

## Kingsmoor Academy Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Kingsmoor Academy
Number of pupils in school	321 children excluding nursery
	<b>Nursery:</b> 17 children
	<b>Total: 338 including Nursery</b>
Proportion (%) of pupil premium eligible pupils	105 pupils (as of 02.11.22) 32.7% (Excluding nursery)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 Year plan Year 2 of 3
Date this statement was published	December 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Principal: Miss Lymbouris
Pupil premium lead	Christine Demetriou
Governor	Scott Bright

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,34
Recovery premium funding allocation this academic year	£12,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£128,214

# Part A: Pupil premium strategy plan

## Statement of intent

At Kingsmoor Academy, our aim is to utilise Pupil Premium and Recovery funding to support us in improving and sustaining higher attainment for our disadvantaged pupils through rapid progress.

This strategy represents a three-year plan, during which we will focus on the key areas that are preventing our disadvantaged pupils from attaining well: oral language, vocabulary, speech & language, gaps in curriculum knowledge, attendance & punctuality and social-emotional concerns manifesting as behaviour.

Kingsmoor's approach will be responsive to both daily challenges as well as individual pupil needs, rooted in robust diagnostic assessment, underpinned by educational research to inform planned intervention.

The 'Kingsmoor Way' demonstrates the highest of expectations for all pupils, regardless of the challenges they encounter or their background. At Kingsmoor, we ensure that high levels of disadvantage do not hinder any pupil from fully accessing a broad and balanced curriculum. Pupils will be exposed to a curriculum which is enriched with opportunities to learn beyond the classroom, deepen their knowledge of the world and to gain cultural capital experiences that they would not otherwise encounter.

The approaches we have adopted complement each other to support pupils to excel. To guarantee they are effective we will:

- Ensure disadvantaged pupils are challenged in their work, and are immersed in new life experiences both within and outside of the academy.
- Act early to intervene at the point when a need is identified & engage with external agencies where needed.
- Take on a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes.

## Challenges

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

Challenge number	Detail of challenge															
1	Outcomes and progress of the pupils are significantly affected by their SEND and external factors.															
2	Increased numbers of pupils with complex needs, including speech and language, English as an additional language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health (and an increase of children receiving EHCP).															
3	Limited life experiences and minimal opportunity to join in with enrichment opportunities due to cost of living challenges and high levels of deprivation where they live.															
4	<p>Low levels of language acquisition upon entry to the academy, continuing throughout the academy.</p> <p><b>Nursery language levels 2022:</b></p> <table border="1"> <tr> <td>Communication and language</td> <td>41% at expected for Autumn 1</td> </tr> </table> <p><b>Reception baseline assessment 2022:</b></p> <table border="1"> <tr> <td>ELG: Listening, Attention, Understanding</td> <td>17% at expected for Autumn 1</td> </tr> <tr> <td>ELG: Speaking</td> <td>8% at expected for Autumn 1</td> </tr> </table>	Communication and language	41% at expected for Autumn 1	ELG: Listening, Attention, Understanding	17% at expected for Autumn 1	ELG: Speaking	8% at expected for Autumn 1									
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5	<p>To address attendance and punctuality issues of identified persistent absence pupils.</p> <table border="1"> <thead> <tr> <th></th> <th>Whole school</th> <th>Pupil premium children</th> </tr> </thead> <tbody> <tr> <td>Kingsmoor academy Attendance 2021-22</td> <td>93.51% (July 2022)</td> <td>91.51%</td> </tr> <tr> <td>National Attendance 2020-21 (2021-22 is not been published currently)</td> <td>84.4%</td> <td></td> </tr> <tr> <td>Kingsmoor's Persistent absence 2021-22</td> <td>12% of whole school excluding nursery</td> <td>10% of whole school excluding nursery</td> </tr> <tr> <td>National Persistent absence 2020-21 (2021-22 is not been published currently)</td> <td>12.1%</td> <td></td> </tr> </tbody> </table> <p>This data includes all absences reported during the 2018 / 2019 academic year (autumn term 2018, spring term 2019 and summer term 2019).</p> <p>PP absence was 4.7% which was higher than Non-PP pupils who were at 3.8%. PP persistent absence was 10% (7 pupils) – which was higher than Non-PP pupils which was 8.1%.</p>		Whole school	Pupil premium children	Kingsmoor academy Attendance 2021-22	93.51% (July 2022)	91.51%	National Attendance 2020-21 (2021-22 is not been published currently)	84.4%		Kingsmoor's Persistent absence 2021-22	12% of whole school excluding nursery	10% of whole school excluding nursery	National Persistent absence 2020-21 (2021-22 is not been published currently)	12.1%	
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## 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
SEND Pupils make progress in reading, writing and maths.	Gap will close in progress made between SEND PP and Non-SEND PP.
Pupils access a wide range of interventions to meet their area of needs, including speech and language, English as an additional language, Mental Health and wellbeing and wider curriculum experiences.	As their area of needs are being addressed, PP pupils make expected progress or exceed their targets set in reading, Writing, Maths.
Children to be given enrichment opportunities to improve life experiences and develop life skills leading to better choices, and to improve children's knowledge of career paths available to them.	Children to attend enrichment groups weekly which include, art, cooking, sewing, and cultivation. Children to take part in educational visits. Children to understand about career paths available to them and have broader ambitious life goals.
All children assessed orally on entry to the academy. Children's oral language is prioritised in EYFS and this positively impacts writing skills.	Children's language skills are in line with their chronological language acquisition when entering KS1. We have also had an increase in children who have English as an additional language.
Improved attendance and punctuality, maximising the opportunity to engage in learning, maximising progress and improving outcomes in all subject areas.	PA for disadvantaged pupils reduces every half term as a result of Attendance Officers following policies and procedures.

