

Pupil premium strategy statement – King’s Ford Academy

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	177
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)	2024-25 2025-26 2024-27
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Karen Jackson Head of School
Pupil premium lead	Karen Jackson Head of School
Governor / Trustee lead	Barry Collyer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£125,980

Part A: Pupil premium strategy plan

Statement of intent

Decisions regarding the spending of pupil premium are always considered based on research and a strong knowledge of the school's context. For our disadvantaged pupils, the common barriers faced are poor to weak language and communication skills, complex family situations at home at crisis point, attendance and consistent exposure to low aspirations. This strategy aims to support all disadvantaged pupils meet higher aspirations regardless of prior/current levels of attainment. King's Ford Academy staff make the school a community; we pride ourselves on developing close, mentoring relationships with pupils and strive to understand the individual challenges they face at home, developing bespoke approaches to working with individual children and families. Teachers are adept at identifying need and planning to meet this. High quality teaching and a carefully considered curriculum are our primary strategies; disadvantaged and non-disadvantaged pupil attainment will be improved through this strategy. The Senior Leadership Team hold a strong overview of the strengths and weaknesses across the school and regularly review, adapt and refine strategies in school in order to best support pupils. Our staff team are experts in our pupils, not their labels. We believe that every interaction matters and that all children should feel a sense of belonging and ownership. Our identification of need is based on assessments and not assumptions.

Our Principles

- We understand that not all pupils in receipt of free school meals will be socially disadvantaged and conversely, that not all disadvantaged pupils will be in receipt of free school meals or pupil premium funding. The need of our pupils and families in school is wide and varied, and tailoring bespoke support for our families is key to their success. Every pupil deserves challenge and learning at their own level and a robust curriculum on which to base their learning
- Teaching and learning builds memory and retrieval skills and is pitched high so that expectations can continue to be raised. It meets needs and develops a transparent and integral understanding of the learning process
- We ensure that appropriate provision is in place for children who may be more vulnerable, particularly those who are on our 'live-caseload', ensuring specific needs which are often an obstacle to fully accessing learning, are met and addressed.

Contextual information

King's Ford Academy is one of five schools in The Inspires MAT, a junior school with two-form entry, with the capacity for 240 pupils. However, there are currently 7 classes and numbers fluctuate across the year groups. It is situated in a highly deprived area of Colchester, the school location deprivation indicator is in quintile 2 (1 being the most

deprived and quintile 5 being the least deprived) of all schools. We have a higher than the national average of pupils from disadvantaged homes and % FSM (45% - the highest 20% compared to all schools, and 59% including military children). 23% of our pupils have English as an additional language which is higher than the national average.

43% of our pupils are on our 'live safeguarding caseload' for issues including poverty/financial difficulties, housing difficulties, parent/carers substance abuse, DV as well as (parent/carers and child) emotional and mental health.

SEND need is high across the school at 20% (35 pupils), 17% (6) pupils have an EHCP and are of high incidence SEND. We have another 20% of our pupils on our monitoring/SEN concerns list. Over the past year, the SEN needs have been formally recognised with a thorough revision of the SEN register, the children who have additional learning difficulties that do not meet EHCP threshold but require support and specific intervention, regarding their individual needs have support from the SEN team as well as scaffolded tasks, precision teaching and use of adults and resources such as Communicate in Print. Additionally, as waiting list in our area remain well in excess of 1 year for Educational Psychologist assessments/CAHMS referrals/Community Paediatrics we have children who do meet threshold for EHCP, still waiting to be seen by the relevant professionals.

Our school population is 50% White British. No enhanced provision designation.

