



Pupil premium strategy statement

64% 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	Kings Ash Academy
Number of pupils in school	348
Proportion (%) of pupil premium eligible pupils	64% (221/348)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Laura Kies
Pupil premium lead	Steve Apps
Governor / Trustee lead	Deborah Hands

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£311,240
Recovery premium funding allocation this academic year	£33,495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£344,735



Pupil premium strategy statement

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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.

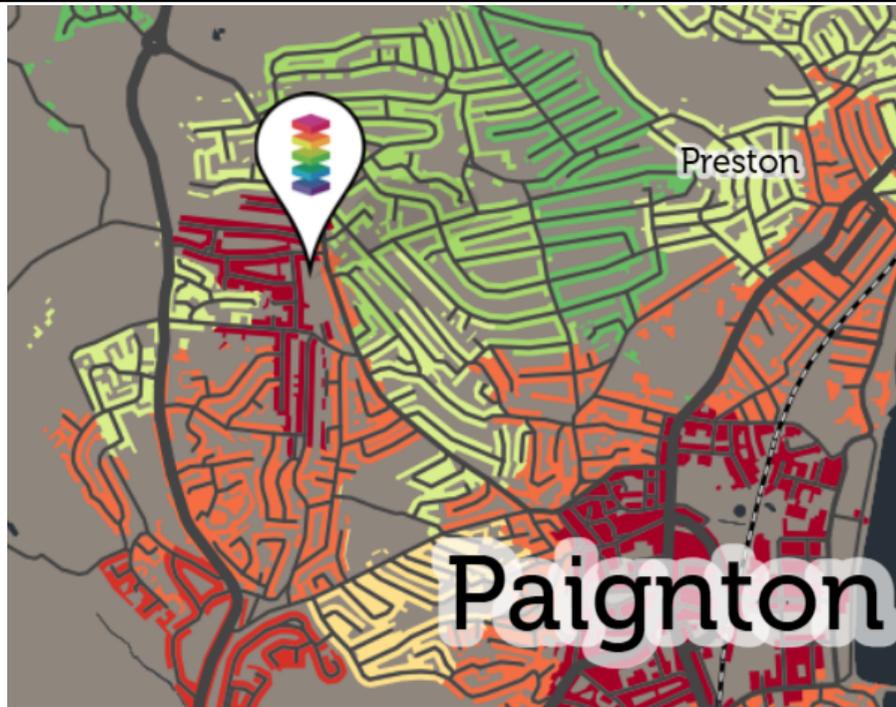
We aim to close the gap in performance between pupil premium pupils and non-pupil premium pupils by ensuring children have access to the same educational opportunities through high-quality teaching that is matched to individual needs. We aim to overcome academic and social barriers to achievement through 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, in which most children live, 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).

Pupil premium strategy statement



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

Pupil premium strategy statement

Challenges

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

Challenge number	Detail of challenge
1	Early Language Development
2	Social and Emotional Barriers
3	Parental Engagement
4	Lack of Aspiration due to lack of cultural capital
5	Low Attendance & Persistent Absence
6	Achieving academic success in line with age related expectations

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
1	Identified children in speech and language development programmes catch-up on gaps in learning	By the end of EYFS children's speech and language development is in line with expected standard
2	Children's social and emotional needs are met	Children able to access learning consistently and develop positive self esteem
3	Parental engagement is evident through the use of Seesaw and attendance at parents' evenings and school events	Parents report that they are well informed about their child's learning and know how to support them
4	Children have the opportunity to develop aspirations for their future lives due to greater experience of the wider world	Children are able to talk about experiences and aspirations for the future.
5	More children attend school every day.	School attendance and persistent absence figures are at least in line with or better than national.
6	Quality First Teaching for all pupils	All children achieve their full potential.

Pupil premium strategy statement

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: £ [insert amount]

Activity / Resource	Evidence that supports this approach	Challenge number(s) addressed
<p>RWInc. training</p> <ul style="list-style-type: none"> • RWI CPD package to support quality teaching of all pupils • Additional dedicated RWI tutor (ST) • Dedicated twilight and inset time for regular training and coaching. 	<p><u>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.'</u> +5months</p> <p><i>In school evidence:</i> Since the beginning of the year, 12 children (15% of pupils receiving 1:1) have made accelerated progress to no longer require 1:1 intervention. Phonics screening assessment for current year 2 children saw 85% of pupils pass (end Aut 2021).</p> <p>Pupils on track for expected start of year vs end of Summer 2021:</p> <p>Year 1 36% - 81%</p> <p>Year 2 29% - 81%</p> <p>Year 3 39% - 67%</p>	6
<p>English CPD-writing focus</p> <ul style="list-style-type: none"> • Senior leaders development days with Babcock consultant • Teaching sequences subscription • Moderation subscription 	<p><u>EEF: 'Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.'</u></p> <p><u>EEF: 'Ensure that professional development aligns with the needs of the school and is supported by school leadership.'</u></p>	4 6

