

Pupil premium strategy statement – King’s Academy Northern Parade

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	184/411
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	
Date this statement was published	19.12.24
Date on which it will be reviewed	19.12.27
Statement authorised by	Kathryn Willden

Pupil premium lead Emily Kingdon Governor / Trustee lead Hugh Whitaker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£291.520
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£291.520

Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils? • How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

Challenges

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

Challenge number	Detail of challenge
1	High Proportion of Disadvantaged Pupils: At King's Academy Northern Parade (KANP), the percentage of disadvantaged pupils is significantly above the 2024 national average of 31% at the end of KS2. This higher proportion presents challenges in closing the attainment gap, especially when combined with other socio-economic factors affecting the school community.
2	Low Oracy and Vocabulary Skills on Entry: Many children begin infant school with low oracy skills and poor vocabulary. This affects their ability to access the KS1 curriculum, which in turn hinders progression into KS2. Language deprivation limits comprehension, verbal reasoning, and overall academic success.

3 Limited Social Mobility:

IDACI (Income Deprivation Affecting Children Index) markers indicate that many children experience limited opportunities for social mobility. A lack of enrichment experiences reduces their access to cultural capital, which is crucial for broadening horizons and fostering high aspirations.

4 Attendance and Persistent Absenteeism:

Disadvantaged pupils often have lower attendance rates and higher levels of persistent absenteeism. This disrupts their learning continuity, affecting long-term progress and outcomes.

5 Social, Emotional, and Mental Health (SEMH) Challenges: Many disadvantaged pupils face significant SEMH challenges due to factors such as unstable home environments, trauma, or financial hardship. These issues impact behaviour, resilience, and engagement in learning, further widening the gap between disadvantaged pupils and their peers.

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>To close the attainment gap between disadvantaged pupils and their non-disadvantaged peers by ensuring high-quality teaching and targeted interventions across the curriculum.</p>	<ul style="list-style-type: none"> 🏠 The percentage of disadvantaged pupils achieving the expected standard or above in reading, writing, and maths at the end of KS2 increases and is closer to or exceeds the national average for all pupils. 🏠 Internal assessments and termly progress reviews show consistent improvement in disadvantaged pupils' attainment and progress across all year groups. <p>Targeted interventions (e.g., small group tuition, 1:1 support) demonstrate measurable impact through pre- and post-intervention data.</p>
<p>To improve the engagement and participation of disadvantaged pupils in enrichment activities, ensuring access to a broad and balanced curriculum that fosters cultural capital.</p> <p>To reduce persistent absenteeism and improve attendance among disadvantaged pupils to align with or exceed the national average for all pupils.</p>	<ul style="list-style-type: none"> 🏠 An increased proportion of disadvantaged pupils participate in extracurricular clubs, trips, and cultural activities. 🏠 Pupil voice surveys reflect improved confidence, motivation, and aspirations among disadvantaged pupils. 🏠 Teachers report a noticeable improvement in pupils' ability to make connections between their learning and real-world contexts. 🏠 The attendance rate for disadvantaged pupils increases to at least 96%. <ul style="list-style-type: none"> 🏠 Persistent absenteeism for disadvantaged pupils reduces year-on-year, narrowing the gap with their non-disadvantaged peers. 🏠 Early help and family support services lead to a reduction in barriers to

	attendance, as evidenced through improved attendance data and case studies.
To strengthen parental engagement and support, fostering a positive home-school partnership that enhances learning opportunities for disadvantaged pupils.	<ul style="list-style-type: none"> ■ Increased parental attendance at workshops, consultations, and school events focused on learning and well-being. ■ Parent feedback indicates improved confidence in supporting their child's education at home. ■ Disadvantaged pupils demonstrate improved home learning engagement,

