

Pupil Premium strategy statement – King’s Academy Gomer

This statement details our school’s use of pupil premium (and recovery 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 | 231 |
| Proportion (%) of pupil premium eligible pupils | 28% (67) 14% (33) - FSM(+E6) 12.5% (29) - Service (+E6) 0% (0) - LAC |
| 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) | 2025-26 |
| Date this statement was published | Three-year strategy: Current academic year published: September 2025 |
| Date on which it will be reviewed | Current academic year strategy reviewed: July/September 2025 Three year strategy Review date: July 2026 |
| Statement authorised by | Georgina Mulhall, Executive Headteacher |
| Pupil Premium Lead | Karen Digby |
| Governor / Trustee lead | Nick Almond |

Funding overview

| Detail | Amount |
|--|---|
| Pupil Premium Funding Allocation This Academic Year | Pupil Premium £54,760 Service Premium £11,220 Post LAC £5,140 £71, 120 |
| 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> | £71, 120 |

Part A: Pupil premium strategy plan

Statement of intent

Our aspiration is to ensure equity of opportunity, experience, life chances and outcomes for all pupils - we recognise that learners achieving age-related expectations embedded within the development of the whole child is the greatest impact we can have on our disadvantaged and service community. Our approach builds upon relevant research (EEF, Sir John Dunford, Marc Rowland and Government documentation on Service Pupil, Premium: examples of best practice), using it alongside our robust and thorough understanding of our learners to make informed decisions about the effective use of funding. Our strategy is a three tiered approach (as recommended by EEF, June 2019):

1. High quality for teaching and learning for all
2. Targeted support through specific interventions linked to overcoming barriers to learning
3. Wider strategies to support pupils who experience socio-economic disadvantage

As well as a school strategy, each phase within our organisation (primary, secondary and special) has personalised strategic plans that align to the GFM strategy and meet the needs of their community ensuring a positive impact on learner outcomes.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Tier 1 - teaching Enabling all disadvantaged learners to receive quality first teaching, in all learning environments to ensure they leave King's Academy Gomer at age-related expectations or above. |
| 2 | Tier 1 - teaching 28% of our disadvantaged pupils also have a range of special educational needs. |
| 3 | Tier 1 - teaching Last year 61% of disadvantaged pupils achieved age-related expectations in writing at the end of KS2. Nationally, 72% of pupils achieved the same outcome. |
| 4 | Tier 2 - targeted academic support Some pupils do not have gaps in their learning identified early enough; therefore, the gap can widen. |
| 5 | Tier 2 - targeted academic support Some pupils who have SEND and are in receipt of Pupil Premium do not make sufficient progress to meet age-related expectations and/or make progress from their start points |
| 6 | Tier 3 - wider strategies The impact of societal and family circumstances, e.g. socio-economic disadvantage, on-going cost of living crisis and parent deployment (Service) is having a negative impact on some pupils' mental health and well-being. This may have a detrimental effect on their attitudes towards school (attendance, behaviours, attitudes towards learning) <i>(during times of deployment or when the parent works away, the ongoing impact of the increasing cost of living on some pupils' mental well-being and health, as well as their interactions with their peers)</i> |
| 7 | Tier 3 - wider strategies Pupils' access to the wider school curriculum is at times limited and inconsistent across school e.g. after school clubs. |

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 |
|--|---|
| Tier 1 - teaching 'Good' teaching and learning to enable pupils to make sound progress in maths, writing and reading across the key stage. | <ul style="list-style-type: none"> - High-quality Professional learning that directly impacts on quality of teaching - Teaching will be at least good or better, reflecting all of the teaching standards. - Gaps in learning will be identified early, ensuring early intervention. - Assessments will ensure that all pupils are challenged and supported. - The percentage of disadvantaged pupils achieving ARE/GDS will continue to improve, thereby narrowing the gap to national outcomes. - Pupils will make at least expected progress against their end of Key Stage 1 outcomes.. |
| Tier 1 - teaching To ensure high-quality inclusive practice is the basis of all teaching to enable all pupils to engage and thrive at school. | <ul style="list-style-type: none"> - Learning will be adaptive to meet the needs of all learners - The classroom environment will be organised, clutter-free and not over-stimulating - The language and strategies of the Zones of Regulation will be used by pupils and adults to support self- and co-regulation. - Concrete resources and visual aids will be used to support teaching and understanding |
| Tier 1 - teaching Improve standards and outcomes in writing so that the number of disadvantaged pupils achieving age related expectations is inline with national standards. | <ul style="list-style-type: none"> - End of KS2 results will show that more disadvantaged pupils are meeting or exceeding National standards. - There will be a diminishing gap between the progress and attainment of disadvantaged pupils and their non-disadvantaged peers in all year groups for writing. |
| Tier 2 - targeted academic support To diminish the difference in the attainment gap between disadvantaged and non-disadvantaged pupils | <ul style="list-style-type: none"> - Any gaps in their learning will be identified at the starting point of a child's journey at King's Academy Gomer so that they can make rapid progress from their starting point. - Children will make at least good progress - Gaps in learning will be identified early, ensuring early intervention. - Improve progress and attainment in core subjects where gaps have grown or developed |
| Tier 2 - targeted academic support To support and improve outcomes for learners with SEND and/or SEMH needs. | <ul style="list-style-type: none"> - As a consequence of targeted, personalised interventions, SEND /SEMH pupils will make small steps of progress from their starting points, both in academic and social and emotional development. |

