

# 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	Kidgate Primary Academy
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	31.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Susan Cook, Acting Head Teacher
Pupil premium lead	Susan Cook, Acting Head Teacher
Governor / Trustee lead	Melissa Hull, Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,195
<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	£198,195

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Common barriers to learning for disadvantaged children can be: less support at home, weaker language and communication skills, lack of confidence/ low self-esteem, more frequent behaviour difficulties and attendance issues. There may also be complex family situations that prevent children from flourishing. The challenges can often be varied.

Kidgate Primary Academy will ensure that all teaching staff are involved in the analysis of data and identification of pupils and will share this with teaching support staff, so all adults working with our children are fully aware of strengths and areas for development across the school. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who have any other identified needs. 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 the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

### Ultimate Objectives

The objectives for our disadvantaged pupils are ultimately to close the attainment gap between disadvantaged and non-disadvantaged pupils locally, nationally and within internal school data (providing the best life chances for each and every disadvantaged child). This will include supporting these children academically, but also socially and emotionally, ensuring that they are able to learn effectively. Attendance will be a key focus for some children, ensuring that this does not fall below expected levels and have a negative impact on their learning.

### Achieving the objectives

The range of provision for this group includes and would not be limited to:

- 1:1 support
- Additional teaching and learning opportunities provided by TAs
- All work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Additional pastoral support
- Paying for or subsidising educational visits/visitors and residential visits ensuring that all children have first- hand experiences to use in their learning in the classroom.
- Behaviour and nurture support where necessary.
- Attendance support and monitoring.
- Effective professional development for teaching staff, resulting in high quality teaching and learning day in, day out.

## Challenges

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

Challenge number	Detail of challenge
1	Traditionally, many pupils start school with reading, comprehension, oral language and communication skills that are below and well below average.
2	Outcomes for disadvantaged pupils have traditionally been lower than their peers in reading, writing and mathematics; however, attainment in 2024 has increased significantly by 20% in the combined score of Reading, Writing and Maths.
3	Readiness to learn, motivation, resilience and confidence barriers for disadvantaged children could have a detrimental effect on their academic progress; many pupils have significant SEMH needs. The number of pupils with SEMH has increased significantly over the last 2 years.
4	Several disadvantaged pupils have special educational needs, and several disadvantaged pupils are vulnerable, and receive support from external agencies for a variety of reasons.
5	Pastoral support is needed for many pupils due to anxiety, poor sleep, and low self-esteem. Complex family situations and social service involvement with increasing numbers of families requiring access to the Early Help Pathway.
6	Persistent Absence is higher for PP children compared to non-PP children.
7	Loss of resilience and engagement with learning. Ensuring all children are making the same progress regardless of starting points in order to work at the expected standards for Reading, Writing and Maths.

## 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
Challenge 1 – Improved oral language skills and vocabulary among disadvantaged pupils, especially for younger pupils when they enter school in Early Years.	<ul style="list-style-type: none"> <li>Assessments and observations indicate significantly improved oral language among all pupils, including disadvantaged pupils.</li> <li>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> </ul>
Challenge 2 and 7 – All pupils will have access to high quality teaching, including targeted interventions, and a well sequenced and broad curriculum will be offered across all key stages.	<ul style="list-style-type: none"> <li>Outcomes for pupils are strong across all key stages for all pupils.</li> <li>All pupils make, at least, good progress from their start of year baseline points.</li> <li>Teaching is of a high quality, as measured through outcomes and general monitoring of lessons and the quality of work.</li> <li>A full plan of interventions has ensured additional support has been put in place and has had an impact.</li> <li>Additional support, through catch-up funding, has supported identified individuals and has had an impact.</li> <li>A full CPD programme is in place offering a wide range of opportunities to further improve the quality of teaching.</li> <li></li> </ul>
Challenge 3 - Disadvantaged pupils gain cultural capital through the curriculum, helping them to expand their knowledge and skills, enhance their talents, create wider and new interests; preparing them for next educational phase and life after school.	<ul style="list-style-type: none"> <li>The curriculum is broad and exciting and gives opportunities for all pupils to experience a full range of subjects on a weekly basis.</li> <li>A full programme of after-school clubs is in place, which are well attended by pupils, including disadvantaged pupils.</li> <li>A wider enrichment programme is available for all pupils, including educational visits, external visitors and leadership opportunities.</li> <li>Pupils are exposed to potential employment opportunities, both locally and nationally, to broaden their horizons; enthuse and engage and give them a goal to strive towards.</li> </ul>

