



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	396
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Rob Fitzsimmons
Pupil premium lead	Steve Apps
Governor / Trustee lead	Deborah Hands

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£314,800
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



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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.

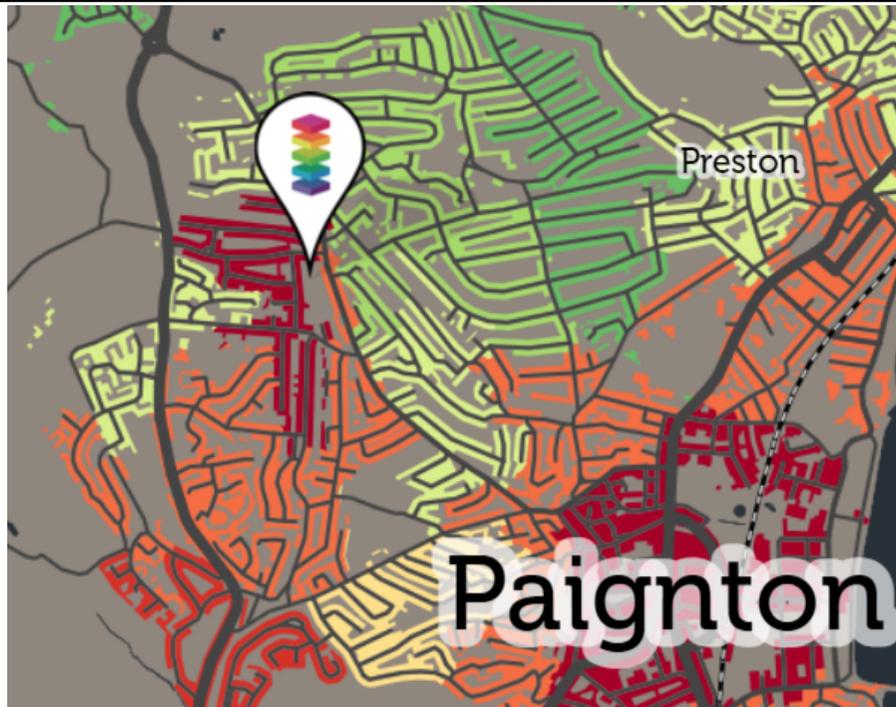
We will close the gap in performance between pupil premium pupils and non-pupil premium pupils by ensuring children have access to the same educational opportunities through high-quality teaching that is matched to individual needs. We aim to overcome academic and social barriers to achievement through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

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

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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
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.

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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: £44,735

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.' +5months</u></p> <p>Phonics improves the accuracy of children's reading and allows the teaching to match the individual child's needs appropriately. It provides an explicit and systematic way for children to make connections between sound patterns they hear and the way these are written.</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 • Staff CPD-in house • Rethink Reading reading spine and approach to reading 	<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> <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,</u></p>	4 6

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	<p><u>the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils.</u> +6months</p> <p>High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Effective CPD can have the advantages of; building knowledge, motivating staff, developing and improving teaching techniques and embedding practice to ensure consistency in teaching and positive outcomes for pupils.</p>	
'Walkthru' CPD training for staff	<p>EEF: <u>Supporting high quality teaching is pivotal to improving children's outcomes.High quality teaching can narrow the disadvantage gap</u></p> <p>Walkthru: <u>https://www.walkthrus.co.uk/effective-teaching</u></p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. There are a wide range of initiatives that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes.</p>	
French teacher	<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>	4 6
<p>Music teacher</p> <ul style="list-style-type: none"> High quality weekly lessons for all pupils delivered by a subject specialist 	<p><u>EEF: 'Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.'</u></p>	4 6

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<ul style="list-style-type: none"> • 3x music/performing arts clubs weekly free to pupils 	<p>Ofsted report May 2021: 'In subjects such as music and French, pupils continue to receive specialist teaching.'</p> <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>At the start of the current academic year, the school was able to offer the Year 6 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. Allowing visitors into school again has allowed our pupils to have alternative experiences that otherwise they may never have the opportunity to experience outside of school.</p>	<p>4 6</p>

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

Budgeted cost: £115,000

Activity / Resource	Evidence that supports this approach	Challenge number(s) addressed
<p>RWInc 1:1 targeted support</p> <ul style="list-style-type: none"> • 1-1/small group 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>Phonics improves the accuracy of children's reading and allows the teaching to match the individual child's needs appropriately. It provides an explicit and systematic way for children to make connections between sound patterns they hear and the way these are written.</p>	1
<p>Reading interventions</p> <ul style="list-style-type: none"> • Year 6 booster groups • Fresh Start reading intervention • Reading Champion to support engagement in reading • 1:1/small group reading tutor 	<p><i>In school evidence:</i></p> <p>In FreshStart last academic year, we have seen rapid progress for year 5 / 6 pupils receiving intervention with several pupils making double expected progress throughout the year and all but 2 year 5 children having completed the program by the end of the year.</p> <p>For reading results, please see the bottom of this document for KS2 SATs outcomes.</p>	6
<p>Speech and Language Intervention</p> <p><i>Includes recovery support funding - In school tutor</i></p> <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>	

