

## Kingsmoor Academy Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	294
	Nursery: 9
	Total: 303
Proportion (%) of pupil premium eligible pupils	30% (90 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Year 1 of 3-year plan
Date this statement was published	September 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Head of Academy: Mrs Skinner
Pupil premium lead	Christine Demetriou
Governor	Anita Thornberry

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,800
Recovery premium funding allocation this academic year	£0
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	£162,800

# 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 within reading are significantly affected by their SEND and external factors.		
2	Increased numbers of pupils with complex needs particularly with social, Emotional and Mental Health needs.		
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	Low levels of language acquisition upon entry to the academy, continuing throughout the academy.		
	Reception baseline assessment 2023:		
	ELG: Listening, Attention, Understanding	17% at expected for Autumn 1	
	ELG: Speaking	8% at expected for Autumn 1	
5	To address attendance and punctuality issues of identified persistent absence pupils Particularly for PP students.		
		Whole school	Pupil premium children
	Kingsmoor academy attendance 2023-24	95%	93.6%
	Essex primary school Attendance 2023-24	93.3%	90.3%
	National Attendance 2023-24	94%	91.5%
	Kingsmoor's Persistent absence 2023-24	12.1%	19.8%
	Essex primary school Attendance 2023-24	17.5%	19.5%
	National Persistent ab-sence 2023-24	17.2%	18.5%

## 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.	Gap will close in progress made between SEND PP and Non-SEND PP.
Pupils have strategies to support their mental health, allowing them to maximise their learning opportunities.	Internal data for behaviour and mental health will show a reduction in recorded incidents
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.	Internal tracking data shows that disadvantaged pupils are exposed to the same opportunities as their nondisadvantaged peers. Discussions with pupils, teachers & support staff indicate that these experiences are supporting improved outcomes across the curriculum.
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.  Teacher and Speech and Language assessment data will show a reduction in the number of children who need interventions in speech, language and communication.
Improved attendance and punctuality, maximising the opportunity to engage in learning, maximising progress and improving outcomes in all subject areas.	Fewer PP children will be at PA level and the gap between attendance for PP and non-PP children will reduce.

## 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: **£15,201.55**

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.  <b>£15,301.55 (This will increase once I have numbers from finance)</b>	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> )	1-5
New Intervention training for Teaching assistant to strengthen our Core offer  <b>£2000</b>	<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>	1 and 4

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

Budgeted cost: **£78,655.56**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention TA to administer: S&L interventions in EYFS in	Oral language interventions can provide progress of +6months	1, 2, 4

<p>the afternoon, such as Early Talk Boost &amp; Talk Boost, LOLA, and Wellcomm</p> <p><b>£5,250</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>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>	
<p>Intervention TA to administer: SALT targets set by the S&amp;L Therapist, to be delivered by S&amp;L TA</p> <p><b>£1338</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>	1,4
<p>Energisers (Early morning Maths, Reading and Writing interventions)</p> <p><b>£30,650.79 (This will increase once I have numbers from finance)</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>	1
<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><b>£9000</b></p>	<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

<p>Intervention Teaching assistant to deliver 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>£4281.77</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>	1,2,4,
<p>Tuition support</p> <p>Replacing NTP</p> <p>Exact amount to follow however a maximum budget of <b>£26,000</b>.</p>	<ul style="list-style-type: none"> <li>• As a school we had huge success with the NTP program so we plan to continue to use the same process to support key children</li> <li>• <a href="https://teaching.blog.gov.uk/2023/06/07/optimise-the-benefits-of-the-national-tutoring-programme-ntp/">https://teaching.blog.gov.uk/2023/06/07/optimise-the-benefits-of-the-national-tutoring-programme-ntp/</a></li> </ul>	1
<p>Young Carer support group</p> <p>DSL plans to host monthly support groups for young carers in the academy.</p> <p><b>£1500</b></p>	<ul style="list-style-type: none"> <li>• <a href="https://youngcarersinschools.com/">https://youngcarersinschools.com/</a></li> <li>• <a href="https://www.nhs.uk/conditions/social-care-and-support-guide/support-and-benefits-for-carers/help-for-young-carers/">https://www.nhs.uk/conditions/social-care-and-support-guide/support-and-benefits-for-carers/help-for-young-carers/</a></li> </ul>	2,5
<p>Nessy</p> <p>Nessy is an online reading intervention tool that's important because it helps students learn to read, write, spell, and type, and it can benefit students of all abilities</p> <p><b>£285.00</b></p>	<ul style="list-style-type: none"> <li>• <a href="https://www.nessy.com/en-gb/product/nessy-reading-and-spelling-school">https://www.nessy.com/en-gb/product/nessy-reading-and-spelling-school</a></li> <li>• <a href="https://www.structural-learning.com/post/nessy">https://www.structural-learning.com/post/nessy</a></li> </ul>	1

Dyslexic friendly books  <b>£350</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.rfwp.com/campaign/dyslexia-books/#:~:text=Dyslexic%20readers%20often%20have%20difficulty,to%20distinguish%20between%20the%20letters.">https://www.rfwp.com/campaign/dyslexia-books/#:~:text=Dyslexic%20readers%20often%20have%20difficulty,to%20distinguish%20between%20the%20letters.</a></li> <li>• <a href="https://booksforbugs.co.uk/what-makes-a-book-dyslexia-friendly/">https://booksforbugs.co.uk/what-makes-a-book-dyslexia-friendly/</a></li> </ul>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£62,654.05**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational trips  <b>£2500</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>£500</b>	Ensuring that uniform will not be a hindrance to children attending school.  <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>
Playground wellbeing zone development  <b>£2500</b>	<a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a>  <a href="https://www.mentalhealthtoday.co.uk/news/young-people/british-psychological-society-reports-on-eroded-playtime-and-children-s-wellbeing">https://www.mentalhealthtoday.co.uk/news/young-people/british-psychological-society-reports-on-eroded-playtime-and-children-s-wellbeing</a>  <a href="https://www.unicef.org/parenting/child-development/how-play-strengthens-your-childs-mental-health">https://www.unicef.org/parenting/child-development/how-play-strengthens-your-childs-mental-health</a>	<b>2</b>
Forest school  Lead of Forest school	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	<b>2</b>