## 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: £9072.09**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SLT ensuring that adequate support is provided for children who are entitled to PP funding.</p> <p><b>£8100.70</b></p>	<p>EEF Guide to the Pupil Premium – Autumn 2021 EEF-Guide-to-the-Pupil PremiumAutumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net) Pupil premium – GOV.UK (<a href="http://www.gov.uk">www.gov.uk</a>)</p>	<p>1-5</p>
<p>Two members of staff to attend Talk boost and Early talk boost training</p> <p>Training cost <b>£94</b></p> <p>TA wage for a day of training <b>£180.60</b></p> <p>Early years Talk boost Kit: <b>£500</b></p>	<p><a href="https://www.nth.nhs.uk/content/uploads/2014/07/talk-boost-leaflet.pdf">https://www.nth.nhs.uk/content/uploads/2014/07/talk-boost-leaflet.pdf</a></p> <p><a href="https://speechandlanguage.org.uk/talk-boost/">https://speechandlanguage.org.uk/talk-boost/</a></p>	<p>4</p>
<p>Key teachers to attend 3 hour ASD training</p> <p><b>£196.79</b></p>	<p>We currently have a rise in numbers of children with an ASD diagnosis and during staff voice teachers and support staff asked for more support with ASD.</p> <p>After completing 'Making sense of autism in schools', you will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the importance of getting to know the pupil as an individual.</li> <li>• Approach autism as a difference rather than as a disorder or impairment.</li> <li>• Understand the importance of identifying the strengths and needs of autistic pupils.</li> <li>• Know how three areas of difference can affect autistic pupils.</li> <li>• Appreciate how important it is to listen to and learn from the perspectives of autistic pupils.</li> <li>• Reflect on and implement reasonable adjustments to support autistic pupils you work with.</li> <li>• Have knowledge and understanding of the importance of one-page profiles and how to collect information for the one-page profile.</li> </ul>	<p>2</p>

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

Budgeted cost: **£50,092.77**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>S&amp;L interventions in EYFS in the afternoon, such as Early Talk Boost &amp; Talk Boost, LOLA, and Wellcomm</p> <p><b>£10,089.29</b></p>	<p>Oral language interventions can provide progress of +6months  <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>Small group tutoring proves highly effective progress +3months  <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>1, 2, 4</p>
<p>SALT targets set by the S&amp;L Therapist, to be delivered by S&amp;L TA</p> <p><b>£1038</b></p>	<p>Early communication and language interventions can provide +6 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	<p>2,4</p>
<p>Energisers (Early morning Maths, Reading and Writing interventions)</p> <p><b>£12,881.20</b></p>	<p>Every child matters:  <a href="https://everychildcounts.edgehill.ac.uk/need-mathematics-interventions/">https://everychildcounts.edgehill.ac.uk/need-mathematics-interventions/</a></p> <p>Literacy and numeracy catch-up strategies  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739722/literacy_and_numeracy_catch_up_strategies_amended_july-2018_amended_10.09.18.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739722/literacy_and_numeracy_catch_up_strategies_amended_july-2018_amended_10.09.18.pdf</a></p>	<p>1, 2</p>
<p>Purchase web-based programs to be used in school and at home.</p> <ul style="list-style-type: none"> <li>• Spag.com - £232.00</li> <li>• Classroom secrets - £466.20</li> <li>• Nessy - £200.00</li> <li>• My maths - £370.00</li> </ul>	<p>EEF toolkit – parental engagement</p> <p>EEF guide to pupil premium – targeted academic support</p> <p>EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.</p>	<p>1,2,4</p>

