



King's Cross Academy

King's Cross Academy

Pupil Premium Statement

Ratification and Monitoring

Ratified date:	September 2025
Review date:	September 2026
Website?	YES - statutory
Policy drive?	YES
Master Policy S/S	YES

Approval

Headteacher	Stephen Mitchell	18 th September 2025
Chair of Governors	Alexandra Woolmore	18 th September 2025

Internal Monitoring

Amy Charles	Assistant Head and Pupil Premium Lead	September 2025
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King's Cross Academy Pupil Premium Strategy Statement

2025/26

This statement details our school's use of pupil premium 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 follows a one-year cycle and will be reviewed annually.

School overview

Detail	Data
School name	King's Cross Academy
Number of pupils in school	404 (3/9/25)
Proportion (%) of pupil premium eligible pupils	44% (177) (3/9/25)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Stephen Mitchell, Headteacher
Pupil premium lead	Amy Charles, Assistant Headteacher
Governor	Sizi Sibanda

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£268,155
Recovery premium funding allocation this academic year	£NIL
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£268,155

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 King's Cross Academy, our vision is for every child to thrive academically, socially, and emotionally, regardless of background or starting point. We are committed to ensuring that all pupils, including those eligible for the Pupil Premium, have equitable access to the highest quality of education and enrichment opportunities.

We recognise that disadvantaged pupils may face barriers that hinder their learning and wider development. Our strategy is driven by the belief that with the right support, all children can succeed. We aim to provide targeted, evidence-based interventions, high-quality teaching, and holistic support to close attainment gaps and support the wellbeing and aspirations of our PP pupils.

Our 2025/26 Pupil Premium strategy focuses on:

- **Excellent Teaching:** Investing in professional development to ensure consistently high-quality teaching that meets the needs of all learners.
- **Targeted Academic Support:** Providing tailored interventions based on rigorous assessment and progress tracking to accelerate learning and address individual gaps.
- **Wider Strategies:** Supporting pupils' social and emotional needs, attendance, enrichment access, and engagement with families to ensure readiness to learn and long-term success.

We are committed to using our Pupil Premium funding strategically and transparently, grounded in the latest research and best practices (including those from the Education Endowment Foundation). We will monitor and evaluate the impact of our strategy throughout the year and adapt it responsively to meet emerging needs.

The strategy is structured over a one-year cycle and will be reviewed annually to assess its effectiveness and ensure sustained progress for our disadvantaged pupils.

Our goal is clear: to ensure every pupil at King's Cross Academy—regardless of their background—achieves their full potential and leaves us as a confident, resilient, and successful 'life long' learner.

Challenges

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

Challenge number	Detail of challenge
1	Early Years Foundation Stage: Emerging Needs and Support Baseline assessments, staff observations, and professional input indicate that many of our youngest pupils are entering school with underdeveloped oral language skills and significant vocabulary gaps. An increasing number of children joining Nursery require targeted support and early intervention to develop speech sounds and foundational communication skills. Referrals to external agencies have continued to rise this academic year. These include Speech and Language Therapy (SALT), Communication and Language support, Occupational Therapy (OT), Educational Psychology (EP), Child and Adolescent Mental Health Services (CAMHS), and Hospital Services. There is also a steady increase in the number of children entering the EYFS with complex health needs and a broader range of medical and developmental concerns, requiring coordinated multi-agency support.
2	EYFS Baseline and School Readiness Baseline assessments across the Early Years Foundation Stage (EYFS) continue to show that the majority of pupils entering Nursery and Reception are starting with low attainment across most areas of learning. Developmental gaps, including for disadvantaged pupils, are evident before children join the Academy, reinforcing the need for early identification and targeted intervention. Home visits and professional transition meetings with pre-school providers consistently indicate that many children are arriving with underdeveloped language, communication, and personal care skills. There is a sustained increase in the number of children entering Nursery and Reception who are not yet 'school ready'—including those who are not toilet trained and still wearing nappies or pull-ups. This pattern has been observed over several academic years, and we are anticipating a continuing trend. Early observations this year mirror previous cohorts, with many pupils requiring significant support in speech, language, and communication, alongside developing independence and self-care routines.
3	Key Stage 2 Outcomes and Disadvantaged Pupils