<p>Challenge 4 and 5 – To achieve and sustain improved wellbeing for all pupils in our school, ensuring all SEMH needs are identified and addressed, particularly for our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• To provide children with access and exposure to a range of life skills, supporting their aspirations and improving their social and emotional well-being.</li> <li>• Pupils supported through ELSA trained 1:1 support and group activities. Children feel happier, engaged and self-esteem to be improved.</li> <li>• Well-being improved through interventions enabling greater focus and confidence with learning.</li> </ul>
<p>Challenge 6 - To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• To improve attendance for the proportion of disadvantaged pupils with low attendance, so that it is above the local and national average.</li> <li>• PP and non PP gaps to close regarding school attendance figures. Close the gap with PA pupils.</li> </ul>
<p>Barriers to learning addressed by the priorities</p>	<ul style="list-style-type: none"> <li>• Poor language acquisition and communication on entry to school</li> <li>• As a result of low communication and language skills, children have poor application of phonics which inhibits progress in phonics, spelling, reading and writing</li> <li>• Attainment gap increase, particularly for middle attaining children who may make slower progress</li> <li>• Limited experiences and fewer opportunities that give life experiences</li> <li>• Low self-esteem and aspirations</li> <li>• Poor attendance for some</li> <li>• Poor attitudes and learning skills leading to disengagement</li> <li>• Parental engagement and adult literacy</li> <li>• Poor emotional well-being and anxiety</li> </ul>

## 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: £99,223

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to use Read Write Inc, a validated Systematic, Synthetic Phonics scheme, to secure stronger phonics teaching for all pupils. Ensure training is in place for all new staff, including liaising with the company to monitor any updates.</p> <ul style="list-style-type: none"> <li>• Relevant staff access updated training: Early Reader Leader, English subject lead and all staff responsible for delivery of RWI phonics.</li> <li>• Enhance the teaching of phonics through RWI scheme ensuring that all new staff have received training to deliver RWI scheme effectively.</li> <li>• Invest in high quality resources.</li> <li>• Subject leader release time to support the planning and monitoring of phonics and reading: look at groups, assessments, reading records.</li> </ul>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="#">Phonics   EEF</a></p> <p><a href="#">Reading comprehension strategies   EEF</a></p>	1, 2, 7
<p>Purchase of standardised diagnostic assessments, including investment in Testbase. Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests and the programmes highlighted can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction and help support next steps:</p> <p><a href="#">EEF Blog: Assessing learning in the new academic year (Part 2...   EEF</a></p> <p><a href="#">Teacher Feedback to Improve Pupil Learning   EEF</a></p>	1, 2, 7

