

King's Cross Academy Pupil Premium Strategy Statement

2022/2023 – 2024/2025

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 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	390
Proportion (%) of pupil premium eligible pupils	39% (2022/23)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Emyr Fairburn, Headteacher
Pupil premium lead	Kay Baxter, Deputy Headteacher
Governor	Angela Jewell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204,980
Recovery premium funding allocation this academic year	£ 21,896
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£226,876



King's Cross
Academy

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

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.

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.

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 supporting identified pupils to bridge and narrow their gaps through lost learning or due to other circumstances relating to the pandemic which have impacted on their wellbeing, this includes high attaining pupils and to ensure that their needs are met alongside peers.

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>Return to school and learning: Pandemic related</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 speech and language services for pupils in the younger years continue to rise this academic year.</p>
2	<p>Baseline assessments across the EYFS have highlighted that pupils' starting points in nursery and reception are low across the majority of EYFS curriculum areas.</p> <p>The gaps for pupils including disadvantaged are already present by the time they begin at the Academy.</p> <p>There is an increase in pupils joining nursery and reception not 'school ready' - i.e not able to use the toilet independently/in nappies or pull up's etc.</p>
3	<p>Our whole school assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, in phonics, reading, writing and maths.</p>
4	<p>Curriculum team meetings, pupil progress reviews, increase in safeguarding referrals and discussions with parents and carers during parent consultations identified an increase in social, emotional and mental health issues across the Academy.</p> <p>An increase in external 'mental health' referrals and internal Emotional Literacy Support Assistant (ELSA) referrals/behavioural mentor support requests have increased.</p>
5	<p>The lack of enrichment, before and after school opportunities (during school closure) and peer interactions have affected all pupils including disadvantaged pupils and impacted on their overall attainment.</p> <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>
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 is higher than pre pandemic.</p>

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
<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"> ● Communication and Language prime area of EYFS framework inline or above local and national averages. ● Systematic Synthetic Phonics 'Little Wandle' scheme embedded throughout the school and cycles of evidence to support impact. ● Phonics screening results in line with or above local and national averages for disadvantaged pupils. ● 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. ● Accelerated Reader Programme embedded throughout school and robust evidence to support impact. ● Increased external professional input - Speech and Language therapists time. <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● All staff are trained to deliver systematic synthetic Phonics to a high level including all new starters and teaching assistants. ● Phonics teaching is effective and that phonics progress is linked to progress in reading and writing. ● All staff are trained in delivering carry over and interventions according to pupil targets, set internally and by other professionals including speech and language therapists or language and communication teachers.
<p>To support disadvantaged children to make accelerated progress across all areas with the EYFS curriculum.</p>	<ul style="list-style-type: none"> ● GLD for disadvantaged pupils will be in line (or above) local and national averages. ● Disadvantaged pupils within the EYFS will have equal opportunities to their non-disadvantaged peers. ● Attainment for disadvantaged pupils will be at least in line with 'others' nationally. ● Pupils across the EYFS will be 'school ready' and have mastered toileting independently. <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p>

	<ul style="list-style-type: none"> • Having robust diagnostic assessments (EYFS framework) in place that provide opportunities to reflect on pupils' thinking, strengths and areas for development.
<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"> • Pupils will make accelerated progress in phonics and reading, writing and maths towards end of year expectations. • Pupils will make accelerated progress from their starting points. • The gap between pupil premium and non-pupil premium pupils will lessen. • Attainment for disadvantaged pupils will be at least in line with 'others' nationally. <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Embedded high quality, carefully planned professional development – fortnightly focus and research practice based lesson study approach for all teachers. • KS2 reading, writing and maths outcomes in 2024/25 show that more than X% of disadvantaged pupils met the expected standard or above compared to previous years.
<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"> • Increased social emotional mental health needs of children and families. • Improved home/school communication through 'alert' email system. • Clear pathways of external support for pupils and families. • 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. <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • A reduction in bullying incidences recorded across the Academy. • 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.
<p>To ensure disadvantaged pupils have access to high quality services, extra-curricular provision and enrichment opportunities across the school year.</p>	<ul style="list-style-type: none"> • All disadvantaged children have access to enrichment opportunities and a choice of one afterschool enrichment club of their choice per term. • All disadvantaged children have access to free lunchtime enrichment clubs/after school sporting participation events and competitions. • 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.

