

## Kingsmoor Academy Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Kingsmoor Academy
Number of pupils in school	267
	Nursery: 11
	Total: 278
Proportion (%) of pupil premium eligible pupils	85 Nursery: 3 Total: 88 - <b>31.65%</b> .
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Year 3 of 3 year plan
Date this statement was published	September 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Principal: Mrs Skinner
Pupil premium lead	Christine Demetriou
Governor	Lisa Stokes

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,320
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	£133,320

## Part A: Pupil premium strategy plan

### Statement of intent

At Kingsmoor Academy, our aim is to utilise Pupil Premium 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 Writing are significantly affected by their SEND and external factors including greater depth PP and SEND.														
2	Increased numbers of pupils with complex needs and behaviours 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	<div>Low levels of language acquisition upon entry to the academy, continuing throughout the academy.</div> <div>Reception baseline assessment 2025:</div> <table><tr><td>ELG: Listening, Attention, Understanding</td><td>43%</td></tr><tr><td>ELG: Speaking</td><td>40%</td></tr></table>			ELG: Listening, Attention, Understanding	43%	ELG: Speaking	40%								
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ELG: Speaking	40%														
5	<div>To address attendance and punctuality issues of identified persistent absence pupils Particularly for PP students.</div> <table><tr><td></td><td>Whole school</td><td>Pupil premium children</td></tr><tr><td>Kingsmoor academy attendance 2024-25</td><td>93.7%</td><td>93.4%</td></tr><tr><td>Essex primary school Attendance 2024-25</td><td>94.65%</td><td>Not published</td></tr><tr><td>National Attendance 2024-25</td><td>94.8%</td><td>89.4%</td></tr></table>				Whole school	Pupil premium children	Kingsmoor academy attendance 2024-25	93.7%	93.4%	Essex primary school Attendance 2024-25	94.65%	Not published	National Attendance 2024-25	94.8%	89.4%
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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/PP Pupils make progress in writing	SEND and Pupil Premium pupils make sustained and measurable progress in writing, supported by targeted strategies and interventions that address individual needs and reduce barriers to learning.
Pupils have strategies to support their mental health and behaviour for learning, allowing them to maximise their learning opportunities.	Pupils are equipped with practical strategies to manage their mental health and regulate their behaviour for learning. These strategies help them stay focused, resilient, and engaged, reducing behaviour incidents and enabling them to maximise every learning opportunity.
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 non disadvantaged 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 **this academic year** to address the challenges listed above.

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

Budgeted cost: £15,551.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT ensures that pupils entitled to Pupil Premium funding receive adequate and targeted support, enabling them to overcome barriers to learning and make sustained progress across all areas, including writing  <b>£15,301.55</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>£250</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: £62,031.87

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

£5,250	Small group tutoring proves highly effective progress +3months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
Lego therapy resources £250	<a href="https://eric.ed.gov/?q=O+conner+2006+Developing+effective+learners+in+higher+education%3A+a+case+study+of+different+approaches+to+teaching+learning+skills+in+context+and+integrated+with+academic+content.+ProQuest+Dissertations+%26+Theses.&amp;ff1=asmWechsler+Preschool+and+Primary+Scale+of+Intelligence&amp;ff2=autSherman%2C+Michael&amp;id=EJ741609">https://eric.ed.gov/?q=O+conner+2006+Developing+effective+learners+in+higher+education%3A+a+case+study+of+different+approaches+to+teaching+learning+skills+in+context+and+integrated+with+academic+content.+ProQuest+Dissertations+%26+Theses.&amp;ff1=asmWechsler+Preschool+and+Primary+Scale+of+Intelligence&amp;ff2=autSherman%2C+Michael&amp;id=EJ741609</a>  <b>Three-Year Follow-Up (LeGoff &amp; Sherman, 2006)</b> <ul style="list-style-type: none"> <li>• A longitudinal study with 60 participants compared LEGO® Therapy to non-LEGO interventions.</li> <li>• Both groups showed gains, but the LEGO® cohort had <b>significantly greater improvements</b> in socialisation and interaction, measured via GARS and Vineland.</li> </ul>	
Intervention TA to administer: SALT targets set by the S&L Therapist, to be delivered by S&L TA  £1338	Early communication and language interventions can provide +6 months progress  <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>	1,4
Energisers (Early morning Maths, Reading and Writing interventions)  £18,000	Every child matters: <a href="https://everychildcounts.edgehill.ac.uk/need-mathematics-interventions/">https://everychildcounts.edgehill.ac.uk/need-mathematics-interventions/</a>  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_a_mended_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_a_mended_july-2018_amended_10.09.18.pdf</a>  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	1