	Recent KS2 end-of-Year 6 data indicates that the gap between disadvantaged pupils and their non-disadvantaged peers remains a concern. Persistent absence continues to contribute to this trend. SEND remains a factor within this cohort, with a relatively high number of pupils identified as having SEND. However, overall SEND levels are lower than in previous years. Consequently, we anticipate that the gap between disadvantaged pupils with SEND and their non-SEND peers may begin to narrow during this cycle. Our new enhanced provision will further support our most vulnerable pupils by offering a bespoke curriculum tailored to their individual needs. This approach will reduce planning and preparation demands on class teachers, as the provision will be led and managed by the SEND team. Whole-school assessments and professional observations indicate that many disadvantaged pupils have faced disproportionate barriers to learning and wellbeing, impacting both academic progress and family engagement. This has led to significant knowledge gaps, particularly in phonics, reading, writing, and maths, with many pupils falling behind age-related expectations. While pupils in the previous cohort had exceptionally high levels of need, they demonstrated strong progress from their individual starting points, reflecting the impact of targeted support and intervention.
4	Rising Social, Emotional, and Mental Health Needs Curriculum team meetings, pupil progress reviews, increased safeguarding referrals, and consultations with parents and carers have all highlighted a rise in social, emotional, and mental health (SEMH) concerns across the Academy. There has also been a steady increase in external mental health referrals, alongside growing demand for support from Emotional Literacy Support Assistants (ELSA) and therapy requests. Based on these past trends, we anticipate further increases in SEMH needs. In response, we have invested in an art therapist to complement our existing therapeutic services, including ELSA and music therapy, to provide a broader range of support for our pupils.
5	Wider Context: Financial Barriers and Access to Enrichment An increasing number of families are experiencing financial hardship, which is affecting pupils' access to enrichment opportunities outside of school. Many families are unable to afford extracurricular activities that support wider development, such as clubs, sports, or cultural experiences. This trend is also reflected in the growing need for financial assistance with school-related costs, including uniforms, educational visits, and other essential expenses.
6	Attendance and Persistent Absence

	Persistent absence has risen compared to previous years. Attendance among pupils with additional vulnerabilities and complex needs continues to be a concern. There is an observed lack of engagement and encouragement in some families to support regular school attendance, which impacts pupils' learning and progress.
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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
Enhanced oral language abilities and vocabulary across all students, including those from disadvantaged backgrounds. To foster early language and vocabulary development, reinforce phonics understanding, and build foundational reading skills.	2025/26 Development Plan and Impact Summary EYFS Enhancement Plan To raise attainment and broaden opportunities, we will enhance the EYFS learning environments by creating print-rich, vocabulary-rich settings that promote communication and language development. This aligns with the Prime Areas of the EYFS framework, with the goal of achieving performance in line with or above local and national averages. Our focus includes: • Developing immersive, language-rich areas that encourage exploration and conversation. • Embedding a systematic approach to vocabulary development through planned activities and resources. • Ensuring all EYFS environments are visually stimulating with abundant print materials to support early literacy skills. Communication and Language Communication and Language, a prime area of the EYFS framework, continues to be a key focus. We aim to maintain or exceed local and national averages through targeted interventions and high-quality teaching. Phonics and Reading The 'Little Wandle' Systematic Synthetic Phonics (SSP) scheme is fully embedded throughout the school, supported by robust evidence cycles demonstrating impact. • Phonics screening results for disadvantaged pupils are in line with or above local and national averages.

	• All staff, including new starters and teaching assistants, receive ongoing training to deliver SSP to a high standard. • Phonics progress is closely monitored and is contributing significantly to improvements in reading and writing outcomes. Oral Language Development Pupils in lower Key Stage 2, including those eligible for Pupil Premium, will have the opportunity to participate in LAMDA examinations, supporting the development of oracy and public speaking skills. Professional Support and Wellbeing We continue to increase external professional input aligned with pupil needs, including speech and language therapy, occupational therapy, and other specialist services. Sustained high levels of pupil wellbeing are demonstrated through: • Embedded, high-quality professional development (CPD) and research-informed practices for all teaching staff. • Dedicated support and development opportunities for Keyworkers and Teaching Assistants. • The Local Authority Early Years Inclusion Team will work closely with the EYFS and SEND teams during the autumn term to ensure successful transitions for pupils with additional needs. Projected Outcomes for 2025/26 We anticipate that Key Stage 2 reading, writing, and maths outcomes will show over 75% of disadvantaged pupils meeting or exceeding the expected standard, marking continued progress compared to previous years. Staff Training and Intervention Implementation • All staff are trained to deliver systematic synthetic phonics with fidelity. • Phonics instruction remains effective and directly supports reading and writing progress. • Staff implement carry-over strategies and interventions based on pupil targets set both internally and by external professionals such as occupational therapists, speech and language therapists, and communication specialists.
Early Identification of Developmental Needs: Accurately identify gaps in learning and development for all pupils, with a particular focus on those eligible for Pupil Premium funding.	Assessment and Targeted Support: 100% of PP pupils complete EYFS baseline assessments within the first 6 weeks. • Intervention plans for PP children identified as below age-related expectations are in place by the end of the first half-term.