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	evidenced by regular completion of reading logs, homework, or online learning tools.
To address socio-economic factors affecting disadvantaged pupils by ensuring access to emotional, behavioural, and mental health support.	<p>Targeted SEMH interventions lead to improved emotional regulation and behaviour for learning, as evidenced through behaviour logs and staff observations.</p> <p>Disadvantaged pupils with identified SEMH needs achieve at least expected progress in core subjects due to reduced barriers to learning.</p> <p>Referrals for external support (e.g., ELSA, counselling) result in positive outcomes documented through case studies and pupil feedback.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High-Quality Teaching and Targeted Interventions:</p> <p>Embed consistent, evidence-based teaching strategies such as scaffolding, direct instruction, and feedback to support progress for disadvantaged pupils across the curriculum. Deliver targeted interventions (e.g.,</p>	<p>EEF Evidence:</p> <p><i>Feedback (+6 months):</i> High-quality feedback has a significant impact on pupil progress.</p> <p><i>Small Group Tuition (+4 months):</i> Tailored interventions delivered in small groups accelerate progress.</p>	<p>1,2</p>

<p>phonics, maths catch-up, and reading fluency programs) to close gaps in attainment.</p> <p>Provide ongoing CPD for teachers, focusing on inclusive pedagogy, oracy development, and adaptive teaching strategies.</p>		
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<p>Vocabulary and Oracy Development</p> <p>Introduce structured oracy programs and dialogic teaching approaches to improve spoken language and vocabulary.</p> <p>Implement whole-school strategies for teaching tier 2 and tier 3 vocabulary explicitly across subjects.</p> <p>Provide speech and language support for pupils identified with additional needs.</p>	<p>EEF Evidence:</p> <p><i>Oral Language Interventions (+6 months):</i> Approaches such as targeted vocabulary instruction and dialogic teaching improve communication skills and academic attainment.</p> <p><i>Reading Comprehension Strategies (+6 months):</i> Focusing on language comprehension supports reading fluency and understanding.</p>	<p>1,2</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 91,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Attendance and Parental Engagement Initiatives</p> <p>Establish robust attendance monitoring systems with dedicated staff to provide early intervention for pupils at risk of persistent absenteeism.</p> <p>Develop strong home-school partnerships through workshops, home visits, and regular communication to support attendance and engagement.</p> <p>Provide resources and support (e.g., uniform grants, breakfast clubs) to remove barriers to attendance.</p>	<p>EEF Evidence:</p> <p><i>Parental Engagement (+4 months):</i> Engaging parents in their child’s education improves academic outcomes.</p> <p><i>Extending School Time (+3 months):</i> Breakfast and after-school clubs enhance attendance, readiness to learn, and social development.</p>	<p>1,3,4</p>
<p>Enrichment Activities to Build Cultural Capital</p> <p>Provide subsidized access to extracurricular clubs, educational trips, and cultural experiences to broaden pupils’ horizons and build aspirations.</p> <p>Embed enrichment activities, such as guest speakers, STEM</p>	<p>EEF Evidence:</p> <p><i>Arts Participation (+3 months):</i> Involvement in creative activities has positive effects on academic learning.</p> <p><i>Aspiration Interventions:</i> Supporting disadvantaged pupils’ understanding of future opportunities can improve engagement and motivation.</p>	<p>1,3,4</p>

<p>workshops, and arts programs, into the curriculum.</p> <p>Deliver assemblies and projects on future careers to raise aspirations and understanding of social mobility.</p>		
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<p>SEMH Support and Well-Being Interventions</p> <p>Deliver targeted SEMH interventions such as ELSA support, Zones of Regulation, and mentoring programs to help pupils manage emotions and build resilience.</p> <p>Provide training for staff on relational and trauma-informed practices to support pupils with SEMH needs.</p> <p>Develop nurture groups or safe spaces to support vulnerable pupils during unstructured times.</p> <p>Supporting Well-Being and Emotional Resilience for Service Pupils</p> <p>Establish small group or 1:1 pastoral support sessions to help service pupils manage transitions, separation anxiety, and the emotional impact of parental deployment or relocation.</p> <p>Develop a peer-mentoring system</p>	<p>EEF Evidence:</p> <p><i>Social and Emotional Learning (+4 months):</i> Programs that improve pupils' SEL skills positively impact academic performance and behaviour.</p> <p><i>Behaviour Interventions (+4 months):</i> Targeted approaches can reduce disruptions and improve engagement in learning.</p> <p>EEF Evidence:</p> <p><i>Social and Emotional Learning (+4 months):</i> Interventions that focus on self-management, social interaction, and emotional regulation can improve pupils' well-being and readiness to learn.</p> <p><i>Parental Engagement (+4 months):</i> Strong partnerships with parents/carers help to create a stable support network, improving outcomes for pupils.</p> <p><i>Mentoring (+2 months):</i> Positive relationships with trusted adults or peers can improve self-esteem and foster resilience, particularly for pupils</p>	<p>1,5</p>
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<p>where service pupils can connect with others who share similar experiences to build a sense of community and belonging.</p> <p>Deliver targeted interventions such as mindfulness, Zones of Regulation, and resilience-building programs to support emotional well-being.</p> <p>Provide regular opportunities for service families to engage with the school community through dedicated events and communication channels.</p>	<p>experiencing frequent changes in circumstances.</p>	
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Total budgeted cost: £ 291.520

