



Kings Ash Academy Pupil Premium Strategy 2018-19

Amount of Pupil Premium funding received

Number of Pupil Premium pupils eligible	241 (63% of school population)
Total Pupil Premium received £	293,040
Total Spend £	296,307

Barriers to achievement

At Kings Ash Academy we have identified the following barriers to achievement for some children:

Barrier	Evidence/Reasoning
Access to language / development of vocabulary from an early age.	27/45 pupils who started the year in reception in 2017 had a low baseline score in reading (60%). Throughout the school, speech and language SEN needs accounts for 34.7% (35.7% as of 23/1/19, 61 pupils SLCN) of all SEN needs (50 pupils identified as of Sept 18). A further 45% (65 pupils) are SEN for learning (currently 44.4%; 23/1/19, 76 pupils cognition and learning).
Behaviour - some pupils have specific social and emotional needs that affect their learning.	There were a total of 58 exclusions in the Spring term and 18 in the Summer term 2018. Behaviour callouts to the pastoral team averaged 49 per week in the Summer term 2018 with an average of 78% for pupil premium pupils. This needs to be reduced further.
Parental engagement with school e.g. support with homework, attendance at information evenings, awareness of requirements and standards in the new curriculum.	In the Autumn term (2018), parental attendance at parents evenings was on average 72% in the Autumn term which increased to 90% in the Spring term (2018). Further progress is needed including for celebration events and curriculum meetings.
Access to information / experiences that inform about the wider world.	In 2018, few extra curricular trips were planned across the school (average 3 per year group). This did not include sports trips or reward trips. Children across the school need to offered the opportunity to experience activities/visit places they would not usually explore to support their learning.
Access to technology.	The whole school pupil premium % is 63%. We must ensure these children have

	<p>access to technology and programs to support learning that they may not usually use. This will include Accelerated Reader, myMaths, Chrome Books and Learnpad technology.</p>
<p>Lack of aspiration usually as a result of lack of self-esteem or limited awareness of the range of opportunities that exist</p>	<p>Children need to be given a rich and varied curriculum that supports them in exploring their future opportunities. This will include French, Music, Sport and visitors into school. This should have a positive impact on attendance.</p>
<p>Persistent absence & double disadvantaged</p>	<p>Last year, 42 out of 220 pupil premium pupils had persistent absence (21%). This needs to be reduced to ensure pupil premium children have the same educational opportunities as their peers. Similarly, across the school, 156 pupils have SEN. A total of 98 of these pupils are also pupil premium, making 41% of pupils double disadvantaged. We need to ensure these pupils also have the same opportunities as their peers.</p>

Key expenditure: how the allocation will be spent

Focus	Intervention	Allocation £
English & Maths	- Booster English and Maths sessions before school (and conferencing) for disadvantaged pupils including more able	26,829
	- Accelerated Reader HLTA intervention & Literacy intervention support teacher	11,853
	- Maths support for Year 4,5,6	21,363
	- Focused TA and teacher intervention across the school	32,538
	- RWInc training, resourcing and intervention support	2782
Attendance	- Attendance officer to follow up persistent absence	15,822
	- Walking Bus	4278
	- Breakfast Club	1200
Language, Personal, Social and Emotional	- Speech and Language Support	5478
	- Educational Psychologist	8250
	- Nurture provision through the HIVE & lunchtime provision	28,221
	- Pastoral support and intervention	71,073
	- SEN staff & training	43,614
Personal and Social (1)	- School trips and residential	3,000
	- After-school and lunchtime clubs - maths lunch + sport after school	2,700
	- Other opportunities for gifted and talented students	600
	- Visitors in school and 'hook' activities	446
Personal and Social (2)	- Family Support Interventions	
	- Access to technology	11,310
	- EYFS - 2year old provision	4,950