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| | <p>This will be reflected in increase in standardised scores (Renaissance scores), improvement in attitudes towards learning (ImpactEd, pupil conferencing)</p> <ul style="list-style-type: none"> - Effective deployment of staff to support these pupils, including the use of Trauma Informed Practitioners, inclusion Lead, pastoral team etc. |
| <p>Tier 2 - targeted academic support</p> <p>To diminish the difference in the attainment gap between disadvantaged and non-disadvantaged pupils who have been impacted by subsequent socio-economic changes.</p> | <ul style="list-style-type: none"> - Any negative impact of socio-economic changes will be addressed rapidly to ensure that children do not have gaps in their learning and can make rapid progress from their starting point. - Children will make at least good progress - Gaps in learning will be identified early, ensuring early intervention. - Improve progress and attainment in core subjects where gaps have grown or developed |
| <p>Tier 3 - wider strategies</p> <p>To minimise the impact on pupils emotional well-being due to personal circumstances <i>e.g.</i> <i>during times of deployment or when the parent works away, illness or involvement with Children's Services.</i></p> | <ul style="list-style-type: none"> - Any negative effects on pupils ' well-being will be addressed rapidly to ensure that children do not have gaps in their learning and can make rapid progress from their starting point. - Pupils are able to self-regulate and signposting supports access to manage pupil wellbeing - Use of ELSA and nurture sessions develops emotional literacy and wellbeing |
| <p>Tier 3 - wider strategies</p> <p>To improve disadvantaged pupils access to cultural capital through the extended school provision</p> <p>To provide a range of enrichment opportunities for those pupils in receipt of Pupil Premium</p> | <ul style="list-style-type: none"> - Key tracking of PP learners' access to clubs - Ensure both the academic curriculum and extended curriculum allow opportunities for all pupils to have access to cultural capital - Ensure access to on-site and off-site opportunities through trips and visits |

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: £21, 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| <p>To continue to develop a professional learning programme with a focus upon Inclusion and the impact of deprivation as well as quality first teaching.</p> <ul style="list-style-type: none"> - PDMs (<i>this is to include a focus on QFT, analysis of data, best practice for our disadvantaged pupils and those in receipt of Pupil Premium, supporting pupils with SEND</i>) - Inset days - Practice Clinics | <p>The best available research indicates that great teaching is the most important lever schools have to improve pupils attainment. It is important that schools consider how children learn, with teaching approaches that ensure long-term retention of knowledge, fluency in key skills and confident use of metacognitive strategies are crucial.</p> <p>Whole school/ Trust level PL delivered to support staff's understanding of both Teaching standard 5 and the Impact of deprivation upon pupil outcomes</p> <p><u>Effective Professional Development</u></p> <p>NFER building block 1 (whole-school ethos of attainment for all) and 3 (high-quality teaching for all) form part of the building blocks in successfully raising attainment for disadvantaged pupils.</p> <p>Rowland (The Pupil Premium), clearly states that consistently excellent teaching is key to closing the disadvantaged gaps.</p> | <p>Tier 1 challenge 1,2& 3</p> <p>Tier 2 challenge 4 & 5</p> |
| <p>Teachers to be well informed to identify gaps and generate next steps in pupils learning</p> <ul style="list-style-type: none"> - Purchase of diagnostic tools e.g. Times Tables Rockstars, Literacy Planet and PiXL - SLT coaching staff/subject leads on analysis of data and creating actions | <p>Standardised tests 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:</p> <ul style="list-style-type: none"> ● NFER building block 4 (meeting individual learning needs) states that staff seek to understand gaps in learning and then seek the best strategies to support the child's next step in learning. ● Rowland (Learning without labels) states that when managed effectively, additional adults can have a positive effect when overseen and work closely with qualified staff. This links to NFER building block 5 where it talks about deploying staff effectively and training and supporting teaching assistants to support | <p>Tier 1 challenge 1, 2, & 3</p> <p>Tier 2 challenge 4 & 5</p> <p>Tier 3 challenge 7</p> |

