

Pupil premium strategy statement

This statement details Kingsway Primary Academy'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.

School overview

Detail	Data
School name	Kingsway Primary Academy
Number of pupils in school	252
Proportion (%) of pupil premium eligible pupils	79%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	July 24
Date on which it will be reviewed	July 2025
Statement authorised by	Paula Warding
Pupil premium lead	Sarah Rowland
Governor / Trustee lead	Matt Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£247,160
Recovery premium funding allocation this academic year	
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	£247,160

Part A: Pupil premium strategy plan

Statement of intent

At Kingsway Primary Academy, our intention is that all pupils, regardless of their background or the challenges they face, make good progress and achieve across all curricular areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

A central aim in our Pupil Premium Strategy is to ensure that high-quality teaching is evident across the school. We will focus closely on the areas that research suggests disadvantaged pupils find most challenging. Evidence shows that this approach has the greatest impact and benefits all children, not only those considered to be disadvantaged.

Our school's Pupil Premium Strategy will support our plan for education recovery. Plans for this will be based on robust assessment programs and will support children whose education has been worst affected, including non-disadvantaged pupils.

We will consider the particular challenges faced by vulnerable pupils in our school such as those requiring SEMH support. Our approach will be rooted in research and will support their needs to enable them to access all the opportunities that our school provides.

Challenges

The key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	A low level of basic skills (phonics, early reading, writing, and maths) on entry. This is preventing children from attaining and making progress as expected. Additionally, this hinders children's engagement with the wider curriculum.
2	Speech and language skills for our children entering nursery and reception are significantly lower for pupils with pupil premium than for other pupils. Without early intervention, this continues to be a significant barrier across KS1 and KS2.
3	Some children across KS1 and KS2 have significant knowledge gaps leading them to fall further behind age-related expectations.
4	Our attendance data over the last 3 years indicates that attendance is, on average, 90%. The attendance rate for pupil premium children is also 90%, which is well below national expectations. Absenteeism is negatively impacting disadvantaged pupils' progress as well as their non-disadvantaged peers.
5	Social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Some children,

	who experience mental health challenges or who are facing difficult circumstances in their life, find learning in a classroom environment challenging.
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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
Increase the percentage of pupil premium pupils achieving GLD at the end of EYFS.	Progress and attainment of PPG eligible pupils at GLD will improve and will be in line with or above the national at the end of Key Stage 2. The number of pupils achieving ARE and Greater Depth will increase.
Increase the percentage of pupil premium pupils achieving ARE in reading, writing and maths by the end of KS2.	Progress and attainment of PPG eligible pupils at KS2 will improve and will be in line with or above national at the end of Key Stage 2. The number of pupils achieving ARE and Greater Depth will increase.
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	<p>Learning mentor/welfare officer/SENDCO to identify and support families and children to alleviate barriers to learning.</p> <p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible. Case studies will support this.</p>
To improve speech and language skills in EYFS and KS1 leading to accelerated learning across the curriculum.	Accelerated progress toward achieving ARE throughout their school lives
<p>Pupils have a breadth of experiences that enable them to contextualise their learning.</p> <p>School will deliver a rich, engaging, broad and varied curriculum.</p>	<p>We will have instilled a love of learning in all children. The curriculum will be progressive, cumulative and engaging. Children will know more, learn more and do more.</p> <p>External visits/trips/residentials will take place to enhance learning and enthuse children to learn across all subjects.</p>

	Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.
All disadvantaged pupils will meet national expectations for attendance.	Reduction in the number of eligible pupils who are persistently absent. Improvement in overall attendance of PPG eligible pupils and these pupils attend school on time.

Activity in this academic year

This is 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: £125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
English consultant support for Reading and Writing	The use of high-quality units of work using language-rich vehicle texts from Reception through to Year 6. These enrich the teaching of writing, contextualise spelling, grammar and punctuation and enable children to reach ARE and Greater Depth in writing. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1, 2 and 3
First for Maths Training	Develops a love and secure understanding of mathematics from EYFS to Y6. First for maths is tailored to meet the needs of all pupils and impacts on families within their community. Support with ongoing CPD for teachers and TAs, planning and teaching for mastery. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	1 and 2
Read Write Inc Training	Read Write Inc. Phonics teaches young children to read and write, through a structured and systematic approach to teaching literacy. All teachers and TA's from EYFS, KS1 and KS2 to be trained on the program. ruth miskin literacy inc - read write inc research and evidence xbviibh.pdf (ruth-miskin.com) Read Write Inc. Phonics and Fresh Start EEF (educationendowmentfoundation.org.uk)	1 and 2

Fresh Start	<p>Fresh Start is a catch up programme for those children that are still learning to read at the end of primary and the start of secondary. The reading materials used in Fresh Start are age-appropriate. TAs will be trained to deliver Fresh Start to a group of children chosen as a result of assessments.</p> <p>Read Write Inc. Phonics and Fresh Start EEF (educationendowmentfoundation.org.uk)</p>	1 and 2
Curriculum lead to work with subject leads to improve/enhance the teaching and learning with every subject.	<p>http://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1 and 2
<p>Allocation of funds towards continuing Professional Development for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.</p> <p>Subscriptions and high quality texts for EYFS, KS1, KS2.</p>	<p>High quality teaching and learning in all classes every day. At least good too outstanding. Provision of interventions and challenge teaching for children identified as needing to catch up.</p> <p>www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	1 and 2

