

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	King's Park Academy
Number of pupils in school	635
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Alex Prout (Director of Primary Education, AAT)
Pupil premium lead	Lauren Dean
Governor / Trustee lead	Kay Errington (AAC)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 289,179
Recovery premium funding allocation this academic year	£ 54,000
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	£ 343,179

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

- Attainment to be in line with non-disadvantaged children
- Pupils access extra-curricular clubs and attend residential visits
- Raise their self-esteem and life aspirations
- Support with mental health and well being
- Increase attendance and punctuality

How does your current pupil premium strategy plan work towards achieving those objectives?

- Quality first teaching
- CPD for staff
- Speech and Language
- Subsidise extra-curricular clubs and residentials

What are the key principles of your strategy plan?

- Analyse data to ensure value for money across the 3 years and adapt as necessary

Challenges

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

Challenge number	Detail of challenge
1	Lower level of social and academic skills upon entry to school
2	Higher level of disruption to learning due to Covid-19
3	Greater need for family support due to challenging home environment
4	Lower aspirations of children and families
5	Lack of support for learning at home
6	Lower access to wider life experiences from home

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
Accelerate attainment in learning to bring PPG children in line with non-PPG children following the Covid-19 disruption to education	<ul style="list-style-type: none"> • 100% of pupils' attainment in Reading, Writing and Maths is equal to or better than their KS1 formal data • For pupils whose KS1 was PKF, 100% to be at least WTS at end of KS2 • Attainment gap between PPG children and non-PPG children to be in line by end of the 3-year plan
School to provide wider life experiences	<ul style="list-style-type: none"> • 100% of PPG children to attend at least one extra-curricular club each academic year • All PPG children to be subsidised for 50% of a school residential (in either Y4 or Y6 – within the UK only) • 100% of PPG children to attend all educational visits throughout the school year
To improve mental health and well-being	<ul style="list-style-type: none"> • All PPG children identified with mental health or well-being issues to access ELSA support • Student Survey shows improvement on mental health and well-being for PPG children • Attendance for PPG to be in line with non-PPG children
Develop high levels of engagement in learning and increase aspirations for the future	<ul style="list-style-type: none"> • 100% of lesson visits show consistently high attitudes towards learning • Student Survey shows improvement on attitudes to learning • 100% of pupils transitioning to secondary school are successful in maintaining educational provision each year

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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To create smaller class sizes in year 5 (from 2022)	Smaller classes where pupil numbers are reduced by more than 10 pupils can allow for a 2-month positive impact on pupil progress (EEF)	1, 2, 5
Teaching and Learning program and CPD	The most effective way to improve pupil outcomes is through quality first teaching	1, 2, 5

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint a Covid Catch-Up Teacher	An effective tutoring program over 15 hours can accelerate learning by 4 to 5 months: 1-1 and small group maths catch up	1, 2, 5
Provide tailored interventions	Additional reading sessions targeted at Disadvantaged children to aid fluency and understanding 1-1 and small group maths catch up	1, 2, 5
Provision of e-learning platforms Reading Plus (reading) Word Shark and Number Shark (for dyslexic pupils)	Online platforms for reading have proven effective in promoting reading fluency and understanding both at home and at school.	1, 2, 5
Verbal Reasoning tuition for Grammar School Test	Additional learning session to enable children to be able to access the test for Grammar School. xxx PPG children transitioned to Grammar school in September 2021.	1, 2, 4, 5

Wider strategies

Budgeted cost: £172,417

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Support for wellbeing	Pupils feel safe and secure in order to be ready for learning and to learn effectively. Children are able to self-regulate their emotions.	1,2,3,5
KCA Wellbeing Champions Training	Staff knowledge of how to recognise and help children in distress to self-regulate and be ready for learning.	1,2,5
Curriculum Co-ordinator role (including resources for clubs and break times)	Widening provision for pupils to engage in a range of activities. This allows for the development of healthy lifestyles and personal interests as well as allowing for positive social interaction and fostering belonging.	1,2,5
Residentials	To foster resilience as well as independence and collaboration, promoting future success in education and beyond.	1,2,5,6
Educational Trips	Experiential learning widens pupils' exposure to both direct and future learning, fostering engagement and knowledge acquisition.	1,2,5,6
Young Carers	To raise the profile of young carers and provide opportunities which they would otherwise be unable to access due to family medical and financial situation.	1,2,3,5
Cookery and Textiles Provision	Providing life skills and access to a diverse range of foods, textures and tastes	6
Full time Attendance Officer	To support families in our community (school in lowest 20% of deprivation in England) to be ready and able to access education	1,2,5
Counselling (Listening Ear / Mosaic)	Pupils feel safe and secure in order to be emotionally ready for learning	1,2,5
Contingency fund for acute issues	A need to set aside a small amount of funding set aside to respond quickly to needs not yet identified	All

Total budgeted cost: £302,417

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 2020 to 2021 academic year.

Many actions planned for supporting disadvantaged pupils during 2020/21 academic year had to be modified due to ongoing government restrictions and guidance related to COVID.

A wide range of measures were put in place to support disadvantaged pupils during the period of lockdown: weekly telephone calls to children, structured online learning, provision of laptops to children, vulnerable children invited into school. Additional remote pastoral support was provided for vulnerable children who were not in school.

Attendance data - 2020/21

<i>Overall attendance</i>	<i>PPG pupils</i>	<i>Non-PPG pupils</i>	<i>Difference</i>
95.58%	93.38%	96.47%	3.09%

OUTCOMES

During the 2020-21 academic year the % of children whose reading age was at or above their chronological age rose by:

Year 6 Autumn to Summer +5% to 84% of cohort
 Year 5 Autumn to Summer + 9% to 79% of cohort
 Year 4 Autumn to Summer +10% to 80% of cohort
 Year 3 Spring to Summer + 5% to 77% of cohort

In year 6 28% of the cohort were disadvantaged.

Year 6 PPG pupils at the end of KS2 were in line with the whole cohort for 5 out of 6 areas, with a slight dip in Greater Depth writing.

	<i>EXS</i>	<i>GDS</i>
<i>Reading whole cohort</i>	75	33
<i>Reading PPG</i>	78	32
<i>Writing whole cohort</i>	73	11

<i>Writing PPG</i>	<i>71</i>	<i>5</i>
<i>Maths whole cohort</i>	<i>64</i>	<i>18</i>
<i>Maths PPG</i>	<i>69</i>	<i>17</i>

Our assessments and observations indicated that pupil behaviour, well-being and mental health were significantly impacted last year's preliminary due to Covid-related issues. This impact was particularly acute for disadvantaged pupils. We used Pupil Premium Funding to provide well-being support for all pupils and targeted interventions where required.

Externally provided programmes

Programme	Provider
Counselling	Listening Ear
Music therapy	Rock Steady

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pastoral support, transitional support
What was the impact of that spending on service pupil premium eligible pupils?	100% expected progress in reading and accelerated progress in writing and maths. Attendance for 2022-21 – 99%