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	<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. Over 70 pupils require S&L 1:1 support which is essential for both reading and writing to be ARE or above.</p>	
<p><i>Recovery funding - School Based Tutors</i> School led tutoring - supporting small groups of up to 6 pupils as below: Year 6 maths/writing Year 5 writing/maths/reading Year 4 reading/writing Year 3 RWInc Year 2 writing Year 1 writing/maths</p>	<p><i>EEF: Small group tuition enables the teaching to focus exclusively on a small number of learners.</i></p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Small group tuition has an average impact of 4 months additional progress over the course of a year.</p>	

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

Budgeted cost: £185000

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Activity / Resource	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Family support team (Charlotte Gunbie, Sarah Rugeris, Cassie Atkin)</i></p> <p><i>Increased hours to offer support to more families.</i></p>	<p>A number of families receive differing levels of family support. This includes but is not limited to: supporting parents at home, home visits, supporting with issues around attendance, safeguarding, parental workshops and pastoral support for families. This support is invaluable to support families' and children's wellbeing academically, physically and emotionally.</p>	<p>2,3,5</p>
<p><i>Pastoral support/Nurture</i> <i>Includes recovery support funding</i></p> <ul style="list-style-type: none"> ● Staff training time allocated to review and revise behaviour policy (Paul Dix focus) to ensure consistent approaches used across school at all times from all members of staff. ● Pastoral support HLTA available in afternoons to review and follow up on behaviour needs from the morning and support vulnerable children with specific interventions. 	<p>EEF: <u><i>'Behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level.'</i></u></p> <p>EEF: <u><i>Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average.</i></u></p> <p>EEF: <u><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>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). There is evidence across a range of interventions with highest impacts for approaches to reduce overall disruption and provide tailored support where required.</p> <p>Behaviour across the school has rapidly improved since January 2018 with a 85% 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.</p>	<p>2</p>

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<ul style="list-style-type: none"> • 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>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 a small number of pupils. 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>Seesaw</p>	<p>See below for engagement data from lockdown up to present:</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 visits by wk4 of lockdown, with parental comments on learning on Seesaw rising from 69 (week before lockdown) to 1012 (wk3 of lockdown). - Following lockdown, with daily learning no longer being shared, Seesaw parental engagement continues to be around 400-500 Seesaw website visits a week. 	<p>3</p>				
<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 1259 1839 1394"> <tr> <td></td> <td>KAA 2021-22</td> </tr> <tr> <td>Overall attendance</td> <td>91.6%</td> </tr> </table>		KAA 2021-22	Overall attendance	91.6%	<p>5</p>
	KAA 2021-22					
Overall attendance	91.6%					



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	Pupil Premium attendance	91.5%	
	Pupil premium pupils attendance was almost identical to overall attendance. Although 91.6% is below target, this year saw ongoing COVID disruption and flu outbreaks.		

Total budgeted cost: £344,735



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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 2021 to 2022 academic year.

2021-22

Our internal assessments during 2021/22 shows that the performance of disadvantaged pupils is improving and attainment gaps are closing in key areas of the curriculum.

Despite the difficult circumstances of the previous two academic years, due to the provision in this plan, there have been some very positive outcomes for our disadvantaged children. This can be seen particularly in our KS2 official data and the supporting comments from our Ofsted inspection; ‘. Older pupils are achieving very well because teachers in Years 5 and 6 are skilfully adapting their teaching to include knowledge in the wider curriculum that was missed in previous years’. While our KS1 and EYFS data is less positive overall, it reflects the particular cohort who experienced the Covid lockdowns at a crucial time in their education and who also have a high level of need in terms of double disadvantage and welfare needs which were well supported through provision in this strategy.

In our **Y1** phonics screen 71% of pupil premium children achieved the pass mark which is in line with the percentage for ‘all children’ in Year 1 (73%). This indicates that the gap in phonics has closed between our pupil premium and non pupil premium children.

In **Y2**:

- In Reading, the gap in attainment between our pupil premium pupils and all pupils within school was 14%.
- In Writing, the gap in attainment between our pupil premium pupils and all pupils within school was 15%.

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- In Maths, the gap in attainment between our pupil premium pupils and all pupils within school was 3%.

In Y6:

- In Reading, 72% of our Pupil Premium Children achieved the expected standard which is 1% lower than that achieved by all children in our school and puts us in line with national of 74%.
- In Writing, 47% of our Pupil Premium Children achieved the expected standard which is just 4% lower than that achieved by all children in our school.
- In Maths, 75% of our Pupil Premium Children achieved the expected standard which is equal to that achieved by all children in our school and puts us above national of 71%
- Progress measures for reading and maths put the school in the top 5% of schools nationally for progress.
- Progress measures for writing put the school in the top 20% of schools nationally for progress.

The effective use of pupil premium funding on specific, evidence based and data driven interventions in year 6 last year 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.

Being able to implement a high-quality curriculum consistently alongside supporting great teaching through professional development and coaching is making a positive impact on disadvantaged children's progress at Kings Ash Academy that will continue this academic year.



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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
TTRockstars	
MyMaths	
RWInc	
FreshStart	
Babcock Teaching sequences and Texts that Teach	
Accelerated Reader	