

## King's Cross Academy Pupil Premium Strategy Statement (Updated)

2022/2023 – 2024/2025

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 the Academy.

The strategy is for a three year cycle and will be reviewed on a yearly basis.

### School overview

Detail	Data
School name	King's Cross Academy
Number of pupils in school	399
Proportion (%) of pupil premium eligible pupils	42% (2023/24) 43% (2024/25)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to <b>2024/2025</b>
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Stephen Mitchell, Headteacher
Pupil premium lead	Kay Baxter, Deputy Headteacher
Governor	Jane Roberts (2024/25)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£237165
Recovery premium funding allocation this academic year	£ 23998



Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£261163

## Part A: Pupil premium strategy plan

### Statement of intent

King's Cross Academy is a two form entry primary school in the heart of King's Cross, Camden. The Academy opened in September 2015 and is now a full school. Our first Year 6 pupils have successfully transferred to Year 7 in September 2022 completing one full cycle from nursery/reception to Year 6.

This academic year will see our **fourth** cycle of pupils making the transition from Primary to Secondary school.

The pupil premium strategy plan covers a three year cycle and will be reviewed on a yearly basis. The Academy is committed to ensuring that every pupil irrespective of their background is a highly successful learner. **This is the final review for this 3 year cycle.**

Following school closures due to pandemic, the gap between disadvantaged pupils and others has widened for some of our children. This links mainly to emotional wellbeing, dysregulation, attendance, punctuality and general difficulties settling back into school - all of which impact on the ability to learn at school.

Despite the challenges faced, pupils in receipt of pupil premium funding make progress in line or above non-disadvantaged pupils both locally and nationally.

**This academic year, our focus will be on enhancing:**

**Learning Environments:** Investment will be made in creating an enriched learning environment through additional resources, technology, and extracurricular opportunities. This ensures that all pupils have access to high-quality learning experiences that stimulate engagement and foster a love for learning.

**Parental and Community Engagement:** We will work closely with families and the local community to support our pupils' learning journeys. This involves offering workshops, resources, and guidance to parents to help them support their children's education and development effectively.

**High-quality first teaching** is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Alongside this, we will consider the challenges faced by vulnerable pupils including those with a social worker or young carer regardless whether they are disadvantaged or not.

This year, all pupils attending the Academy will be offered a free hot school meal each day.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Entering the EYFS</p> <p>Baseline assessments, observations, professional input indicate underdeveloped oral language skills and vocabulary gaps in our youngest pupils – nursery to year 2.</p> <p>More children joining the nursery require direct support and interventions in relation to developing speech sounds.</p> <p>Referrals to therapy services for younger pupils have continued to increase this academic year. This includes Speech and Language Therapy (SALT), Communication and Language support, Occupational Therapy (OT), and health services.</p> <p>The number of pupils with complex health needs in the EYFS is steadily increasing, along with a growing number of children entering the Early Years with various health concerns.</p> <p><b>This was an ongoing trend that we observed during the 2023/24 cycle.</b></p>
2	<p>Baseline assessments across the EYFS indicate that most pupils in Nursery and Reception are starting with low attainment across the majority of curriculum areas. Gaps in development, including for disadvantaged pupils, are evident before they begin at the Academy.</p> <p>There is also a rise in the number of pupils entering Nursery and Reception who are not yet 'school ready'—such as being unable to use the toilet independently and still wearing nappies or pull-ups.</p> <p><b>Early observations indicate that children are still entering early years education 'not school ready,' with some still in nappies and showing language, communication, and speech development needs</b></p>
3	<p>The 2023/24 KS2 end-of-Year 6 data indicates that the gap between disadvantaged pupils and their non-disadvantaged peers continues to widen, with an ongoing increase in absences post-pandemic contributing to this trend.</p> <p>SEND is also a significant factor, with 50% of pupils identified as having special educational needs or disabilities.</p> <p>Our whole school assessments and observations show that the education and wellbeing of many disadvantaged pupils have been disproportionately affected by partial school closures compared to other pupils. This has had a direct impact on both the pupils and their families.</p> <p>This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, in phonics, reading, writing and maths.</p>

