

# 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 2022 to 2023 academic year.

Teaching (for example, CPD, recruitment and retention) **£9478.74**

Activity/Challenge	Impact of this approach	Actual Spend																												
SLT ensuring that adequate support is provided for children who are entitled to PP funding.	Pastoral support had been provided by members of SLT. Academic progress of all pupil premium children has been put in place and strategies to support has been discussed with class teachers. Phonics booster groups have also been administered in years 1-3 to support all children with a focus on PP children predominantly.	£8100.70																												
Two members of staff to attend Talk boost and Early talk boost training  Training cost  TA wage for a day of training x2  Early years Talk boost Kit	<table border="1"> <thead> <tr> <th colspan="2">Talk boost results</th> </tr> <tr> <th></th> <th>Points of progress</th> </tr> </thead> <tbody> <tr><td>Child 1</td><td>20points</td></tr> <tr><td>Child 2</td><td>16points</td></tr> <tr><td>Child 3</td><td>19points</td></tr> <tr><td>Child 4</td><td>11points</td></tr> <tr><td>Child 5</td><td>16points</td></tr> <tr><td>Child 6</td><td>11points</td></tr> <tr><td>Child 7</td><td>7points</td></tr> <tr><td>Child 8</td><td>22points</td></tr> <tr><td>Child 9</td><td>7points</td></tr> <tr><td>Child 10</td><td>15points</td></tr> <tr><td>Child 11</td><td>14points</td></tr> <tr><td>Child 12</td><td>10points</td></tr> </tbody> </table> <p>As a school we prioritise speech and language as children often come in below age related expectation within speech and language. All children who accessed talk boost made excellent progress in speech and language allowing them to now focus on putting their language acquisition into their written work.</p>	Talk boost results			Points of progress	Child 1	20points	Child 2	16points	Child 3	19points	Child 4	11points	Child 5	16points	Child 6	11points	Child 7	7points	Child 8	22points	Child 9	7points	Child 10	15points	Child 11	14points	Child 12	10points	£1181.34
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	Teachers attended borough training as well as AET training. This training was then disseminated to teachers using the AET framework with children in their care. Children worked towards their AET targets which support many areas of their Autism which had direct impact on their learning as well as their social skills.	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

cost: **£42,247.51**

Activity	Impact of this approach	Actual Spend	
S&L interventions in EYFS in the afternoon, such as Early Talk Boost & Talk Boost, LOLA, and Wellcomm (TA wage- throughout the year for delivering the interventions)	All children who accessed the interventions made excellent progress.	<b>£10,089.29</b>	
	Early talk boost		
			Average points of progress
	4 children participated		11.5 points
	Talk boost		
			Average points of progress
	8 children participated		15.2 points
	LOLA		
	Average Points of progress		
17 children participated	8.8 points		
Wellcomm			
	Average stages of progress		
18 children participated	Stages 2.3		
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, they have made good progress.	<b>£1038</b>	

