

King's Academy Binfield (Primary) and King's Academy Oakwood Pupil Premium Strategy Statement 2024/2025

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 – King's Academy (Binfield)

Detail	Data
School Name	King's Academy Binfield (primary phase)
Number of pupils in school	Primary students - 303
Proportion (%) of pupil premium eligible pupils	4.95%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Jacqueline Tate
Pupil premium lead	Sarah-Jane Grindley
Governor / Trustee lead	Danu Sivapalan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£23, 680

School overview – King’s Academy Oakwood

Detail	Data
School Name	King’s Academy Oakwood
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	7.58%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Jacqueline Tate
Pupil premium lead	Sarah-Jane Grindley
Governor / Trustee lead	Danu Sivapalan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£22,200

Part A: Pupil premium strategy plan

Statement of intent

King’s Academy Binfield (Primary) and King’s Academy Oakwood are safe and happy schools. Our pupils enjoy their learning and, as part of our vision: *Opportunity and Success on a Global Stage*, every pupil has our confidence in their ability to achieve beyond expectations, irrespective of their background or starting point.

As highly inclusive schools, our ultimate objective is to close existing attainment gaps between our disadvantaged students and their peers. The focus of this strategy is to encourage our disadvantaged students to be as aspirational as their counterparts and to have equitable access and support in order to make achieving those aspirations a realistic expectation.

We have unashamedly high expectations of all of our students and provide all with a challenging curriculum which provides support to those who require it. High quality teaching (alongside personalised pastoral care) is a vital element of our plans to enhance life opportunities for our young people. In order to sustain the attainment performance of those students not deemed to be disadvantaged, whilst improving progress for our disadvantaged students, we must make the best use of teaching and learning (T&L) strategies which have a strong and sustainable impact on those students most in need.

- *“Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all of their resources (not just the Pupil Premium) on proven ways of improving teaching.”* Education Endowment Foundation 2017

Challenges

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

Challenge number	Detail of challenge
1	Attendance Disadvantaged students’ attendance levels being lower than their peers. Ref: Attendance Data from 2023/24 Academic Year
2	Financial Hardship Financial hardship at home can result in disadvantaged students lacking the resources to maximise progress and attainment outcomes.

3	<p>Literacy and Numeracy</p> <p>Some disadvantaged students have gaps in their literacy and numeracy, and some have been exposed to less vocabulary than their non-disadvantaged peers. Some primary students have a reading age significantly below their chronological age.</p>
4	<p>Social, Emotional and Mental Health</p> <p>Some disadvantaged students can suffer from low social, emotional and mental health which can impact engagement with school life and ambitions for the future.</p>
5	<p>Cultural Capital including engagement with wider opportunities</p> <p>Limited cultural capital among some of our disadvantaged students can impact upon:</p> <ul style="list-style-type: none"> - vocabulary and context - life experiences - core knowledge implicitly known by peers - careers awareness - leadership opportunities - social interactions. <p>The first 3 points have a further impact upon academic performance as students may not comprehend the language or contexts in academic literature, textbooks and exam papers.</p>
6	<p>Parental Engagement leading to low aspirations</p> <p>Limited support is offered with home learning by some of our PPG families.</p> <p>Some disadvantaged families do not engage with teacher meetings (e.g. parents evenings) and communications (e.g. email) which limits the amount of communication being had and therefore limits the opportunities to support PPG learners.</p> <p>Some disadvantaged families do not attend parental workshops which means they are not best equipped to be able to support their children.</p> <p>There was low attendance for our schools' workshop about online safety (led by an external consultant) which means parents are not as familiar with the risks of children being online (including social media).</p> <p>Low aspirations among disadvantaged students can hamper progress and attainment, resulting in limited ambitions for the future.</p>
7	<p>Behaviour for learning</p> <p>Passivity and low-level disruption impacts students' progress and attainment.</p> <p>Behaviour issues impact students' engagement in lessons.</p>

Measuring Impact

King's Academy Binfield (Primary) and King's Academy Oakwood takes a holistic approach to assessing the success of its programmes. This will include:

- Academic progress through data monitoring (including Phonics Screening Check, Multiplication Tables Check, KS1 assessment and KS2 SATs)
- Attendance Data
- Behaviour Data
- Participation in extracurricular activities
- Parental contact/engagement with the school
- Participation in small group interventions
- Pastoral and Safeguarding Support
- Resources provided