Challenges

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

Challenge number	Detail of challenge
1	Poor language and communication skills.
2	Poor learning behaviours and attitudes to learning (and high-quality experiences to support learning).
3	Lack of application of learning, connecting learning and retrieval of knowledge (including reinforcement at home).
4	External barriers such as attendance and punctuality issues, chaotic family lives and/or families in crisis.
5	Acquisition and application of basic maths, reading and writing skills, as tools for life.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. As a junior school, we do not have the benefit of working with our pupils at kS1 level however, data passed on from their infants school(s) suggests this is evident in Reception. In general, this is more prevalent among our disadvantaged pupils than their peers.
Improved reading attainment among disadvantaged pupils.	Reading remains a priority and focus for us in school. Gaps in learning and understanding are quickly identified and addressed via comprehensive teacher assessment and well-resourced and delivered phonics and/or fluency interventions. Additionally, reading materials are constantly updated and reviewed to engage all readers.
A vocabulary rich curriculum and environment that expands the vocabulary and communication skills of disadvantaged pupils in line with their peers.	Classroom displays will include subject specific vocabulary and children will be encouraged to talk about what they doing, to verbalise their thought processes and to articulate themselves accurately when/if working through conflict and/or disagreement. Challenging vocabulary encouraged in all aspects of writing and technical vocabulary used in all subjects. Interactions initiated by pupils with peers and adults.
Pupils will develop learning behaviours that enable them to be successful in all areas of the curriculum. Learning behaviours will be supported, taught and encouraged by all staff including class teachers, SENDCo and FLO, so that PPG pupils are motivated and equipped to learn.	PPG pupils are observed to have improved leaning behaviours, discussed at Pupil Progress Meetings, so that they meet age-related expectations. Pupil's behaviour is not a barrier to leaning. Curriculum offer adapted to meet cohort needs. Consistent mantras used by all staff.
To provide pupils with a well-rounded, sequenced curriculum which is at least as ambitious as the National Curriculum and is designed to improve retention and retrieval of knowledge. Using the research of Cognitive Load Theory (CLT), a well sequenced, well-constructed	Children will be fully engaged in retrieval sessions and will be able to recall prior knowledge. Children will be using high quality subject-specific vocabulary to explain prior learning. Children will know more and recall more. The challenge will result in longer term learning. They will have decreased test anxiety.

<p>curriculum that builds on pupils prior knowledge and makes connections to gives rise to understanding and build schemata is implemented consistently.</p>	<p>Children will be aware of gaps in their learning as will the teachers and both memorisation and understanding will have improved.</p> <p>Expert CPD for all staff on approaches to retrieval and dual coding.</p> <p>All pupils will follow a broad and balanced curriculum which is at least as ambitious as the National Curriculum.</p>
<p>Attendance monitored by HOS, FLO, DSL and Attendance Champion. Attendance Policy procedures will be triggered in a timely manner. Pupils will be attending school regularly and will be punctual. There will be an increase in attendance rates for pupils who are Pupil Premium.</p>	<p>Reduce the number of persistent absentees among pupils eligible for Pupil Premium. Overall Pupil Premium attendance improves and is at least in line with national average for this group.</p>
<p>Pupils' emotional wellbeing and resilience improves through provision of support, meeting the emotional needs of pupils and reducing barriers to learning related to pupil wellbeing and behaviour.</p>	<p>Pupil morale is raised.</p> <p>Pupils feel listened to.</p> <p>Pupils have a bank of strategies available to them to support their emotions and behaviours, inside and outside, at school and elsewhere (Zones of Regulation).</p> <p>Pupils enjoy coming to school.</p> <p>Pupils make at least expected progress in their learning. Engagement and outcomes for pupils causing concern will have increased from starting points.</p> <p>There are clear systems in place for referrals as well as signposting families to additional specialist support (Child First).</p> <p>Information gathered from pupil feedback.</p>
<p>Reading and phonics outcomes for all pupils at least at age related expectations.</p> <p>All pupils, including PPG, will receive quality phonics and fluency reading teaching with appropriate rapid catch up sessions, where needed, delivered through Little Wandle.</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the standardised scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Parents will support leaning at home, specifically reading. Parents will be encouraged and shown how to best support learning and will become familiar with the school's schemes of work.</p> <p>A range of reading strategies including echo and choral reading embedded across the school to support reading fluency.</p>

	<p>Assessment tracking and gap analysis highlights areas for growth and development across the school to support reading fluency.</p> <p>Daily reading sessions develop pupil's fluency, expression, volume, phrasing, smoothness and pace.</p> <p>All pupils assessed in phonics, on entry, so their pathway and specific teaching can be created.</p> <p>CPD time allocated for deliberate practice, reflections and evaluation.</p>
The gap between the percentage of disadvantaged and non-disadvantaged children achieving the expected standard in maths narrowed because teaching is precise and of a high quality, to meet the needs of the children.	<p>Daily 'Flashback Four' sessions implemented to improve pupils' mental calculation and fluency with the four operations. All teachers use consistent methods to the teaching of multiplication facts through the counting stick.</p> <p>Targeted support and interventions for children working below age related expectations and address gaps in learning through keep up not catch up.</p>
High 'quality first teaching' will be a focus for CPD and planning will show how the curriculum is personalised for specific learning and the progress that they make.	<p>Monitoring of teaching and learning shows that all children are receiving quality first teaching.</p> <p>Staff CPD has a positive impact on the quality of teaching and learning.</p> <p>Dual needs SEND PPG pupils have improved access to high quality teaching and a more personalised provision/curriculum experience.</p>
Establish a marking and feedback policy and procedure, which is beneficial to all pupils without affecting negatively on teacher workload.	<p>Feedback is immediate and constructive with the need for intervention and support identified during the lesson.</p> <p>All children have a more immediate response to their work and therefore are able to be supported as necessary.</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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly professional development meetings, focussing	EEF-teacher professional development	1,2,3,5