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

Budgeted cost: £ 95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Experienced teacher to Tutor Y6 Pupil Premium Pupils to close the gaps in reading, writing and maths x5 per week</p>	<p>Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1 and 3</p>
<p>Experienced teacher to Tutor Y5 Pupil Premium Pupils to close the gaps in reading, writing and maths x3 per week</p>	<p>Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1 and 3</p>
<p>Experienced and trained TA to deliver Welcomm screening and intervention</p>	<p>Research has shown that improving children's communication skills at an early age grants them greater access to learning opportunities as they grow older.</p> <p>Case Studies - GL Assessment (gl-assessment.co.uk) Law et al Early Language Development final.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1 and 3</p>
<p>Targeted, structured interventions to children across the whole school.</p> <p>Interventions to be planned, monitored and evaluated by Headteacher and SENDCO.</p>	<p>Provision of quality first teaching, mastery curriculum and effective challenge for children identified as needing to catch up.</p> <p>www.gov.uk/publications/the-pupil-premium-how-schoolsarespendingthefundingsuccessfully</p>	<p>1 and 3</p>
<p>Targeted additional speech and language support</p>	<p>Provision of weekly speech and language sessions with a speech therapist. Individual bespoke plans to target specific needs</p> <p>https://educationendowmentfoundation.org.uk/education-</p>	<p>2</p>

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vulnerable children to be identified and supported through Lego Therapy	<p>www.discovery.ucl.ac.uk</p> <p>Lego therapy involves building lego collaboratively to promote social interaction for children with ASC. It is a child led – peer based intervention that builds upon children’s interest in construction to promote a willingness to collaborate and interact.</p>	2, 3 and 5
Vulnerable children to be identified and supported through Play Therapy	<p>https://educationendowmentfoundation.org.uk/social</p> <p>Play therapy uses creative arts media as well as other forms of play which access unconscious as well as conscious processes.</p>	2, 3 and 5
All children to be provided with the opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. Each class will offer after school clubs covering a wide variety of activities.	<p>Provision of a range of initiatives to extend children’s experiences.</p> <p>www.gov.uk/publications/the-pupil-premium-how-schoolsarespendingthefundingsuccessfully</p>	3
Head to ensure that parents and carers are made aware of expected attendance levels when they fall below 90%.	<p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism. Welfare officer to support those families to improve attendance and alleviate barriers to working alongside the school.</p> <p>www.gov.uk/publications/the-pupil-premium-how-</p>	4

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Total budgeted cost: £ £250,000

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 2023 to 2024 academic year.

Educational Outcomes for 2023 – 2024 (Based on teacher assessments July 2024)

- 45% PP children achieved GLD in EYFS (whole cohort 40%)
- 72% PP children passed Phonics Check (whole cohort 83%)
- 46% PP Combined ARE in KS2 SATs (whole cohort 58%)

(All figures also include resource base pupils from across the school)

Whilst there are improvements in outcomes for pupils we will continue to focus on improving these outcomes further for all pupils. Consistency in our approach and embedding the improvements that have been made will continue to further secure positive outcomes for PP pupils.

Speech and language, particularly on entry, will continue to be a focus for PP pupils. The addition of Chatty learning as a provider to support our Speech and language work is having a positive impact on pupils. Progress towards targets demonstrates the positive impact with 7/8 pupils reaching 50% or more of their targets. Individual pupil level data demonstrates progress for all pupils.

Effective Individual Education Plans in place and regularly reviewed, monitored and evaluated by SLT, including PP lead.

Interventions were more targeted, effective & consistent through the use of the Provision Map online tool. This target will be kept to further develop the strategies used.

Continue to support and improve children's attendance, punctuality and access to learning - Improved levels of attendance for individuals and reduction in persistent absence Attendance for PP pupils is 91% for 23/24 which is the same as all pupil's attendance. School will continue to work with families with the support of a SASO (School attendance Support officer) which is in its infancy but showing promising engagement from families. Case studies are available in school which evidence the demonstrable improvements for some individual pupils.

Wider Strategy: Across the year school continued to provide a full range of wider experiences, with finance not being a barrier to taking part, for those pupils and families classed as vulnerable. Examples of these experiences include residentials, piano lessons, school visits, after school clubs and a joint trip to Brazil with another MAT school.

Summary: Evidence gathered through the school's self-evaluation strategy has shown that the intervention strategies have been successful across the school overall and will continue to be targets for the next academic year to ensure all strategies are well embedded.

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year. Externally provided programmes

Programme	Provider
First for Maths	First for Maths
Read to write Steps to read	Literacy Counts
Primary Spanish	Primary Languages Network
Chatty Learning Speech and language	Chatty Learning

Service pupil premium funding: 0%

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A