	Pupils in this cohort had exceptionally high needs (SEND), which affected their overall academic performance during the 2023/24 cycle. Despite this, they made remarkable progress from their starting points.
4	<p>Curriculum team meetings, pupil progress reviews, increased safeguarding referrals, and discussions with parents and carers during consultations have highlighted a rise in social, emotional, and mental health issues across the Academy.</p> <p>There has also been a notable increase in external mental health referrals, along with a growing number of internal requests for support from Emotional Literacy Support Assistants (ELSA) and behavioural mentors.</p> <p>This was an ongoing trend that we observed during the 2023/24 cycle.</p>
5	<p>More families are experiencing poverty which is a significant factor since the pandemic, families are unable to pay for enrichment activities for their children.</p> <p>The same trend is observed with financial support for school uniforms, trips, and other expenses.</p>
6	<p>Persistent absence has increased in comparison to previous year's data.</p> <p>Attendance rates of groups of pupils with additional vulnerabilities and complex needs continues to grow.</p> <p>There is a sense of apathy among families and a lack of encouragement to ensure their children attend school regularly.</p> <p>This reached an all-time high during the 2023/24 cycle and is expected to rise further in the 2024/25 academic year</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024/25)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improved oral language skills and vocabulary among all pupils including disadvantaged pupils.</p> <p>To develop early language and vocabulary acquisition, strengthen phonic knowledge and early reading skills</p>	<ul style="list-style-type: none"> <li>• Communication and Language prime area of EYFS framework inline or above local and national averages.</li> <li>• Systematic Synthetic Phonics 'Little Wandle' scheme embedded throughout the school and cycles of evidence to support impact.</li> <li>• Phonics screening results in line with or above local and national averages for disadvantaged pupils.</li> <li>• Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> </ul>

	<ul style="list-style-type: none"> <li>• Accelerated Reader Programme embedded throughout school and robust evidence to support impact.</li> <li>• Increased external professional input in line with pupil need.</li> </ul> <p><b>Sustained high levels of wellbeing for 2024/25 demonstrated by:</b></p> <ul style="list-style-type: none"> <li>• We have embedded high-quality, carefully planned professional development (CPD) and research practices for all teachers.</li> <li>• Support is also provided for Keyworkers and Teaching Assistants to enhance their professional development.</li> <li>• We anticipate that KS2 reading, writing, and maths outcomes for 2024/25 will demonstrate that over 75% of disadvantaged pupils meet or exceed the expected standard, compared to previous years.</li> </ul> <p><b>demonstrated by:</b></p> <ul style="list-style-type: none"> <li>• All staff, including new starters and teaching assistants, receive training to deliver systematic synthetic phonics to a high standard.</li> <li>• Phonics instruction is effective, with phonics progress directly contributing to advancements in reading and writing.</li> <li>• All staff are trained to implement carry-over strategies and interventions based on pupil targets set both internally and by external professionals, such as occupational and speech and language therapists or language and communication specialists.</li> </ul>
<p>To support disadvantaged children to make accelerated progress across all areas with the EYFS curriculum.</p>	<ul style="list-style-type: none"> <li>• GLD for disadvantaged pupils will be in line (or above) local and national averages.</li> <li>• Disadvantaged pupils within the EYFS will have equal opportunities to their non-disadvantaged peers.</li> <li>• Attainment for disadvantaged pupils will be at least in line with 'others' nationally.</li> <li>• Pupils across the EYFS will be 'school ready' and have mastered toileting independently.</li> </ul> <p><b>Sustained high levels of wellbeing for 2024/25 demonstrated by:</b></p> <ul style="list-style-type: none"> <li>• We have established robust diagnostic assessments (EYFS framework) that offer insights into pupils' thinking, strengths, and areas for development.</li> <li>• The EYFS team is supported by a highly skilled and experienced Phase Leader.</li> </ul>