<b>£1500</b>	<p>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>	
<p>Attendance resources such as incentives and financial suppose</p> <p><b>£2000</b></p>	<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>	<b>5</b>
<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-</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>	2, 5

<p>being intervention to support children's self-regulation and improve children's self management.</p> <p><b>£ 32,522.79</b></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>Intervention TA: Social and Emotional Support</p> <p>YCT counselling</p> <p>Home School Liaison</p> <p>SEND Co Support</p> <p><b>£17,455.26</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>	2
<p>My Happy Mind</p> <p><b>£3176</b></p>	<p>Whole school Mental Health and Wellbeing programme that is used once a week in all classes from year 1-Year 6.</p> <p><a href="https://childmind.org/article/mindfulness-in-the-classroom/">https://childmind.org/article/mindfulness-in-the-classroom/</a></p>	2

**Total allocation: £162,800**

**Total budgeted cost: £156,511.16**

**Contingency funds £6,923.84**

## **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 2023 to 2024 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 2023 to 2024 academic year.

#### Teaching (for example, CPD, recruitment and retention)

Total Cost: £17,848.55

Activity/Challenge	Impact of this approach	Actual Spend
SLT ensuring that adequate support is provided for children who are entitled to PP funding.	<p>The Senior Leadership Team has played a crucial role in ensuring that children entitled to Pupil Premium (PP) funding received the support they needed. Here are the specific steps and measures SLT took to ensure adequate support for PP students along with the impact:</p> <ol style="list-style-type: none"><li><b>Strategic Planning and Leadership</b> - Senior leaders were responsible for developing and implementing targeted interventions. These have helped to start closing the attainment gap between PP children and their peers.</li><li><b>Data-Driven Decision Making</b> – SLT have regularly monitored the progress of PP children using data to evaluate the effectiveness of interventions and made necessary adjustments where appropriate. This helped in identifying successful strategies and areas that needed improvement.</li><li><b>Tailored booster groups</b> - Senior leaders prioritised evidence-based interventions and regularly reviewed the latest research to inform their practice. As a result, we observed positive impacts on PP children's progress.</li><li><b>Effective Use of Funding</b> - Pupil Premium funding has been used effectively and this has directly benefited the PP children. This included investing in additional staffing, resources, and programs which are specifically designed to support these pupils. This has resulted greater progress being made amongst our children.</li><li><b>Monitoring and Evaluation</b> – SLT have held all staff accountable for the progress of PP children, particularly during pupil progress</li></ol>	£17,301.55

	<p>meetings. This has ensured that there is a shared responsibility across the school.</p> <p>6. <b>Engagement and Communication</b> – SLT delivered maths workshops, and this supported parents to understand their own children’s learning and help them support their children’s learning at home.</p> <p>7. <b>Creating an Inclusive Environment</b> – SLT have promoted inclusive practices within the school and this has ensured PP children are fully integrated into the school community and have accessed the same opportunities as their peers.</p>																																		
New Intervention training for new Teaching assistant to receive training for multiple interventions.	<p>Intervention data - All new teaching assistants get a range of intervention training depending on their year group. This has enabled them to gain specific skills and strategies to effectively support students who need interventions. Interventions at Kingsmoor are highly successful and are monitored by the SENDCo.</p> <table border="1"> <thead> <tr> <th>Intervention</th><th>Amount of children</th><th>Average out-come</th></tr> </thead> <tbody> <tr> <td>Lego therapy</td><td>6</td><td>+8.3</td></tr> <tr> <td>5 minute box</td><td>14</td><td>+9</td></tr> <tr> <td>Rapid Phonics</td><td>7</td><td>+21</td></tr> <tr> <td>Finger Gym</td><td>10</td><td>+10.3</td></tr> <tr> <td>Lola</td><td>9</td><td>+7.8</td></tr> <tr> <td>Nessy</td><td>29</td><td>+29</td></tr> <tr> <td>Wellcomm</td><td>7</td><td>+7</td></tr> <tr> <td>Calming cat</td><td>2</td><td>+12</td></tr> <tr> <td>Talk about</td><td>4</td><td>+9</td></tr> <tr> <td>Reading booster</td><td>3</td><td>+3.7</td></tr> </tbody> </table>	Intervention	Amount of children	Average out-come	Lego therapy	6	+8.3	5 minute box	14	+9	Rapid Phonics	7	+21	Finger Gym	10	+10.3	Lola	9	+7.8	Nessy	29	+29	Wellcomm	7	+7	Calming cat	2	+12	Talk about	4	+9	Reading booster	3	+3.7	£547
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Wellcomm	7	+7																																	
Calming cat	2	+12																																	
Talk about	4	+9																																	
Reading booster	3	+3.7																																	