Use assessment data to target PP pupils for early support and intervention. Improved School Readiness for PP Pupils: Support Pupil Premium children to enter Reception with improved outcomes in communication and language, personal, social and emotional development, and physical development. Reduce the proportion of PP children who begin school not toilet trained or unable to manage basic self-care. Narrowing the Attainment Gap: Ensure that PP pupils make accelerated progress from their starting points, narrowing the gap with their non-PP peers by the end of EYFS. Increased Family Engagement: Strengthen relationships with the families of PP children through home visits, early contact, and tailored support, fostering trust and improving early attendance and engagement.	- PP pupils receiving interventions (e.g., speech and language, toileting, self-regulation) show measurable progress within one term. Improved Developmental Outcomes: - An increase in the proportion of PP pupils achieving age-related expectations in Prime Areas of Learning (especially Communication & Language and PSED) by the end of Reception. - Year-on-year reduction in the number of PP pupils requiring intensive support with toileting and self-care. Parental Involvement: - At least 95% of PP families participate in home visits or transition meetings prior to entry. - Increased parental attendance at early support sessions/workshops (e.g., school readiness, routines, early language). Monitoring and Evaluation: - Termly tracking shows that the attainment gap between PP and non-PP pupils in EYFS is narrowing. - PP funding is clearly mapped to interventions and support, with impact reviewed regularly and reported to SLT/governors.
To help disadvantaged children make rapid progress in maths and achieve end-of-year expectations, as part of a whole-school focus on raising attainment in mathematics.	Whole-School Attainment Focus: - Implementation of a whole-school maths improvement plan, with clearly defined milestones and accountability at all levels. - All year groups show an upward trend in maths attainment, with disadvantaged pupils benefitting from a consistent, high-quality maths curriculum. Progress of Disadvantaged Pupils:

	- Disadvantaged pupils make at least expected progress in maths; a significant proportion make accelerated progress, helping to narrow the gap with non-disadvantaged peers. - Progress is measured through internal tracking systems, summative assessments, and pupil progress meetings. Attainment: - Increased percentage of disadvantaged pupils achieving age-related expectations (ARE) or above in maths compared to the previous academic year. - End-of-year data reflects reduced attainment gaps between disadvantaged and non-disadvantaged pupils across all year groups. Teaching & Learning Quality: - High-quality teaching of maths is evident across the school, supported by targeted CPD, coaching, and use of effective strategies (e.g. concrete-pictorial-abstract, mastery approach). - Consistency in curriculum delivery and lesson structure across year groups supports pupil understanding and progression. Targeted Intervention Impact: - Tailored interventions (e.g. maths boosters, small group tuition) show measurable improvements in pupils' skills and confidence. - Pre- and post-intervention assessments indicate sustained progress over time. Pupil Engagement and Attitudes: - Disadvantaged pupils demonstrate increased engagement, confidence, and resilience in maths lessons, as evidenced by pupil voice, observations, and classroom participation.
To secure and maintain improved attendance for all pupils, with a particular focus on disadvantaged pupils.	Continued Improvement in Attendance Overall school attendance continues to rise and moves closer to or above national averages.