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 number(s) addressed
<p>Attendance Monitor attendance of all PP students. Contact parents/carers on first day of absence. Work with RSL for interventions to be put in place where attendance is a concern.</p>	<p>Absence rate is <2% for disadvantaged students. The attendance variance for DA and SEND students to be <1% from that of their peers.</p>	1, 4, 6
<p>School Trips and Visits Ensure that financial hardship is not a barrier to participation in school trips and visits. Review trips list for the year and contact parents directly where PP students would benefit from attending.</p>	<p>Where appropriate, PP children attend residential trips. PP students participate in day trips and visits that would benefit them.</p>	1, 2, 4, 5, 6
<p>Academic Achievement Ensure all teachers know who their PP students are in their classes. - Send out a list and check on learning walks</p>	<p>Teachers know and prioritise PP chn in their classes. Disadvantaged pupils and non-disadvantaged pupils to have the same progress scores against FFT5/FFT20.</p>	3, 6, 7

<p>- Priority seating, marking strategies deployed</p> <p>CPD for all staff on strategies to be used and specific support provided to ECTs and new staff.</p> <p>Monitor the academic progress of PP students with SLT every half term.</p> <p>Reviewed at LM meetings for phase leads.</p> <p>All PP students to be reviewed for exam access arrangements for KS2 SATs.</p>	<p>Ensure that alternative access arrangements are in place where appropriate and PP students are not disadvantaged compared to their peers.</p> <p>Intervention is in place for PP students with a below average reading age.</p>	
<p>Social, Emotional and Mental Health</p> <p>Ensure all staff know how to refer students to in house ELSA.</p> <p>ELSA to triage students based on need prioritising disadvantaged students.</p> <p>Make full use of MHST and ensure referrals are completed for any disadvantaged students who require support.</p> <p>PSHE curriculum teaching strategies to support good mental health.</p> <p>Support for students through coaching opportunities - peer to peer or disadvantaged student with adult.</p> <p>Ensure that SEN, Safeguarding and Pastoral teams are joined up in their approach to supporting PP students.</p>	<p>Children will exhibit increased self-confidence and self-worth.</p> <p>Individual support is available to each student where necessary.</p> <p>We recognise 'one size does not fit all'.</p> <p>Students with additional challenges may have support from SEN and Safeguarding and, where this is in place, it works well.</p> <p>Where necessary, PP students will have a support plan that is appropriate to them.</p>	<p>1, 4, 6, 7</p>
<p>Cultural Capital including engagement with wider opportunities</p> <p>Monitor participation in after school clubs and invite/encourage students to attend.</p> <p>Review current provision to ensure that it is inclusive for all.</p> <p>Ensure that financial issues are not a barrier to experiences.</p> <p>Offer opportunities during the school day that disadvantaged children may not get the chance to complete outside of school.</p> <p>Ensure a range of leadership opportunities are available to disadvantaged students and invite/encourage students to apply.</p>	<p>Continued engagement in after school clubs.</p> <p>Continued provision of wider opportunities (e.g. enrichment).</p> <p>All pupil groups represented in roles of responsibility (e.g. School Council, Peer Mentors).</p> <p>Proactive invitations to clubs are made where appropriate.</p> <p>Proactive invitations to apply for leadership opportunities are made where appropriate.</p>	<p>1, 2, 4, 5</p>

<p>Parental Engagement leading to low aspirations</p> <p>Priority access to parent evening appointments.</p> <p>Parents have access to class teacher and phase leader for any pastoral support questions.</p> <p>Target and invite disadvantaged parents to after school workshops which model specific ways to support your child.</p>	<p>Disadvantaged pupils instances of reading at home is in line with their non-disadvantaged peers.</p> <p>There is easy and positive communication between the school and parents to support the student.</p> <p>Joint identification of barriers to learning and working together to overcome these.</p> <p>PP parent attendance at meetings and workshops is in line with non-disadvantaged levels.</p>	<p>1, 2, 3, 4, 6, 7</p>
<p>Behaviour for learning</p> <p>All pupils are expected to follow the school's Remarkable Routines - the expectations are set out in whole school assemblies.</p> <p>Pupils are motivated by and rewarded with DARE points.</p> <p>Staff follow the school's behaviour and conduct policy.</p> <p>Celebration certificates in assemblies to promote and highlight positive behaviours and achievements.</p> <p>CPD for staff dealing with low level behaviours/ disruptions.</p> <p>Quiet room access at lunchtimes.</p> <p>Access to sensory circuits.</p> <p>Individual behaviour plans.</p>	<p>PP students' DARE points are in line with those achieved by their non-disadvantaged peers.</p> <p>PP students' certificates and awards are in line with those achieved by their non-disadvantaged peers.</p> <p>Staff use effective strategies for managing instances of low level disruption.</p> <p>Staff feel confident to manage behaviour effectively.</p> <p>Behaviour issues have reduced levels of impact on student engagement in lessons.</p>	<p>1, 3, 4, 7</p>