<p>Invest in high quality CPD, including the National College and the NPQ programme to support teachers and curriculum leaders across all aspects of the curriculum to improve outcomes for disadvantaged pupils and their peers.</p> <p>Continue to access support from the Learn SEND hub to support individuals and whole groups in areas such as adaptive teaching.</p> <p>Teacher for every class with TA support in addition to any 1:1 TA.</p> <ul style="list-style-type: none"> <li>• Explicit teaching, highly effective questioning, scaffolding, cognitive and meta-cognitive strategies, flexible groupings, knowledge organisers and graphic organisers, refine retrieval schedules for learning, high quality texts to support leaning.</li> <li>• Pre-teaching and targeted support within lessons and high-quality feedback</li> </ul>	<p>Generally, to provide staff with tools to enhance best practice across a wide spectrum of areas to improve outcomes for all pupils.</p> <p><a href="#">Improving Literacy in Key Stage 1   EEF</a></p> <p><a href="#">Improving Literacy in Key Stage 2   EEF</a></p> <p><a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p> <p><a href="#">Improving Primary Science   EEF</a></p>	<p>1, 2, 3, 4, 5, 7</p>
<p>Regularly re-visit provision and investment for reading, including on-line programmes and physical books, and resources for updating the new library with engaging and wide-ranging materials.</p> <ul style="list-style-type: none"> <li>• 1:1/group and class reading to develop reading stamina and fluency for identified children.</li> <li>• Extra phonics input through interventions across the school.</li> <li>• High quality resourcing in quality texts.</li> <li>• Whole class reading, with catch-up and pre-teach sessions.</li> <li>• Subject Leader release for monitoring and delivery of training</li> <li>• Invest in high quality year group appropriate reading for pleasure books that can be shared at home to re-ignite a love of reading.</li> <li>• Year 2 and Year 6 STA moderator training, and disseminate accordingly across school</li> <li>• Engage wider parental involvement with reading at home.</li> </ul>	<p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding vocabulary, which may be subject-specific.</p> <p><a href="#">Reading comprehension strategies   EEF</a></p>	<p>1, 2, 3, 4, 5, 7</p>

<p>Review the current staffing structure and timetable to explore the best use of human resources for delivery of the curriculum and to enhance CPD opportunities, including reviewing how senior leaders are deployed.</p> <p>Support staff through CPD to emphasise the importance of metacognition and self-regulation approaches to teaching and learning.</p> <p>Invest in additional staffing to support periods of absence. Invest in additional leadership to support the delivery of high-quality teaching.</p> <ul style="list-style-type: none"> <li>• Subject Leader release schedule constantly reviewed and updated to enable all subject leaders to monitor standards in their subject and access CPD: off-site subject hubs, inter school moderation and links with local settings for moderation.</li> <li>• Subject monitoring/reviews by subject leaders: oversee coverage, schedule drop-ins between linked subject leaders and individual year groups, pupil voice to establish retention of taught knowledge.</li> </ul>	<p>To allow senior leaders time to further develop key areas such as curriculum and to provide support for subject leaders to carry out their roles effectively to ensure high quality provision for the children.</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p><a href="#">Feedback   EEF</a></p> <p><a href="#">Effective Professional Development   EEF</a></p>	
<p>Continue to invest in materials and training to support the teaching of mathematics, including testing materials and resources to support bar modelling, through the White Rose programme and Maths Mastery.</p> <ul style="list-style-type: none"> <li>• Leadership release for monitoring power maths, mastering number, maths mastery and TT Rockstars along with own and staff CPD on maths mastery/mastering number</li> <li>• Maths Mastery Hub involvement to continue</li> <li>• Mastering Number launch</li> <li>• CPD release for teachers delivering mastering number</li> <li>• The whole class teaching of power maths, with catch-up and pre-teach</li> </ul>	<p>Enable pupils to develop a rich network of mathematical knowledge.</p> <p>Emphasise the many connections between mathematical facts, procedures, and concepts. Ensure that pupils develop fluent recall of facts.</p> <p>Teach pupils to understand procedures.</p> <p>Teach pupils to consciously choose between mathematical strategies.</p> <p>Build on pupils' informal understanding of sharing and</p>	1, 2, 3, 4, 5, 7