<ul style="list-style-type: none"> <li>• Times table rock stars - £131.40</li> <li>• Accelerated reader - £8916.82 for a two-year subscription 2021 to 2023. Yearly addon cost is £2500 and additional logins this year were £52.00</li> <li>• Purple Mash (£212.50)</li> </ul> <p><b>£8622.51</b></p>		
<p>TA delivers interventions daily to pupils identified as in need.</p> <ul style="list-style-type: none"> <li>• Lego Therapy</li> <li>• 5 minute box</li> <li>• 15 Minutes a day</li> <li>• Number box</li> <li>• Memory Fix</li> </ul> <p><b>£5281.77</b></p>	<ul style="list-style-type: none"> <li>• EEF – oral language interventions consistently show positive impact on learning.</li> <li>• High quality small group interventions</li> <li>• Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge.</li> <li>• Specialists lead CPD sessions and clinics with individual pupils and staff.</li> <li>• Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.</li> <li>• EEF – social and emotional learning – improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</li> </ul>	1,2,3,4,
<p>40% Remainder of NTP</p> <p>Exact amount to follow however a maximum budget of <b>£12,180.</b></p>	<ul style="list-style-type: none"> <li>• NTP Guidance Subsidies: 60% of the tuition cost will be subsidised by DfE, subject to the information set out in Funding and paying for tutoring. Schools are required to meet the remaining cost using other funding sources, including pupil premium or other core school budgets. Tutoring is an effective use of pupil premium and is included in the pupil premium menu of approaches in the guidance for school. (TNP Guidance 2022)</li> </ul>	

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

Budgeted cost: **£63,122.53**

Activity	Evidence that supports this approach	Challenge number (s) addressed
Educational trips  <b>£800</b>	To be able to subsidise children to attend educational trips to be given enrichment opportunities to improve life experiences and develop life skills leading to better choices and to improve children's knowledge of career paths available to them.	<b>3</b>
Breakfast/ After school clubs  <b>£500</b>	To be able to subsidise children to attend breakfast and after school clubs to be given enrichment opportunities to improve life experiences and develop life skills leading to better choices and to improve children's knowledge of career paths available to them.	<b>3</b>
Uniform support and school supplies  <b>£200</b>	The government explain, Parents should not have to think about the cost of a school uniform when choosing which school(s) to apply for. Therefore, schools need to ensure that their uniform is affordable.  <a href="https://www.gov.uk/government/publications/cost-of-school-uniforms/cost-of-school-uniforms">https://www.gov.uk/government/publications/cost-of-school-uniforms/cost-of-school-uniforms</a>	<b>3</b>
All pupils are exposed to first-hand experience of the outside world, through weekly enrichment sessions. Pupils build confidence in public, gaining valuable life experiences, through	Children to be given enrichment opportunities to improve life experiences and develop life skills leading to better choices and to improve children's knowledge of ambitious career goals available to them.  Learning is contextualised in concrete experiences and language rich environments.  Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.  EEF – sports participation increases educational engagement and attainment.  EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence.  Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.  <a href="http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf">http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf</a>	<b>3</b>



<p>educational and enrichment visits.</p> <p><b>£8,392.80</b></p>	<p>EEF – Arts Participation</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a></p>	
<p>Lead attendance officer in school to work with families on reducing PA and improve whole school attendance</p> <p><b>£16,630.78</b></p> <p>Deputy Attendance lead, supporting the attendance lead in school to support children and families to improve their attendance.</p> <p><b>£7998.29</b></p> <p>Behaviour support to deliver Social, emotional and well-being intervention to support children's self-regulation</p>	<p>The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p> <p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001).</p> <p>The DFE published a report on the links between attendance and attainment in 2014.</p> <p><a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a></p> <p>Effective behaviour intervention can improve academic outcome by +4 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>Metacognition and self-regulation approaches to teaching, support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning and regulating their behaviour. This approach can improve progress by +6 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This approach can produce +4 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>1, 5</p>

