

## 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	317 children excluding nursery
	Nursery: 17 children
	<b>Total: 334 including Nursery</b>
Proportion (%) of pupil premium eligible pupils	109 pupils (as of 01.10.2023) 34.4% (Excluding nursery)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 Year plan Year 3 of 3
Date this statement was published	September 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Principal: Miss Lymbouris
Pupil premium lead	Christine Demetriou
Governor	Rob Johnson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,500
Recovery premium funding allocation this academic year	£14,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7815
<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	£167,815

# 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><tr><td>Communication and language</td><td colspan="2">41% at expected for Autumn 1</td></tr></table> <p><b>Reception baseline assessment 2022:</b></p> <table><tr><td>ELG: Listening, Attention, Understanding</td><td colspan="2">17% at expected for Autumn 1</td></tr><tr><td>ELG: Speaking</td><td colspan="2">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><tr><td></td><td>Whole school</td><td>Pupil premium children</td></tr><tr><td>Kingsmoor academy attendance 2022-23</td><td>94.7%</td><td>93.2%</td></tr><tr><td>Essex primary school attendance</td><td>95.2%</td><td>93.5%</td></tr><tr><td>National Attendance 2022-23</td><td>95.4%</td><td>94.5%</td></tr><tr><td>Kingsmoor’s Persistent absence 2022-23</td><td>12.9%</td><td>22.2%</td></tr><tr><td>Essex primary school attendance</td><td>17%</td><td>19.3%</td></tr><tr><td>National Persistent ab-sence 2022-23</td><td>16.9%</td><td>18.5%</td></tr></table>				Whole school	Pupil premium children	Kingsmoor academy attendance 2022-23	94.7%	93.2%	Essex primary school attendance	95.2%	93.5%	National Attendance 2022-23	95.4%	94.5%	Kingsmoor’s Persistent absence 2022-23	12.9%	22.2%	Essex primary school attendance	17%	19.3%	National Persistent ab-sence 2022-23	16.9%	18.5%
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	<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>
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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: £17,501.55**

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT ensuring that adequate support is provided for children who are entitled to PP funding.	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> )  (Danielle £2751.75/ SENDCo £6849.82 / Maria £699.98/ Angie £3,500/ Rob £3,500 )	1-5
New Intervention training for new Teaching assistant to receive training for multiple interventions.	<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>  <a href="https://speechandlanguage.org.uk/talk-boost/">https://speechandlanguage.org.uk/talk-boost/</a>	4

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

**Budgeted cost: £67,150.56**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention TA to administer: S&L interventions in EYFS in the afternoon, such as Early Talk Boost & Talk Boost, LOLA, and Wellcomm	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>	1, 2, 4

	<p>Small group tutoring proves highly effective progress +3months</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>	
Intervention TA to administer: SALT targets set by the S&L Therapist, to be delivered by S&L TA	<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>	2,4
Energisers (Early morning Maths, Reading and Writing interventions)	<p>Every child matters:</p> <p><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</p> <p><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>	1, 2
<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 add-on cost is £2500 and additional logins this year were £52.00</li> <li>• Purple Mash (£212.50)</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>	1,2,4
Intervention Teaching assistant to deliver interventions daily to pupils identified as in need.	<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> </ul>	1,2,3,4,