<p>sessions.</p> <ul style="list-style-type: none"> <li>• TTRockstars launch and impact monitoring</li> <li>• Teacher and TAs to support groups</li> <li>• Resources purchased</li> </ul>	<p>proportionality to introduce procedures.</p> <p>Teach pupils that fractions and decimals extend the number system beyond whole numbers.</p> <p>Teach pupils to recognise and use mathematical structure.</p> <p><a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p>	
<p>Continue to monitor and review the feedback and marking policy to ensure all pupils receive high quality feedback in order for them to make rapid progress in their learning, with an emphasis on quality verbal feed- back.</p>	<p>Different methods of feedback delivery can be effective, and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff work- load.</p> <p><a href="#">Feedback   EEF</a></p>	<p>1, 2, 3, 4, 7</p>
<p>Purchase materials and resources across curriculum subjects to support the delivery of the wider curriculum to help motivate and engage pupils, with particular focus on certain areas such as Design &amp; Technology, Music and RE to support delivery of the curriculum.</p>	<p>Generally, to support pupil engagement and invest in wider talents to raise general outcomes and support literacy and numeracy through all subjects.</p>	<p>1, 2, 3, 4, 7</p>

<p>Review and monitor the current assessment systems, including add-ons, to help identify gaps in learning, especially for disadvantaged pupils.</p> <p>Explore other assessment systems, and where necessary, invest other systems, especially in relation to early Years and the wider curriculum subject areas.</p> <p>Investigate a new MIS system, Bromcom to implement new assessment system, moving away from current system Integr8.</p>	<p>Use assessment to build on pupils' existing knowledge and understanding</p> <p>Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support.</p> <p><a href="#">Improving Literacy in Key Stage 1   EEF</a></p> <p><a href="#">Improving Literacy in Key Stage 2   EEF</a></p> <p><a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p> <p><a href="#">Improving Primary Science   EEF</a></p>	<p>1, 2, 3, 4, 5, 6, 7</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£49,172**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to invest in programmes such to improve listening, narrative and vocabulary skills for disadvantaged pupils and their peers, who have relatively low spoken language skills.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.  <a href="#">Oral language interventions   EEF</a>	1, 2, 4, 7
Additional phonics sessions are targeted at disadvantaged pupils who require further phonics support. Regular monitoring and screening to track progress and provide additional support, where necessary.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds  <a href="#">Phonics   EEF</a>	1, 2, 6, 7
Explore further options for using targeted tutoring either through external or internal support. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Small group tuition has an average impact of four months' additional progress over the course of a year.  Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF</a>  <a href="#">Small group tuition   EEF</a>	1, 2, 3, 4, 6, 7
Investment in additional staffing, particularly to support identified pupils, including disadvantaged pupils, with SEMH barriers to learning. In addition, investment in widening the safeguarding and pastoral team to support identified children.	Evidence suggests that children from disadvantaged backgrounds have on average, weaker SEL skills at all ages than their more affluent peers.	1, 2, 3, 4, 5, 6, 7

.	<p>These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="#">Social and emotional learning   EEF</a></p>	
Invest in CPD to support staff, both internally and externally, to ensure quality provision is in place for the delivery of small group interventions.	Generally, to ensure the delivery of quality intervention programmes for pupils to improve outcomes.	1, 2, 7

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

Budgeted cost: **£49,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Looking to gain support from an EWO to support improved attendance for disadvantaged pupils, including targeted strategies to support individual families.	<p>Better attendance will naturally lead to better outcomes due to consistency and regularity of learning.</p> <p><a href="#">Supporting attendance   EEF</a></p> <p><a href="#">Working with Parents to Support Children's Learning   EEF</a></p> <p><a href="#">Behaviour interventions   EEF</a></p>	5, 6, 7
<p>Linked to the above, continued investment in pastoral support to support children/families with concerns.</p> <p>In addition, maintain responsibility for attendance amongst the senior leadership team and ensure adequate time for the role.</p> <p>Alongside this, invest time from admin support to assist to continue to make attendance a high priority.</p>	<p>Better attendance will naturally lead to better outcomes due to consistency and regularity of learning.</p>	5, 6, 7
<p>Improve attendance of disadvantaged children.</p> <ul style="list-style-type: none"> <li>• 1:1 transition support for individuals with returning to school anxieties</li> <li>• Anxiety based school refusal is identified early and LCC support packages used</li> <li>• ELSA guided 1:1/small group sessions</li> <li>• Use of external agencies</li> <li>• Support of LCC Inclusion and Attendance Team</li> <li>• Use of the Early Help process/TAC</li> </ul>	<p>Use of internal and external expertise to support children coming into and back to school.</p> <p><a href="#">Supporting attendance   EEF</a></p> <p><a href="#">Working with Parents to Support Children's Learning   EEF</a></p> <p><a href="#">Behaviour interventions   EEF</a></p>	5, 6, 7