	<ul style="list-style-type: none"> • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • 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%. • The Academy will offer high quality services, extracurricular provision and a wide range enrichment opportunities including bespoke sporting provision for pupils with SEND.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Pastoral Lead and SLT to meet weekly to identify and track families in need of support including persistent absentees. • Pastoral Lead and SLT/SENDCo to identify barriers to attendance and punctuality for pupils and families. • 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). • Disadvantaged pupils' attendance to increase and be in line with Academy, local and national targets. <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • A decrease in the overall absence rate for all pupils identified as persistent absentees. • The attendance gap between disadvantaged pupils and their non-disadvantaged peers is being reduced significantly. • Improved engagement and interactions between home and school. • Identified families will be benefiting from early help; impacting attendance, social and emotional and learning behaviours.

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 KS2 with specialist teacher (Challenge)</p>	<p>High quality, target interventions across the Academy and identified disadvantaged/vulnerable pupils.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3
<p>Additional support for targeted lowest 20% in 1:1 reading from senior members of staff, SENDCos, Teachers and Teaching Assistants.</p>	<p>Targeted 1:1 reading with staff plotted across the Academy with the communication curriculum lead.</p> <p>Volunteer buddy readings matched to pupils in the next academic year. (2022/23)</p>	1,2,3
<p>Communication Curriculum Leader training with CLPE.</p>	<p>Use of quality texts (CLPE) for class projects and learning.</p> <p>Power of Reading https://clpe.org.uk/</p>	1,2,3
<p>Mercer's Project – Closing the Vocabulary Gap</p>	<p>Imagination library https://clpe.org.uk/</p>	1,2,3
<p>Primary Extended Project Qualification (PEPA)</p>	<p>Targeted project for pupils in Years 5&6 to improve self regulation and metacognition, improved research and presentation skills and Improvements for pupils in selected dispositions.</p>	4
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2,3



<p>We will purchase resources and fund ongoing teacher training and release time.</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> <p>Tight ongoing focus of the lower 20% of readers within each year group.</p> <p>EEF focus 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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3
<p>Build upon the successes of the Scarf/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>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	4
<p>Specialist training for staff and parents/carers in accessing on line learning and resources.</p> <p>Next Generation Learning Pip Bhol Google Certified Educator Level 2 Apple Teacher Seesaw Ambassador Computing Lead/STEAM Teacher</p>	<p>Online and home learning resources for disadvantaged families for access to learning - Google Classrooms, subscriptions/resources</p> <p>https://docs.google.com/presentation/d/1mJ7mK-G4WZ1sIJoLGDevNWeKNb0sYXh9SIRCWs9Mlqg/edit?usp=sharing</p> <p>High quality, carefully planned professional development – fortnightly focus and research practice based lesson study approach for all teachers.</p>	1,2,3,4

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>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://www.whittington.nhs.uk/</p>	1, 4
<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>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>https://www.littlewandlelettersandsounds.org.uk/</p> <p>https://www.renaissance.com/products/accelerated-reader/</p>	1, 2, 3
<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>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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>https://actiontutoring.org.uk/</p>	3



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.</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>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Camden Safeguarding Children's Partnership https://cscp.org.uk/</p> <p>alex@lazarusandmaverick.co.uk</p>	4
<p>1-1 targeted support for individual pupils through behaviour coaching from our behaviour mentor, pastoral team and PHSE curriculum team.</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4,6
<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p><i>There are wider benefits from regular physical activity in terms of physical</i></p>	5,6



	<i>development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</i>	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	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.	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 2021 to 2022 academic year.

Our internal assessments during 2021/22 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.

Our assessment of the reasons for these outcomes continues to point primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. This being the case for both pupils and staff, with absences affecting the educational outcomes and progress for pupils.

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.

Although overall attendance in 2021/22 was lower than in the preceding 2 years. 2021/22 attendance has remained steady at 93.2%.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to 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.