<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>	<ul style="list-style-type: none"> <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>	
<p>50% Remainder of NTP</p> <p>Exact amount to follow however a maximum budget of</p>	<ul style="list-style-type: none"> <li>• NTP Guidance Subsidies: 50% 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: **£63,078.05**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Educational trips	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	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	<p>Ensuring that uniform will not be a hindrance to children attending school.</p> <p><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></p>	3
<p>Lego therapy equipment to support Mental Health and Wellbeing</p> <p>Lego equipment</p>	<p>LEGO-Based Therapy is a social development program that uses LEGO activities to support the development of a wide range of social skills within a group setting.</p> <p><a href="https://therapyfocus.org.au/on-the-blog/what-is-lego-therapy/">https://therapyfocus.org.au/on-the-blog/what-is-lego-therapy/</a></p> <p><a href="https://www.autism.org.uk/advice-and-guidance/professional-practice/lego-pilot">https://www.autism.org.uk/advice-and-guidance/professional-practice/lego-pilot</a></p>	2
Boxall profile for whole school	<p>Helping you assess the emotional &amp; behavioural development of pupils aged 4-18. Supporting a whole school approach to assessing and addressing children and young people's social, emotional and behavioural development to positively impact learning, behaviour, attendance and wellbeing.</p> <p><a href="https://www.boxallprofile.org/wp-content/uploads/2023/05/Now-you-see-us-Executive-Summary.pdf">https://www.boxallprofile.org/wp-content/uploads/2023/05/Now-you-see-us-Executive-Summary.pdf</a></p> <p><a href="https://www.boxallprofile.org/understanding-the-impact-of-social-emotional-and-mental-health-semh-on-learning/">https://www.boxallprofile.org/understanding-the-impact-of-social-emotional-and-mental-health-semh-on-learning/</a></p>	2
Forest school	<p>Research in the UK into Forest School and its impacts on young children found positive impacts on children in terms of confidence, social skills, language and communication, motivation and concentration, physical skills and knowledge and understanding.</p> <p><a href="https://www.marjon.ac.uk/professional-development-for-teachers/better-forest-school/#:~:text=Research%20in%20the%20UK%20into,skills%20and%20knowledge%20and%20understanding.">https://www.marjon.ac.uk/professional-development-for-teachers/better-forest-school/#:~:text=Research%20in%20the%20UK%20into,skills%20and%20knowledge%20and%20understanding.</a></p>	
Lunchtime sports enrichment	<p>Kids who play sports have fewer emotional and behavioral problems and are less likely to <u>do drugs</u> or have <u>bad body image</u>.</p> <p><a href="https://childmind.org/article/what-role-do-sports-play-in-the-mental-health-of-children/#:~:text=Kids%20who%20play%20sports%20have,even%20as%20they%20get%20older.">https://childmind.org/article/what-role-do-sports-play-in-the-mental-health-of-children/#:~:text=Kids%20who%20play%20sports%20have,even%20as%20they%20get%20older.</a></p>	



	<a href="https://www.sportengland.org/funds-and-campaigns/mental-health#:~:text=There's%20plenty%20of%20evidence%20that,better%20and%20more%20balanced%20lifestyle.">https://www.sportengland.org/funds-and-campaigns/mental-health#:~:text=There's%20plenty%20of%20evidence%20that,better%20and%20more%20balanced%20lifestyle.</a>	
Attendance resources such as incentives and financial support	<p>Keeping children safe in education outlines supporting children to come into school regularly.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf</a></p> <p>Data from 2019 shows that 84% of Key Stage 2 pupils who had 100% attendance achieved the expected standard, compared to 40% of pupils who were persistently absent across the key stage.</p> <p><a href="https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/">https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</a></p>	
<p>Lead attendance officer in school to work with families on reducing PA and improve whole school attendance</p> <p>Designated Safeguarding Lead, supporting the attendance lead in school to support children and families to improve their attendance.</p> <p>Pastoral Lead: Behaviour support to deliver Social, emotional and well-being intervention</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>	1, 5

to support children's self-regulation and improve children's self management.	<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>  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 <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>	
Intervention TA: Social and Emotional Support  YCT counselling  Home School Liaison  SEND Co Support	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>  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>  YCT: <a href="https://yctsupport.com/services/">https://yctsupport.com/services/</a>  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>	1, 2, 4

**Total allocation:** £167, 815

**Total budgeted cost:** £147,730.16

**Contingency funds** £ 20,084.84

## **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.

## 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 pf 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	Talk boost results		£1181.34
Training cost		Points of progress	
	Child 1	20points	
	Child 2	16points	
	Child 3	19points	
	Child 4	11points	
	Child 5	16points	
	Child 6	11points	
TA wage for a day of training x2	Child 7	7points	
	Child 8	22points	
	Child 9	7points	
Early years Talk boost Kit	Child 10	15points	
	Child 11	14points	
	Child 12	10points	
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 excelled progress in speech and language allowing them to know focus on putting their language acquisition into their written work.			
Key teachers to attend 3-hour ASD training.		Points of progress using AET	
Teacher wage x 2	Child 1	14points	
	Child 2	12points	
	Child 3	16points	
	Child 4	14points	
	Child 5	10points	

	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.	£10,089.29	
	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 bythe 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.	£1038	