<p>on pedagogy, effective use of assessment and targeted curriculum initiatives.</p> <p>All staff, including support staff will benefit from a schedule of evidence-based research to drive professional development and ensure that there are opportunities for teachers to share best practice and engage in professional discussion to improve their pedagogical content knowledge (PCK).</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>See EEF Toolkit: High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-hihg-quality-teaching 'The best available evidence indicates that great teaching is the most important lever school have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p> <p>The Great Teaching Toolkit (2020) identifies that teachers who understand the content they are teaching and how it is learn it, in what Shulman (1986) defined as 'pedagogical content knowledge' (PCK), is one of the four dimensions that improve pupil outcomes.</p>	
<p>Meta cognition training for teaching staff to facilitate the development of a meta cognition way of learning.</p>	<p>EEF evidence suggests an on average 7 month increase in outcomes for children using this approach. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	1,2,3,5
<p>Embedding oracy skills across the whole school curriculum. Supporting pupils to articulate themselves and furthering their use of vocabulary and language through targeted quality first teaching.</p>	<p>Targeted reading aloud and discussion; explicitly extending vocabulary; use of structured questioning to develop comprehension and purposeful interactions all can improve learning by up to 6 months (research from the EEF).</p> <p>Average impact of oral language interventions show an improvement of 6 additional months to S&L ages for minimal spending. Improvements are also seen in reading and writing.</p>	1,2,5
<p>Accelerated Reader to be reviewed and reinvigorated across KS2.</p> <p>A whole class sequenced reading approach to be adopted across KS2 to enable effective delivery of high-quality whole class shared reading</p>	<p>See Improving Literacy in Key Stage 2: Recommendation 2 and 3. https://educationendowmentfoudnation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Particular focus on small group children in receipt of pupil premium funding not making progress in reading.</p> <p>Target disadvantaged pupils using formative assessment to provide support.</p>	5

sessions and feedback to improve fluency.	To promote a love of reading throughout the school.	
Purchase and implementation of well-sequenced, ambitious and connected curriculum resources, that are designed to help build and sequence knowledge and skills.	<p>Ofsted: School Inspection Handbook.</p> <p>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.</p> <p>https://www.gov.uk/government/publications/school-inspectors-handbook-eif/school-inspections#ofsted-judgements</p>	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language therapist employed by the MAT to work on a SLAT caseload.	Speech Therapist works with individual pupils. The caseload is evaluated regularly by the Head of School and SENDCo. 1:1 plans are put in place and delivered. They are reinforced by the class teachers and supporting adults. The EEF research shows 'that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.	1,2,3,5
Appoint non-teaching SENDCo to ensure that PPG/SEND pupils receive personalised and appropriate classroom support and the right adjustments.	<p>Special Educational Needs in Mainstream Schools – Recommendations EEF.</p> <p>The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these intervention programmes where needed. Strategies that can be used flexibly in responses to the needs of all pupils; flexible grouping; cognitive and metacognitive strategies; explicit instruction; using technology to support pupils with SEND; scaffolding.</p> <ul style="list-style-type: none"> • Small group and one-to-one interventions can be a powerful tool. Interventions should be carefully targeted through identification and assessment of need. • Effective deployment of Teaching Assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils and SEND. 	2,3,5

<p>Phonics sessions targeted at disadvantaged pupils including the lowest 20% of readers, who require further phonics support to aid reading.</p> <p>Little Wandle Rapid Catch-Up Phonics embedded to ensure all remerging readers receive high quality phonics tutoring.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils (+5 months progress), 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</p> <p>On entry, into Year 3, ??% of pupils did not secure the phonics screen check, in KS1.</p> <p>The Little Wandle programme is rigorous and in place. All staff have been fully trained through effective CPD, which supports the school in providing an effective approach. Timetabled intervention and tracking are in place to ensure at least good progress and to ensure progress for those children receiving intervention.</p>	5
<p>One-to-one and small group tuition for any disadvantaged students not making expected progress in Maths and English.</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: One to one tuition/EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition/Toolkit Strand/Education Endowment Foundation/EEF</p>	3,4,5
<p>To provide the pupils with regular opportunities to learn (and to consolidate) basic skills, including and then responding immediately to misconceptions.</p> <p>Provide online homework platforms that support personalised work and feedback to pupils.</p>	<p>Repeated systematic practice of times tables is effective and this declarative knowledge serves as a building block for procedural knowledge. This process is the key to making the retrieval of basic times tables facts fluent for pupils. (Hasselbring, Lott & Zydney, 2005)</p> <p>Homework has a positive impact on average (+5 months),</p> <p>https://educationendowmentfoundation.org.uk/education/evidence/teaching-learning-toolkit/homework</p>	2,3,5
<p>Proportion of cost for CEO and HoS for monitoring, coaching and support.</p>	<p>EEF Report: A schools Guide to Implementation – key strand: support staff and monitor. Key strand: identify and cultivate leaders of implementation.</p> <p>Regular quality assurance (through lesson walks, book scrutiny and learning conversations) ensures that the delivery of Quality First Teaching that meets the needs of disadvantaged pupils.</p>	2,3,5