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

Total cost: £48,823.08

Activity	Impact of this approach	Actual Spend				
Intervention TA to administer: S&L interventions in EYFS in the afternoon, such as Early Talk Boost & Talk Boost, LOLA, and Wellcomm	<p>All children who accessed the interventions made excellent progress. They became more proficient in their communication skills and we observed an improvement in their confidence in interacting with peers. We also noted that improved speech and language skills have contributed to better comprehension of instructions and stories within the curriculum.</p> <p>Early talk boost</p> <table><tr><th></th><th>Average points of progress</th></tr><tr><td></td><td></td></tr></table>		Average points of progress			£5,230
	Average points of progress					

	<table><tr><td>4 children participated</td><td>+16.5 points</td></tr></table> <table><tr><td colspan="2">Talk boost</td></tr><tr><td></td><td>Average points of progress</td></tr><tr><td>4 children participated</td><td>+14 points</td></tr></table> <table><tr><td colspan="2">LOLA</td></tr><tr><td></td><td>Average Points of progress</td></tr><tr><td>9 children participated</td><td>+7.8 points</td></tr></table> <table><tr><td colspan="2">Wellcomm</td></tr><tr><td></td><td>Average stages of progress</td></tr><tr><td>7 children participated</td><td>+7 points</td></tr></table>	4 children participated	+16.5 points	Talk boost			Average points of progress	4 children participated	+14 points	LOLA			Average Points of progress	9 children participated	+7.8 points	Wellcomm			Average stages of progress	7 children participated	+7 points																			
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	Average stages of progress																																							
7 children participated	+7 points																																							
Intervention TA to administer: 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.	£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 above national in everything. See below.</p> <p>YEAR 6</p> <table><tr><th>Pupils</th><th>Pupil Premium</th><th>SEN</th><th>EAL</th></tr><tr><td>52</td><td>47%</td><td>6%</td><td>42%</td></tr></table> <table><tr><th></th><th>Reading</th><th>Writing (TA)</th><th>GPS</th><th>Maths</th></tr><tr><td>FFT Target (All)</td><td>85%</td><td>88%</td><td>89%</td><td>89%</td></tr><tr><td>All (ARE)</td><td>83%</td><td>77%</td><td>85%</td><td>81%</td></tr><tr><td>PP (ARE)</td><td>76%</td><td>68%</td><td>84%</td><td>76%</td></tr><tr><td>Non-PP (ARE)</td><td>89%</td><td>85%</td><td>85%</td><td>85%</td></tr><tr><td>All 110+ (GD)</td><td>43%</td><td>8%</td><td>28%</td><td>17%</td></tr></table>	Pupils	Pupil Premium	SEN	EAL	52	47%	6%	42%		Reading	Writing (TA)	GPS	Maths	FFT Target (All)	85%	88%	89%	89%	All (ARE)	83%	77%	85%	81%	PP (ARE)	76%	68%	84%	76%	Non-PP (ARE)	89%	85%	85%	85%	All 110+ (GD)	43%	8%	28%	17%	£33,650.79
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Purchase web-based programs to be used in school and at home.	<p>All children engaged well 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>Nessy:</p> <table><tr><td>Intervention</td><td>Amount of children</td><td>Average outcome</td></tr><tr><td>Nessy</td><td>17 chn</td><td>+2.2 year reading improvement</td></tr></table> <p>Year 6 pupils attended a Maths, Reading and Grammar booster class before school. Data was used to group children could be given. Year 6 results were above national in everything. See below.</p> <p>YEAR 6</p> <table><tr><td>Pupils</td><td>Pupil Premium</td><td>SEN</td><td>EAL</td></tr><tr><td>52</td><td>47%</td><td>6%</td><td>42%</td></tr></table> <table><tr><td colspan="2"></td><td>Reading</td><td>Writing (TA)</td></tr><tr><td>FFT Target (All)</td><td rowspan="6">% On track</td><td>85%</td><td>88%</td></tr><tr><td>All (ARE)</td><td>83%</td><td>77%</td></tr><tr><td>PP (ARE)</td><td>76%</td><td>68%</td></tr><tr><td>Non-PP (ARE)</td><td>89%</td><td>85%</td></tr><tr><td>All 110+ (GD)</td><td>43%</td><td>8%</td></tr><tr><td>PP 110+ (GD)</td><td>32%</td><td>4%</td></tr><tr><td>Non-PP 110+ (GD)</td><td></td><td>52%</td><td>11%</td></tr></table>	Intervention	Amount of children	Average outcome	Nessy	17 chn	+2.2 year reading improvement	Pupils	Pupil Premium	SEN	EAL	52	47%	6%	42%			Reading	Writing (TA)	FFT Target (All)	% On track	85%	88%	All (ARE)	83%	77%	PP (ARE)	76%	68%	Non-PP (ARE)	89%	85%	All 110+ (GD)	43%	8%	PP 110+ (GD)	32%	4%	Non-PP 110+ (GD)		52%	11%	<p>Spag.com - £232.00</p> <p>Classroom secrets - £507.64</p> <p>My maths - £419</p> <p>Times table rock stars - £178.85</p> <p>Accelerated reader - £2574</p> <p>Purple Mash £1212.50</p>
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IT support for in class adaptations and to support teaching and learning	<p>Kingsmoor Academy use specially selected IT programs to enhance teaching and learning. This ensures children have access to the best resources to support their learning journey.</p> <p>Since we implemented one-to-one device programs, we have noted significant improvements in engagement and academic performance among PP students.</p>	<p>Picture news- £200</p> <p>Twinkl- £664.3</p> <p>Widget- £200</p> <p>Charanga Assembly package- £125</p> <p>Jigsaw- £1255</p>																																	
Boxall profile for whole school	Boxal Profile is a research based assessment of social emotional and mental health. It has allowed the school to assess identified children and has supported the implementation of targeted observation. As a result of this support, children have much more focused targets and therefore meeting their individual needs.	£400																																	
TA delivers interventions daily to pupils identified as in need.	<p>Children have all made excellent progress. See progress in table below.</p> <table border="1"> <thead> <tr> <th>Intervention</th><th>Amount of children</th><th>Average outcome</th></tr> </thead> <tbody> <tr> <td>Lego therapy</td><td>6</td><td>+8.3</td></tr> <tr> <td>5 minute box</td><td>14</td><td>+9</td></tr> <tr> <td>Rapid Phonics</td><td>7</td><td>+21</td></tr> <tr> <td>Finger Gym</td><td>10</td><td>+10.3</td></tr> <tr> <td>Lola</td><td>9</td><td>+7.8</td></tr> <tr> <td>Nessy</td><td>29</td><td>+29</td></tr> <tr> <td>Wellcomm</td><td>7</td><td>+7</td></tr> <tr> <td>Calming cat</td><td>2</td><td>+12</td></tr> <tr> <td>Talk about</td><td>4</td><td>+9</td></tr> <tr> <td>Reading booster</td><td>3</td><td>+3.7</td></tr> </tbody> </table>	Intervention	Amount of children	Average outcome	Lego therapy	6	+8.3	5 minute box	14	+9	Rapid Phonics	7	+21	Finger Gym	10	+10.3	Lola	9	+7.8	Nessy	29	+29	Wellcomm	7	+7	Calming cat	2	+12	Talk about	4	+9	Reading booster	3	+3.7	£936
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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 227 hours' worth of tutoring this academic year enabling us to narrow the gap for many children including those entitled to Pupil premium funding. We provided targeted, high-quality tutoring to all pupils who needed it most, helping to close the attainment gap between peers. Feedback from both children and parents has been positive and improved attitudes towards learning have been observed.	£5017.33																																	