	<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>	
<b>Phonics booster club before school</b>  Small intervention group to be done before school  <b>£5000</b>	<b>Education Endowment Foundation (EEF)</b> <ul style="list-style-type: none"> <li>Systematic phonics programs yield a <b>moderate impact</b> (~+5 months progress) for very low cost, particularly effective for all pupils and beneficial in small-group or one-to-one formats.</li> </ul>	1
<b>Multiplication booster club before school</b>  Small intervention group to be done before school  <b>£5000</b>	<b>Advantages of Club-Style Booster Sessions</b> <ul style="list-style-type: none"> <li>Structured small-group sessions (even before school) enable <b>differentiated instructional intensity</b>, beneficial for both lower and higher attainers.</li> </ul> <a href="https://www.bluestreakmath.com/blog/small-group-math-instruction">https://www.bluestreakmath.com/blog/small-group-math-instruction</a>	
Purchase web-based programs to be used in school and at home. <ul style="list-style-type: none"> <li>Spag.com - £232.00</li> <li>Classroom secrets - £466.20</li> <li>My maths - £370.00</li> <li>Times table rock stars - £131.40</li> <li>Purple Mash (£212.50)</li> </ul>	EEF toolkit – parental engagement  EEF guide to pupil premium – targeted academic support  EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.	1
Intervention Teaching assistant to deliver interventions daily to pupils identified as in need. <ul style="list-style-type: none"> <li>Lego Therapy</li> <li>Memory Fix</li> <li>Zones of regulations</li> <li>Talk about</li> <li>Precision teaching</li> <li>Colourful semantics</li> <li>Phonics boosters</li> </ul>	<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> </ul>	1,2,4,

<ul style="list-style-type: none"> <li>• Wiggle while we squiggle</li> <li>• Printing like a pro</li> <li>• Reading intervention</li> <li>• Blank Levels</li> <li>• LOLA</li> </ul> <p><b>£24281.77</b></p>	<ul style="list-style-type: none"> <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>Young Carer club</p> <p><b>£1500</b></p>	<p>A Young Carer Club gives primary pupils with caring responsibilities a safe space to relax, share experiences, and access support. It helps reduce isolation, promotes wellbeing, and ensures these children can balance home duties with school life. By recognising their needs early, the school fosters inclusion and helps young carers thrive.</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

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

Budgeted cost: ££52,262.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Educational trips</p> <p><b>£2500</b></p>	<p>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.</p>	<b>3</b>
<p>Breakfast/ After school clubs</p> <p><b>£500</b></p>	<p>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.</p>	<b>3</b>
<p>Uniform support and school supplies</p> <p><b>£500</b></p>	<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>	<b>3</b>



<p>Playground wellbeing zone development</p> <p><b>£2500</b></p>	<p><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></p> <p><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></p> <p><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></p>	2
<p>Forest school</p> <p>Lead of Forest school</p> <p><b>£1500</b></p>	<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>	2
<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>	5
<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</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>	2, 5

<p>improve their attendance.</p> <p><b>£ 22,131</b></p>	<p>Effective behaviour intervention can improve academic outcome by +4 months  <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  <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  <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>SENDCo 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.  <a href="https://childmind.org/article/mindfulness-in-the-classroom/">https://childmind.org/article/mindfulness-in-the-classroom/</a></p>	2

**Total allocation: £133,320**

**Total budgeted cost: £129,845.68.**

**Contingency funds £3,474.32**

## **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 2024 to 2025 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></ol>	£17,301.55

	<p>5. <b>Monitoring and Evaluation</b> – SLT have held all staff accountable for the progress of PP children, particularly during pupil progress 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 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	£547
Intervention	Amount of children	Average outcome																																	
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Nessy	29	+29																																	
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: £75,370.27

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	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.	£5,230