	EEF Report: A Schools Guide to Implementation – key strand: support staff and monitor progress.	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Maths leader to fully undertake monitoring in line with our new monitoring schedule.	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_guidance_KS_1_and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in key Stages 2 and 3</p>	2,5
Purchase of a language programme such as Speech and Language Link (NHS recommended).	<p>Oral language interventions can have a positive impact on pupil's language skills. Approaches that focus on speaking, listening and a combination of the two positive impacts on attainment: Oral Language Interventions/EEF (educationendowmentfoundation.org.uk)</p>	1,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted social and emotional support from Family Liaison Officer.</p> <p>Engage (fund) services of Child First.</p> <p>Provide additional opportunities (clubs, play nurture sessions and social skills interventions) to disadvantaged pupils to allow them to develop their skills, gain wider enrichment experiences, promote wellbeing and engagement with school.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2,4
Trauma Perceptive training for whole	Trauma Receptive Practice is a practice promoted across Essex schools to enable staff to understand and	2,4

<p>staff (regular staff training and/or updates).</p> <p>X2 staff Train the Trainers</p> <p>X1 staff undertaking Train the Trainer</p>	<p>respond to pupil behaviour effectively. EEF evidences that behaviour interventions have a moderated impact for a low cost, understanding and using meta-cognition and self-regulation has a very high impact for a very low cost, social and emotional learning has a moderate impact for a very low cost.</p>	
<p>Attendance incentives.</p>	<p>An evidence informed approach to improving attendance, Durrington Research School.</p> <p>Robust attendance data is vital to support tracking and monitoring systems in schools, in order to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance and requires strong and determined leadership.</p> <p>Working Together to Improve School Attendance, Sept 22. Visibly demonstrate the benefits of good attendance throughout school life. This may include displays, assemblies or in registration periods. Where used sensitively and without discrimination, this may also include praising and rewarding improvements in attendance at year group, class/form and individual level.</p>	
<p>Provide a programme of subsidised trips and visits to support the curriculum and to offer disadvantaged pupils opportunities they would otherwise not participate in.</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive – about an additional three months progress.</p>	<p>1, 2, 3</p>
<p>Support with costs of equipment and uniform that make disadvantaged pupils part of the school community.</p> <p>Breakfast and/or snack available for all children, as required.</p>	<p>Maslow's Hierarchy of needs states that we are able to better understand what our students require from us when student's basic and psychological needs are met. We aim to create a welcoming, safe and effective learning environment. Something as simple as providing breakfast and/or mid-morning snack, is a way to ensure that our pupils are set up the day and ready to concentrate.</p> <p>DfE: Improving School Attendance advice.</p>	<p>4</p>
<p>Whole staff training on behaviour management</p>	<p>Whole school approaches and targeted/specific interventions can have positive effects on behaviour.</p> <p>https://educationendowmentfoundation.org.uk/education-</p>	<p>1, 2, 3, 5</p>

approaches and Zones of Regulation with the aim of developing our school ethos and improving behaviour/self-regulation across the school.	evidence/teaching-learning-toolkit/behaviour-interventions	
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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Additional support with uniform and/or providing school equipment to support families and children experiencing financial difficulties/restraints, ensured improved attendance and feeling of belonging for children.

Data specific:

	National	School 2023/24	School 2022/23	Difference	
				National 2023/24	National 2022/23
Reading	64%	55%	47%	-9%	-18%
	74%	74%		0	
Writing (Teacher Assessment)	60%	65%	68%	+5%	+8%
	72%	83%		+11%	
Maths	61%	60%	58%	-1%	-3%
	73%	73%		0	
Combined	68%	45%	37%	-23%	-31%
	61%	65%		+4%	



PPG



Non-PPG

At the end of Year 6:

- We are closing the gap in Reading, Maths and Reading, Writing, Maths Combined with the strategies implemented from 2023 to 2024.
- At the end of 2023, 37% our Year 6 PPG met National expectations for Reading, Writing and Maths Combined. At the end of 2024, 45% of our Year 6 PPG met this expectation.

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
Times Table Rockstars	Maths Circle
Accelerated Reader	Renaissance Reading
Curriculum Maestro	Cornerstones
Spelling Shed	Education Shed Inc.
Little Wandle	Little Wandle Trust
Child First	Child Frist Charitable Trust

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.