<p>and improve children's self management.</p> <p><b>£12,311.40</b></p>		
<p>Social and Emotional Support <b>£1004</b></p> <p>YCT counselling <b>£8910.00</b></p> <p>Home School Liaison <b>£3424.96</b></p> <p>SEND Co Support <b>£2950.30</b></p>	<p>Mentally healthy schools: <a href="https://www.mentallyhealthyschools.org.uk/getting-started/social-and-emotional-skills/#:~:text=Social%20and%20emotional%20skills%20help,have%20self%2Dcontrol">https://www.mentallyhealthyschools.org.uk/getting-started/social-and-emotional-skills/#:~:text=Social%20and%20emotional%20skills%20help,have%20self%2Dcontrol</a></p> <p>Why Is Counselling Important in Schools? <a href="https://www.alliant.edu/blog/why-counseling-important-schools">https://www.alliant.edu/blog/why-counseling-important-schools</a></p> <p>YCT: <a href="https://yctsupport.com/services/">https://yctsupport.com/services/</a></p> <p>OFSTED: School and parents (April 2011) <a href="https://www.gov.uk/government/publications/schools-and-parents-developing-partnerships">https://www.gov.uk/government/publications/schools-and-parents-developing-partnerships</a></p>	<p>1, 2, 4</p>

**Total budgeted cost:** £122,287.39

**Contingency funds** £5,926.61

## 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 2021 to 2022 academic year.

### Teaching (for example, CPD, recruitment and retention) £ 5,537.75

Activity/Challenge	Impact of this approach	Actual Spend																					
TA's to attend ACEs training to support the facilitation of effective quality first teaching strategies during interventions.	Teaching assistants all individually accessed the training to understand children Adverse childhood experience in order to best support the children in their care that may have experiences this.	£287																					
TA's to attend writing intervention	<p>TA's from Year 2 and 3 were trained in the writing intervention and this was facilitated for key students throughout the academic year.</p> <p>All pupils made progress:</p> <table border="1"> <thead> <tr> <th></th> <th>Amount of children to access</th> <th>Average outcome</th> </tr> </thead> <tbody> <tr> <td>Year 2</td> <td>14</td> <td>+7.4</td> </tr> </tbody> </table>		Amount of children to access	Average outcome	Year 2	14	+7.4	£2500															
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Additional staffing model in EYFS & KS1 to ensure personalised learning targets are planned and taught, enhancing quality first provision	<p>A speech and language therapist came into school to facilitate speech and language training for speech sounds and for selective mutism. This raised confidence of staff. As a result of this we introduced a new intervention for selective mutism within the school. Early indications suggest this has had a positive impact so we will be building this into our school offer this year.</p> <p>Addition member of staff was used to facilitate NELI.</p> <table border="1"> <thead> <tr> <th></th> <th>Standardised score (average 100)</th> <th>Progress descriptor</th> </tr> </thead> <tbody> <tr> <td>Child A</td> <td>106</td> <td>No concerns</td> </tr> <tr> <td>Child B</td> <td>112</td> <td>Above average</td> </tr> <tr> <td>Child C</td> <td>113</td> <td>Above average</td> </tr> <tr> <td>Child D</td> <td>115</td> <td>Above Average</td> </tr> <tr> <td>Child E</td> <td>117</td> <td>Above Average</td> </tr> <tr> <td>Child F</td> <td>126</td> <td>Well above Average</td> </tr> </tbody> </table>		Standardised score (average 100)	Progress descriptor	Child A	106	No concerns	Child B	112	Above average	Child C	113	Above average	Child D	115	Above Average	Child E	117	Above Average	Child F	126	Well above Average	£2750.75
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EYFS support was put in place to support Reception children due to needs and end of year data was as following:

RECEPTION	Total	Communication & language		Personal, social & emotional development			Literacy			Mathematics	
		LAU	Sp	S-R	MS	BR	C	WR	W	N	NP
% GLD	71.4 %	85.7 %	85.7 %	95.9 %	95.9 %	95.9 %	83.7 %	81.6 %	81.6 %	81.6 %	77.6 %

KS1 had limited support through this model due to severe medical needs in EYFS which resulted in redirecting the additional support to reception to ensure all children were safe however KS1 were supported by KS1 TA's and had a positive impact in their learning.