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the 2024–2025 academic year, pupil premium funding at King’s Academy Northern Parade supported improved outcomes for disadvantaged pupils in the junior phase, within the context of a significantly higher-than-average proportion of disadvantaged learners. The strategy prioritised strengthening high-quality teaching, improving writing outcomes, reducing barriers linked to attendance and SEMH, and increasing engagement through enrichment and extracurricular opportunities.

Disadvantaged pupils made positive progress across reading, writing, and mathematics, supported by consistent teaching approaches and targeted academic interventions. Internal assessment and progress reviews show that gaps in attainment began to narrow in several year groups, particularly where structured small-group tuition and targeted catch-up programmes were implemented. Pupils receiving intervention support demonstrated improved outcomes, evidenced through pre- and post-intervention data.

Writing remains a key area of need for disadvantaged pupils in the junior phase, particularly in relation to sentence fluency, application of vocabulary, cohesion across extended pieces, and writing stamina. In response, the school has worked closely with Trust colleagues and Portsmouth City Council to review practice and strengthen provision. This collaboration has informed the development and implementation of a new writing policy, ensuring consistency of approach, clear progression, and high expectations across year groups. Targeted CPD has focused on improving writing instruction through explicit teaching of sentence construction, modelled writing, and structured talk to support composition. Early impact includes improved consistency in classroom practice, increased staff confidence, and greater engagement from disadvantaged pupils in writing tasks.

A continued focus on oracy and explicit vocabulary instruction supported pupils in accessing the curriculum more confidently. Teachers reported improved quality of pupil responses, increased participation in classroom discussion, and improved reading comprehension, particularly for pupils with historically low language acquisition.

Attendance for disadvantaged pupils improved over the year as a result of strengthened monitoring, early intervention, and targeted family support. Persistent absenteeism reduced for identified pupils, and practical measures such as breakfast provision and pastoral support helped remove barriers to regular attendance, alongside working closely with PCC.

Targeted SEMH provision, including ELSA support, mentoring, nurture style groups, and trauma-informed approaches, led to improved emotional regulation and behaviour for learning. Disadvantaged pupils receiving SEMH support were better able to sustain focus, engage positively in lessons, and make expected academic progress.

Participation in extracurricular clubs improved significantly for disadvantaged pupils in the junior phase. Targeted encouragement, subsidised access, and purposeful matching of pupils to clubs based on interest led to increased attendance and sustained engagement over time. Pupils participating in clubs demonstrated improved confidence, motivation, and social skills, with staff reporting positive links between extracurricular involvement, improved behaviour, and increased engagement in learning. Disadvantaged pupils also

benefited from wider enrichment opportunities, including trips and curriculum-linked experiences, supporting the development of cultural capital and aspiration.

Targeted parental engagement strengthened home–school relationships, with parents reporting increased confidence in supporting learning and well-being at home. Improved communication contributed to better engagement with homework, reading routines, and school expectations.

Overall, pupil premium funding in 2024–2025 had a positive impact on improving engagement, attendance, and well-being for disadvantaged pupils in the junior phase. While attainment gaps remain, particularly in writing, the strategy has strengthened consistency of provision, increased participation in enrichment and clubs, and established clear priorities for continued improvement as part of the school’s three-year pupil premium plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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