	• Persistent absence (children missing 10% or more of school) is reduced by at least a further 1–2%, building on last year's 2% improvement. Closing the Gap for Disadvantaged Pupils • Disadvantaged pupils attend more regularly, and the attendance gap between them and their peers continues to narrow. • Fewer disadvantaged pupils are classed as persistently absent. Strong Support and Early Intervention • Attendance is monitored closely, with early support provided to pupils and families showing signs of poor attendance. • The Academy works closely with the Local Authority's Attendance Team to support families and resolve persistent issues. Positive Engagement with Families • Families are actively supported to overcome barriers to regular attendance through pastoral support, regular communication, and attendance meetings. • Parents feel listened to and supported, and relationships with the school are strengthened. Promoting a Culture of Attendance • Pupils are motivated to attend regularly through positive recognition, such as weekly rewards and class celebrations. • The importance of good attendance is regularly promoted to families through newsletters, workshops, and parent communications.
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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
Additional teaching in KS1 and KS2 via Phase Leader support. Higher Level Teaching Assistant (HLTA) delivering quality interventions and cover across all classes. Bespoke SEND interventions delivered by the SEND team.	High quality, target interventions across the Academy and identified disadvantaged/vulnerable pupils. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3
Enhanced EYFS Assessments: Using robust baseline and ongoing assessments to identify individual needs early and tailor provision to support speech, language, communication, and personal care skills such as independent toileting.	Enhanced EYFS Assessments: Using robust baseline and ongoing assessments to identify individual needs early and tailor provision to support speech, language, communication, and personal care skills such as independent toileting. Linked Evidence & Guidance: • EEF Early Years Toolkit highlights that communication and language approaches can add up to +6 months' progress; accurate assessment is key to identifying need early. • EEF Preparing for Literacy recommends prioritising communication development and using high-quality assessment to inform teaching. • Development Matters and Birth to 5 Matters stress assessment as essential for responsive provision and early intervention. • The SEND Code of Practice (2015) underscores the importance of early identification of additional needs,	1,2,3

	including in self-care and language development.	
Early Language and Communication Support: Implementing targeted interventions and support for pupils with underdeveloped oral language skills and vocabulary gaps, including speech sound development and direct support for pupils requiring Speech and Language Therapy (SALT).	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3
Staff Training and Expertise: Providing professional development for EYFS staff to deliver effective early language acquisition and developmental support, aligned with the new curriculum and supported by specialist input from therapists and health professionals.	Staff Training and Expertise: Evidence suggests that high-quality staff training improves early language and child development. EYFS staff receive professional development aligned with the new curriculum, supported by therapists, health professionals, and the Early Years Inclusion Team in the autumn term. Linked Evidence: EEF research shows that communication and language approaches and staff CPD can significantly improve outcomes for disadvantaged children (up to +6 months' progress).	1
Enhanced Health and Wellbeing Support: Collaborating with external health services to address complex health needs that impact children's readiness for school.	Education Endowment Foundation (EEF) – Social and Emotional Learning (SEL): SEL approaches can improve self-regulation, behaviour, and attainment (+4 months' progress). 🔗 EEF – Social and Emotional Learning EEF – Physical Health Interventions: Good physical and mental health underpin learning; healthy pupils attend more and engage better. 🔗 EEF – Physical Health Public Health England – <i>The link between pupil health and wellbeing and attainment (2014):</i> Demonstrates a strong correlation between wellbeing and academic achievement. 🔗 PHE Report (2014)	

	SEND Code of Practice (2015): Promotes integrated support from education, health, and care services for children with complex needs. SEND Code of Practice DfE – Mental Health and Behaviour in Schools (2018): Encourages collaboration with external services to identify and address mental health issues that affect learning. DfE Mental Health Guidance	
Family Engagement and Support: Working closely with families to provide guidance and resources that promote school readiness at home, including hygiene routines and language development.	EEF – Working with Parents to Support Children’s Learning (Guidance Report): Recommends early, positive relationships with families and practical support to improve outcomes, especially in early language, home routines, and learning behaviours. EEF – Working with Parents EEF – Early Years Toolkit: Parental Engagement: Engaging parents in early education has a positive impact, particularly on language development and school readiness (+3 months’ progress). EEF – Early Years Toolkit: Parental Engagement Public Health England – Improving School Readiness: Creating a Better Start for London (2015): Highlights the importance of early family support in developing hygiene, self-care, and communication skills for school readiness. PHE – Improving School Readiness DfE – Statutory Framework for the Early Years Foundation Stage (EYFS): Encourages settings to work with parents to promote personal development, communication, and school readiness. DfE – EYFS Framework	
Supporting Rapid Progress in Maths for Disadvantaged Pupils Targeted tuition, expert staff support, mastery teaching, regular assessment, staff training, parental engagement, and technology will	Targeted 1:1 and small group tuition in maths accelerates progress by an average of +4 months, particularly for pupils with gaps (EEF).	