Area of Spend	Intended Outcomes - why these approaches were taken	Actions	Impact of Actions
Booster English and Maths sessions before school for Year 6 disadvantaged pupils including more able	<ul style="list-style-type: none"> - Accelerate progress and improve pupil outcomes at the end of Year 6. - Further close the gap between P.P and non P.P pupils. - Raise teacher awareness of P.P pupils and ensure appropriate provision is in place for reading, writing and maths. 	<ul style="list-style-type: none"> - Review of target pupils for booster sessions. - Teachers to assess key areas to focus learning and change as needed. - Regular review meetings to discuss progress to target. - Observe intervention practice in other school settings to refine booster session format for best possible outcomes. - Sessions to begin Spring term. 	Year 6 P.P pupils achieved the highest result in the past 5 years for the school for reading with 81% achieving age related expectations. For writing, P.P children achieving the expected standard improved from 37% in 2018 to 63% in 2019. For maths, P.P children achieving the expected standard improved from 49% in 2018 to 68% in 2019. 59% of all P.P pupils achieved expectations in reading, writing and maths combined, compared to 31% in 2018.
Accelerated Reader HLTA intervention	<ul style="list-style-type: none"> - P.P children in year 3, 4, 5 and 6 make accelerated progress throughout the year and reach expected standard or above expected standard before leaving primary school. - Children with specific needs are identified and can be targeted through in class provision as well. 	<ul style="list-style-type: none"> - P.P. children to focus on for intervention to be identified through pupil progress meetings with teachers. - Weekly progress to be monitored and gaps identified targeted through intervention. - Half termly star tests to track progress of all children to re-identify pupils requiring intervention. - Termly PIRA assessments to track progress of all pupils and monitor impact of interventions. 	P.P pupils achieving ARE in reading in year 6 was 81%. The % of children on track for age related expectation has increased in all year groups; year 6 improved by 44% across the year. Accelerated reader class tracking has shown average scores by children has improved significantly: average quiz score has improved by 16% across the school from 68% to 84%. In every year group, the average reading age has increased more than expected i.e. Yr6 average reading age improved by 1.5years in 1 academic year.
Maths support for Year 4,5,6	<ul style="list-style-type: none"> - Raise attainment across Phase 3 in maths. - Improve mastery understanding of all Phase 3 year groups. - To improve the value added for pupils leaving year 6. 	<ul style="list-style-type: none"> - Specialist teacher used for targeting misconceptions, prior teaching and boosting progress across the year groups. - MyMaths used to support home learning. Lunchtime club available for children who can not access at home. 	Maths attainment improved especially in year 6 for P.P pupils. Start of year % on track = 40%, end of year achieved was 68%. Slight improvement in attainment in year 4 and 5 from start of year for P.P pupils. Year 6 attainment of P.P pupils improved from 49% in 2018 to 68% in 2019. Gap between P.P and non P.P pupils narrowed by 6% from 2018 to 2019.

