

# Pupil premium strategy statement

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 our school.

## School overview

Detail	Data
School name	Kings Academy Meadow Vale
Number of pupils in school	573
Proportion (%) of pupil premium eligible pupils	83 (14%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	December 2024 – December 2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Catherine Forrester
Pupil premium lead	Ian Freeman
Governor / Trustee lead	Ceri-Ann Droog

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,623
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£161, 623

## Part A: Pupil premium strategy plan

### Statement of intent

At King's Academy Meadow Vale Primary School, our intention is that all pupils, irrespective of the socio-economic background or the individual challenges they may face, are supported to make excellent progress from their individual starting points, feel included and achieve high attainment across all aspects of the curriculum. The key focus of this pupil premium strategy is to offer support to disadvantaged pupils in order to help them achieve that goal.

We respect and understand that all pupils are different and that families face individual challenges. In order to support the needs of all disadvantaged pupils, we have adopted an evidence-informed, tiered approach, as recommended and outlined by the Education Endowment Fund (EEF). The approach is as follows: provide high quality teaching, offer targeted academic support and, where appropriate, support pupils through wider strategies.

We aim to provide children with access to a broad, ambitious and well-resourced curriculum that responds to the needs of the individual child and cohorts. We ensure that all staff working with children are trained to deliver to high-quality teaching and do this through continuous investment in teachers' and support staff's professional development.

We will also consider the challenges faced by pupils identified as vulnerable, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not, and support those identified pupils through wider strategies.

Our approach will be rooted in strong relationships, adaptable and responsive to the individual child and cohort. The approach will use a structured approach to summative and formative diagnostic assessment and will not make assumptions about gaps in knowledge or skills. In order to achieve this effectively, we will ensure that teacher's planning enables disadvantaged pupils of all abilities to be challenged and that we identify needs early in order to act swiftly and robustly.

Finally, this is a whole school approach and all staff share a collective responsibility, understanding and desire to improve outcomes for disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Pupils entering the EYFS are often assessed to have under-developed oral language skills and gaps in their vocabulary. This gap can be a barrier to them accessing the phonics and reading curriculum</p> <p>On entry to Reception, 20% of pupil premium pupils were assessed to be on track in communication and language compared to 48% of their peers.</p>
2	<p>Through observations, internal and externally validated assessment data and feedback from staff, some pupils struggle with the fundamental skills and knowledge to support them accessing and achieving the reading, writing and maths curriculum.</p> <p>Teaching staff indicate that a lack of reading fluency and comprehension negatively impacts on their ability to access other areas of the curriculum, including writing and maths.</p>
3	<p>Overall attendance for disadvantaged pupils is lower than that of their peers, and they are at increased risk of being persistently absent. Many disadvantaged pupils with lower attendance are not achieving the expected standard in reading, writing and maths. In the last academic year (2024-2025), attendance for pupil premium children was 3.8% lower than their peers, with a greater proportion of pupil premium pupils being persistently absent.</p>
4	<p>Financial hardship for our most vulnerable pupils means that some families lack the resources to support their child with learning and struggle to provide opportunities to improve their cultural capital.</p>
5	<p>Our ongoing discussions with pupils and their families have identified that a significant number of families require additional pastoral interventions and access to social and emotional support. Leaders have noted an increase in the number of referrals to internal and external support services with a significant majority of pupils accessing ELSA support being identified as disadvantaged.</p>
6	<p>Some of our most vulnerable families can struggle to engage with aspects of school life, such as parent evenings and day-to-day communication that could benefit the progress of their child. As a result, some families are unable to gain knowledge, support and resources that could enable them to further support their child's academic progress.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><b>Academic Achievement</b></p> <p>Teachers know their disadvantaged and vulnerable pupils (including those identified as young carers or with a social worker) and they know their individual barriers to learning (e.g. low prior attainment, vocabulary, attendance)</p> <p>The progress of disadvantaged and vulnerable pupils is forensically tracked by teaching staff and reviewed by the leadership team each term</p> <p>Teaching and support staff will have access to high-quality CPD that will enable them to provide the best possible academic support to disadvantaged pupils</p>	<p>Learning walks will demonstrate that teachers know and are tailoring their support to meet the needs of the most vulnerable pupils.</p> <p>Disadvantaged and vulnerable pupils' attainment will be inline with that of their peers.</p> <p>Disadvantaged and vulnerable pupils that have identified gaps in their knowledge will be receiving additional support and intervention to enable them to catch up.</p>
<p><b>Attendance</b></p> <p>The attendance of disadvantaged and vulnerable pupils will be monitored during weekly leadership and fortnightly attendance meetings</p> <p>The attendance of disadvantaged and vulnerable pupils will be prioritised in the daily attendance workflow and they will be targeted for support first</p>	<p>There will be sustained high levels of attendance each academic year through targeted support from the school's Attendance Officer and Education Welfare.</p> <p>The attendance rate for all pupils entitled to PPG will in line with national attendance for all pupils.</p> <p>The percentage of persistently absent children entitled to PPG will be below or in line with the national average.</p>
<p><b>Emotional wellbeing and support (SEMH)</b></p> <p>A broad range of pastoral and nurture support strategies will be in place to support identified pupils</p> <p>Pupils will have access to a diverse enrichment curriculum</p> <p>Pupils will have access to a range of carefully planned educational visits and trips that will increase their cultural capital</p>	<p>High expectations of behaviour and engagement with play will be evident at lunchtimes. This will be secured by achieving all actions leading to the OPAL accreditation.</p> <p>There will be a range of pastoral support available for all pupils to access.</p> <p>The school will offer a rich and varied extra-curricular offer that is accessible for all pupils.</p> <p>Educational visits and trips will enhance pupils' school experiences, increase their cultural capital and increase their engagement with the taught curriculum</p>