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: £15,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment and retention of key teaching and support staff as the school grows.</p>	<p>Teacher Recruitment and Retention EPI Teacher Recruitment and Retention Topic Paper - School support staff</p> <p>Key focus taken from this:</p> <ul style="list-style-type: none"> ● Staff CPD a priority to ensure high quality teaching and learning and that staff feel supported and empowered both as teaching and support staff ● High quality CPD offered by Tom Sherrington, Kennel Lane, KGA and KAB/KAO staff ● Staff wellbeing and workload a focus ● Recent audit of Workload carried out by union reps ● Facilitation of NPQ qualifications ● Targeted recruitment of staff through networks, agencies and KGA talent pool 	<p>1, 3, 4, 7,</p>
<p>Ensure that quality first teaching is of the highest standard for all students through an in depth teaching and learning CPD offer. Staffing in core subjects can be challenging, particularly in Maths/English. Research based focus needs to be applied to all CPD to ensure quality and effectiveness.</p>	<p>Research School - Effective CPD EEF - Effective CPD Characteristics EPI - High Quality Professional Development EEF - Guidance Report Effective CPD EEF - Metacognition Report EEF - Pupil Premium Guidance EEF - Impact of COVID 19 on pupil attainment Understanding Progress in the 2020-2021 Academic Year</p> <p>Key Focus taken from this</p> <ul style="list-style-type: none"> ● Developing teaching and learning processes and systems across the academies as a collaborative approach ● Developing and sharing teaching good practice across the academies ● Ensure all CPD is focused to the needs of the academies and our cohort ● Improve teacher understanding of metacognition and how this can improve quality of teaching and learning 	<p>1, 3, 4, 5, 7</p>

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading support and intervention	<p>Preparing for Literacy: Improving communication, language and literacy in the early years Improving Literacy in KS1 Guidance Report Improving Literacy in KS2 Guidance Report</p> <p>Key focus taken from this:</p> <ul style="list-style-type: none"> ● Language provides the foundation of thinking and learning and should be prioritised. ● Using a number of different approaches will be more effective than focusing on any single aspect of early reading. ● Effective implementation of a systematic phonics programme and use of high quality structured interventions can help pupils who are struggling with their literacy. ● Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words. ● Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text. 	1, 3, 4, 6, 7
Maths Support and Intervention	<p>EEF - Improving Early Maths EEF - Improving Maths in KS2 and 3</p> <ul style="list-style-type: none"> ● Key focus taken from this: ● Professional development of staff delivering interventions is key ● Improving assessment of student's understanding ● Use of manipulatives to improve understanding ● Mastery Learning approach 	1, 3, 4, 7
Improve the teaching of SEND students to	<p>SEND Code of Practice EEF - Best Use of Teaching Assistants</p>	1, 3, 4, 5, 7

<p>focus on the improvement of students who are both SEND and disadvantaged</p>	<p>EEF - SEND Teaching in Mainstream Schools Special Educational Needs In Mainstream Schools EEF Toolkit - Individualised Instruction</p> <p>Key focus taken from this:</p> <ul style="list-style-type: none"> • The importance of understanding individual student's needs • Assess, plan, do, review • SEND and Disadvantaged students are a focus sub group in data analysis • Well trained support staff delivering support to our learners in lessons and in interventions • Tom Sherrington's WalkThru SEND: Aim High, Plan Support will be an academy wide focus for the teaching practice tool kit <p>SEND: Aim High, Plan Support</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA</p>	<p>EEF Toolkit - Emotional and Social</p> <p>Key focus taken from this:</p> <ul style="list-style-type: none"> • Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. • There is particular promise for approaches that focus on improving social interaction between students 	<p>1, 4, 7</p>
<p>Behaviour monitoring, tracking and improving</p>	<p>Improving Behaviour in Schools Behaviour Interventions</p> <p>Key focus taken from this:</p> <ul style="list-style-type: none"> • Explicit teaching of positive behaviours • Simple approaches, regular routine • Targeted approaches for individual students 	<p>1, 4, 7</p>