Pupil premium strategy statement

<ul style="list-style-type: none"> • Staff CPD-in house £0 • Rethink Reading reading spine and approach to reading 	<p><u>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.'</u> +6months</p> <p><i>In school evidence:</i></p> <p>Following lockdowns last year, across the school, we saw a dip in the percentage of children at ARE especially in writing. On average, the percentage of pupils on track for ARE fell by 20%. This was also shown at the end of EYFS at end of year 2021, where only 29% of pupils entered year 1 at the expected standard. Similarly, in Year 6, 33% of pupils entered Year 6 on track for age-related. This is despite, rapid improvement achieved when teaching sequences were initially taught prior to lockdown.</p> <p>As noted in Ofsted report (May 2021), 'Pupils are catching up quickly now' and, 'All staff focus sharply on getting pupils reading. Staff make accurate checks on the sounds that pupils know. Pupils get timely support to overcome any difficulties they have. They experience success and gain the knowledge they need to become confident readers. Pupils use their secure knowledge of phonics to spell words accurately.'</p>	
<p>French teacher</p>	<p><u>Ofsted subject specialist report</u></p> <p>Having a specialist French teacher supported during lockdown where French activities were able to be set for Yr4-6. Similarly, remote lessons were possible so both classes in each year group (in most cases) were able to receive weekly French lessons. This has improved the pupils attitude and understanding of French.</p>	<p>4 6</p>
<p>Music teacher</p> <ul style="list-style-type: none"> • High quality weekly lessons for all pupils delivered by a subject specialist • 3x music/performing arts clubs weekly free to pupils 	<p><u>EEF: 'Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.'</u></p> <p>Ofsted report May 2021: 'In subjects such as music and French, pupils continue to receive specialist teaching.'</p>	<p>4 6</p>

Pupil premium strategy statement

	<p>The children's enjoyment for music has improved dramatically as indicated by after school club attendance where 56 children are attending either performing arts club, music club or singing & drama club.</p>	
<p>Trips subsidy</p> <ul style="list-style-type: none"> • Year 6 residential - £30 per P.P pupil. • Class trips (10% + non payments) £3,000 available to subsidise this. 	<p>Curriculum/importance of cultural capital</p> <p>On the Year 6 residential, 85% of pupils were able to attend, our highest attendance rate on a residential visit to date. In the current academic year, the school has secured a year 5 residential for all pupils at a cost of £19 per pupil meaning all children will be able to share the experience. This residential will also feed into their learning in school and the curriculum allowing it to be purposeful and relevant.</p> <p>During lockdown, off-site visits were challenging due to the restrictions. However, prior visits (i.e. Year 5 Exeter trip (Romans) and visitors in school (science experiments and solar system workshop) have proven highly effective in engaging our learners and provided some of the best quality learning outcomes with children being able to draw on real life, recent experiences.</p>	<p>4 6</p>

Pupil premium strategy statement

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

Budgeted cost: £ [insert amount]

Activity / Resource	Evidence that supports this approach	Challenge number(s) addressed
RWInc 1:1 targeted support <ul style="list-style-type: none"> ● 1-1 RWI support ● Early morning RWI 1-1 tuition (Spring term) 	<p><u>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.'</u> +5months</p> <p><i>In school evidence:</i></p>	1
Reading interventions <ul style="list-style-type: none"> ● Year 6 booster groups ● Fresh Start reading intervention ● Reading Champion to support engagement in reading 	<p><i>In school evidence:</i></p> <p>Prior to lockdowns, reading intervention proved highly effective in year 6, with the percentage of pupils achieving the expected standard being the highest Kings Ash has achieved in 2019 at 80% with 18% achieving greater depth with progress of +2.6.</p> <p>In FreshStart.....Similarly, during the Autumn term, we have seen rapid progress for year 5 / 6 pupils receiving intervention with several pupils making double expected progress within the half term and an additional 4 pupils coming off the program.</p>	6
Speech and Language Intervention <ul style="list-style-type: none"> ● Dedicated TA for EYFS and KS1 S&L intervention. 	<p><u>EEF: 'Children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.'</u> +6months</p> <p><i>In school evidence:</i> Mapping of pupils across the school has ensured all children requiring S&L receive it at least twice weekly from a dedicated TA.</p>	