<p>To support disadvantaged children to make accelerated progress in phonics and reading, writing and maths towards end of year expectations</p>	<ul style="list-style-type: none"> <li>• Pupils will make accelerated progress in phonics and reading, writing and maths towards end of year expectations.</li> <li>• Pupils will make accelerated progress from their starting points.</li> <li>• The gap between pupil premium and non-pupil premium pupils will lessen.</li> <li>• Attainment for disadvantaged pupils will be at least in line with 'others' nationally.</li> </ul> <p><b>Sustained high levels of wellbeing for 2024/25 demonstrated by:</b></p> <ul style="list-style-type: none"> <li>• We have embedded high-quality, carefully planned professional development (CPD) and research practices for all teachers.</li> <li>• Support is also provided for Keyworkers and Teaching Assistants to enhance their professional development.</li> <li>• We anticipate that KS1 &amp; KS2 reading, writing, and maths outcomes for 2024/25 will demonstrate that over 75% of disadvantaged pupils meet or exceed the expected standard, compared to previous years.</li> </ul>
<p>Increased social emotional mental health needs of children and families.</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Increased social emotional mental health needs of children and families.</li> <li>• Improved home/school communication through 'alert' email system.</li> <li>• Clear pathways of external support for pupils and families.</li> <li>• All staff are trained to deliver a 'TIPic' (Trauma Informed Practice approach) to a high level in order to support pupils' social, emotional and mental health needs.</li> </ul> <p><b>Sustained high levels of wellbeing for 20234/25 demonstrated by:</b></p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• A reduction in bullying incidents recorded across the Academy.</li> <li>• The percentage of all pupils who are persistently absent being below X% and the figure among disadvantaged pupils being no more than X% lower than their peers.</li> </ul>
<p>To ensure disadvantaged pupils have access to high quality services, extra-curricular provision and</p>	<ul style="list-style-type: none"> <li>• All disadvantaged children have access to enrichment opportunities and a choice of one afterschool enrichment club of their choice per term.</li> </ul>

<p>enrichment opportunities across the school year.</p>	<ul style="list-style-type: none"> <li>• All disadvantaged children have access to free lunchtime enrichment clubs/after school sporting participation events and competitions.</li> <li>• All pupils in receipt of funding and those deemed vulnerable to attend all off site trips and have equal access to residential trips in KS2.</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul> <p><b>Sustained high attendance for 2024/25 demonstrated by:</b></p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than X%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by X%.</li> <li>• The Academy will offer high quality services, extracurricular provision and a wide range enrichment opportunities including bespoke sporting provision for pupils with SEND.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Pastoral Lead and SLT to meet weekly to identify and track families in need of support including persistent absentees.</li> <li>• Pastoral Lead and SLT/SENDCo to identify barriers to attendance and punctuality for pupils and families.</li> <li>• The Pastoral Lead will meet with Attendance Officers from the local authority to plan support for targeted families regarding their absences</li> <li>• SENDCo to support families and signpost them to internal and external services that can support current barriers around attendance including pupils with (EBSA), emotional school based avoidance and absences linked to medical or special educational needs (autism).</li> <li>• Disadvantaged pupils' attendance to increase and be in line with Academy, local and national targets.</li> </ul> <p><b>Sustained high attendance for 2024/25 demonstrated by:</b></p> <ul style="list-style-type: none"> <li>• A decrease in the overall absence rate for all pupils identified as persistent absentees.</li> <li>• The attendance gap between disadvantaged pupils and their non-disadvantaged peers is being reduced significantly.</li> <li>• Improved engagement and interactions between home and school.</li> </ul>



	<ul style="list-style-type: none"><li>• Identified families will be benefiting from early help; impacting attendance, social and emotional and learning behaviours.</li></ul>
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional specialist teaching support across the school including targeted music tuition, SENDCo assistant, French and BSL.</p> <p>Additional teaching in KS1 and KS2 via Phase Leader support.</p> <p>Higher Level Teaching Assistant (HLTA) delivering quality interventions and cover across all classes.</p> <p>Challenge Teacher (KE)</p> <p>Additional P/T SENDCo Asst</p>	<p>High quality, target interventions across the Academy and identified disadvantaged/vulnerable pupils.</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3
<p>Writing Lead training with CLPE.</p> <p>The majority of our staff team are trained in CLPE to ensure consistency across the school.</p>	<p>Use of quality texts (CLPE) for class projects and learning. The quality texts are often the theme, or linked to, the project for their half term.</p> <p>Power of Reading <a href="https://clpe.org.uk/">https://clpe.org.uk/</a></p>	1,2,3
Bookmark Volunteers	We have weekly volunteers who read with individuals who are in our lowest 20% readers.	1,2,3
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Early research by Camden LA indicates that a focus on a synthetic systematic programme for Early Readers which supports all pupils to be readers by the age of 7.</p>	2,3