<p>Investment in a wide range of support packages such as the Story Project for staff to deliver enriching PSHE sessions to support well-being and other aspects of health.</p>	<p>Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment.</p> <p>Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.</p> <p>In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</p> <p><a href="#">Social and emotional learning   EEF</a></p> <p><a href="#">Behaviour interventions   EEF</a></p>	<p>3, 6, 7</p>
<p>Invest in a very full enrichment programme, including after-school clubs and external visitors to widen interests; motive and discover and encourage new talents.</p> <p>Investigate OPAL play; to support children's resilience.</p>	<p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p>Any engagement in such activities will help to build confidence and self-esteem to support learning and raise aspirations.</p> <p><a href="#">Social and emotional learning   EEF</a></p> <p><a href="#">Behaviour interventions   EEF</a></p> <p><a href="#">Physical activity   EEF</a></p>	<p>3, 4, 5, 6, 7</p>
<p>Provide opportunities for pupils to experience knowledge of potential career outlets, locally, regionally and nationally through liaising with businesses and companies.</p>	<p>The existing wider evidence suggests that the relationship between aspirations and attainment is not straightforward. In general, approaches to raising aspirations have not translated into increased learning.</p> <p><a href="#">Aspiration interventions   EEF</a></p>	<p>3, 4, 5, 6, 7</p>

**Total budgeted cost: £198,195**

## 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 (green indicates an improvement on outcomes for the previous cohort).

The following summarises the attainment outcomes for Year 6 pupils, based on their SATs outcomes.

Key Stage 2 Outcomes (based on teacher assessment)	All pupils	Pupil Premium pupils	Non-Pupil Premium pupils
% of pupils achieving the expected standard in reading, writing and mathematics	57%	46%	56%
% of pupils achieving the expected standard in reading	70%	68%	71%
% of pupils achieving the expected standard in writing	63%	47%	71%
% of pupils achieving the expected standard in mathematics	72%	68%	73%
% of pupils achieving the expected standard in GPS	75%	73%	63%
% of pupils achieving the higher standard in reading	28%	16%	73%
% of pupils achieving the higher standard in writing	3%	0%	3%
% of pupils achieving the higher standard in maths	27%	11%	34%
% of pupils achieving the higher standard in GPS	37%	26%	41%

- There were 60 pupils in the cohort – 19 (31%) were Pupil Premium. This is a slight decrease last year.
- Outcomes were pleasing for the 2023-24 KS2 cohort relating to outcomes for all against the National Expected Standard.

**All pupils:**

Subject	EXS 2022 / 2023	Higher 2022 / 2023	EXS 2023 / 2024	Higher 2023 / 2024	National Exs 2023 / 2024	National High 2023 / 2024
RWM Combined	59%	4%	57%	3%	61%	8%
Reading	80%	22%	70%	28%	74%	28%
Writing	64%	5%	63%	3%	72%	13%
Maths	80%	22%	72%	27%	73%	24%
GPAS	72%	20%	75%	37%	72%	32%

- For those achieving the expected standard, attainment decreased slightly by 2% from 2023 for all pupils when combining all subjects: reading, writing and maths.
- For those achieving the higher standard in all combined subjects, attainment slightly decreased from 2023 by 1%.
- Writing has dipped slightly from 64% to 63% at the expected standard, with only 3% achieving the higher standard.
- Maths, also dipped by 8% for expected standard, but increased by 5% for those achieving the higher standard.

