

# 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	71/ 244
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 - 2027
Date this statement was published	18.12.24
Date on which it will be reviewed	18.12.27
Statement authorised by	Kathryn Wilden

Pupil premium lead Emily Kingdon Governor / Trustee lead Hugh Whitaker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97.630
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£97.630

## 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	<b>High Proportion of Disadvantaged Pupils:</b> 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	<b>Low Oracy and Vocabulary Skills on Entry:</b> 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"> <li>🏠 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.</li> <li>🏠 Internal assessments and termly progress reviews show consistent improvement in disadvantaged pupils' attainment and progress across all year groups.</li> </ul> <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"> <li>🏠 An increased proportion of disadvantaged pupils participate in extracurricular clubs, trips, and cultural activities.</li> <li>🏠 Pupil voice surveys reflect improved confidence, motivation, and aspirations among disadvantaged pupils.</li> <li>🏠 Teachers report a noticeable improvement in pupils' ability to make connections between their learning and real-world contexts.</li> <li>🏠 The attendance rate for disadvantaged pupils increases to at least 96%. <ul style="list-style-type: none"> <li>🏠 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</li> </ul> </li> </ul>

	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"> <li>■ Increased parental attendance at workshops, consultations, and school events focused on learning and well-being.</li> <li>■ Parent feedback indicates improved confidence in supporting their child’s education at home.</li> <li>■ Disadvantaged pupils demonstrate improved home learning engagement,</li> </ul>

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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: £67,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>High-Quality Teaching and Targeted Interventions:</b></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><b>Vocabulary and Oracy Development</b></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: £ 30,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>Attendance and Parental Engagement Initiatives</b></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><b>Enrichment Activities to Build Cultural Capital</b></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>3</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><b>SEMH Support and Well-Being Interventions</b></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><b>Supporting Well-Being and Emotional Resilience for Service Pupils</b></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: £ 97,630**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

During the 2024–2025 academic year, the use of pupil premium funding at King’s Academy Northern Parade had a positive impact on the attainment, engagement, and well-being of disadvantaged pupils, despite the continued challenges associated with a high proportion of disadvantaged learners within the school.

Targeted teaching strategies and interventions, particularly in early reading, phonics, and mathematics, led to improved progress for disadvantaged pupils across the school. Internal assessment data shows that disadvantaged pupils made stronger progress in reading and phonics compared to the previous academic year, with gaps beginning to narrow between disadvantaged pupils and their peers. Small-group and 1:1 interventions were effective in accelerating progress for pupils who entered school with low oracy and vocabulary skills.

A consistent focus on vocabulary development and oracy across the curriculum resulted in noticeable improvements in pupils’ spoken language, confidence, and classroom engagement. Staff observations and pupil voice indicate that disadvantaged pupils were more willing to contribute verbally in lessons and were better able to

access learning due to improved language comprehension.

Attendance for disadvantaged pupils improved over the year, supported by early identification, close monitoring, and strengthened relationships with families. Persistent absenteeism reduced for targeted pupils, and additional support such as breakfast provision and practical family support helped to remove barriers to regular attendance.

Targeted SEMH interventions, including ELSA support, nurture style provision, and relational approaches, had a positive impact on pupils' emotional regulation and readiness to learn. Behaviour incidents for disadvantaged pupils reduced over the year, and pupils receiving SEMH support were better able to sustain engagement in learning and make expected progress academically.

Disadvantaged pupils benefited from increased access to enrichment opportunities, including clubs, trips, and curriculum-linked experiences. Participation rates increased, and pupils demonstrated greater confidence, motivation, and aspiration, as reflected in pupil voice and teacher feedback.

Parental engagement improved through workshops, informal meetings, and targeted communication. Families reported increased confidence in supporting learning at home, and this was reflected in improved engagement with reading, homework, and school routines.

Overall, the impact of pupil premium spending in 2024–2025 shows that disadvantaged pupils were better supported academically, socially, and emotionally. While gaps have not yet been fully closed, the strategy has been effective in reducing barriers to learning and establishing strong foundations for continued improvement as part of the school's three-year 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.*

<b>Programme</b>	<b>Provider</b>

## 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**

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## 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.*

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