> <li>- Babcock consultant support for EYFS and KS1/2</li> <li>- TLR time for the English lead - support from lead in PPA sessions across the school</li> <li>- Teaching sequences subscription (Babcock NoNonsense Literacy )</li> <li>- Purchase of sequence texts - aligned with Babcock reading spine</li> <li>- Babcock moderation subscription</li> <li>- In-house staff CPD - lead by English Lead</li> <li>- RWi Spelling Package</li> <li>- School-based tutoring, delivered by trained tutors (<b>Recovery funding</b>)</li> </ul>	<p>Impact of COVID has shown a decrease in writing attainment across the school and the gap has widened between PP and non-PP. We are using Devon Education - specialist support in school improvement - and their specific planned writing sequences as a platform.</p> <p><i><a href="#">EEF: 'Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.'</a></i></p> <p><i><a href="#">EEF: 'Ensure that professional development aligns with the needs of the school and is supported by school leadership.'</a></i></p> <p><i><a href="#">EEF: 'Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.'</a></i></p> <p><i><a href="#">EEF: 'Ensure that professional development aligns with the needs of the school and is supported by school leadership.'</a></i></p>	<p>1, 2, 3</p>
<p><b>*Targeted intervention groups</b></p> <ul style="list-style-type: none"> <li>- Deputy Head (SA) and KS2 AHT (TF) working with specific children to support writing attainment on a daily basis</li> </ul>	<p>Following summative and teacher assessments, which identified areas for development in writing within KS2, the decision has been made to utilise the expertise of a non-class based DHT to support a specific group of individuals, in writing, to improve their attainment.</p> <p>EEF: Reducing class size <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a> +2 months</p> <p><i>EEF: Feedback</i> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a> +6 months</p>	<p>1, 2, 3</p>
<p><b>*Reduced class sizes for core subjects</b></p> <ul style="list-style-type: none"> <li>- Additional small groups formed as a result of pupil progress meetings with a focus on quality feedback</li> </ul>	<p>EEF: Reducing class size <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a> +2 months</p> <p><i>EEF: Feedback</i> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a> +6 months</p>	<p>1, 2</p>
<p><b>*Curriculum Tools</b></p>	<p>New curriculum schemes have been adopted as an approach to strengthen pupil's foundation subject knowledge over the past year. The schemes form the basis of teacher's planning and are supported by the adaptations recommended</p>	<p>1, 2, 3</p>



<ul style="list-style-type: none"> <li>- A plethora of online subscriptions to support the teaching and learning of core subjects</li> <li>- A range of evidence-based, and DfE recommended, schemes of work for foundation subjects.</li> </ul>	<p>by the school's SEND lead - to facilitate deep understanding for all pupils, through sequenced learning, retrieval opportunities and spaced learning.</p>	
<p><b>*Retrieval Practice</b></p> <ul style="list-style-type: none"> <li>- CPD delivered on the use of mind maps and retrieval practice, along with a robust monitor practice, to implement both strategies within children's learning</li> </ul>	<p>Mind Maps have been implemented as an elicitation tool and retrieval practice CPD has been delivered to support staff in understanding, and delivering, effective retrieval practice. This is a direct link to the need for pupils to retain what has previously been taught and to develop their understanding based on prior knowledge.</p> <p>EEF: Cognitive Science in the Classroom  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf</a></p>	<p>1, 2, 3</p>

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

Budgeted cost: £72,616

Activity / Resource	Evidence that supports this approach	Challenge number(s) addressed
<p><b>*Interventions and small group teaching</b></p> <ul style="list-style-type: none"> <li>- RWi catch-up sessions</li> <li>- 1:1 and small group interventions targeting those that did not pass the PSC in Phase 2</li> <li>- Freshstart - year 5 &amp; 6</li> <li>- Precision teaching</li> <li>- Extra-curricular boosting sessions</li> <li>- Conferencing</li> </ul>	<p>EEF: Teaching Assistant Interventions  <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> +5months</p> <p>Interventions are formed as an outcome from termly pupil progress meetings and as part of our SEND provision. These are tracked to monitor children's progress. Those who are unsuccessful when sitting the Phonics Screening Check are then identified for 1:1 support. During RWI cycles, pupils are frequently monitored and assessed, to determine whether additional intervention is needed, either on a 1:1 basis or as part of a small group.</p>	<p>1, 2, 3</p>