<p><b>Parental Engagement</b></p> <p>Ensure that barriers are reduced with regards to communication with disadvantaged or vulnerable families by:</p> <ul style="list-style-type: none"> <li>- Encouraging face to face/phone contact to ensure parents evening appointments are scheduled</li> <li>- Providing hard copies of letters</li> <li>- Ensuring communication is clear and easy to understand</li> </ul> <p>Provide a range of opportunities for all families to engage with aspects of school life both formally and informally</p> <p>Provide parent workshops and target families that would benefit most from support</p>	<p>All parents of disadvantaged and vulnerable pupils will attend parent's evenings.</p> <p>Staff will be tenacious in following up on non-attendance at key events to ensure families receive the same information</p> <p>The range of parent workshops will be varied and led by experts within the community and school (e.g. phonics workshops)</p> <p>The communication between school and parents is open and free of barriers (e.g. technology, access to email)</p>
<p><b>Financial Hardship</b></p> <p>Financial barriers will not be a hindrance to disadvantaged or vulnerable pupils attending educational visits or trips</p> <p>Access to school uniform and, where appropriate, equipment will be prioritised for vulnerable and disadvantaged pupils</p> <p>Review the range of educational visits and trips being offered to ensure they remain focused and do not add any additional financial strain on families</p>	<p>Parents can request discounted prices on education trips and visits. Flexible payment options will also be available via the school's payment system.</p> <p>The PTA will continue to organise and provide well-cared for school uniform. In some circumstances, school will purchase specific uniform items.</p>

## 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)

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment and retention of high-quality teaching and support staff to ensure pupils are consistently exposed to quality first teaching</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/research-agenda-themes-priority-areas/research-agenda-theme-teacher-recruitment-and-retention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/research-agenda-themes-priority-areas/research-agenda-theme-teacher-recruitment-and-retention</a></p> <p>“High-quality teaching is the most powerful lever we have to improve pupil learning.” (EEF)</p> <p>To ensure we recruit and retain the best possible teaching and support staff we will focus on:</p> <ul style="list-style-type: none"> <li>- Making teacher workload manageable</li> <li>- Strengthening leadership structures to provide greater support and challenge</li> <li>- Providing teaching and support staff with access to high-quality, tailored CPD</li> </ul> <p>Pedagogy will be rooted in evidence-based approaches, including, but not limited to, Rosenshein’s Principles of Instruction and Tom Sherrington’s Walkthru series:</p> <p><a href="https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf">https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf</a></p> <p><a href="https://sites.google.com/view/walkthrus/home?authuser=0">https://sites.google.com/view/walkthrus/home?authuser=0</a></p>	<p>1, 2, 6</p>
<p>Ensure all staff are trained to deliver reading groups to children across EYFS and KS1 and ensure this is delivered three times a week</p> <p>Embed a love of reading across the school through access to high quality reading texts</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement and have a high impact on reading:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Reading comprehension strategies, alongside high-quality phonics teaching, will effectively enable children to become confident and fluent readers.</p>	<p>1, 2, 6</p>