	<div>Early talk boost</div> <table><tr><td></td><td>Average points of progress</td></tr><tr><td>4 children participated</td><td>+16.5 points</td></tr></table> <div>Talk boost</div> <table><tr><td></td><td>Average points of progress</td></tr><tr><td>4 children participated</td><td>+14 points</td></tr></table> <div>LOLA</div> <table><tr><td></td><td>Average Points of progress</td></tr><tr><td>9 children participated</td><td>+7.8 points</td></tr></table> <div>Wellcomm</div> <table><tr><td></td><td>Average stages of progress</td></tr><tr><td>7 children participated</td><td>+7 points</td></tr></table>		Average points of progress	4 children participated	+16.5 points		Average points of progress	4 children participated	+14 points		Average Points of progress	9 children participated	+7.8 points		Average stages of progress	7 children participated	+7 points																				
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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)	<div>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.</div> <div>YEAR 6</div> <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></th><th>Reading</th><th>Writing (TA)</th><th>GPS</th><th>Maths</th></tr><tr><td>FFT Target (All)</td><td rowspan="4">% On track</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></table>	Pupils	Pupil Premium	SEN	EAL	52	47%	6%	42%			Reading	Writing (TA)	GPS	Maths	FFT Target (All)	% On track	85%	88%	89%	89%	All (ARE)	83%	77%	85%	81%	PP (ARE)	76%	68%	84%	76%	Non-PP (ARE)	89%	85%	85%	85%	£23,650.79
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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 Pre-mium</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><i>FFT Target (All)</i></td><td rowspan="6">% On track</td><td>85%</td><td>88%</td></tr><tr><td><i>All (ARE)</i></td><td>83%</td><td>77%</td></tr><tr><td><i>PP (ARE)</i></td><td>76%</td><td>68%</td></tr><tr><td><i>Non-PP (ARE)</i></td><td>89%</td><td>85%</td></tr><tr><td><i>All 110+ (GD)</i></td><td>43%</td><td>8%</td></tr><tr><td><i>PP 110+ (GD)</i></td><td>32%</td><td>4%</td></tr><tr><td><i>Non-PP 110+ (GD)</i></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 Pre-mium	SEN	EAL	52	47%	6%	42%			Reading	Writing (TA)	<i>FFT Target (All)</i>	% On track	85%	88%	<i>All (ARE)</i>	83%	77%	<i>PP (ARE)</i>	76%	68%	<i>Non-PP (ARE)</i>	89%	85%	<i>All 110+ (GD)</i>	43%	8%	<i>PP 110+ (GD)</i>	32%	4%	<i>Non-PP 110+ (GD)</i>		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 pack- £125</p> <p>Jigsaw- £1255</p>																																	
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	£12,346
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Booster groups before school	<p>Although initially the National Tutoring Programme was in place for disadvantaged children, we have now incorporated different cohorts of children as we had the capacity to run 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.</p>	£25,037.19																																	
Young carer support	<p>Supporting young carers is crucial because they often face significant emotional, educational, and social challenges due to their caregiving responsibilities. Research highlights that young carers are significantly more likely to experience poor mental health—such as anxiety, depression, and emotional distress—than their peers. Additionally, a report from Carers Trust reveals that young carers in England typically achieve two fewer "good" GCSEs on average than their classmates, and many underperform in primary school subjects like reading, writing, and maths—with up to 20% falling behind in key stage 2, compared to 12% of non-carers. Without targeted support—such as counseling, tailored education plans, and peer support—these children risk long-</p>	£500																																	



	<p>term disadvantages in mental wellness, academic achievement, and future opportunities.</p> <p><a href="https://theconversation.com/young-carers-face-higher-risks-of-depression-anxiety-and-lost-futures-and-most-receive-no-support-260654">https://theconversation.com/young-carers-face-higher-risks-of-depression-anxiety-and-lost-futures-and-most-receive-no-support-260654</a></p> <p><a href="https://carers.org/news-and-media/news/post/470-young-carers-falling-behind-their-classmates-at-key-stage-2-and-gcse-first-study-shows">https://carers.org/news-and-media/news/post/470-young-carers-falling-behind-their-classmates-at-key-stage-2-and-gcse-first-study-shows</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Total cost: £62,068.62

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- £320
	<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- £119
					Duxford- £419.5
	Year group	Visit	Purpose/Rationale	Impact	
	All	Author/Illustrator	This author visit lead to authenticity and credibility to the reading and	Reading for pleasure was enhanced prior to and	

			<p>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.</p>	<p>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.</p>	
	KS2	Young Voices	<p>The purpose of the school choir is to use music to develop skills like communication, collaboration, creativity, mindfulness, and innovation and aims to inspire a love of music and create memories for children that will last a lifetime. Performing at the O2 gave them the</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.</p>	

			<p>perfect platform for this.</p> <p>The music is specially selected to introduce children to the widest possible range and by providing a diverse range of styles, it is hoped that they will gain a fuller understanding of music and what it means to sing together.</p> <p>For some of the music, children are taught simple dance moves that are performed whilst singing the songs.</p>	<p>Our pupils report feeling happy when they sing which leads to increased self-esteem. Regular Young Voices practice sessions also impacted our pupils as it built self-confidence, engaged the emotions and promotes social inclusion.</p>	
	6	East Mersea residential	<p>We wanted our pupils to experience learning 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</p>	<p>We have found that this residential experience helps our young people to learn to manage themselves in a risky and uncertain environment and to achieve that balance. Such</p>	