	<a href="#"><i>EEF: 'Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils.'</i> +6months</a>	
<p><b>*Targeted Nurture interventions</b></p> <ul style="list-style-type: none"> <li>- Lego therapy</li> <li>- Based on identified needs of children in Years 1 and 2 (through Boxall profiles) - enhanced nurture provision led by an experienced class teacher (LF) and interventions to develop their self-esteem, self-regulation and well-being (daily).</li> <li>- Year 5/6 Nurture provision group (3x a week)</li> <li>- Drawing and Talking</li> <li>- Sensory circuits</li> <li>- Early bird check-ins</li> </ul> <p>As identified within the schools SIP, the Pastoral team provides on-call, and targeted, behaviour support for the regulation of pupils with IBPs and SEN.</p>	<p>EEF: Social and emotional learning  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> +4 months</p>	6
<p><b>*Speech and Language Intervention</b></p> <ul style="list-style-type: none"> <li>- Dedicated HLTA lead for Speech and Language support across the school and address gaps identified through assessments and RWI</li> </ul>	<p><a href="#"><i>EEF: 'Children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.'</i> +6months</a></p> <p>An increasing number of children in school are requiring speech and language support and more specialised interventions to target identified needs amongst pupils across EYFS and Phase 2.</p>	1, 2, 3
<p><b>*Reading Scheme</b></p> <ul style="list-style-type: none"> <li>- Use of Accelerated Reading package Dedicated reading champion to promote reading across the school and to lead on AR.</li> <li>- Continue to supplement the whole school reading scheme</li> </ul>	<p>Accelerated Reader is a proven reading tool that has been used, in schools, effectively, for a number of years. It provides access for children in, and out of school, to a range of quality texts as well as providing the school with a range of key data that informs our interventions and targeted support.</p> <p>Use of year group reading spines to ensure quality texts are accessible to children at appropriate developmental milestones.</p>	1, 2, 3

	Overseeing the AR scheme is a dedicated TA who liaises with class teachers. The achievements of pupils are celebrated during assemblies to encourage their love of reading.	
<p><b>*Tutoring (recovery catch-up)</b></p> <p>As listed above, the school utilise the recovery catch-up funding to run interventions led by trained tutors for the following:</p> <ul style="list-style-type: none"> <li>- 1:1 Phonics and Reading support in Phase 2</li> <li>- Fresh Start reading intervention Phase 3</li> <li>- Writing support (composition) in Phase 3</li> <li>- Maths tutoring Phase 3</li> <li>- SALT across the school</li> </ul>	<p>EEF: <a href="#">Small group tuition enables the teaching to focus exclusively on a small number of learners.</a></p> <p>We understand the impact that small group tuition can have on individuals. Using the small group approach (sometimes even on a 1:1 basis) we afford pupils the opportunity to have targeted, focused intervention, often outside of the classroom, from trained tutors. These interventions focus on key areas of learning that have been identified through data and evidence. Typically, the tuition is used to address gaps in pupils' Early Reading development, however it can also be used as a method for delivering challenging skills across a range of academic areas.</p>	1, 2, 3

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

Budgeted cost: £136,882

Activity / Resource	Evidence that supports this approach	Challenge number(s) addressed
<p><b>*Social and emotional development &amp; Safeguarding</b></p> <ul style="list-style-type: none"> <li>- Continued training around the development of nurture, from a specialist teacher, to support class teachers in delivering it as part of their pedagogy.</li> <li>- Wellbeing team working across the school</li> <li>- Link teacher within school focusing on mental health</li> </ul>	<p>EEF: Social and emotional learning  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> +4 months</p> <p>EEF: Meta cognition and self-regulation  <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> + 7 months</p>	6