<p>Provide ongoing phonics training and support for teaching staff.</p> <p>Purchase resources and support identified training needs of staff.</p>	<p>Approaches to the systematic synthetic teaching of phonics have a strong evidence base that indicates a positive impact of the accuracy of word reading. This may not always translate to improved comprehension.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
<p>Fully engage with the Mastery Number programme for Reception, KS1 and KS2</p>	<p>A strong, coherently planned curriculum best supports children’s academic progress and development. Ensuring that there is a structured, consistent approach, that builds on children’s prior knowledge and skills, will lay the foundation for children to flourish in the next stage of learning.</p> <p>The following programs have been designed to develop children’s mathematical fluency, recall and automaticity. Such an approach will ensure that all pupils will have a strong mathematical foundation to enable them to build schema and access more complex mathematical concepts.</p> <p>We will ensure staff have adequate release time to engage fully with the programme.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p><a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1</a></p> <p><a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-ks2/">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-ks2/</a></p>	<p>2</p>
<p>Provide all pupils with access to a high-quality, coherently sequenced, rich and well-resourced curriculum</p>	<p>An effective curriculum that is carefully sequenced, well-designed and ambitious will diminish disadvantage. This will be achieved by ensuring our curriculum is relevant, clearly defined and ensuring that quality first teaching is at the precedence of what we do.</p> <p><a href="https://www.aft.org/sites/default/files/periodicals/Rose%20nshine.pdf">https://www.aft.org/sites/default/files/periodicals/Rose nshine.pdf</a>Links to an external site.</p> <p>Providing pupils with effective feedback is one of the most impactful strategies to enable children to make good academic progress from their individual starting points.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/Links%20to%20an%20external%20site.">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/Links to an external site.</a></p>	<p>1, 2, 6</p>

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured reading interventions, delivered by trained staff with a systematic and consistent approach.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language">https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language</a></p> <p>Focused and well-structured interventions by Teaching Assistants can have a significant impact on outcomes for pupils. MITA is training delivered to school leaders to ensure that Teaching Assistants are trained and utilised in the most effective ways.</p> <p>Structured interventions will be used, for example Little Wandle’s Rapid Catch Up.</p>	<p>1, 2</p>
<p>Utilise PiXL diagnostic assessments to ensure accurate identification of gaps.</p>	<p>Diagnostic assessments allow teachers to identify specific needs or gaps in children’s knowledge. When used alongside targeted and well-resourced interventions, this can have a positive impact on the progress and attainment of disadvantaged pupils.</p>	<p>2</p>
<p>Plan for and provide targeted academic support for year 6 pupils in the lead up to SATs</p>	<p>Targeted interventions have, on average, +4 months of progress:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>The intervention is more likely to have impact when it is targeted at pupils’ specific needs and those needs are identified through the use of diagnostic assessment.</p>	<p>2</p>

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

Budgeted cost: £ 37,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Alongside the school's attendance officer, precisely monitor and proactively challenge, as appropriate, the attendance of disadvantaged or vulnerable pupils that is causing concern</p> <p>Commission the services of WPA to provide a bespoke package of support</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a></p> <p>Research into school absenteeism has consistently shown that a much higher and disproportionate number of pupils who are eligible for pupil premium are more likely to miss school than their peers.</p>	4
<p>Provide all pupils with a nurturing, supportive curriculum and environment that provides safe spaces and opportunities for children to be nurtured and encouraged.</p> <p>Employment and retention of a designated pastoral lead.</p> <p>Employment of a trained ELSA</p>	<p><a href="https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf">https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</a></p> <p>'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, for example through using Play Therapists, sports coaches, the OPAL programme and ELSA, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.</p>	5
<p>Provide all pupils with a</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	3, 4