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| from that to inform High Impact Teaching Plans. | pupils' learning. This is supported by research led by Johnathan Sharples, where findings show that high-quality training and support from teachers and senior leaders are crucial to making TA interventions work. | |
| <p>Embedding of Let's Think English programme and using these principles across the curriculum.</p> <ul style="list-style-type: none"> - PDMs throughout the year on metacognition; - observations and follow-ups on delivery of Let's Think English | <p>Evidence suggests that the use of and teaching of metacognitive strategies can be the equivalent of +7 months progress, and that such skills are taught in subject-specific content, as pupils otherwise find it hard to transfer these generic tips to specific tasks. This is reiterated by Marc Rowland (<i>Addressing educational disadvantage 2021</i>)</p> <p><u>Metacognition and Self-regulated Learning EEF</u></p> <p>Evidence on the effects of cognitive accelerations indicates that the Cognitive Acceleration intervention has a positive, permanent effect on children's general cognitive ability,</p> <p><u>The Adey Report - Let's Think in English</u></p> <p><u>The Effects of Cognitive Acceleration – and speculation about causes of these effects.</u></p> <p>Marc Rowland states that it is particularly important to improve the meta-cognition of low-attaining pupils as it contributes to securing understanding, commits learning to the long-term memory as well and develops their own independent learning skills, thereby reducing reliance on adults. (<i>Addressing educational disadvantage 2021</i>)</p> | <p>Tier 1 challenge 1, 2, & 3</p> <p>Tier 2 challenge 5</p> <p>Tier 3 challenge 7</p> |

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

Budgeted cost: £25, 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--|
| Purchase of Times Table Rockstars, Literacy Planet and PiXL diagnostic tools to identify gaps in pupils academic work to support teachers in targeting next steps | <p>The EEF guide to pupil premium states that the key ingredient to a successful school is effective teaching and should therefore be a priority when spending PP funding. By purchasing these tools, this allows teachers have the time to implement actions to address these gaps rather than spending time on marking and analysing data and taking next steps.</p> <p><u>The EEF guide to the Pupil Premium</u></p> | <p>Tier 1 challenge 1, 2, & 4</p> <p>Tier 2 challenge 5, 6 & 7</p> |

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| <p>Effective deployment of resources to implement targeted sessions to address identified gaps (academic and well-being):</p> <ul style="list-style-type: none"> - KGA Gomer Inclusion Lead to lead and direct LAPS team to targeted to offer support on pastoral and academic - Targeted SEMH/well-being sessions; - Service well-being check ins; - Targeted support for maths, spelling, reading - Pupil conferencing | <p>NFER building block 1 (whole-school ethos of attainment for all), 3 (high-quality teaching for all), 4 (meeting individual needs for all pupils) and 5 (deploying staff effectively) all form part of the building blocks in successful raising attainment for disadvantaged pupils.</p> <p>Phonics/toolkit strand / EEF <u>Phonics EEF</u> Evidence within school suggests that <i>'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.'</i></p> <p>Rowland (Learning without labels) states that when managed effectively, additional adults can have a positive effect when overseen and work closely with qualified staff. This links to NFER building block 5 where it talks about deploying staff effectively and training and supporting teaching assistants to support pupils' learning. This is supported by research led by Johnathan Sharples, where findings show that high-quality training and support from teachers and senior leaders are crucial to making TA interventions work.</p> <p><u>Teaching Assistant Interventions EEF</u></p> | <p>Tier 1 challenge 1, 2 & 3</p> <p>Tier 2 challenge 4 & 5</p> <p>Tier 3 challenge 7</p> |
| <p>Year 6 pupils to take place in targeted booster sessions</p> | <p>Small group booster/intervention sessions targeted at specific needs and knowledge gaps can be an effective method to support pupils, especially when diagnostic assessments are used to identify the best ways to target support. Cost-effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile as opposed to 1:1 tuition.</p> <p>Small group intervention:</p> <p><u>Small group tuition EEF</u></p> | <p>Tier 1 challenge 1, 2 & 3</p> <p>Tier 2 challenge 4 & 5</p> <p>Tier 3 challenge 7</p> |

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £25,120

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Targeted sessions to address well-being identified gaps:</p> <ul style="list-style-type: none"> - Targeted SEMH/well-being | <p>The emotional and academic impact on all pupils, but especially those in receipt of PP, is unprecedented and research is continually coming out on potential barriers and ways in which these can be addressed.</p> | <p>Tier 1 challenge 1, 2 & 3</p> |