<ul style="list-style-type: none"> <li>- Pastoral/Wellbeing lead identifying, supporting and signposting vulnerable families</li> <li>- Family support worker</li> <li>- Targeted post LAC support</li> </ul>		
<p><b>*Extracurricular experiences</b></p> <ul style="list-style-type: none"> <li>- Variety of educational visits (and visitors) on offer, with reduced rates for PP children.</li> <li>- Free, and reduced fees, extra-curricular clubs.</li> <li>- Two specialist PE coaches, as well as external experts (i.e. cricket coaches) offering high-quality extracurricular provision.</li> <li>- Subsidised Year 6 residential experience</li> </ul>	<p>Educational visits enrich our curriculum and form a vital part of its appeal. We are also aware of the impact extracurricular activities can have on the lives of our pupils. Therefore, we strive to make these experiences as accessible as possible for our PP children.</p> <p>Research by EducationNext (<a href="https://www.educationnext.org/the-educational-value-of-field-trips/">https://www.educationnext.org/the-educational-value-of-field-trips/</a>) - identifies culturally enriching field trips as enhancing knowledge, cultural understanding, tolerance, empathy and critical thinking.</p>	4, 5, 6,
<p><b>*Attendance</b></p> <ul style="list-style-type: none"> <li>- Attendance officer</li> <li>- A* attendance system for monitoring attendance</li> <li>- Subsidised Prizes for attendance winners</li> <li>- Family support worker</li> <li>- Early help coordinator</li> <li>- Daily breakfast club with reduced fees for PP children if families are in need of support</li> </ul>	<p>EEF: Parental engagement  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> + 4 months</p> <p>Attendance reviews from the EEF: <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils">https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools">https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</a></p>	5
<p><b>*Seesaw</b></p> <ul style="list-style-type: none"> <li>- Online learning journals provided for all children</li> <li>- Family access to journals which allows an effective means of communication</li> </ul>	<p>EEF: Teaching &amp; Learning Toolkit – toolkit strand parental involvement  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Positive parent voice around the impact of Seesaw on engagement levels. Current analytics show over 135,000 parent visits with almost 13,000 comments on students’ learning and 27,677 likes.</p>	1, 2, 3, 4, 5, 6

<p>between school and parents - which is used to target parental engagement.</p> <ul style="list-style-type: none"> <li>- Focus on parental empowerment - giving parents the tools they need to support their children at home.</li> <li>- Teaching and learning tool in the classroom</li> </ul>	<p>Seesaw is utilised in teaching and learning - supporting quality teaching in the first instance. EYFS uses the application for remote learning due to its ease-of-use and high level of parental engagement.</p>	
<p><b>*Extracurricular experience - music</b></p> <ul style="list-style-type: none"> <li>- Music clubs run by specialist music teacher</li> <li>- Subsiding peripatetic teaching</li> <li>- Part-funded music trips and productions</li> </ul>	<p>EEF: Arts participation  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> +3 months</p>	4
<p><b>*Health and fitness</b></p> <ul style="list-style-type: none"> <li>- Target inactive children for healthy body - happy mind intervention</li> <li>- Sports festivals at partner secondary school</li> <li>- Sports clubs run by PE lead and PE coaches</li> </ul>	<p>We realise that healthy living, and sporting competitions are key building blocks to engaged, motivated learners with positive mental health. We therefore run weekly interventions, sports teams and half-termly sports festivals to aid in the development of these areas.</p> <p>Research by Youth Sport Trust <a href="https://www.youthsporttrust.org/news-insight/news/children-feeling-fitter-and-stronger-as-schools-put-physical-activity-at-heart-of-learning">https://www.youthsporttrust.org/news-insight/news/children-feeling-fitter-and-stronger-as-schools-put-physical-activity-at-heart-of-learning</a>  Identifies that healthy and active pupils are effective learners and that social and emotional wellbeing of students goes hand in hand with raising achievement.</p>	4, 5, 6

**Total budgeted cost: £335,125**

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 2022 to 2023 academic year.

<p><b>23/24</b></p> <p>The pupil premium strategy, for the previous academic year (23/24), has continued to prove that the spending of the pupil premium grant has targeted specific areas of need, and has aimed to address gaps in our most vulnerable pupils, holistically – with particular emphasis, and recognition,</p>
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attributed to the Pastoral and Nurture provision within KAA. Areas for development continue to be identified by all stakeholders within the school, with a specific need to target Literacy (broken down into reading, vocabulary, spelling, composition and the support given to EAL pupils) highlighted as a particular emphasis. We have seen from our KS2 data that this emphasis has clearly had a large impact with a particular highlight being those with PP that achieved greater depth in reading increasing by a further 9% from the previous year to 53% of pupils 26% higher than the national average.

As a school, attendance figures show that our disadvantaged pupils marginally attend school less but the gap is now just over 1%. This is a marked improvement on the year previously where the gap was in excess of 3%. Further steps have been put in place to close this gap with the introduction of a Senior Attendance Champion who has an overview of school attendance and is targeting disadvantaged non-attenders as a priority.