### Targeted academic support (for example, tutoring, one-to-one support structured interventions) £43,936.94

Activity	Impact of this approach	Actual Spend																
S&L interventions in EYFS in the afternoon, such as Early Talk Boost & Talk Boost, LOLA, NELI and Wellcomm	LOLA was a new intervention this year to support the attention and processing skills of our EYFS children. It has had a positive impact on Children's skills	£10,585 £4504.29																
	<table border="1"> <thead> <tr> <th>Year group</th> <th>Pupils who undertook the intervention throughout the year</th> <th>Average outcome</th> </tr> </thead> <tbody> <tr> <td>LOLA</td> <td>6</td> <td>+4.7</td> </tr> </tbody> </table>		Year group	Pupils who undertook the intervention throughout the year	Average outcome	LOLA	6	+4.7										
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	NELI was facilitated as a new intervention last year. All members of staff had to complete a long training process and we also had a lead who monitored progress throughout the year. The impact was good however it was very time consuming in comparison to Wellcomm which required less time but produced the same results.																	
<b>Neli Data after intervention:</b>																		
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	Child F	126	Well above Average		
	<b>Wellcomm data:</b>				
	Intervention	Amount of Pupils	Average outcome		
	Wellcomm	10	+6.2		
	Talk boost did not happen this year due to the NELI programme requiring a lot more staff input than anticipated due to it being a new intervention. This will be a priority in 2022-2023 and we have also decided to book additional training for 2 members of staff to attend which also includes Early Talk boost. This is booked for 01.02.23 (Training all members of staff).				
SALT targets set by the S&L Therapist, to be delivered by S&L TA	Teaching assistant worked with identified children on their individualised Speech and language targets 3 out of 5 afternoons a week. Although children are still working on speech and language plans as this is a rolling process set out by the therapists and they have made good progress.				£1000
Energisers (Early morning Maths, Reading and Writing interventions)	Year 6 pupils attended a Maths, Reading and Grammar booster class before school. Data was used to group children into small groups so that targeted support could be given. Year 6 results were the same or above national in maths, reading and SPAG. Writing outcomes were lower than our Academy predictions but still pleasing. Writing is a key focus in our Academy trust and this will be a key driver for improvement in 2022/23.				£15,366.88
	<b>Subject</b>	<b>Percentage of pupils achieving at least the expected standard: school (2022)</b>	<b>Percentage of pupils achieving at least the expected standard: nationally (2019)<sup>1</sup></b>	<b>Average scaled score: school (2022)<sup>2</sup></b>	<b>Average scaled score: nationally (2019)<sup>3</sup></b>
	English reading	88%	73%	107	104
	English grammar, punctuation and spelling	83%	78%	106	106
	Mathematics	83%	79%	104	105
	English writing (teacher assessment)	71%	78%	N/A	N/A
	Science (teacher assessment)	83%	83%	N/A	N/A

<sup>1</sup> National percentages (2019) from: [www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2019-revised](http://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2019-revised)

<sup>2</sup> Scaled scores guidance: [www.gov.uk/guidance/understanding-scaled-scores-at-key-stage-2](http://www.gov.uk/guidance/understanding-scaled-scores-at-key-stage-2)

<sup>3</sup> National scaled scores (2019) from: [www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2019-revised](http://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2019-revised)