<p>Energisers (Early morning Maths, Reading and Writing interventions)</p>	<p>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 everything but writing. Writing is a key focus in our academy trust and this will be a key driver for improvement in 2023/24.</p> <p>Reading 2023</p> <table border="1" data-bbox="440 595 1217 965"> <tr> <td data-bbox="440 595 756 651">23 NAT: 73%</td> <td data-bbox="756 595 1217 651">KIN</td> </tr> <tr> <td data-bbox="440 651 756 707"></td> <td data-bbox="756 651 1217 707">EX/GD</td> </tr> <tr> <td data-bbox="440 707 756 790">2023 All Outcomes</td> <td data-bbox="756 707 1217 790">84% 29%</td> </tr> <tr> <td data-bbox="440 790 756 873">2023 PP Outcomes</td> <td data-bbox="756 790 1217 873">71% 14%</td> </tr> <tr> <td data-bbox="440 873 756 965">22 Academy comparison</td> <td data-bbox="756 873 1217 965">88% 46%</td> </tr> </table> <p>Writing 2023</p> <table border="1" data-bbox="440 1137 1217 1473"> <tr> <td data-bbox="440 1137 756 1193">23 NAT: 71%</td> <td data-bbox="756 1137 1217 1193">KIN</td> </tr> <tr> <td data-bbox="440 1193 756 1249"></td> <td data-bbox="756 1193 1217 1249">EX/GD</td> </tr> <tr> <td data-bbox="440 1249 756 1332">2023 All Outcomes</td> <td data-bbox="756 1249 1217 1332">76% 16%</td> </tr> <tr> <td data-bbox="440 1332 756 1415">2023 PP Outcomes</td> <td data-bbox="756 1332 1217 1415">71% 7%</td> </tr> <tr> <td data-bbox="440 1415 756 1473">22 Academy comparison</td> <td data-bbox="756 1415 1217 1473">71%</td> </tr> </table> <p>Maths 2023</p> <table border="1" data-bbox="440 1646 1217 2016"> <tr> <td data-bbox="440 1646 756 1702">23 NAT: 73%</td> <td data-bbox="756 1646 1217 1702">KIN</td> </tr> <tr> <td data-bbox="440 1702 756 1758"></td> <td data-bbox="756 1702 1217 1758">EX/GD</td> </tr> <tr> <td data-bbox="440 1758 756 1841">2023 All Outcomes</td> <td data-bbox="756 1758 1217 1841">82% 32%</td> </tr> <tr> <td data-bbox="440 1841 756 1924">2023 PP Outcomes</td> <td data-bbox="756 1841 1217 1924">71% 14%</td> </tr> <tr> <td data-bbox="440 1924 756 2016">22 Academy comparison</td> <td data-bbox="756 1924 1217 2016">83% 21%</td> </tr> </table>	23 NAT: 73%	KIN		EX/GD	2023 All Outcomes	84% 29%	2023 PP Outcomes	71% 14%	22 Academy comparison	88% 46%	23 NAT: 71%	KIN		EX/GD	2023 All Outcomes	76% 16%	2023 PP Outcomes	71% 7%	22 Academy comparison	71%	23 NAT: 73%	KIN		EX/GD	2023 All Outcomes	82% 32%	2023 PP Outcomes	71% 14%	22 Academy comparison	83% 21%	<p><b>£12,881.20</b></p>
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<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> <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>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.</p> <p>Spag.com</p> <p>KS2 SPAG 2023</p> <table border="1"> <tr> <td><b>22 NAT:</b></td> <td><b>KIN</b></td> </tr> <tr> <td>2023 All Outcomes</td> <td>74%</td> </tr> <tr> <td>2023 PP Outcomes</td> <td>81%</td> </tr> <tr> <td>2022 Academy comparison</td> <td>67%</td> </tr> </table> <p>KS2 SPAG 2023</p> <table border="1"> <tr> <td>23 NAT: 72%</td> <td>KIN</td> </tr> <tr> <td></td> <td>EX/GD</td> </tr> <tr> <td>2023 All Outcomes</td> <td>82% 24%</td> </tr> <tr> <td>2023 PP Outcomes</td> <td>79% 7%</td> </tr> <tr> <td>23 SEND Outcomes</td> <td>25% 0%</td> </tr> <tr> <td><b>2023 Target</b></td> <td><b>87%</b></td> </tr> <tr> <td>22 Academy comparison</td> <td>83% 42%</td> </tr> </table>	<b>22 NAT:</b>	<b>KIN</b>	2023 All Outcomes	74%	2023 PP Outcomes	81%	2022 Academy comparison	67%	23 NAT: 72%	KIN		EX/GD	2023 All Outcomes	82% 24%	2023 PP Outcomes	79% 7%	23 SEND Outcomes	25% 0%	<b>2023 Target</b>	<b>87%</b>	22 Academy comparison	83% 42%	<p><b>£8622.51</b></p>
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Nessy:

Intervention	Amount of children	Average outcome
Nessy	10	+2.5 year reading improvement

My maths

**Maths KS1 2023**

**22 NAT 68%:**

**KIN**

<i>2023 All Outcomes</i>	80%
<i>2023 PP Outcomes</i>	88%
<i>22 Academy comparison</i>	74%

KS2 Maths 2023

<i>23 NAT: 73%</i>	KIN
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<i>2023 All Outcomes</i>	82%
	32%
<i>2023 PP Outcomes</i>	71%
	14%
<i>22 Academy comparison</i>	83%
	21%