<p>Focused intervention across the school</p>	<ul style="list-style-type: none"> - Ensure that the gap between pupil premium children compared to non pupil premium pupils is closing for Reading, Writing and Maths in all year groups. - Increase the attainment of P.P pupils in all year groups in writing. 	<ul style="list-style-type: none"> - Identify pupils to target during pupil progress meetings and review half termly. - Writing moderation across the academy, internally and externally to ensure accurate judgments are being made. - Observations to identify gaps in understanding and staff training arranged to address. 	<table border="1"> <thead> <tr> <th data-bbox="1592 193 1727 368">Year</th> <th colspan="3" data-bbox="1727 193 2130 368">Improvement in gap between P.P and non P.P - end of year 2017-18 vs start of year 2018-19</th> </tr> <tr> <th data-bbox="1592 368 1727 432"></th> <th data-bbox="1727 368 1861 432">Reading</th> <th data-bbox="1861 368 1995 432">Writing</th> <th data-bbox="1995 368 2130 432">Maths</th> </tr> </thead> <tbody> <tr> <td data-bbox="1592 432 1727 496">1</td> <td data-bbox="1727 432 1861 496">+1%</td> <td data-bbox="1861 432 1995 496">-4%</td> <td data-bbox="1995 432 2130 496">+2%</td> </tr> <tr> <td data-bbox="1592 496 1727 600">2</td> <td data-bbox="1727 496 1861 600">outperforming</td> <td data-bbox="1861 496 1995 600">outperforming</td> <td data-bbox="1995 496 2130 600">outperforming</td> </tr> <tr> <td data-bbox="1592 600 1727 703">3</td> <td data-bbox="1727 600 1861 703">outperforming</td> <td data-bbox="1861 600 1995 703">outperforming</td> <td data-bbox="1995 600 2130 703">-6%*</td> </tr> <tr> <td data-bbox="1592 703 1727 767">4</td> <td data-bbox="1727 703 1861 767">-6%**</td> <td data-bbox="1861 703 1995 767">+7%</td> <td data-bbox="1995 703 2130 767">+12%</td> </tr> <tr> <td data-bbox="1592 767 1727 839">5</td> <td data-bbox="1727 767 1861 839">+9%</td> <td data-bbox="1861 767 1995 839">***</td> <td data-bbox="1995 767 2130 839">-1%</td> </tr> <tr> <td data-bbox="1592 839 1727 903">6</td> <td data-bbox="1727 839 1861 903">+34%</td> <td data-bbox="1861 839 1995 903">****</td> <td data-bbox="1995 839 2130 903">+13%</td> </tr> </tbody> </table> <p data-bbox="1592 903 2130 1533"> N.B.1 + means gap has narrowed N.B.2 'outperforming' means a higher number of P.P pupils are achieving ARE than non P.P * start of year data was very low from end of year 2. P.P % on track improved from 20% to 61% ** Although a gap has appeared between P.P and non P.P performance, the % of pupils at ARE for P.P still increased by 11% from the start of the year. *** start of year data was very low from end of year 4. P.P % on track improved by 26% from start of year. **** start of year data was very low from end of year 5. P.P % on track improved by 60% from start of year. </p>	Year	Improvement in gap between P.P and non P.P - end of year 2017-18 vs start of year 2018-19				Reading	Writing	Maths	1	+1%	-4%	+2%	2	outperforming	outperforming	outperforming	3	outperforming	outperforming	-6%*	4	-6%**	+7%	+12%	5	+9%	***	-1%	6	+34%	****	+13%
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<p>RWInc training and resourcing</p>	<ul style="list-style-type: none"> - Increase the % of pupils at age related expectation across years 1, 2 and 3. - Address gaps in phonic understanding. - Improve the % of pupils achieving a pass in the year 1 and 2 retake phonics test to bring the school in line with national averages. 	<ul style="list-style-type: none"> - Children 1:1 assessed and grouped appropriately. - Ongoing TA training to embed good practice. - Additional after school twilight staff training. <p>Additional PM intervention for children who need additional support.</p>	<p>Year 1 phonics pass rate improved from 72% for P.P pupils in 2018 to 78% in 2019. Year 2 phonics retake rate improved from 84% for P.P pupils in 2018 to 96% in 2019.</p> <table border="1" data-bbox="1592 336 2119 639"> <thead> <tr> <th colspan="3">% of P.P pupils achieved expectation in Key Stage 1 SATs</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>36%</td> <td>20%</td> </tr> <tr> <td>2019</td> <td>73%</td> <td>54%</td> </tr> </tbody> </table>	% of P.P pupils achieved expectation in Key Stage 1 SATs				Reading	Writing	2018	36%	20%	2019	73%	54%
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<p>Attendance Officer to follow up persistent absence (weekly analysis completed for up to date list of children).</p>	<ul style="list-style-type: none"> - Improve the overall attendance figures for the school to bring in line with national. - P.P attendance to be in line with or better than non-P.P attendance. - The number of persistent absentees reduces significantly from 2017-18 year (52). 	<ul style="list-style-type: none"> - SLT and attendance officer to be in main reception at the start of the day to discuss absence with late children/parents. - Attendance officer meetings with parents of persistent absentees to support getting children to school. - Local authority to be made aware of any ongoing concerns. - Actions to be in place for all children with persistent absence. 	<p>Overall school attendance for 2018-19 = 95.3% with P.P attendance at 95.6%. 28/207 P.P children have persistent absence making P.P persistent rate 13.52% compared to 8.8% for the whole school. Although a higher number of P.P pupils have persistent absence, the fact that P.P overall attendance is higher shows that more P.P pupils have higher attendance figures (closer to 100%). Persistent absence children identified weekly and followed up by attendance officer. Overall school persistent absence is 0.1% off national At the end of October P.P persistent absence was 22.49% so this has reduced significantly to be at 13.52%</p>												
<p>Walking Bus/Breakfast Club</p>	<ul style="list-style-type: none"> - P.P. children who need support getting to school are able to attend through school support. - Walking bus and breakfast club children have higher attendance than all other key groups. 	<ul style="list-style-type: none"> - Places allocated based on the level of need. - Prioritise families who have historic attendance issues wherever possible. - Improve awareness of walking bus 	<p>95% of breakfast club attendees have attendance of above 96%.</p>												