	<ul style="list-style-type: none"> Continued use of the ClassCharts platform to monitor behaviour and drive intervention 	
Support for students to access a range of curricular and extra-curricular activities	<p>Literacy Trust Research Against The Odds - Social Mobility Report Research to support the most academically able disadvantaged students</p> <p>Key focus taken from this:</p> <ul style="list-style-type: none"> Supplying key students with their own copies of key reading books and revision guides Ensuring that all students are not prohibited from accessing a range of experiences based on being disadvantaged, this is bespoke for the students based on individual needs 	1, 2, 4, 5

Total budgeted cost: £45, 880

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 - 2024 academic year.

Our Pupil Premium Strategy is a three year strategy. As a result of this review we have made changes to our Pupil Premium Strategy for 2024-2027.

Pupil Premium Student Numbers in 2023/24 (Primary and Secondary Phase)

	N2	R	1	2	3	4	7	8	9	10	11	12	All
PP	0	1	8	4	0	0	26	20	21	27	8	5	120
% of yr	-	1.69	12.9	13.3	-	-	12.56	9.8	10.1	15	12.9	7.35	10.34

Attendance

There continues to be gaps in attendance between disadvantaged pupils and their peers across the school. This is a key barrier to academic achievement. There is significant mental health and pastoral support in place across the school, with bespoke alternative provisions put in place where students are struggling to attend. Additional support for attendance is being explored by the school.

The Head of Primary continued to lead on attendance throughout the year in the primary phase liaising with both KGA trust and the local authority attendance team. Attendance remained strong and above national average with KAO achieving 95.9% for the year and KAB primary 95.6%.

Attendance Summary for 23/24 academic year % (Primary and Secondary Phase)

	N2	R	1	2	3	4	7	8	9	10	11	12	All
PP	0	88.1	93	97.8	0	0	91.9	88.2	89.4	88.9	83.7	90.1	89.7
Not PP	91.2	95.3	95.4	96.5	95.6	95.5	95.9	94.3	94.5	93.3	89.6	92.1	94.3

Academic Achievement

In order to support our youngest students who were coming into reception year with a vocabulary gap, teachers and learning support assistants ran interventions including

speech and language therapies and TalkBoost support. Children who took part in TalkBoost sessions, increased their vocabulary by 9 months on average. Individual and small group intervention for basic numeracy also took place in Early Years, Key Stage One and Key Stage Two.

A key part of our curriculum offer is that of retrieval activities. This means that our curriculum has spirals learning to help all of our students but especially our disadvantaged students to transfer their knowledge from short-term memory to long-term memory.

Behaviour for Learning

To support managing challenging behaviour in the primary phase, staff undertook CPD based on supporting children in crisis, de-escalation techniques and how to use zones of regulation with students. Key students were provided with Behaviour Independent Support Plans (BISPs) which were written alongside parents and carers. The outcome of this has been that there were limited suspensions in the primary phase during 2023-2024. During this period, we hired two additional HLTAs, one who is a trained counsellor for children aged 7 and above and one who also provides family support. Staff members have completed the Mental Health First Aider training and staff regularly consult with the Mental Health Support Team available through the NHS.

Cultural Capital

The cultural capital has been strong in the primary phase with numerous trips, clubs, enrichment sessions, music lessons, dance lessons, International Day, etc. Students are introduced to a range of diverse artists through our 'musician of the month' programme and we have had many visitors come in and talk about their careers in a range of industries. External teachers have also come and delivered training in First Aid and Bikeability (in Key Stage Two). Our disadvantaged students are able to secure their first choice of club and enrichment. Take up of after school clubs by our disadvantaged students is strong with all PP students in the primary phases either attending after school clubs or representing the school at external events.

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	Objective
Nessy	Students have access to reading material (phonological awareness to comprehension) at a level appropriate to their reading age.
Toe by Toe	Builds confidence and accuracy in decoding and reading fluency.

NumBots	Students have access to online games that help children acquire fundamental numeracy skills (subitising, number bonds and calculations).
Times Table Rockstars	Students have access to online activities that boost children's fluency and recall in multiplication and division