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

Total cost: £100,300.48



Activity	Impact of this approach				Actual Spend
Enrichment opportunities- educational trips, visitors ect	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.				Year 6 residential- £762.00
	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:				Young voices- £260
	<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</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</li> </ul>				Visitors- £59 Duxford- £419.5
	Year group	Visit	Purpose/Rationale	Impact	
	All	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	

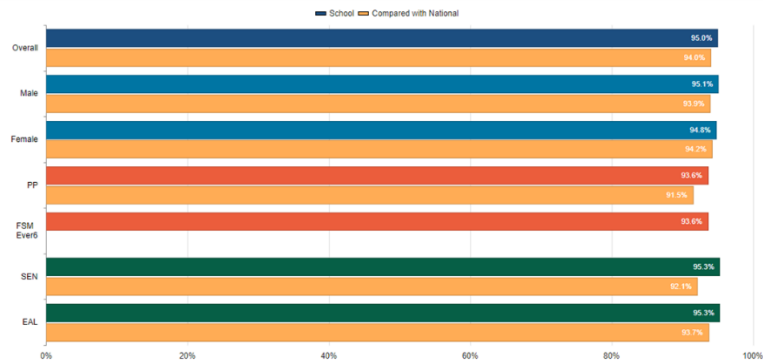
				and applied some of the drawing skills shown to their own Artwork.	
	KS2	Young Voices	<p>The purpose of the school choir is to use music to develop skills like communication, collaboration, creativity, mindfulness, and innovation and aims to inspire a love of music and create memories for children that 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>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</p>	

			For some of the music, children are taught simple dance moves that are performed whilst singing the songs.	promotes 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-	<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</p>	

				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>	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</p> <p>Deputy Attendance lead, supporting the attendance lead in school to support</p>	<p>Over the last three 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 home 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</p>				£33,397.79

<p>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>	<p>were made for individuals. The introduction to the Talkabout and Calming cats last year 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. We also implemented sensory circuits in the morning and children have responded well to this.</p> <p>The SENDCo also started sensory morning for SEN children struggling to come into school which has had a positive impact on all children.</p> <p>PP Attendance will remain a focus due to it still being higher than the whole school.</p> <p>At a recent Academy review the following positives were identified:</p> <ul style="list-style-type: none"><li>• There is a clear and ambitious vision to continue improving attendance. The team is committed to implementing effective strategies that prioritises regular attendance, ensuring all students have the best opportunity to succeed.</li><li>• Academy knowledge of children and families and consequent support is exceptional. Pupils have a strong sense of belonging to the Kingsmoor family.</li><li>• Academy culture is strong, and children and adults genuinely enjoy coming to school</li><li>• The attendance team is knowledgeable and includes a capable Attendance Officer along with supportive staff. Communication among team members is strong, and they utilise effective tracking systems to monitor attendance.</li><li>• TAC meetings involve key leaders to ensure there is a comprehensive understanding of children with poor attendance. This approach ensures that the impact of safeguarding issues and mental health is considered during attendance discussions, allowing for appropriate interventions to be put in place.</li></ul>		
	Whole school attendance 2023-24	SEN Attendance 2023-24	PP Attendance 2023-24
Attendance	95%	95.3%	93.6%
PA	12.1%	10.7%	19.8%