		amongst parents.	
Speech and Language Support	<ul style="list-style-type: none"> - Children receiving support reach their full potential and are effectively supported in class. - Parents feel supported with strategies to use at home. - Sp+L children are able to develop social skills and communicate effectively with their peers. 	<ul style="list-style-type: none"> - Speech and Language specialist (SLA) within school delivers weekly intervention. - SLA delivers training to staff if support is required and offers effective resources and strategies for use in class. - SLA supports parents for in school and out of school support. - SLA monitors progress alongside SENCo and adapts programmes as required. 	<p>14 children are currently seeing the speech and language therapist. 29 children have programs of support which are being implemented in class and monitored by the SENCo.</p> <p>12 additional referrals have been sent for other pupils to provide support as early as possible to prevent attainment gap widening for pupils. FreshStart and RWInc interventions also support this.</p>
Educational Psychologist	<ul style="list-style-type: none"> - Children with emotional needs are more settled in class and are happy at school. - There is a reduction in behaviour issues for children with behavioural needs. - Staff are able to best support the children in their class through targeted learning, appropriate learning opportunities and intervention support. - Children seen by the Educational Psychologist make at least expected progress for their starting point. - Families feel supported with strategies that can be used at home. 	<ul style="list-style-type: none"> - Children in all classes to be regularly reviewed to see if a referral is needed and to monitor progress and effectiveness of strategies. - Ed Psych provides staff with appropriate strategies to use within class. - Parents involved in meetings to share and discuss agreed strategies. - Provides advice as part of statutory assessment. 	<p>62 children across the school have EP reports. In 2018-19 academic year, 38 pupils have been seen by the Ed Psych with EP reports being produced and implemented as part of classroom practice. 10 additional referrals have also been submitted ready to be actioned in Autumn term 2019.</p> <p>In year 6, 69% of SEN pupils achieved ARE IN reading, 42% in writing and 59% in maths.</p>
Nurture provision through the HIVE	<ul style="list-style-type: none"> - Children develop the interpersonal skills required to develop positive relationships within the whole school community. - Increased confidence and self-esteem allows children to fulfill their academic potential. 	<ul style="list-style-type: none"> - Decide the children who will most benefit from afternoon HIVE provision. - Continue with nurture group to promote self-confidence and social skills. - Ensure parents are informed about the provision and benefits. Keep informed of progress and regularly share learning. 	<p>End of year assessments show that 5/6 HIVE children have improved developmentally (using Boxall, average for 5 children is 17.6 with the highest progress being +39). Assessments show that 5/6 children have also improved their diagnostic score, average for 5 children is 38.2 with the highest progress being 71. This is a measure of how secure an attachment children have. This shows children are progressing well to be able to be returned to class in the near</p>