The interventions continued and further enhanced from the previous calendar year, to support pupil's emotional wellbeing have been highly effective, with positive outcomes in continuing the reduction on FTE and behaviour callouts (weekly average for 22/23 was 41, 23/24 weekly average was 5 meaning a 88% reduction) relating to the impact our Pastoral and Nurture team have had. Pupil's wellbeing has also been supported by the continued large proportion of PP pupils attending after-school clubs, with an average of 62% PP per club which is broadly in line with numbers across the demographic of the school. In addition, an average of 37% of our SEN pupils also accessed our after school clubs in 23/24.

There have been positive outcomes in parental engagement across the school, through the continuation of regular reading events, SEND forums, food parcels, pupil curriculum meetings and SATs preparation meetings, to name but a few. We have also engaged many of our PP families with breakfast clubs in order to improve attendance but also to ensure that these pupils are given the best possible start to each day of education. We continue to explore new ways in which we can engage our parents and the local community.

The targeted interventions that take place across the school, have had an evidential impact on our KS2 results once again. Our evidence-based Read, Write Inc phonics program continues to support, and address, gaps in pupil's phonetic awareness and the school's priority to improve SEND provision aims to make a tangible difference for our disadvantaged pupils throughout the next academic year. The validity of some interventions are consistently and robustly monitored and analysed for impact to ensure the greater gains are made for our PP pupils.

## **2022/23**

The pupil premium strategy, for the previous academic year (22/23), has proven that the spending of the pupil premium grant has targeted specific areas of need, and has aimed to address gaps in our most vulnerable pupils, holistically – with particular emphasis, and recognition, attributed to the Pastoral and Nurture provision within KAA. Areas for development continue to be identified by all stakeholders within the school, with a specific need to target Literacy (broken down into reading, vocabulary, spelling, composition and the support given to EAL pupils) highlighted as a particular emphasis.

As a school, attendance figures show that our disadvantaged pupils are still missing too many days out of education, but there have been improvements in all areas, due to the implementation of an attendance officer, attendance program and attendance awards, which can be seen below:

Persistent absence reduced by 2.2% with overall attendance for PPG pupils increasing by 1% with PPG pupils making up 63% of all pupils

The interventions introduced in the previous calendar year, to support pupil's emotional wellbeing have been highly effective, with positive outcomes in reduction on FTE and behaviour callouts relating to the impact our Pastoral and Nurture team have had. Pupil's wellbeing has also been supported by the increased number of PP pupils attending after-school clubs, with an average of 61% PP per club which is broadly in line with numbers across the demographic of the school.

There have been positive outcomes in parental engagement across the school, through the introduction of regular reading events, SEND forums, food parcels, pupil curriculum meetings and SATs preparation meetings, to name but a few. However, we recognise the importance of strong ties to our school community and continue to monitor effective ways in which to engage as many vulnerable families as possible.

The targeted interventions that take place across the school, have had an evidential impact on our KS2 results. Our evidence-based Read, Write Inc phonics program continues to support, and address, gaps in pupil's phonetic awareness and the school's priority to improve SEND provision aims to make a tangible difference for our disadvantaged pupils throughout the next academic year. The validity of some interventions still requires the need for robust monitoring, moving forward.

## Outcomes

### 23/24

Kings Ash Academy Statutory assessments show an improvement in attainment of pupil premium pupils. There have been some very positive outcomes for our disadvantaged children. This can be seen particularly in our KS2 official data for 2024 outcomes particularly those that achieved greater depth in maths and reading.

- In our **Y1** phonics screen 63% of pupil premium children achieved the pass mark which is 7% below the percentage for 'all children' in Year 1 (70%) and slightly below the national average of 68% for all pupils. **!**

➤ In Y4:

- In the multiplication tables check, 56% of pupil premium pupils scored between 20-25/25 which is slightly lower than the national average of 20.6/25. 65% is equal to the attainment of the whole cohort. 28% of pupil premium pupils scored 25/25 on the MTC which is only 6% lower than the national average of 34% for all pupils.

➤ In Y6: Data shows a significant positive increase for our PP children for achieving the expected standard in reading, as well as being 25% above the national average for children achieving greater depth in reading. In addition, 24% of our PP pupils achieved greater depth in maths 8% higher than the national average.

