

Pupil premium strategy statement – King’s Lander Primary Academy

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	220 (including Nursery)
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Jeff Taylor
Pupil premium lead	Yvonne Dineley
Governor / Trustee lead	Chris Prescott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,960
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£150,960

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is that all pupils, irrespective of background or circumstance, achieve their full academic potential and all-round development to mitigate against social inequality and improve their life chances. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goals and be aspirational, including those who already achieve high standards.

We will consider the challenges faced by vulnerable pupils, such as young carers or those with a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap, and at the same time will benefit all pupils in our school. We want all pupils at King's Lander Primary Academy to have full access to a wide and varied curriculum and well-focused quality first teaching which contribute to their all-round development. We want all staff to have a shared vision of an ambitious and aspirational curriculum designed to redress social disadvantage.

The key principle of this strategy is to use funding effectively and ensure it is based in research into best effective practice, to identify those aspects of the lives of pupils who are in receipt of pupil premium which hinder their all-round development, put strategies in place to target needs precisely and monitor the success of those strategies for those individuals.

Challenges

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

Challenge number	Detail of challenge
1	Emotional, social and behavioural needs that impact on learning. Some children have experienced Adverse Childhood Experiences leading to barriers to learning, limiting pupil progress.
2	Emotional wellbeing impacts on progress e.g. due to poor self-esteem/lack of confidence (children and parents) resulting in low expectations and aspirations.

3	Poor language/communication skills from early starting points due to limited life experiences outside school.
4	Some pupils in receipt of Pupil Premium enter school with lower starting points and require individualised provision or intervention.
5	Some pupils in receipt of Pupil Premium have lower levels of attendance and punctuality
6	Some pupils in receipt of Pupil Premium have specific SEND needs.
7	Children's lack of wider experiences impacts on their knowledge and understanding of the world and the wider curriculum.

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
Pupils in receipt of Pupil Premium have full access to a wide and varied curriculum and well-focused quality first teaching which contribute to their all-round development	Pupils are fully engaged in their learning and outcomes for pupils in receipt of pupil premium are improved in reading, writing and maths and broadly in line with those of peers in school across the rest of the curriculum
Pupils with pastoral or SEN needs are identified swiftly on transition to school	These needs are met to ensure progress is made from point of entry and GLD is not limited by unmet PSED needs
Support is targeted to meet identified learning needs. Teachers know the pupils well; their progress is tracked and support strategies are adapted to ensure next steps progression	Rates of progress for those in receipt of pupil premium funding are further accelerated through targeted use of funding to meet individual needs
Support for pupils and families is targeted to improve attendance and overcome barriers to learning	The attendance of pupils in receipt of Pupil Premium is at least in line with that of peers in school
Pupils social, emotional and behavioural support needs are identified and strategies, including the support of external agencies, are put in place to mitigate impacts	The well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Phonics training and online support materials (£2,000)	EEF guidance (T&L toolkit) identifies (based on extensive evidence) phonics interventions as very high impact on both language and reading development representing value for money	3,4,8
Staff development: Maths consultancy support (£5,000)	Research demonstrates a clear link between the depth of staff subject knowledge and knowledge of pedagogy and their confidence in and ability to design lessons which support all children to make next steps progress	Intended Outcome (1) Addressing quality first teaching for all children
Assessment resources e.g. NFER (£3,000)	To support further development of pupil tracking to ensure effective identification and meeting of pupil needs in order to diminish differences in achievement between disadvantaged pupils and others.	1-8
Oracy project through Voice 21 (£4,000)	To provide all pupils with a high quality oracy education and further support pupil premium pupils to address the widening gap between the most and least advantaged	3,4,6 and 7

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

Budgeted cost: £114,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>TA support (£93,000)</p> <p>This is the highest expenditure focus of PP funding.</p>	<p>EEF research identifies TA intervention as having a moderate impact with moderate value for money.</p> <p>We believe that when trained and deployed effectively TAs play a significant role in supporting pupils and overcoming barriers to learning.</p> <p>TAs are able to provide individual and immediate feedback to children – EEF research identifies the provision of feedback as having a very high impact on learning</p>	<p>1,2,3,4,6,7,8</p>
<p>Overtime payments to TAs (£4,000)</p>	<p>To enable TA training and/or meeting with teaching staff to enable planning and assessment of pupils' progress and needs</p>	<p>1-8</p>
<p>Tutoring – One to one reading support (£17,560)</p>	<p>EEF research distinguishes between one-to-one tutoring and small group tutoring. Both are deemed to have impact – with one-to-one having the higher level of effectiveness. We will employ a teacher two days a week to provide a structured one-to-one reading intervention programme targeting specific children</p>	<p>3,4,6,8</p>
<p>Further develop parental support for the teaching of phonics (£400)</p>	<p>Pupils entering school may have a low starting point in reading. To help accelerate reading progress, resources are provided to engage parents in reading with their children and to help them understand phonics approaches so that they are more able to support the school.</p> <p>Parents working in partnership with the school supports children to have positive attitudes towards learning and builds a trusting relationship between home and school</p> <p>EEF research identifies the engagement of parents as having a moderate impact for very low cost.</p>	<p>4,6,8</p> <p>Potentially: 1,2,3,5</p>

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education welfare additional SLA (£4000)	Intervention to support pupils who are identified as needing social support	1,2,8
Educational psychologist additional SLA (£3,000)	Intervention strategies to support pupils who have, or are in danger of developing, mental health problems	1,2,5,8
Play therapy (% of costs, rest covered by INEOS donation £4,000)	<p>Many pupils need support with their mental health and emotional wellbeing and these numbers have increased during the pandemic.</p> <p>This is a barrier to learning and can cause low level disruptive behaviour which impacts on their learning and that of the class.</p> <p>Research shows that children who have experienced trauma through ACEs have difficulties in being able to regulate their behaviour. Normalising behaviour has a positive impact on pupils` engagement and progress.</p> <p>The therapy options we have put in place provide safe spaces for children to interact with professionals and talk through their experiences as well as develop coping strategies which will enable them to learn.</p>	1,2
Food - school meals, free breakfast club places, free toast to all KS2 pupils at breaktime (£2000)	To ensure pupils are properly nourished.	1
Curriculum enrichment (£9,000)	Accessing a wide range of visits and activities supports cultural understanding and gives opportunities which pupils may not otherwise have to experience the world, broaden minds and develop positive attitudes. This also includes small group and individual instrumental lessons with a peripatetic music teacher.	7,8 but potentially impacting on 1-6

Total budgeted cost: £ 150,960

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

King's Lander Primary Academy opened as a new school in September 2024.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.