Pupil premium strategy statement

	Over 70 pupils require S&L 1:1 support which is essential for both reading and writing to be ARE or above.	
School led tutoring Year 6 maths Year 5 writing Year 2 writing Year 1 writing	<i>1:1- to 1:6 subject specific tutoring (English or maths)</i> <i>75% grant (total funding</i>	

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

Budgeted cost: £ *[insert amount]*

Activity / Resource	Evidence that supports this approach	Challenge number(s) addressed
<i>Family support team (Charlotte Gunbie, Sarah Rugeris, Cassie Atkin)</i> <i>Increased hours to offer support to more families.</i>	Prior to lockdown (Dec 2020),children were receiving some level of family support involvement. Following lockdown (June 2021), children were receiving some level of family support. This support for families was crucial during lockdown with food parcels, chromebooks and learning resources provided for pupils.	2,3,5
<i>Pastoral support/Nurture (2 TAs cost? LF TLR cost)</i> <ul style="list-style-type: none"> Staff training time allocated to review and revise behaviour policy (Paul Dix 	EEF: <i>Behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level.</i> EEF: <i>Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average.</i>	2

Pupil premium strategy statement

<p>focus) to ensure consistent approaches used across school at all times from all members of staff.</p> <ul style="list-style-type: none"> ● Pastoral support HLTA available in afternoons to review and follow up on behaviour needs from the morning and support vulnerable children with specific interventions. ● Increased TA numbers working across year groups with a specific SEMH focus ● Pastoral team members in phases completing Emotional Literacy Support Assistant training ● Release time for nurture lead to increase reach across school ● Before school and after school nurture groups led by pastoral lead 	<p><u>EEF: <i>Social and emotional learning programmes appear to be more effective when approaches are embedded into routine educational practices, and supported by professional development and training for staff.</i></u></p> <p>Behaviour across the school has rapidly improved since January 2018 with a 75% reduction in call outs for children requiring behaviour support during the school day. This has allowed for a proactive approach to pastoral support, resulting in further reductions in callouts. Children requiring intervention are identified as part of pupil progress meetings and then specific interventions to support pastoral needs planned. This has seen success, especially in Phase 3 where persistent callouts are only being received for 2 pupils at present. Children who have been receiving pastoral intervention are reported by teachers to be more settled in class and books show higher levels of progress and attainment.</p> <p>Following return from lockdown, the structure of having a pastoral member of staff in each year group was highly successful, again helping contribute to a reduction in behaviour callouts during the Summer term.</p>	
<p>Seesaw</p>	<p>See below for engagement data from lockdown:</p> <ul style="list-style-type: none"> - The percentage of pupils consistently engaging with online learning increased from 27% (first lockdown) to 60% (wk1) and 84% (wk5) of the second lockdown. - Within 5 weeks of setting up Seesaw, 96% of all parents had registered. - Seesaw parental engagement rose from 512 visits the week before lockdown to 895 	<p>3</p>

Pupil premium strategy statement

	<p>visits by wk4 of lockdown, with parental comments on learning on Seesaw rising from 69 (week before lockdown) to 1012 (wk3 of lockdown).</p> <ul style="list-style-type: none"> - Seesaw parental engagement continues to be around 600 Seesaw website visits a week. 										
<p><i>Attendance Officer (Emma Varney, Cassie)</i></p>	<p>Using an attendance officer last year helped the school to achieve attendance data close to national and above national for pupil premium children:</p> <table border="1" data-bbox="640 646 1836 842"> <thead> <tr> <th></th> <th>CAA</th> <th>National (2018/19)</th> </tr> </thead> <tbody> <tr> <td>Overall attendance</td> <td>95.2% (-0.8%)</td> <td>96%</td> </tr> <tr> <td>Pupil Premium attendance</td> <td>95% (+1%)</td> <td>94%</td> </tr> </tbody> </table> <p>Source: https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-2018-to-2019</p>		CAA	National (2018/19)	Overall attendance	95.2% (-0.8%)	96%	Pupil Premium attendance	95% (+1%)	94%	<p>5</p>
	CAA	National (2018/19)									
Overall attendance	95.2% (-0.8%)	96%									
Pupil Premium attendance	95% (+1%)	94%									

Total budgeted cost: £ [insert sum of 3 amounts stated above]



Pupil premium strategy statement

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.

For last year's pupil premium document, please see [here](#). For outcomes and the review of the strategy, please see last year's pupil premium review document [here](#). Pupil premium monitoring document updated for end of Spring (following second lockdown). No review end of year due to focus on reprioritising intervention and approach following pupils returning to school. This strategy has been created following that review and review of school development plan priorities.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Pupil premium strategy statement

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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



Pupil premium strategy statement

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.