Forest school	The Pupil Premium children having massively benefitted from our Forest School and outdoor learning provision. Our new meadow area has given the children the opportunity to explore nature as well as learning key skills such as gardening and growing a range of herbs and vegetables. We have also continued to utilise our outdoor Forest School area on a weekly basis across the summer term which have provided opportunities for children to embrace the outdoors which they would not have been able to do whilst at home.- <i>Forest school Lead 2023/24</i>	£3500																								
Attendance resources such as incentives and financial support	<p>Compared to National data, Kingsmoor's whole school percentage was above, however Pupil premium will continue to be a focus.</p> <p>Kingsmoor have provided free breakfast club, buss passes, class incentives and individual incentives. These will continue next year.</p>  <table border="1"> <caption>Attendance Comparison Data</caption> <thead> <tr> <th>Category</th> <th>School (%)</th> <th>Compared with National (%)</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>95.9%</td> <td>94.9%</td> </tr> <tr> <td>Male</td> <td>95.1%</td> <td>93.3%</td> </tr> <tr> <td>Female</td> <td>94.8%</td> <td>94.2%</td> </tr> <tr> <td>PP</td> <td>93.4%</td> <td>91.0%</td> </tr> <tr> <td>FSM</td> <td>93.8%</td> <td>91.8%</td> </tr> <tr> <td>SEN</td> <td>95.3%</td> <td>92.1%</td> </tr> <tr> <td>EAL</td> <td>95.3%</td> <td>93.7%</td> </tr> </tbody> </table>	Category	School (%)	Compared with National (%)	Overall	95.9%	94.9%	Male	95.1%	93.3%	Female	94.8%	94.2%	PP	93.4%	91.0%	FSM	93.8%	91.8%	SEN	95.3%	92.1%	EAL	95.3%	93.7%	<p>Whole school Rewards- £828.20</p> <p>Bus pass x 3- £327</p> <p>Class incentives- £234.44</p> <p>Stickers and badges- £2329.05</p>
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Mental Health and wellbeing support	<p>Kingsmoor Academy Prioritise Mental Health and wellbeing support for all children. We have a variety of ways that we facilitate this.</p> <p>At a recent academy review the following positives were highlighted:</p> <ul style="list-style-type: none"> <li>There is a clear graduated procedure to responding to mental health concerns which also has an appropriate level of flexibility. This includes access to more specialist support when required such as art therapy, counselling and the mental health support team via MIND who also provide support for families.</li> <li>Students learn about mental health through their PHSE programme. They can talk about different kinds of mental health and what to do if they are affected by negative thoughts or stress, for example go to a quiet place or put your lolly stick in the colour coded jar to let your teacher know.</li> <li>The 'My happy mind' programme is starting to have an impact on students' ability to understand the science of the brain and how this relates to their emotions.</li> </ul> <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>2</td><td>+ 12</td></tr> <tr> <td>Talk about</td><td>4</td><td>+ 9</td></tr> <tr> <td>YCT</td><td>6</td><td>+ 9</td></tr> <tr> <td>Home school Li-ason</td><td colspan="2">No quantifiable data</td></tr> </tbody> </table>	Year group	Number of children	Average outcome	Calming cat	2	+ 12	Talk about	4	+ 9	YCT	6	+ 9	Home school Li-ason	No quantifiable data		<p>YCT- £9207.00</p> <p>Home school Liaison- £3562.83</p> <p>Lunchtime support- £1375.00</p> <p>Development of classroom calm area- £1107.69</p> <p>Development of Rainbow room- £1283</p> <p>Playground resources to support mental health and wellbeing- £4110.11</p>									
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Child 7	21	21	0	24	24	0																																																				
Breakfast club	<p>Kingsmoor subsidised breakfast club for numerous children to ensure they had at least 2 meals in the day. We also used this as a supportive tool with parents to get their children into school on time.</p> <table><tr><td></td><td>Autumn 1</td><td>Autumn 2</td><td>Spring 1</td><td>Spring 2</td><td>Summer 1</td><td>Summer 2</td></tr><tr><td>PP Accessing</td><td>31%</td><td>37%</td><td>42%</td><td>42.5%</td><td>43%</td><td>42.5%</td></tr></table>		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	PP Accessing	31%	37%	42%	42.5%	43%	42.5%	£3644.52																																										
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After school club resources	<p>Kingsmoor Academy have provided a wide variety of clubs to allow children to enhance their learning. The after-school clubs have played a crucial role in closing the attainment gap and supporting their holistic development as well as promoting physical and mental health.</p> <p>100% of Pupil premium were offered a place in clubs and 89.5% of Pupil premium children have attended at least one club throughout the academic year. 75.4% of pupil have attended at least 2 clubs throughout the year.</p>	£3064.12																																																								
Lunchtime sports enrichment	<p>Kingsmoor provided lunchtime sport enrichment. 100% of Pupil premium access this this year. Sports and physical activity clubs at lunch time have promoted physical health and in turn this this has also improved mental well-being.</p>	£4500																																																								
Uniform support and school supplies	<p>The DSL worked with the Pupil premium lead to use funds to buy uniform for children and families in need to ensure there was no barrier to attending school.</p> <p>This year Kingsmoor developed a school uniform lending library to ensure all children had access to full uniform. This has improved attendance rates, as the uniformity has reduced peer pressure and social anxiety related to clothing.</p>	<p>KS2 Ties- £2030.38</p> <p>Individualised uniform for vulnerable children- £720</p> <p>Breakfast club subsidence- £2020</p>																																																								