Energisers (Early morning Maths, Reading and Writing interventions)	<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><tr><td>23 NAT: 73%</td><td>KIN</td></tr><tr><td></td><td>EX/GD</td></tr><tr><td>2023 All Outcomes</td><td>84% 29%</td></tr><tr><td>2023 PP Outcomes</td><td>71% 14%</td></tr><tr><td>22 Academy comparison</td><td>88% 46%</td></tr></table> <p>Writing 2023</p> <table><tr><td>23 NAT: 71%</td><td>KIN</td></tr><tr><td></td><td>EX/GD</td></tr><tr><td>2023 All Outcomes</td><td>76% 16%</td></tr><tr><td>2023 PP Outcomes</td><td>71% 7%</td></tr><tr><td>22 Academy comparison</td><td>71%</td></tr></table> <p>Maths 2023</p> <table><tr><td>23 NAT: 73%</td><td>KIN</td></tr><tr><td></td><td>EX/GD</td></tr><tr><td>2023 All Outcomes</td><td>82% 32%</td></tr><tr><td>2023 PP Outcomes</td><td>71% 14%</td></tr><tr><td>22 Academy comparison</td><td>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%	£12,881.20
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<div>Purchase web-based programs to be used in school and at home.</div> <div><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 add-on cost is £2500 and additional logins this year were £52.00</li><li>Purple Mash (£212.50)</li></ul></div> <div>£8622.51</div>	<div>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.</div> <div>Spag.com</div> <div>KS2 SPAG 2023</div> <table><tr><td>22 NAT:</td><td>KIN</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> <div>KS2 SPAG 2023</div> <table><tr><td rowspan="2">23 NAT: 72%</td><td>KIN</td></tr><tr><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>2023 Target</td><td>87%</td></tr><tr><td>22 Academy comparison</td><td>83% 42%</td></tr></table>	22 NAT:	KIN	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%	2023 Target	87%	22 Academy comparison	83% 42%	£8622.51
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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

23 NAT: 73%

**KIN**

**EX/GD**

*2023 All Outcomes*

82%  
32%

*2023 PP Outcomes*

71%  
14%

*22 Academy comparison*

83%  
21%

Times tables rockstars

### YEAR 4 MTC

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



	Accelerated reader			
	READING KS1 2023			
	22 NAT 67%:	KIN		
	2023 All Outcome	74%		
	2023 PP Outcome	88%		
	22 Academy comparison	69%		
	KS2 Reading 2023			
	23 NAT: 73%	KIN		
		EX/GD		
	2023 All Outcomes	84%		
		29%		
	2023 PP Outcomes	71%		
		14%		
	22 Academy comparison	88%		
		46%		
TA delivers interventions daily to pupils identified as in need. <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> (Money to pay for TA's who facilitate interventions)	Intervention	Amount of children	Average outcome	£5281.77
	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	
40% Remainder of NTP	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.			£4,334.74
Exact amount to follow however a maximum budget of				

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

cost: £60,122.53

Activity	Impact of this approach		Actual Spend
Enrichment opportunities	We implemented an enrichment opportunity during which Teaching Assistants led an enrichment activity. These enrichment activities were as following:		<b>£5,392.80</b>
	Year Group / Number of children	Activity	
	Year 6	Play Leaders	
	Year 5	Drama	
	Year 5	Healthy eating	
	Year 4	Gardening	
	Whole school	Fitness / Gifted and Talented Sports Sessions	
	Year 3	Needlework	
	Year 2	Gardening	
	Year 2	STEM	
	Year 1	Healthy eating	
	Year 1	Drama	

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 means to sing together.</p> <p>For some of the music, children are taught simple dance moves that</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</p>	

			are performed whilst singing the songs.	social inclusion.	
	6	East Mersea residential	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.	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. 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 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.	
	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>	
Lead attendance officer in school to work with families on reducing PA and improve Whole school attendance		<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%		

Deputy Attendance lead, supporting the attendance lead in school to support children and families to improve their attendance.	Summer 1	94.6%	92.1%				
	Summer 2	94.9%	92.9%				
Behaviour support to deliver Social, emotional and well-being intervention to support children’s self-regulation and improve children’s self-management.- SENDCo	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.						
	Where needed, Attendance lead, deputy attendance lead and PP lead have collected children from how to support families.						
	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.						
	SENDCo has also built bespoke interventions to support individual children’s needs.						
Social and Emotional Support							
YCT counselling							
Home School Liaison							
SENCo Support							
	Year group	Number of children	Average outcome				
	Calming cat	6	+ 5				
	Talk about	4	+ 25				
	Resilience support	4	+ 7				
	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
	Children A- E made good progress. Child B has now been diagnosed with ADHD and strategies have been found to enable						

£16,289.26



	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