	<p>Tight ongoing focus of the lower 20% of readers within each year group.</p> <p>EEF focuses on 'keep up' rather than 'catch up' approach.</p> <p>Where pupils make insufficient progress, additional practice and support will be put into place immediately.</p>	
<p>Language based intervention supported by speech and language therapy service.</p> <p>Providing training to staff that delivers small group support to increase impact. (Talk Boost, Early Talk Boost, Attention Autism).</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3
<p>Build upon the successes of the ELSA and Zones of Regulation (ZOR) programmes of study in line with PHSE across the Academy.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4
<p>Whole school training around 'Trauma Informed Approach' facilitated by Camden Educational Psychology Service (EPS)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Completed in the 2023/24 academic year.</p>	4
<p>Mental Health Support Team (MHST) providing direct support with pupils in Year 6 to develop resilience, esteem and confidence.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Completed in the 2023/24 academic year, with plans to repeat in 2024/25.</p>	4
<p>Specialist training for staff and parents/carers in accessing online learning and resources.</p>	<p>Online and home learning resources for disadvantaged families for access to learning - Google Classrooms, subscriptions/resources</p>	1,2,3,4



<p>Next Generation Learning Pip Bhol Google Certified Educator Level 2 Apple Teacher Seesaw Ambassador Computing Lead/STEAM Teacher</p>	<p><a href="https://docs.google.com/presentation/d/1mJ7mK-G4WZ1sIJol_GDevNWeKNb0sYXh9SIRCWs9Mlqg/edit?usp=sharing">https://docs.google.com/presentation/d/1mJ7mK-G4WZ1sIJol_GDevNWeKNb0sYXh9SIRCWs9Mlqg/edit?usp=sharing</a></p> <p>High quality, carefully planned professional development – fortnightly focus and research practice based lesson study approach for all teachers.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a language programme such as Talk Boost/Talk Boost Plus to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Staff PD and training implementing the programme with SENDCo and Speech and Language therapy team.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.whittington.nhs.uk/">https://www.whittington.nhs.uk/</a></p>	<p>1, 4</p>
<p>Purchase of Little Wandle phonics scheme.</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with the EYFS and Literacy leads across the local authority and the introduction of 'Little Wandle' phonics scheme.</p> <p>Trial of Accelerated Reader program.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://www.littlewandlelettersandsounds.org.uk/">https://www.littlewandlelettersandsounds.org.uk/</a></p> <p><a href="https://www.renaissance.com/products/accelerated-reader/">https://www.renaissance.com/products/accelerated-reader/</a></p>	<p>1, 2, 3</p>



<p>Year 5 focus: Action Tutoring.</p> <p>A national education charity supporting pupils from disadvantaged backgrounds to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p> <p><b>Completed 23/24</b></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://actiontutoring.org.uk/">https://actiontutoring.org.uk/</a></p>	<p>3</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on wellbeing, safeguarding updates, behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school and in line with Keeping Children Safe in Education updates. (KCSIE)</p> <p>We will purchase resources and fund ongoing teacher training and release time through workshops with the Academy's behaviour mentor and PHSE Curriculum team. <b>Continued for academic year: 2024/25</b></p> <p>New staff will have training and release time around Safeguarding alongside whole school staff yearly training.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Camden Safeguarding Children's Partnership <a href="https://cscp.org.uk/">https://cscp.org.uk/</a></p> <p>Clinical Psychologist Team MHST Manager – South Camden Mental Health Support Team in Schools (MHST) Integrated Schools' Service - Camden CAMHS The Tavistock and Portman NHS Foundation Trust</p>	<p>4</p>
<p>1-1 targeted support for individual pupils through behaviour coaching from our behaviour mentor, pastoral team and PHSE curriculum team.</p>	<p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4,6</p>



	<a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	
<p>Enrichment including before and after school provision.</p> <p>Links with coaching and fitness organisations to promote physical fitness. (YMCA, MW5 Fitness)</p> <p>Links with Camden wide sporting events and competitions to support physical and emotional health and wellbeing.</p>	<p><i>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p><i>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</i></p>	5,6
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p><i>The attendance lead continues to collaborate with the local authority's designated person on attendance matters and the introduction of fines this year - 24/25</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All



## 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.

Our internal assessments during 2023/24 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum.

Despite this, pupils continue to make strong progress from their starting points at the Academy. Pupils in receipt of pupil premium funding make equal or better progress than their non-disadvantaged peers both locally and nationally.

The Academy has identified persistent absentees and gaps in pupil attendance for some pupils, which is why attendance continues to be a focus within our current plan. The number of persistent absentees is closely monitored by the pastoral lead and reviewed weekly with the HT and DHT.

Attendance remained a high priority. Attendance across the year (2023/24) was 92.9% for Autumn and Spring with annual figures yet to be released.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continued to be impacted last year, primarily due to a post COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### Service pupil premium funding

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
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## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.