Purchase web based programs to be used in school and at home. <ul style="list-style-type: none"> <li>• Spag.com</li> <li>• Classroom secrets</li> <li>• Nessy</li> <li>• Shine Reading and Maths</li> <li>• My maths</li> <li>• Times table rock stars</li> <li>• Accelerated reader</li> </ul>	All children engaged will both within school and at home with the purchased programmes. This contributed positively to the excellent results achieved during the academic year as set out below.				£5199	
	Spag.com: Year 6 Data:					
		Percentage of pupils achieving at least the expected standard: school (2022)	Percentage of pupils achieving at least the expected standard: nationally (2019) <sup>4</sup>	Average scaled score: school (2022) <sup>5</sup>		Average scaled score: nationally (2019) <sup>6</sup>
	English grammar, punctuation and spelling	83%	78%	106		106
	My Maths:					
		Percentage of pupils achieving at least the expected standard: school (2022)	Percentage of pupils achieving at least the expected standard: nationally (2019) <sup>7</sup>	Average scaled score: school (2022) <sup>8</sup>		Average scaled score: nationally (2019) <sup>9</sup>
Mathematics	83%	79%	104	105		
Times Table Rockstar (Year 4 data)						
	<b>Year 4 % Pass</b>					
Multiplication Tables Check (MTC)	<b>Year 4 Brazil</b> 19/25 = 76%	<b>Year 4 China</b> 14/25 = 56%				
	Assuming pass mark is 20/25	<b>Combined: 33/50 = 66%</b>				

<sup>4</sup> National percentages (2019) from: [www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2019-revised](http://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2019-revised)

<sup>5</sup> Scaled scores guidance: [www.gov.uk/guidance/understanding-scaled-scores-at-key-stage-2](http://www.gov.uk/guidance/understanding-scaled-scores-at-key-stage-2)

<sup>6</sup> National scaled scores (2019) from: [www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2019-revised](http://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2019-revised)

<sup>7</sup> National percentages (2019) from: [www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2019-revised](http://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2019-revised)

<sup>8</sup> Scaled scores guidance: [www.gov.uk/guidance/understanding-scaled-scores-at-key-stage-2](http://www.gov.uk/guidance/understanding-scaled-scores-at-key-stage-2)

<sup>9</sup> National scaled scores (2019) from: [www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2019-revised](http://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2019-revised)

	Accelerated reader:			
		<b>Reading</b>		
	<b>YEAR 2</b>	27/39 = 69%		
	<b>YEAR 6</b>	87.5% ARE 46% GD		
<p>TA delivers interventions daily to pupils identified as in need.</p> <ul style="list-style-type: none"> <li>• Lego Therapy</li> <li>• 5 minute box</li> <li>• 15 Minutes a day</li> <li>• Number box</li> <li>• Memory Fix</li> </ul>	Phonics screening results:		£7281.77	
		<b>Year 1 % Pass</b>		<b>Year 2 retake % Pass</b>
	<b>Phonics screen</b>	39/50 = 78%		2/10 = 20%
	<b>Year group</b>	<b>Number of children</b>		<b>Average outcome</b>
	15 minute a day	8		+5
	Number box	2		+2.6
	5 minute box	16		+4.6
	Rapid Phonics	14		+7.4
	Finger Gym	12		+3.6
	Tiger team	2		+5.4
Wellcomm	10	+6.2		
Memory Fix	4	+4.5		

Wider strategies (for example, related to attendance, behaviour, wellbeing) £52,004.54

Activity	Impact of this approach	Actual Spend	
<p>All pupils are exposed to first-hand experience of the outside world, through weekly enrichment sessions. Pupils build confidence in public, gaining valuable life experiences,</p>	We implemented an enrichment opportunity in which Teaching assistants lead an enrichment activity. These enrichment activities were as following:		
	<b>Year Group / Number of children</b>	<b>Activity</b>	<b>Resources ordered</b>
	Year 6	Play Leaders	Caps Bibs
	Year 5	Drama	Props
	Year 5	Healthy eating	Kitchen utensils Ingredients needed for food prep (weekly)
			£19,992.80

through educational and enrichment visits.	Year 4	Gardening	Watering cans Gloves Trowels Range of seeds, bulbs etc.
	Whole school	Fitness / Gifted and Talented Sports Sessions	Sports Equipment
	Year 3	Needlework	Binca squares Thread needles
	Year 2	Gardening	Plastic pots Watering cans Gloves Trowels Range of seeds, bulbs etc.
	Year 2	STEM	Look through Crest Star Challenges Collection Book to see the resources needed.
	Year 1	Healthy eating	Kitchen utensils Ingredients needed for food prep
	Year 1	Drama	Props
<p>Kingsmoor arranged a variety of Enrichment days which were contributed to by the pupil premium fund in order to support pupils first hand experiences. These were as follows:</p> <ul style="list-style-type: none"> <li>• Roald Dahl day</li> <li>• Treasure Island Panto</li> <li>• Dress up as a Pirate day-Maths</li> <li>• Carnival-Drumming workshops</li> <li>• Poetry Week</li> <li>• Football tournaments – KS2 Boys and Girls</li> <li>• Children in Need day – Pyjamas</li> <li>• Safer Internet Day</li> <li>• World Book Day</li> <li>• Comic Relief – Red Nose Day</li> <li>• Book Fair</li> <li>• Science Week</li> <li>• British Values Week- Jubilee lunch</li> </ul>			
<b>Year group</b>	<b>Visit</b>	<b>Purpose/Rationale</b>	<b>Impact</b>
All	Astra Taylor-Todd (Author/Illustrator)	This author visit lead to authenticity and credibility to the reading and writing process. This visit inspired excitement, and gave students a goal to work towards. Astra also shared her art work as she also illustrates her books	Reading for pleasure was enhanced prior to and after the author visit as being able to meet a real author and illustrator inspired our pupils. Through the drawing and reading workshops,