	This year Kingsmoor have bought ties for everyone in key stage 2.																																																																																
Cover teachers - Recovery funding	Supply teachers were used to ensure all children had effective teaching and learning throughout the year. They maintained the stability and quality of education that all pupils are entitled to by following the 'Kingsmoor Way'.	£14000																																																																															
EYFS resources to support the children's interest	<p>This year we have children who love the outdoor area so we have put money into this to enrich their learning opportunities. Our outdoor environments have provided a wealth of sensory stimuli that sparked conversations among the pupils and therefore positively impacted on the development of the speaking and listening skills in our young pupils.</p> <p>Overall, the resources used in our Early Years provision have been rich, varied, and stimulating which have encouraged communication, collaborative play, and active listening. Children have made great progress in all areas since they were baselined in the autumn term.</p> <p><b>EYFS</b></p> <table><tr><td>Nat 2023%</td><td>KIN</td></tr><tr><td>GLD 62.2%</td><td>71%</td></tr><tr><td>ELG 65.6%</td><td>64%</td></tr><tr><td>2023 Comparison</td><td>71%</td></tr></table> <table><tr><th rowspan="2">REC</th><th colspan="2">Communication &amp; language</th><th colspan="3">Personal, social &amp; emotional development</th><th colspan="2">Physical development</th><th colspan="3">Literacy</th><th colspan="2">Maths</th><th colspan="3">Understanding the world</th><th colspan="2">Expressive arts &amp; design</th></tr><tr><th>LAU</th><th>Sp</th><th>S-R</th><th>MS</th><th>BR</th><th>GMS</th><th>FMS</th><th>C</th><th>WR</th><th>W</th><th>N</th><th>NP</th><th>P&amp;P</th><th>PCC</th><th>NW</th><th>CM</th><th>BIE</th></tr><tr><td>% Target Baseline</td><td>58</td><td>48</td><td>71</td><td>90</td><td>79</td><td>88</td><td>47</td><td>45</td><td>40</td><td>40</td><td>67</td><td>67</td><td>50</td><td>50</td><td>71</td><td>43</td><td>71</td></tr><tr><td>On-track</td><td>89</td><td>89</td><td>87</td><td>96</td><td>91</td><td>98</td><td>76</td><td>73</td><td>78</td><td>71</td><td>78</td><td>78</td><td>91</td><td>91</td><td>96</td><td>93</td><td>91</td></tr></table>	Nat 2023%	KIN	GLD 62.2%	71%	ELG 65.6%	64%	2023 Comparison	71%	REC	Communication & language		Personal, social & emotional development			Physical development		Literacy			Maths		Understanding the world			Expressive arts & design		LAU	Sp	S-R	MS	BR	GMS	FMS	C	WR	W	N	NP	P&P	PCC	NW	CM	BIE	% Target Baseline	58	48	71	90	79	88	47	45	40	40	67	67	50	50	71	43	71	On-track	89	89	87	96	91	98	76	73	78	71	78	78	91	91	96	93	91	£711.36
Nat 2023%	KIN																																																																																
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% Target Baseline	58	48	71	90	79	88	47	45	40	40	67	67	50	50	71	43	71																																																																
On-track	89	89	87	96	91	98	76	73	78	71	78	78	91	91	96	93	91																																																																
Library service and artefact boxes	<p>The library provided school with books for every wider curriculum topic as well as artefact boxes. The diversity of books which the children have experienced, have catered to different interests and reading levels. The artefacts have allowed children to have hands-on experiences that have made learning more concrete and memorable.</p> <p>"I love what we get to hold, it makes learning real and I can still remember everything in all of our boxes from the whole year."</p> <p><i>Year 5 girl</i></p>	Library- £866.49  Artefact boxes- £1620																																																																															