drive rapid maths progress for disadvantaged pupils.	Mastery learning approaches promote deep understanding, adding up to +5 months' progress. Regular formative assessment and feedback help identify and close learning gaps effectively. Staff CPD in maths reasoning and problem-solving enhances teaching quality and outcomes. Use of digital technology for personalised practice increases engagement and supports progress. Parental engagement in maths learning at home can add up to +3 months' progress.	
Key Stage 2 Outcomes and Disadvantaged Pupils: Targeted support, expert teaching, and tailored interventions to close attainment gaps for disadvantaged Key Stage 2 pupils.	EEF research shows targeted 1:1 and small group tuition can add up to +4 months' progress, especially for disadvantaged pupils. Using assessment data to identify gaps and tailor teaching improves outcomes. Staff training in metacognition and scaffolding helps disadvantaged learners make better progress. Parental engagement can add up to +3 months' progress when combined with practical support. Enrichment activities and digital tools boost engagement and personalised learning. Supported by: Education Endowment Foundation (EEF): Evidence on effective tuition, feedback, metacognition, collaborative learning, and parental engagement. Department for Education (DfE): Guidance supporting targeted teaching and interventions for disadvantaged pupils. Ofsted: Emphasis on high expectations, quality teaching, and robust assessment to close attainment gaps.	

Key Stage 2 Outcomes and Disadvantaged Pupils/SEND: Personalised SEND interventions, specialist support, and tailored provision to improve Key Stage 2 outcomes for disadvantaged pupils with SEND.	Targeted Interventions Tailored to SEND Needs: Specialist-led small groups and 1:1 support focusing on individual SEND challenges in literacy, numeracy, and communication. HLTA Deployment: HLTA attached to Key Stages, deployed to provide tailored in-class and intervention support for SEND and disadvantaged pupils. Development of Enhanced SEND Provision: Creating a dedicated, tailored learning space for the most vulnerable SEND pupils, ensuring they have a supportive environment while allowing teachers to teach the rest of the class without disruption. Collaboration with SEND Specialists: Access to Speech and Language Therapists, Educational Psychologists, and Inclusion Teams to inform personalised provision. Staff Training and CPD: Enhancing teacher and TA expertise in SEND strategies, differentiation, and inclusive practice. Use of Assessment and Data: Regular SEND-specific assessments to track progress and adapt interventions quickly. Assistive Technology and Resources: Providing tools and resources that support SEND learners (e.g., visual aids, speech-to-text software). Parental Engagement and Support: Workshops and guidance to help parents support SEND learning at home. Emotional and Social Support: Targeted pastoral care, mentoring, and social skills groups to address barriers linked to SEND. EEF One to One and Small Group Tuition: Tailored support leads to average progress gains of +4 months, especially effective for SEND pupils. EEF SEND Guidance Report: Emphasises personalised teaching, specialist collaboration, and continuous assessment.	
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	SEND Code of Practice (2015): Advocates for early identification, targeted support, and multi-agency collaboration to meet SEND needs effectively.	
Improved Attendance: Dedicated Attendance Lead time to track data, follow up with families, and lead interventions for persistently absent pupils. Early intervention from pastoral and family support staff (including home visits, phone calls, attendance meetings, Access to enrichment, breakfast club, and subsidised wraparound care to reduce barriers to attendance (e.g. lateness due to home circumstances). Targeted work with the LA attendance team for complex cases/persistent absentees. Use of attendance data tools or platforms to track, analyse, and act on trends in real time.	EEF highlights that personalised, multi-layered support—including family engagement and mentoring—can improve attendance, especially for disadvantaged pupils. EEF guidance supports using rewards, early intervention, and dedicated staff time as part of a broader attendance strategy. DfE (2022) and Ofsted emphasise the importance of early help, consistent systems, and building trusted relationships to tackle persistent absence. Evidence justifies using PP funding for pastoral staff, attendance tracking, family support, and access to enrichment.	6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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. Staff PD and training implementing the programme with SENDCo and Speech and Language therapy team.	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: Oral language interventions EEF (educationendowmentfoundation.org.uk) https://www.whittington.nhs.uk/	1, 4
Continuation of Little Wandle phonics scheme. 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 embedding of 'Little Wandle' phonics scheme. Lexia Reading Programme	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: Phonics Toolkit Strand Education Endowment Foundation EEF https://www.littlewandlelettersandsounds.org.uk/ https://www.renaissance.com/products/accelerated-reader/ https://www.lexialearning.com/core5	1, 2, 3
LAMDA - Oral examinations for targeted year groups	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF https://www.lamda.ac.uk/	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff & Governors will receive training focused on wellbeing, safeguarding updates, behaviour management, and anti-bullying strategies, aimed at strengthening our school ethos and improving behaviour across the school, in line with the latest <i>Keeping Children Safe in Education</i> (KCSIE) guidance. We will invest in relevant resources and provide ongoing professional development through workshops delivered by the Academy's Behaviour Mentor and PSHE Curriculum Team, including funding for teacher release time. New staff will also receive dedicated safeguarding training and release time, in addition to participating in the annual whole-school safeguarding training.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Camden Safeguarding Children's Partnership https://cscp.org.uk/ 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	
1-1 targeted support for individual pupils through behaviour coaching from our behaviour mentor, pastoral team and PHSE curriculum team.	One to one tuition EEF (educationendowmentfoundation.org.uk) Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
Enrichment opportunities will include before- and after-school provision. We will continue to build partnerships with coaching and fitness organisations such as YMCA and MW5 Fitness to promote physical activity and healthy lifestyles. The school will also engage with borough-wide sporting events and competitions through Camden, supporting pupils' physical and emotional wellbeing.	<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> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time/ <i>There are wider benefits from regular physical activity in terms of physical</i>	5