			<p>taken part in include various forms of orienteering, using a climbing wall or different forms of cycling – as well as team building, trust games and problem-solving tasks.</p>	<p>an experience can be a real boost to self-esteem, especially for those who have not previously excelled. Children also benefit from the social aspect and develop life skills such as learning to be away from home and their families and how to cope with the challenges this may bring.</p>	
	All	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</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</p>	

			<p>was important to raise the profile of sport again and get all pupils engaged through physical activity.</p>	<p>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.</p>	
	1-6	Walton-on-the-Naze	<p>Our yearly trip to the beach provides a different experience, through hands on learning in the outdoors. It enhances and supports our mainstream education and improves self-esteem, language, empathy, attention and problem-solving skills.</p> <p>Beach activities also help to</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>	

			improve physical fitness and overall health and well-being.		
Lead attendance officer in school to work with families on reducing PA and improve Whole school attendance	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.				£33,397.79
Deputy Attendance lead, supporting the attendance lead in school to support children and families to improve their attendance.	Where needed, Attendance lead, deputy attendance lead and PP lead have collected children from home to support families.				
Behaviour support to deliver Social, emotional and well-being intervention to support children's self-regulation and improve children's self-management.- SENDCo	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 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.				
	The SENDCo also started sensory morning for SEN children struggling to come into school which has had a positive impact on all children.				
	PP Attendance will remain a focus due to it still being higher than the whole school.				
	At a recent Academy review the following positives were identified:				
	<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 safeguard-</li></ul>				

	ing issues and mental health is considered during attendance discussions, allowing for appropriate interventions to be put in place.							
Forest school	<p>Our Forest School and outdoor learning experiences have been a fantastic benefit for children supported by Pupil Premium funding. The new meadow area has given them the chance to discover nature up close while learning practical skills like gardening and growing herbs and vegetables. Throughout the summer term, we've continued to use our Forest School space every week, providing opportunities for children to enjoy the outdoors in ways they might not have been able to at home.</p> <p>One parent shared:            "My child absolutely loves Forest School. It's given them confidence and a real sense of adventure—they come home excited to tell me what they've learned and discovered."</p>	£500						
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, class incentives and individual incentives. These will continue next year.</p>	<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>						
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> </tbody> </table>	Year group	Number of children	Average outcome	Calming cat	2	+ 12	<p>YCT- £9207.00</p> <p>Home school Liaison- £3562.83</p> <p>Lunchtime support- £1375.00</p>
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					
Breakfast club	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.						
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	PP Accessing	39%	44%	44%	39%	43%	45%
After school club resources	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.  100% of Pupil premium were offered a place in clubs and 88.5% 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.						£3064.12
Uniform support and school supplies	Providing school uniform to some pupils eligible for Pupil Premium funding has had a significant positive impact on both wellbeing and engagement. By ensuring these children have access to appropriate and consistent school attire, we have removed a potential barrier to learning and participation.  This initiative has helped promote a sense of belonging and equality among pupils, reducing any feelings of disadvantage or exclusion. Teachers have observed improved confidence and self-esteem in children who received uniform support, which in turn has contributed to better focus and readiness for learning.  Parents have expressed appreciation for the support, noting that it has alleviated financial pressure and allowed their children to feel proud and included as part of the school community. Overall, this provision reinforces our commitment to creating an inclusive environment where every child can thrive.						£487
Library service and artefact boxes	The library service has played a key role in supporting learning across the wider curriculum by providing books for every topic, along with artefact boxes to enrich lessons. The wide range of books has catered to different interests and reading levels, ensuring every child can find something that inspires them. The artefacts have given pupils hands-on experiences that make learning more tangible and memorable, bringing subjects to life in a way that sparks curiosity and excitement.						Library- £866.49  Artefact boxes- £1620



My happy Mind- Whole school Mental Health and Wellbeing programme	<p>Implementing the <i>My Happy Mind</i> programme across our school has had a transformative impact on pupils' mental health and wellbeing. Through its structured approach to building resilience, fostering positive relationships, and developing emotional literacy, children have gained practical strategies to manage their feelings and maintain a positive mindset.</p> <p>Teachers have reported improved classroom engagement and a noticeable increase in pupils' confidence and self-awareness. The programme's emphasis on gratitude and growth mindset has contributed to a more supportive and inclusive school culture, where children feel valued and empowered.</p> <p>Parents have also shared positive feedback, noting that their children are more open in discussing emotions and demonstrate greater resilience at home. Overall, <i>My Happy Mind</i> has strengthened our commitment to nurturing the whole child, ensuring that wellbeing is at the heart of learning and development</p>	£3445.20
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## 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