			future in some cases. Across the year, 3 children have already reintegrated back into class successfully.																					
Pastoral intervention	<ul style="list-style-type: none"> - Children with specific social and emotional needs are well supported so that they can access the curriculum and make good academic progress. - Supports pupils to develop appropriate social skills which are a key component to interacting with others. - To ensure children have a safe place to be at lunchtimes if they find the outside environment difficult. - Behaviour incidents across the school continue to reduce. - Exclusions across the school reduce to 0. - Parental confidence in behaviour management strategies improves. 	<ul style="list-style-type: none"> - Detailed daily tracking of callouts by class. Regular callout children tracked and actioned quickly. Half termly overall analysis of behaviour across the school. - Bereavement programmes in place as required. - Monitor/provide behaviour support and strategies for identified pupils. - Review plans regularly to remove potential barriers to learning/ track academic progress. - Staff training as required. 	<p>Significant reduction in fixed term exclusions across the school; 35 across the year with only 7 (20%) in the Summer term. Only 3 in Summer term 2</p> <p>Of the 16 pupils with the highest number of behaviour support callouts in Autumn term 1, 6 received fewer than 5 callouts across the whole of Summer term 2.</p> <p>An increasing % of callouts are attributed to 5 or 6 children showing overall behaviour across the school has continued to improve. 4 out of 6 classes saw a reduction in callouts from Aut 1 to Sum 2; Year 6 callouts reduced by 49%.</p>																					
SEN staff training	<ul style="list-style-type: none"> - Target children make accelerated progress. - Gap between P.P and non-P.P children narrows across the school. 	<ul style="list-style-type: none"> - Specific interventions for those children working below their year group especially in writing. - Interventions to be established after pupil progress meetings by Assistant Headteachers. Also recognise double disadvantaged pupils. - Staff training arranged as required. 	<p>Writing % on track for ARE for P.P and SEN pupils has improved in many year groups:</p> <table border="1"> <thead> <tr> <th colspan="3">Improvement in % of P.P and SEN pupils on track for ARE from start of year to end of year.</th> </tr> <tr> <th>Year</th> <th>P.P</th> <th>SEN</th> </tr> </thead> <tbody> <tr> <td>1*</td> <td>-9%</td> <td>-4%</td> </tr> <tr> <td>2</td> <td>+50%</td> <td>+12%</td> </tr> <tr> <td>3</td> <td>+14%</td> <td>+16%</td> </tr> <tr> <td>4</td> <td>+40%</td> <td>+29%</td> </tr> <tr> <td>5</td> <td>+26%</td> <td>+29%</td> </tr> </tbody> </table>	Improvement in % of P.P and SEN pupils on track for ARE from start of year to end of year.			Year	P.P	SEN	1*	-9%	-4%	2	+50%	+12%	3	+14%	+16%	4	+40%	+29%	5	+26%	+29%
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School trips and residential	<ul style="list-style-type: none"> - Achievement and effort in non-academic subjects is promoted and celebrated. - Children attend a range of competitive sporting events across the school. - Confidence is developed through participation in a range of extracurricular activities. - A range of activities are planned across the year to deepen understanding of the wider community and the world. - Residential visit in year 6 ensures a higher number of children participate, by the children fundraising for the visit to lower the cost to parents. 	<ul style="list-style-type: none"> - Teachers to ensure enough warning given to parents regarding the visits out to increase uptake (especially for residential). - Plan curriculum units of learning to enhance the experiences of children. - Plan a range of fundraising events across the year to part fund Year 6 residential. 	<p>Additional funding has meant that every year group has been able to arrange in school or out of school visits to enhance learning experiences. See data above for impact on writing outcomes for P.P pupils. Year 6 residential attendance the highest ever with 40/56 (71%) attending. Previous attendance has been around 35-45% (18/44 in 2017).</p>			
After-school and lunchtime clubs	<ul style="list-style-type: none"> - After school free activities are facilitated to provide children with opportunities to partake in outside interests. A range of clubs are promoted, including singing, choir, music, tag rugby, football, cricket, hockey etc. - Analysis of groups to encourage disadvantaged children to encourage children to attend and participate. - Increased number of children attending after-school clubs. 	<ul style="list-style-type: none"> - PE, music and singing clubs promoted at no cost to the children. - Analysis of groups to increase the number of disadvantaged children attending and participating. - Maths club at lunchtime to support children in completing their home learning if they do not have access to the internet at home or need help completing. - Glider Club to promote cross-curricular learning. 	<p>Across the year, 17 different clubs have been offered; in the Summer term, 7 different clubs were offered across the school including dance, athletics, basketball and archery. Attendance at clubs has increased from 121 pupils in the Autumn term to 141 in the Summer term. P.P attendance has held at 66% across the year, slightly above the whole school P.P percentage of 63%.</p>			
Opportunities for gifted and talented and more able students	<ul style="list-style-type: none"> - G&T children attend a number of workshops at other schools across the year including science, maths, english, french and P.E. - The % of greater depth children across the school increases. 	<ul style="list-style-type: none"> - Monitor attendance at G&T events. - Communicate opportunities effectively with parents. - Provide links with local clubs and skilled professionals. - Provide children with opportunities in 	<p>Several sporting events have been attended by various year groups across the school i.e. French workshop at Churston as well as maths, science and design technology days at Torquay Boys'/Girls' Grammar Schools</p>			