Lego therapy equipment to support Mental Health and Wellbeing	<div>Lego therapy was used with 6 children who needed support as a result of their Boxall Profile results. All children were reported to be able to work better in a team, listen to their peers and it also supported their prepositional vocabulary.</div> <table><tr><td>Intervention</td><td>Number of children</td><td>Average outcome</td></tr><tr><td>Lego therapy</td><td>6</td><td>+8.3</td></tr></table>	Intervention	Number of children	Average outcome	Lego therapy	6	+8.3	Lego resources: £678																																																																																																																																																																																																																																																																																																														
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My happy Mind- Whole school Mental Health and Wellbeing programme	<div>Autumn 2023- Opening Data- KS1</div> <div><div>Key:</div><div><div>Below Average</div><div>Average</div><div>Above Average</div></div><table><tr><th></th><th>(R)</th><th>(ER)</th><th>(RR)</th><th>Score</th><th>PW</th><th>EW</th><th>SE</th><th>FAM</th><th>FR</th><th>EF</th></tr><tr><td>PUBLIC</td><td>78</td><td>N/A</td><td>N/A</td><td>30.8 (85%)↑</td><td>5.1 (85%)↑</td><td>5.1 (86%)↑</td><td>5.2 (86%)↑</td><td>4.8 (81%)↓</td><td>5.3 (89%)↓</td><td>5.2 (87%)</td></tr><tr><td>ALL RESPONSES</td><td>78</td><td>N/A</td><td>N/A</td><td>30.8 (86%)</td><td>5.1 (85%)</td><td>5.1 (85%)</td><td>5.2 (87%)</td><td>4.8 (80%)</td><td>5.3 (88%)</td><td>5.2 (87%)</td></tr><tr><td>Classes</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>ALL RESPONSES</td><td>78</td><td>N/A</td><td>N/A</td><td>30.8 (86%)</td><td>5.1 (85%)</td><td>5.1 (85%)</td><td>5.2 (87%)</td><td>4.8 (80%)</td><td>5.3 (88%)</td><td>5.2 (87%)</td></tr><tr><td>Demographics</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Reception</td><td>2</td><td>N/A</td><td>N/A</td><td>34.0 (94%)</td><td>5.5 (92%)</td><td>5.5 (92%)</td><td>5.0 (83%)</td><td>6.0 (100%)</td><td>6.0 (100%)</td><td>6.0 (100%)</td></tr><tr><td>Year 1</td><td>37</td><td>N/A</td><td>N/A</td><td>29.0 (81%)</td><td>5.1 (85%)</td><td>5.0 (83%)</td><td>5.1 (85%)</td><td>4.2 (70%)</td><td>5.0 (83%)</td><td>4.7 (78%)</td></tr><tr><td>Year 2</td><td>39</td><td>N/A</td><td>N/A</td><td>32.3 (90%)</td><td>5.1 (85%)</td><td>5.3 (88%)</td><td>5.3 (88%)</td><td>5.4 (90%)</td><td>5.6 (93%)</td><td>5.6 (93%)</td></tr></table><div>Autumn 2023- Opening Data- KS2</div><div><div>Key:</div><div><div>Below Average</div><div>Average</div><div>Above Average</div></div><table><tr><th></th><th>(R)</th><th>(ER)</th><th>(RR)</th><th>Score</th><th>PW</th><th>EW</th><th>SE</th><th>FAM</th><th>FR</th><th>EF</th></tr><tr><td>PUBLIC</td><td>143</td><td>N/A</td><td>N/A</td><td>88.6 (74%)↓</td><td>14.7 (73%)↑</td><td>15.7 (79%)↓</td><td>13.6 (68%)↓</td><td>15.6 (78%)↓</td><td>15.3 (76%)↓</td><td>13.8 (69%)↓</td></tr><tr><td>ALL RESPONSES</td><td>143</td><td>N/A</td><td>N/A</td><td>88.6 (74%)</td><td>14.7 (74%)</td><td>15.7 (79%)</td><td>13.6 (68%)</td><td>15.6 (78%)</td><td>15.3 (77%)</td><td>13.8 (69%)</td></tr><tr><td>Classes</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>ALL RESPONSES</td><td>143</td><td>N/A</td><td>N/A</td><td>88.6 (74%)</td><td>14.7 (74%)</td><td>15.7 (79%)</td><td>13.6 (68%)</td><td>15.6 (78%)</td><td>15.3 (77%)</td><td>13.8 (69%)</td></tr><tr><td>Demographics</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Year 3</td><td>21</td><td>N/A</td><td>N/A</td><td>81.4 (68%)</td><td>13.9 (70%)</td><td>14.5 (73%)</td><td>12.3 (62%)</td><td>14.0 (70%)</td><td>13.8 (69%)</td><td>13.0 (65%)</td></tr><tr><td>Year 4</td><td>26</td><td>N/A</td><td>N/A</td><td>90.8 (76%)</td><td>15.5 (78%)</td><td>16.3 (82%)</td><td>13.8 (69%)</td><td>15.8 (79%)</td><td>15.4 (77%)</td><td>14.1 (71%)</td></tr><tr><td>Year 5</td><td>58</td><td>N/A</td><td>N/A</td><td>90.0 (75%)</td><td>15.0 (75%)</td><td>16.0 (80%)</td><td>13.4 (67%)</td><td>15.8 (79%)</td><td>15.8 (79%)</td><td>14.1 (71%)</td></tr><tr><td>Year 6</td><td>38</td><td>N/A</td><td>N/A</td><td>89.0 (74%)</td><td>14.1 (71%)</td><td>15.6 (78%)</td><td>14.3 (72%)</td><td>15.9 (80%)</td><td>15.3 (77%)</td><td>13.8 (69%)</td></tr></table><div>Summer 2024- Closing Data- KS1</div><div><div>Key:</div><div><div>Below Average</div><div>Average</div><div>Above Average</div></div><table><tr><th></th><th>(R)</th><th>(ER)</th><th>(RR)</th><th>Score</th><th>PW</th><th>EW</th><th>SE</th><th>FAM</th><th>FR</th><th>EF</th></tr><tr><td>PUBLIC</td><td>58</td><td>N/A</td><td>N/A</td><td>31.1 (86%)↑</td><td>4.8 (80%)↑</td><td>5.0 (84%)</td><td>5.1 (84%)↑</td><td>5.2 (86%)↓</td><td>5.4 (91%)</td><td>5.6 (93%)↑</td></tr><tr><td>ALL RESPONSES</td><td>58</td><td>N/A</td><td>N/A</td><td>31.1 (86%)</td><td>4.8 (80%)</td><td>5.0 (83%)</td><td>5.1 (85%)</td><td>5.2 (87%)</td><td>5.4 (90%)</td><td>5.6 (93%)</td></tr><tr><td>Classes</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>ALL RESPONSES</td><td>58</td><td>N/A</td><td>N/A</td><td>31.1 (86%)</td><td>4.8 (80%)</td><td>5.0 (83%)</td><td>5.1 (85%)</td><td>5.2 (87%)</td><td>5.4 (90%)</td><td>5.6 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(87%)	Classes											ALL RESPONSES	78	N/A	N/A	30.8 (86%)	5.1 (85%)	5.1 (85%)	5.2 (87%)	4.8 (80%)	5.3 (88%)	5.2 (87%)	Demographics											Reception	2	N/A	N/A	34.0 (94%)	5.5 (92%)	5.5 (92%)	5.0 (83%)	6.0 (100%)	6.0 (100%)	6.0 (100%)	Year 1	37	N/A	N/A	29.0 (81%)	5.1 (85%)	5.0 (83%)	5.1 (85%)	4.2 (70%)	5.0 (83%)	4.7 (78%)	Year 2	39	N/A	N/A	32.3 (90%)	5.1 (85%)	5.3 (88%)	5.3 (88%)	5.4 (90%)	5.6 (93%)	5.6 (93%)		(R)	(ER)	(RR)	Score	PW	EW	SE	FAM	FR	EF	PUBLIC	143	N/A	N/A	88.6 (74%)↓	14.7 (73%)↑	15.7 (79%)↓	13.6 (68%)↓	15.6 (78%)↓	15.3 (76%)↓	13.8 (69%)↓	ALL RESPONSES	143	N/A	N/A	88.6 (74%)	14.7 (74%)	15.7 (79%)	13.6 (68%)	15.6 (78%)	15.3 (77%)	13.8 (69%)	Classes											ALL RESPONSES	143	N/A	N/A	88.6 (74%)	14.7 (74%)	15.7 (79%)	13.6 (68%)	15.6 (78%)	15.3 (77%)	13.8 (69%)	Demographics											Year 3	21	N/A	N/A	81.4 (68%)	13.9 (70%)	14.5 (73%)	12.3 (62%)	14.0 (70%)	13.8 (69%)	13.0 (65%)	Year 4	26	N/A	N/A	90.8 (76%)	15.5 (78%)	16.3 (82%)	13.8 (69%)	15.8 (79%)	15.4 (77%)	14.1 (71%)	Year 5	58	N/A	N/A	90.0 (75%)	15.0 (75%)	16.0 (80%)	13.4 (67%)	15.8 (79%)	15.8 (79%)	14.1 (71%)	Year 6	38	N/A	N/A	89.0 (74%)	14.1 (71%)	15.6 (78%)	14.3 (72%)	15.9 (80%)	15.3 (77%)	13.8 (69%)		(R)	(ER)	(RR)	Score	PW	EW	SE	FAM	FR	EF	PUBLIC	58	N/A	N/A	31.1 (86%)↑	4.8 (80%)↑	5.0 (84%)	5.1 (84%)↑	5.2 (86%)↓	5.4 (91%)	5.6 (93%)↑	ALL RESPONSES	58	N/A	N/A	31.1 (86%)	4.8 (80%)	5.0 (83%)	5.1 (85%)	5.2 (87%)	5.4 (90%)	5.6 (93%)	Classes											ALL RESPONSES	58	N/A	N/A	31.1 (86%)	4.8 (80%)	5.0 (83%)	5.1 (85%)	5.2 (87%)	5.4 (90%)	5.6 (93%)	Demographics											Reception	1	N/A	N/A	35.0 (97%)	5.0 (83%)	6.0 (100%)	6.0 (100%)	6.0 (100%)	6.0 (100%)	6.0 (100%)	Year 1	16	N/A	N/A	30.1 (84%)	4.6 (77%)	5.1 (85%)	4.8 (80%)	4.9 (82%)	5.4 (90%)	5.4 (90%)	Year 2	41	N/A	N/A	31.3 (87%)	4.9 (82%)	5.0 (83%)	5.1 (85%)	5.3 (88%)	5.4 (90%)	5.6 (93%)	£3445.20
	(R)	(ER)	(RR)	Score	PW	EW	SE	FAM	FR	EF																																																																																																																																																																																																																																																																																																												
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Demographics																																																																																																																																																																																																																																																																																																																						
Reception	1	N/A	N/A	35.0 (97%)	5.0 (83%)	6.0 (100%)	6.0 (100%)	6.0 (100%)	6.0 (100%)	6.0 (100%)																																																																																																																																																																																																																																																																																																												
Year 1	16	N/A	N/A	30.1 (84%)	4.6 (77%)	5.1 (85%)	4.8 (80%)	4.9 (82%)	5.4 (90%)	5.4 (90%)																																																																																																																																																																																																																																																																																																												
Year 2	41	N/A	N/A	31.3 (87%)	4.9 (82%)	5.0 (83%)	5.1 (85%)	5.3 (88%)	5.4 (90%)	5.6 (93%)																																																																																																																																																																																																																																																																																																												