			<p>which provided much awe and wonder for the pupils.</p>	<p>children reported enjoying reading more and applied some of the drawing skills shown to their own Artwork.</p>
	KS2	Young Voices	<p>The purpose of the school choir is to use music to develop skills like communication, collaboration, creativity, mindfulness, and innovation and aims to inspire a love of music and create memories for children that will last a lifetime. Performing at the O2 gave them the perfect platform for this.</p> <p>The music is specially selected to introduce children to the widest possible range and by providing a diverse range of styles, it is hoped that they will gain a fuller understanding of music and what it means to sing together.</p> <p>For some of the music, children are taught simple dance moves that are performed whilst singing the songs.</p>	<p>Singing has been proven to release endorphins, serotonin and dopamine – the 'happy' chemicals that boost children's mood and make them feel good about themselves. Our pupils report feeling happy when they sing which leads to increased self-esteem. Regular Young Voices practice sessions also impacted our pupils as it built self-confidence, engaged the emotions and promotes social inclusion.</p>
	6	East Mersea residential	<p>We wanted our pupils to experience learning</p>	<p>We have found that this residential</p>

			<p>promoted through outdoor activities. At East Mersea, activities provided help children develop technical, intellectual and social skills by overcoming challenges and sharing decisions. Activities they have taken part in include various forms of orienteering, using a climbing wall or different forms of cycling – as well as team building, trust games and problem-solving tasks.</p>	<p>experience helps our young people to learn to manage themselves in a risky and uncertain environment and to achieve that balance. Such an experience can be a real boost to self-esteem, especially for those who have not previously excelled. Children also benefit from the social aspect and develop life skills such as learning to be away from home and their families and how to cope with the challenges this may bring.</p>
	All	<p>Sports Week-Kazan Kai, Saracens Rugby Club, Changing Lives</p>	<p>We feel strongly that School sport should be an important part of every child's education and development – every child should feel they have a place to belong.</p> <p>After the huge disruption of the past two years, the inequalities in young people's health and activity levels have got worse so we felt it was important to raise the profile of sport again and get all pupils engaged through physical activity.</p>	<p>Our pupils gained important skills from Sports week and ongoing clubs which happen throughout the year, such as connecting with others, developing important life skills and improving both their physical and mental health. We have also developed close working relationships with local providers who gave up their time to come in and promote sport in fun, engaging sessions. We have promoted these clubs to parents and have seen some pupils take</p>

				up these clubs out of school time.	
	1-6	Walton-on-the-Naze	<p>Our yearly trip to the beach provides a different experience, through hands on learning in the outdoors. It enhances and supports our mainstream education and improves self-esteem, language, empathy, attention and problem-solving skills.</p> <p>Beach activities also help to improve physical fitness and overall health and well-being.</p>	We have found that our pupils benefit from this social activity in terms of their physical and mental health. Being active at the beach releases endorphins, whilst the sea has calming benefits.	
Lead attendance officer in school to work with families on reducing PA and improve Whole school attendance Deputy Attendance lead, supporting the attendance lead in school to					£20,286.74
		Whole school attendance 2021-22	PP Attendance 2021-22		
	Autumn 1	95.15%	92.55%		
	Autumn 2	95.31%	93.15%		
	Spring 1	90.68%	88.01%		
	Spring 2	91.95%	90.73%		
	Summer 1	93.53%	94.18%		
	Summer 2	90.81%	89.56%		