Times tables rockstars

**YEAR 4 MTC**

	KIN
<i>All 20+</i>	76%
<i>PP 20+</i>	64%
<i>All 25</i>	50%
<i>PP 25</i>	21%

	<p>Accelerated reader</p> <p>READING KS1 2023</p> <table border="1" data-bbox="434 309 1026 546"> <thead> <tr> <th><b>22 NAT 67%:</b></th> <th><b>KIN</b></th> </tr> </thead> <tbody> <tr> <td>2023 All Outcome</td> <td>74%</td> </tr> <tr> <td>2023 PP Outcome</td> <td>88%</td> </tr> <tr> <td>22 Academy comparison</td> <td>69%</td> </tr> </tbody> </table> <p>KS2 Reading 2023</p> <table border="1" data-bbox="434 667 1217 1037"> <thead> <tr> <th>23 NAT: 73%</th> <th>KIN</th> </tr> </thead> <tbody> <tr> <td></td> <td>EX/GD</td> </tr> <tr> <td>2023 All Outcomes</td> <td>84%</td> </tr> <tr> <td></td> <td>29%</td> </tr> <tr> <td>2023 PP Outcomes</td> <td>71%</td> </tr> <tr> <td></td> <td>14%</td> </tr> <tr> <td>22 Academy comparison</td> <td>88%</td> </tr> <tr> <td></td> <td>46%</td> </tr> </tbody> </table>			<b>22 NAT 67%:</b>	<b>KIN</b>	2023 All Outcome	74%	2023 PP Outcome	88%	22 Academy comparison	69%	23 NAT: 73%	KIN		EX/GD	2023 All Outcomes	84%		29%	2023 PP Outcomes	71%		14%	22 Academy comparison	88%		46%															
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<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>(Money to pay for TA's who facilitate interventions)</p>	<table border="1"> <thead> <tr> <th>Intervention</th> <th>Amount of children</th> <th>Average outcome</th> </tr> </thead> <tbody> <tr> <td>15 minute a day</td> <td>0</td> <td>0</td> </tr> <tr> <td>Number box</td> <td>0</td> <td>0</td> </tr> <tr> <td>Lego therapy</td> <td>0</td> <td>0</td> </tr> <tr> <td>5 minute box</td> <td>6</td> <td>+13.8</td> </tr> <tr> <td>Rapid Phonics</td> <td>8</td> <td>+12.2</td> </tr> <tr> <td>Finger Gym</td> <td>6</td> <td>+16.2</td> </tr> <tr> <td>Lola</td> <td>17</td> <td>+8.8</td> </tr> <tr> <td>Wellcomm</td> <td>16</td> <td>+2.3</td> </tr> <tr> <td>Memory Fix</td> <td>3</td> <td>+6</td> </tr> <tr> <td>Calming cat</td> <td>6</td> <td>+ 5</td> </tr> <tr> <td>Talk about</td> <td>4</td> <td>+ 25</td> </tr> <tr> <td>Resilience support</td> <td>4</td> <td>+ 7</td> </tr> </tbody> </table>	Intervention	Amount of children	Average outcome	15 minute a day	0	0	Number box	0	0	Lego therapy	0	0	5 minute box	6	+13.8	Rapid Phonics	8	+12.2	Finger Gym	6	+16.2	Lola	17	+8.8	Wellcomm	16	+2.3	Memory Fix	3	+6	Calming cat	6	+ 5	Talk about	4	+ 25	Resilience support	4	+ 7		<b>£5281.77</b>
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<p>40% Remainder of NTP</p> <p>Exact amount to follow however a maximum budget of</p>	<p>Although initially the National Tutoring Programme was in place for disadvantaged children we have now incorporated different cohorts of children as we had the capacity to run 193 hours' worth of tutoring this academic year enabling us to narrow the gap for many children including those entitled to Pupil premium funding. Feedback from both children and parents has been positive.</p>			<b>£4,334.74</b>																																						

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

cost: £60,122.53

Activity	Impact of this approach	Actual Spend																														
Enrichment opportunities	<p>We implemented an enrichment opportunity during which Teaching Assistants led an enrichment activity. These enrichment activities were as following:</p> <table border="1" data-bbox="432 763 1134 2078"> <thead> <tr> <th data-bbox="432 763 600 925">Year Group / Number of children</th> <th data-bbox="600 763 847 925">Activity</th> <th data-bbox="847 763 1134 925">Resources ordered</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 925 600 1003">Year 6</td> <td data-bbox="600 925 847 1003">Play Leaders</td> <td data-bbox="847 925 1134 1003">Caps Bibs</td> </tr> <tr> <td data-bbox="432 1003 600 1037">Year 5</td> <td data-bbox="600 1003 847 1037">Drama</td> <td data-bbox="847 1003 1134 1037">Props</td> </tr> <tr> <td data-bbox="432 1037 600 1182">Year 5</td> <td data-bbox="600 1037 847 1182">Healthy eating</td> <td data-bbox="847 1037 1134 1182">Kitchen utensils Ingredients needed for food prep (weekly)</td> </tr> <tr> <td data-bbox="432 1182 600 1361">Year 4</td> <td data-bbox="600 1182 847 1361">Gardening</td> <td data-bbox="847 1182 1134 1361">Watering cans Gloves Trowels Range of seeds, bulbs etc.</td> </tr> <tr> <td data-bbox="432 1361 600 1462">Whole school</td> <td data-bbox="600 1361 847 1462">Fitness / Gifted and Talented Sports Sessions</td> <td data-bbox="847 1361 1134 1462">Sports Equipment</td> </tr> <tr> <td data-bbox="432 1462 600 1574">Year 3</td> <td data-bbox="600 1462 847 1574">Needlework</td> <td data-bbox="847 1462 1134 1574">Binca squares Thread needles</td> </tr> <tr> <td data-bbox="432 1574 600 1798">Year 2</td> <td data-bbox="600 1574 847 1798">Gardening</td> <td data-bbox="847 1574 1134 1798">Plastic pots Watering cans Gloves Trowels Range of seeds, bulbs etc.</td> </tr> <tr> <td data-bbox="432 1798 600 1977">Year 2</td> <td data-bbox="600 1798 847 1977">STEM</td> <td data-bbox="847 1798 1134 1977">Look through Crest Star Challenges Collection Book to see the resources needed.</td> </tr> <tr> <td data-bbox="432 1977 600 2078">Year 1</td> <td data-bbox="600 1977 847 2078">Healthy eating</td> <td data-bbox="847 1977 1134 2078">Kitchen utensils Ingredients needed for food prep</td> </tr> </tbody> </table>	Year Group / Number of children	Activity	Resources ordered	Year 6	Play Leaders	Caps Bibs	Year 5	Drama	Props	Year 5	Healthy eating	Kitchen utensils Ingredients needed for food prep (weekly)	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	£5,392.80
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Year 1	Drama	Props
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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 following:

- Roald Dahl day
- Treasure Island Panto
- Dress up as a Pirate day-Maths
- Carnival-Drumming workshops
- Poetry Week
- Football tournaments – KS2 Boys and Girls
- Children in Need day – Pyjamas
- Safer Internet Day
- World Book Day
- Comic Relief – Red Nose Day
- Book Fair
- Science Week
- British Values Week- Jubilee lunch

Year group	Visit	Purpose/Rationale	Impact
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 which provided much awe and wonder for the pupils.	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, children reported enjoying reading more and



				applied some of the drawing skills shown to their own Artwork.	
	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</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,</p>	

			<p>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>engaged the emotions and promotes social inclusion.</p>	
	6	East Mersea residential	<p>We wanted our pupils to experience learning 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>We have found that this residential 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.</p>	

				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.
	All	Sports Week- Kazan Kai, Saracens Rugby Club, Changing Lives	<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>	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

				<p>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 up these clubs out of school time.</p>	
	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>	<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.</p>	

<p>Lead attendance officer in school to work with families on reducing PA and improve Whole school attendance</p> <p>Deputy Attendance lead, supporting the attendance lead in school to 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.- SENDCo</p>			<b>Whole school attendance 2022-23</b>	<b>PP Attendance 2022-23</b>			<b>£36,940.47</b>												
	Autumn 1		94.13%	93.28%															
	Autumn 2		94.3%	93%															
	Spring 1		94%	93.1%															
	Spring 2		95%	94.3%															
	Summer 1		94.6%	92.1%															
	Summer 2		94.9%	92.9%															
	<p>Over the last two years, 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>Where needed, Attendance lead, deputy attendance lead and PP lead have collected children from how to support families.</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 mind-set when needed.</p> <p>SENDCo has also built bespoke interventions to support individual children's needs.</p>																		
Social and Emotional Support	<table border="1"> <thead> <tr> <th>Year group</th> <th>Number of children</th> <th>Average outcome</th> </tr> </thead> <tbody> <tr> <td>Calming cat</td> <td>6</td> <td>+ 5</td> </tr> <tr> <td>Talk about</td> <td>4</td> <td>+ 25</td> </tr> <tr> <td>Resilience support</td> <td>4</td> <td>+ 7</td> </tr> </tbody> </table>						Year group	Number of children	Average outcome	Calming cat	6	+ 5	Talk about	4	+ 25	Resilience support	4	+ 7	<b>£16,289.26</b>
Year group	Number of children	Average outcome																	
Calming cat	6	+ 5																	
Talk about	4	+ 25																	
Resilience support	4	+ 7																	
YCT counselling																			
Home School Liaison																			
SENCo Support																			
	Pupil	Parent Score Beginning	Parent Score End	Parent difference	Teacher Score Beginning	Teacher Score End	Teacher Difference												
	Child A	4	3	+1	4	3	+1												
	Child B	18	21	-3	19	18	+1												
	Child C	10	6	+4	1	8	+7												
	Child D	24	24	0	23	22	+1												
	Child E	18	7	+11	23	20	+3												
<p>Children A- E made good progress. Child B has now been diagnosed with ADHD and strategies have been found to enable</p>																			

	the child to regulate his emotions using strategies he has learn in YCT sessions.	
Educational trips	Children’s trips were subsidised throughout the year supporting children to attend educational experiences that they otherwise would not have attended supporting their cultural capital.	<b>£800</b>
Breakfast/ After school clubs	Kingsmoor subsidised breakfast club for numerous children to ensure they had at least 2 meals in the day. We also used this to support parents to get their children into school on time.	<b>£500</b>
Uniform support and school supplies	The DSL worked with the Pupil premium lead to use funds to buy uniform for children and families in need.	<b>£200</b>

## 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