<p>range cultural and curriculum enhancements by ensuring that all pupils, regardless of background, have access to the extra-curricular curriculum</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>Participation in a range of cultural and extra-curricular activities such as dance, drama, music, educational trips and residential experiences can occur either as part of the curriculum or as extra-curricular activity. These approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p>	
<p>To ensure high-quality provision during unstructured times for pupils by achieving the OPAL accreditation</p>	<p>Through pupil, parent and staff surveys, we recognise that there is a need to develop the provision during unstructured times. The EEF report that pupil behaviour can have a lasting impact on outcomes for pupils. By creating and developing an engaging experience during unstructured times, we aim to reduce negative behaviours which may impact on teaching and learning time.</p>	<p>3, 5</p>

**Total budgeted cost: £ 162,500**

## 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 2023 to 2024 academic year.

Through the school's internal assessment processes and external validated data, we have analysed the performance of disadvantaged pupils during the academic year in 2024-2025 against their peers, and in comparison, to the academic year 2023-2024.

EYFS				
	All pupils	PPG	Non-PPG	Vs 2023/2024 PPG
Achieving GLD	67.7%	25%	74.1%	-20.5%

Phonics				
	All pupils	PPG	Non-PPG	Vs 2023/2024 PPG
Phonics (year 1)	83.3%	72.7%	85.2%	+11.2%

Key Stage 2				
	All pupils	PPG	Non-PPG	Vs 2023/2024 PPG
Combined	51.7%	26.1%	58.8%	+4.1%
Reading	71.3%	36.8%	80.9%	-2%
Writing	56.3%	26.3%	64.7%	-23.7%
Maths	69%	42.1%	76.5%	-2.3%

School have identified the following areas of strength that will be further improved and strengthened in the next academic year:

- The school's chosen phonics scheme continues to have a positive impact on outcomes for pupils. This is particularly evident in outcomes at the end of year 1. This is due to highly effective staff, who are trained to deliver the Little Wandle phonics scheme, and rigorous monitoring of pupil's phonics progress across EYFS and KS1. Investment in resources ensures that children have access to fully decodable books both inside school and at home. Staff continue to foster strong links with parents across the EYFS and KS1 by facilitating phonics workshops at the start of the year and sharing regular video communication to support parents with reading at home.
- Staff have an increasingly forensic overview of data for their children. This is evidence in phonics attainment and the number of children achieving the combined measure at the end of KS2 improving on the previous year. Staff are supported in using the PiXL assessment calendar to identify at risk pupils and plan for curriculum adaptations and interventions.
- Attendance for disadvantaged and vulnerable pupils, whilst below their peers, remains close to the national average. Staff are confident raising concerns around attendance and early intervention is provided.

School have identified the following areas that require further development in the next academic year:

- Attainment in writing is a key school priority across all phases of the school. Specific actions to support this are outlined in the schools Academy Improvement Plan and Writing Rapid Improvement Plan.
- Pupils achieving GLD was lower than predicted due to a number of late arrivals into the Reception cohort which had an impact on data.
- We recognise a continued need to develop the effective teaching of maths across the whole school. School have invested in staff development in conjunction with the Mobius Maths Hub and will be engaging with this programme and Mastery Number at EYFS, KS1 and KS2 in the next academic year.

Our pupil surveys, pupil group reflections, learning walks and observations during structured and unstructured times, reflects that all groups of children are engaged in their learning and are responding positively to the curriculum designed for them. To ensure this remains a priority, school will aim to achieve the Nurture and OPAL accreditation by the end of the academic year 2025-2026.

I feel happy at school	96%
I feel safe at school	94%
I feel I'm treated fairly at school	94%

I enjoy lunchtimes at school	95%
I feel challenged at school	95%

At the end of the academic year 2023-2024, we identified that the school's extra-curricular offer did not ensure enough opportunity and access for disadvantaged pupils. As a result, we have carefully constructed an enrichment curriculum that is accessible to all pupils and provides a range of opportunities, including sport, music, arts and crafts and well-being focused enrichments. We continue to expand our range of external providers to ensure all pupils have access to a range of expert-led extra-curricular activities.

School continue to carefully monitor the attendance of all pupils, with a particular focus on vulnerable groups. Attendance for disadvantaged pupils at the end of the academic year 2023-2024 is 93.8% in comparison to whole school attendance of 95.9%. School will continue to work closely with families identified as at risk and with external agencies when additional support is required.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Little Wandle Catch-Up	Little Wandle
Times Tables Rockstars	
Fluency Bee	White Rose Maths
PiXL	PiXL

**Further information (optional)**

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