<p>support children and families to improve their attendance.</p> <p>Behaviour support to deliver Social, emotional and well-being intervention to support children's self-regulation and improve children's self-management</p>	<table border="1" data-bbox="343 150 813 750"> <thead> <tr> <th colspan="3">ATTENDANCE</th> </tr> <tr> <th>Year Group</th> <th>% attendance 2021-22</th> <th>% P.A 2021-22</th> </tr> </thead> <tbody> <tr><td>R</td><td>92.2%</td><td>14%</td></tr> <tr><td>1</td><td>92.3%</td><td>16%</td></tr> <tr><td>2</td><td>93.2%</td><td>11%</td></tr> <tr><td>3</td><td>94.1%</td><td>11%</td></tr> <tr><td>4</td><td>93.5%</td><td>18%</td></tr> <tr><td>5</td><td>93.3%</td><td>16%</td></tr> <tr><td>6</td><td>94.6%</td><td>13%</td></tr> <tr><td>PP</td><td>91.6%</td><td>22%</td></tr> <tr><td>SEND</td><td>91.9%</td><td>26%</td></tr> </tbody> </table> <p>Last year our Attendance lead, Attendance deputy, DSL and SENDCo worked hard to support all children including PP. TAF meetings were held with families and support was also identified for this. We also introduced individual incentives which proved an excellent resource.</p> <p>In a recent review with Essex county council Attendance specialist team they explained,          "Data analysis from the Autumn term 2021-22 was provided which showed that their attendance was comfortably better than other West Essex primaries, other Essex primaries and the DFE national figure for primaries. See data report provided for more information. Attendance on the day was 93.22%."</p> <p>SENDCo and Home school liaison have worked with other members of staff within the school to support our families. Referrals were made for individuals. The introduction to the Talkabout and Calming cats has supported children who struggle to regulate their emotions. We have also built individual sessions for children on resilience and growth mindset when needed.</p>	ATTENDANCE			Year Group	% attendance 2021-22	% P.A 2021-22	R	92.2%	14%	1	92.3%	16%	2	93.2%	11%	3	94.1%	11%	4	93.5%	18%	5	93.3%	16%	6	94.6%	13%	PP	91.6%	22%	SEND	91.9%	26%										
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<p>Social and Emotional Support</p> <p>YCT counselling</p> <p>Home School Liaison</p> <p>SENDCo Support</p>	<p>YCT Data:          Children A- D made excellent progress. Child E has now been referred</p> <table border="1" data-bbox="343 1534 1268 1926"> <thead> <tr> <th>Pupil</th> <th>Parent Score Beginning</th> <th>Parent Score End</th> <th>Parent difference</th> <th>Teacher Score Beginning</th> <th>Teacher Score End</th> <th>Teacher Difference</th> </tr> </thead> <tbody> <tr><td>Child A</td><td>19</td><td>18</td><td>-1</td><td>23</td><td>11</td><td>-12</td></tr> <tr><td>Child B</td><td>21</td><td>10</td><td>-11</td><td>16</td><td>12</td><td>-4</td></tr> <tr><td>Child C</td><td>14</td><td>12</td><td>-2</td><td>3</td><td>3</td><td>0</td></tr> <tr><td>Child D</td><td>20</td><td>9</td><td>-11</td><td>12</td><td>2</td><td>-8</td></tr> <tr><td>Child E</td><td>8</td><td>10</td><td>+2</td><td>10</td><td>13</td><td>+3</td></tr> </tbody> </table> <p>for external support however although the data does not show progress that has been excellent progress towards her attitude to learning in class.</p>	Pupil	Parent Score Beginning	Parent Score End	Parent difference	Teacher Score Beginning	Teacher Score End	Teacher Difference	Child A	19	18	-1	23	11	-12	Child B	21	10	-11	16	12	-4	Child C	14	12	-2	3	3	0	Child D	20	9	-11	12	2	-8	Child E	8	10	+2	10	13	+3	<p>£11,725</p>
Pupil	Parent Score Beginning	Parent Score End	Parent difference	Teacher Score Beginning	Teacher Score End	Teacher Difference																																						
Child A	19	18	-1	23	11	-12																																						
Child B	21	10	-11	16	12	-4																																						
Child C	14	12	-2	3	3	0																																						
Child D	20	9	-11	12	2	-8																																						
Child E	8	10	+2	10	13	+3																																						

## 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