	<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 2024 to 2025 academic year.

The 2024–25 academic year has continued to present significant challenges for our disadvantaged pupils, particularly in early years language development, academic attainment gaps, wellbeing, and attendance. Our Pupil Premium Strategy remains focused on targeted support to close these gaps and ensure equal access to learning and enrichment opportunities.

Over the 2024–25 academic year, King's Cross Academy has made targeted progress in addressing the significant challenges faced by disadvantaged pupils. Early Years Foundation Stage pupils continue to enter with delayed oral language skills and developmental needs, including an increasing number requiring speech and occupational therapy. Despite this, we have strengthened our phonics provision and early language interventions, embedding the 'Little Wandle' phonics scheme to support accelerated progress in reading and writing.

In Key Stage 2, the attainment gap between disadvantaged pupils and their peers remains a concern, exacerbated by high levels of special educational needs and post-pandemic impacts on attendance. However, many disadvantaged pupils have made notable progress from their starting points, supported by enhanced professional development for staff and targeted interventions focused on phonics, reading, writing, and maths.

Wellbeing and mental health needs among pupils and families have risen considerably, leading to increased internal and external referrals for support. The academy has responded by embedding trauma-informed practices, providing additional emotional literacy support, and improving home-school communication. These efforts aim to create a more supportive environment and reduce behavioural challenges.

Financial hardship among families has also increased, limiting access to enrichment activities and trips. The school has prioritized removing these barriers by offering free clubs, sporting events, and fully funded trips to ensure all disadvantaged pupils benefit equally.

Persistent absence rates have unfortunately risen, particularly among vulnerable pupils. To combat this, the pastoral team and senior leaders have implemented more robust tracking and intervention strategies, working closely with local authorities and families to improve attendance and reduce the gap between disadvantaged pupils and their peers.

Overall, the academy continues to make important strides in closing attainment gaps, improving wellbeing, and enhancing access to opportunities for disadvantaged pupils, while responding effectively to ongoing challenges.

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

Further information

Additional Activity

Our pupil premium strategy for 2025/26 will be supported by extra initiatives beyond those funded by pupil premium or recovery premium. These include:

- Embedding more effective feedback practices, which evidence from the Education Endowment Foundation (EEF) shows have a strong positive impact on pupil progress, particularly for disadvantaged pupils.
- The introduction of our new curriculum, which will be rolled out across the Academy to better meet the needs of all learners.
- Launching our enhanced SEND provision, the Wiltshire Class, designed to support our most vulnerable pupils with special educational needs and disabilities across the Academy.
- Offering a wide range of high-quality extracurricular activities to enhance wellbeing, behaviour, attendance, and aspirations. These activities will develop vital life skills such as confidence, resilience, and social interaction, with focused support for disadvantaged pupils to access and participate fully.

Planning, Implementation, and Evaluation

In preparing the 2025/26 pupil premium strategy, we reflected on the outcomes of previous years to understand why some activities fell short of expectations. An external pupil premium review provided further insights.

We triangulated data from assessments, classroom engagement, book scrutiny, and conversations with pupils, parents, and staff to pinpoint challenges faced by disadvantaged pupils.

Our approach draws on extensive research, including reports on effective pupil premium use, the impact of socio-economic disadvantage on education, and pandemic-related challenges. We continue to follow the Education Endowment Foundation's implementation guidance to diagnose pupil needs accurately and identify evidence-based strategies suited to our context. This guidance remains central to the ongoing delivery of the strategy.

A comprehensive evaluation framework is in place for the one-year strategy period, allowing us to monitor progress closely and adapt plans to maximise positive outcomes for pupils throughout 2025/26 and beyond.