<b>Key:</b> <div>Below Average</div> <div>Average</div> <div>Above Average</div>										
	(R)	(ER)	(RR)	Score	PW	EW	SE	FAM	FR	EF
<b>PUBLIC</b>	124	N/A	N/A	92.5 (77%)↑	14.9 (75%)↑	16.4 (82%)↑	14.6 (73%)↑	15.7 (78%)↓	15.9 (80%)↑	14.9 (75%)↑
<b>ALL RESPONSES</b>	124	N/A	N/A	92.5 (77%)	14.9 (75%)	16.4 (82%)	14.6 (73%)	15.7 (79%)	15.9 (80%)	14.9 (75%)
<b>Classes</b>										
ALL RESPONSES	124	N/A	N/A	92.5 (77%)	14.9 (75%)	16.4 (82%)	14.6 (73%)	15.7 (79%)	15.9 (80%)	14.9 (75%)
<b>Demographics</b>										
Year 3	33	N/A	N/A	88.4 (74%)	14.6 (73%)	16.0 (80%)	14.3 (72%)	14.0 (70%)	15.4 (77%)	14.2 (71%)
Year 4	30	N/A	N/A	93.1 (78%)	15.5 (78%)	16.7 (84%)	15.2 (76%)	15.2 (76%)	15.3 (77%)	15.1 (76%)
Year 5	41	N/A	N/A	96.4 (80%)	15.1 (76%)	16.6 (83%)	14.7 (74%)	17.0 (85%)	17.2 (86%)	15.6 (78%)
Year 6	20	N/A	N/A	90.8 (76%)	14.1 (71%)	16.4 (82%)	14.2 (71%)	16.3 (82%)	15.1 (76%)	14.7 (74%)

There is an improvement in all 6 areas as a result of using My happy mind, Kingsmoor will continue with this next year.

## 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