- In Reading, 79% of our Pupil Premium Children achieved the expected standard which is 3% above that achieved by all children in our school and puts us above national of 74%. This is well above national. 53% of pupil premium pupils achieved greater depth which is above national average of 28% and the percentage for all Kings Ash pupils which was 47%.
- In Writing, 55% of our Pupil Premium Children achieved the expected standard which is 8% lower than that achieved by all children in our school (63%).
- In Maths, 69% of our Pupil Premium Children achieved the expected standard which is 7% higher than that achieved by all children in our school (62%) and puts us slightly below national of 73%. 24% of pupil premium pupils achieved greater depth standard which was below the all pupils percentage of 33% but significantly above the national average of 16%.

Throughout the year, effective use of pupil premium funding on specific, evidence based and data driven interventions in year 6 helped towards the significantly above expected progress achieved across the year 6 cohort. This is evidenced in our PP pupils exceeding our non PP pupils in both reading and maths at expected and greater depth standards. For 24/25 our pupil premium funding will help to address the gap between PP and non PP in writing with the use of further evidence and data driven interventions aiming to emulate the success we have seen in reading and maths.



Kings Ash Academy Statutory assessments show an improvement in attainment of pupil premium pupils. There have been some very positive outcomes for our disadvantaged children. This can be seen particularly in our KS2 official data for 2023 outcomes.

- In our **Y1** phonics screen 79% of pupil premium children achieved the pass mark which is 7% above the percentage for 'all children' in Year 1 (72%) and in line with national average of 79% for all pupils. This means that pupil premium pupils at Kings Ash performed better than pupil premium pupils nationally. This also indicates that the gap in phonics has continued to close between our pupil premium and non pupil premium children and attainment has improved from last year.
  
- In **Y2**:
  - In Reading, the gap in attainment between our pupil premium pupils and all pupils within school was 10%.
  - In Writing, the gap in attainment between our pupil premium pupils and all pupils within school was 10%.
  - In Maths, the gap in attainment between our pupil premium pupils and all pupils within school was 8%.

This shows a narrowing gap when comparing to KS1 outcomes last year for English.

- In **Y4**:
  - In the multiplication tables check, 72% of pupil premium pupils scored between 20-25/25 which is higher than the national average of 19.8/25. 72% is equal to the attainment of the whole cohort. 28% of pupil premium pupils scored 25/25 on the MTC which is only 3% lower than the national average of 31% for all pupils.
  
- In **Y6**:
  - In Reading, 80% of our Pupil Premium Children achieved the expected standard which is 1% above that achieved by all children in our school and puts us above national of 73%. Progress from KS1 to KS2 for pupil premium pupils was +4.12 which was above the whole cohort average of +3.5. This is well above national. 44% of pupil premium pupils achieved greater depth which is above national average of 29% and the percentage for all Kings Ash pupils which was 38%.
  - In Writing, 56% of our Pupil Premium Children achieved the expected standard which is 3% higher than that achieved by all children in our school (53%).

- In Maths, 78% of our Pupil Premium Children achieved the expected standard which is 1% higher than that achieved by all children in our school and puts us above national of 73%. Pupil premium pupil progress was +1.52 which was above the progress of all Kings Ash pupils at +1.3. This is above national. 11% of pupil premium pupils achieved greater depth standard which was above the all pupils percentage of 9%.

Throughout the year, effective use of pupil premium funding on specific, evidence based and data driven interventions in year 6 helped towards the significantly above expected progress achieved across the year 6 cohort. This approach to intervention, combined with targeted in school intervention across the school will support accelerated progress not just in year 6 but across the school. This has seen a narrowing of the gap in attainment between pupil premium and non pupil premium pupils over the past year; this can be seen in the Year 4 MTC results and Year 1 phonics results as well as year 6 where pupil premium pupils are performing equally to or outperforming non pupil premium pupils.

For the 2023/24 pupil premium strategy, consistency will continue with the use of strategies where they have been effective.

### 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
MyMaths	Oxford University Press
TTRockstars	Maths Circle Ltd
Power Maths (ActiveLearn)	Pearson Education
Complete P.E	CompletePE
Kapow Primary (DT, Art, MFL, PSHE)	Kapow Primary
Collins Connect (Snap Science)	Harper Collins
RWInc	Ruth Miskin
FreshStart	Ruth Miskin

Accelerated Reader	Renaissance Place
Insight Data tracking System	Hodder Ltd
A Star attendance	A Star Attendance Solutions

NB: \* indicates those activities approved in the PP Guidance document “Menu of Approaches”