**Pupil Premium:**

Subject	EXS 2022 / 2023	Higher 2022 / 2023	EXS 2023 / 2024	Higher 2023 / 2024
RWM Combined	26%	0%	46%	0%
Reading	67%	6%	68%	16%
Writing	39%	0%	47%	0%
Maths	50%	11%	68%	11%
GPAS	61%	9%	73%	26%



- For those PP Pupils achieving the expected standard, attainment increased significantly by 20% from 2023 when combining all subjects: reading, writing and maths.
- For those achieving the higher standard in all combined subjects, no PP children achieved this in 2023 or 2024.
- Writing has increased from 39% to 47%, but again no children achieved the higher standard in 2023 or 2024.
- Maths, also increase by 18% for expected standard, but stayed the same for achievements at the higher standard.
- Reading and GPAS higher standard increased 10% and 15% respectively.
- The school continues to support PP children participating in trips and residential by contributing (part-payment) to the overall cost when a financial assistant is required for trips, visitors, experiences, breakfast club access.
- Staff planned and developed opportunities within the curriculum for engagement and enrichment activities for children to enhance learning and encourage PP, poor attenders to come to school. Activities such as visitors to school, as well as visits off-site for every year group took place, and considerable financial investment was made by the school to enable all children to access these was made. All trips and experiences were funded by the school because of the impact of financial hardship upon a third of our school community
- The ELSA trained Pastoral Care Lead has run weekly social and emotional support sessions with key pupils on a 1:1 and small group basis from across the school. As the demand to access that provision has been great this academic year, the Pastoral Care Lead has worked across the school to train year group teaching staff in the delivery of various interventions which can be implemented with individuals or small groups. The SENDCO has reviewed the provision map and is planning for alternative ways to meet the SEMH intervention need through the use of adults within year group phases.
- We have supported these families with medical needs, housing difficulties, financial difficulties, well-being support, parenting classes and support networks, food banks etc. After Early Help and Team Around the Child closes, families still have regular contact with the PCL and school.
- The school community clothes market was set up and the numbers of parents who utilise it to provide uniforms for their children are growing, with some regular attenders. The comments these families make demonstrate the importance of providing this to our school community.

### **In addition:**

Our pupil premium strategy will be supplemented by additional activities that are not being funded by pupil premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- dedicating teacher and wider staff meeting time for the senior mental health lead.
- The training will focus on the training needs identified such as developing our understanding of our pupils' needs, giving pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Using employed staff and Sports Coaches to provide activities

that will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

- providing whole staff REACT training on de-escalation and self-regulation strategies to support SEMH and promote positive high expectations for behaviour of self and others.

## Externally provided programmes

Programme	Provider
Behaviour support	BOSS
Educational Psychologist	Applied Psychologies
Music tuition	External Individual
Music resources	SING Up
Languages support resources	Language Angels
Reading resources	English Hub
Phonics resources	Read Write Inc
Times Tables support	TT Rockstars
Spelling and Maths Shed resources	Ed Shed
Maths resources	White Rose, Maths Mastery
Reading tutoring	FFT Lightning Squad
Sports fixtures and programme	Wolds Sports

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils	

## Further information (optional)

In conjunction with other funding, general strategies to also enhance provision for all pupils, including disadvantaged pupils:

- Invest in time for curriculum leaders to improve provision and monitoring of their subject areas to further improve outcomes across the curriculum.
- Facilitate time for teachers to consider and identify individual barriers to learning and consequent learning needs for pupils to ensure strategies are put in place for individuals.
- Work collaboratively across the Trust to generate and share ideas and implement joint strategies to enhance learning.
- Ensure there are multiple opportunities to share and celebrate achievement with pupils and the wider Kidgate Primary Academy family through assemblies, social media and in person presentations.