	<ul style="list-style-type: none"> - Transition days are successfully arranged and organised. - Increased aspirations across school. 	<p>School to compete against other Schools both locally and county wide. Children to showcase talent.</p> <ul style="list-style-type: none"> - Contribute towards the costs of extra curricular opportunities e.g. music, sport 	<p>attended by children from across Kings Ash. Year 6 all attended South Devon College skills build event.</p> <p>All children in year 6 successfully attended transition days and visits arranged for school representatives to come into school to meet children as well.</p> <table border="1" data-bbox="1592 448 2128 981"> <thead> <tr> <th colspan="4">Improvement in % of P.P pupils working at greater depth from start of year compared to end of year</th> </tr> <tr> <th>Year</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>2*</td> <td></td> <td>+8%</td> <td></td> </tr> <tr> <td>3</td> <td>+2%</td> <td>+12%</td> <td>+21%</td> </tr> <tr> <td>4</td> <td>+4%</td> <td>+8%</td> <td>+3%</td> </tr> <tr> <td>5</td> <td>+1%</td> <td>0%</td> <td>-2%**</td> </tr> <tr> <td>6</td> <td>+7%</td> <td>+13%</td> <td>+8%</td> </tr> </tbody> </table> <p>* Year 2 dropped in reading and maths due to new starters impacting on the % on track for greater depth. 1 GD child left as well. **Drop due to greater depth child leaving school.</p>	Improvement in % of P.P pupils working at greater depth from start of year compared to end of year				Year	Reading	Writing	Maths	2*		+8%		3	+2%	+12%	+21%	4	+4%	+8%	+3%	5	+1%	0%	-2%**	6	+7%	+13%	+8%
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<p>Visitors in school and 'hook' activities</p>	<ul style="list-style-type: none"> - Children engage in their learning through a range of opportunities they would not usually have. - Learning is linked throughout the curriculum so children understand the links between different subject areas. - Children are given opportunities to learn from other experts and professionals aside from teaching staff. 	<ul style="list-style-type: none"> - Hook activities to be arranged for all theme learning across the school. - Monitoring of learning to ensure cross-curricular links are being made. 	<p>Additional funding has meant that every year group has been able to arrange in school or out of school visits to enhance learning experiences. See data in previous section for impact on writing outcomes for P.P pupils.</p>																												

<p>Family Support Interventions</p>	<ul style="list-style-type: none"> - Early identification of families whose attendance may drop, due to support and knowledge of the family. - Support parents in times of need. Signpost parents to additional support. - Parents are successfully supported through difficulties both inside and outside of school. 	<ul style="list-style-type: none"> - Family support worker attends case conferences and core groups as required. - Family support worker works with attendance worker to support families getting children to school. - Family support ensures referral for Early Help and safeguarding as required. - Family support workers complete home visits to discuss support options. 	<p>In Summer term, 6 families supported and good progress made by all involved. 9 families successfully referred for targeted family support services and supported through the process. 10 families have been supported with letters for housing. Average of 15-20 phone calls made weekly to parents to offer support by concerns raised within school. Various support in the form of telephone check-ins, 1:1 meetings with children, referrals to school nurse, referrals to family support services, Housing, food banks and adults services have been made for approximately 80 families throughout the year.</p>
<p>Access to technology</p>	<ul style="list-style-type: none"> - All children have access to technology that is not necessarily available at home (i.e. chromebooks, internet, online reading books, learnpads, digital cameras). - Children progress through school with a good understanding of technology. - Children are better prepared for the increasingly technological world. 	<ul style="list-style-type: none"> - Coding is effectively taught across the school. - ICT ensure technological provision is appropriate and working at all times. - Consider opportunities to develop staff teaching through STEM project. 	<p>Especially successful in year 6; books show clear evidence of ICT being used for various purposes i.e. webquests for research to support learning experience, spreadsheets, tables and graphs for science, questionnaires, Accelerated reader, final writing outcomes and wide use of google drive for sharing documents. Digital literacy noticeably improved from the start of the year.</p> <p>Across the school, evidence of ICT being used for times tables practice, my maths home learning and accelerated reader. Accelerated reader class tracking has shown average scores by children has improved significantly: average quiz score has improved by 16% across the school from 68% to 84%. In every year group, the average reading age has increased more than expected i.e. Yr6 average reading age improved by 1.5years in 1 academic year.</p>

EYFS	- See separate EYFS pupil premium strategy	- See separate EYFS pupil premium strategy	See separate document review.
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How will the school measure the impact of the Pupil Premium?

At Kings Ash Academy, data to track the progress of each cohort is collected at 6 points during the academic year (Oct/Dec/Feb/Mar/May and July). Review of this data, together with teacher observations, ensures the early identification of specific needs. Half-termly review meetings which include the Head teacher, Deputy Head, Assistant Head for Performance and Standards and the class teacher reflect upon the impact of support and any need to change the level/ type of support required. At each review meeting, the pupil premium pupils selected for specific support/interventions will be reviewed. Other pupils, not in receipt of pupil premium but with similar needs and targets, who would benefit from the same support / intervention, may be included in the chosen groups.

In addition, specific interventions will be assessed and reported on in keeping with the programmes recommendations. These assessments will be used to inform who should continue in the programme and who should not.

The expenditure and impact of Pupil premium funding is reported to the Trust Board annually. Within the board there is a portfolio holder for disadvantaged children. The portfolio holder will report to the board termly on the progress of the pupil premium strategy and the impact of funding.