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| <p>sessions with our Learning Mentors (LAPS) (1:1 etc);</p> <ul style="list-style-type: none"> - Service well-being check-ins; - Service ELSA; - Service Club; - Lunch clubs e.g. Service Club - Parent workshops (from outside agencies and within Trust) on areas of challenge with their children, e.g. sleep, increase in anxiety - Access to school based ELSA | <p><u>Improving Social and Emotional Learning in Primary Schools EEF</u></p> <p>A core part of these targeted sessions is about building relationships. Rowland (<i>Addressing educational disadvantage in schools and college 2021</i>) states that ‘<i>this is a core element of the strategy.</i>’ To this end, interventions are run by trusted adults and when identifying pupils who require targeted support, the adult who will be running this is carefully considered for the individual. Rowland also goes on to say that, ‘<i>...we need to take a long approach to addressing disadvantage in the classroom by improving relationships inside and out, across our school communities.</i>’</p> <p>Service Pupil Premium, examples of best practice published by the MOD identify that best practice for schools is to have dedicated members of staff to support pupils and parents during times of deployment and specific strategies for managing feelings and emotions.</p> <p>https://www.gov.uk/government/publications/the-service-pupil-premium/service-pupil-premium-examples-of-best-practice</p> | <p>Tier 2 challenge 4 & 5</p> <p>Tier 3 challenge 7 & 8</p> |
| <p>To provide a range of enrichment opportunities for those pupils in receipt of Pupil Premium</p> <ul style="list-style-type: none"> - residentials - visits/ visitors - Opportunities to attend after / breakfast school clubs | <p>Relates to Ofsted framework:</p> <p><i>The curriculum extends beyond the academic, technical or vocational. It provides for learners’ broader development, enabling them to develop and discover their interests and talents... the curriculum and the provider’s wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy</i></p> | <p>Tier 3 challenge 8</p> |
| <p>Resources to support Intervention - contingency fund</p> | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | <p>All</p> |

Total budgeted cost: £71, 120

Outcomes for disadvantaged pupils

Table above: shows (provisional) data for end of KS2

Tier 1 (teaching)

Improve attainment and progress in maths, reading and writing (including spelling), ensuring end-of-Year 6 data is in line with KS1 data

Improve standards and outcomes in maths, reading and writing so that combined is in line with at least national average

‘Good’ teaching and learning to enable pupils to make sound progress in maths, writing and reading across the key stage.

Success criteria:

- *High-quality Professional learning that directly impacts on quality of teaching*
- *Teaching will be at least good or better, reflecting all of the teaching standards.*
- *Gaps in learning will be identified early, ensuring early intervention.*
- *Assessments will ensure that all pupils are challenged and supported.*
- *% of disadvantaged pupils achieving ARE/GDS will continue to improve narrowing the gap to national outcomes.*
- *Pupils will make at least expected progress against their on entry starting points.*
- *End of KS2 results will show that more disadvantaged pupils are meeting the expected standard in Reading, Writing & Mathematics (R, W & M)*
- *End of KS2 results will show that more disadvantaged pupils are making expected progress in R, W & M based upon their KS1 data*
- *There will be a diminishing gap between the progress and attainment of disadvantaged pupils and their non-disadvantaged peers across their time in KS2.*
- *There will be a diminishing gap between the progress and attainment of disadvantaged pupils and their non-disadvantaged peers in all year groups*

End of KS2 data:

Table above shows 2025 data of the end of KS2

- End of Key Stage 2 data indicated that, based on their on-entry data: 100% of pupils eligible for FSM left in line or exceeding their KS1 maths data. This is comparable with teacher assessment outcomes in Years 3, 4 and 5 which show 100% of pupils eligible for FSM are expected to match or exceed their KS1 Maths outcomes.
- Attainment of disadvantage pupils increased in Reading, Writing and Maths increase for 2024-2025
- A range of formative and summative assessments at various points throughout learning journeys help teachers to identify the needs of all learners, but especially those in receipt of pupil premium and those with special educational needs and/or disabilities. This is evidenced through more diagnostic, targeted support plans, gap analysis of summative assessments, adaptation of learning and learning journeys show more appropriate access strategies in place to remove barriers (monitoring feedback).
- As a result of a range of formative and summative assessments at various points throughout learning journeys, the needs of all learners, but especially those in receipt of pupil premium, are catered for. This is evidenced through more diagnostic, targeted support plans, gap analysis of summative assessments, adaptation of learning and learning journeys show more appropriate access strategies in place to remove barriers (monitoring feedback).

Teaching and Learning:

- Teachers were able to apply their pedagogical knowledge to plan well-structured learning journeys that made learning interesting and appealing to pupils. This includes pupils with special educational needs and/or disabilities and those in receipt of Pupil Premium, where teachers adapted lessons skilfully so that all can be involved.

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| <p>To diminish the difference in the attainment gap between disadvantaged and non-disadvantaged pupils who have been impacted by school closures and socio-economic changes.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> - Any negative impact of socio-economic changes will be addressed rapidly to ensure that children do not have gaps in their learning and can make rapid progress from their starting point. - Children will make at least good progress - Gaps in learning will be identified early, ensuring early intervention. - Improve progress and attainment in core subjects where gaps have grown or developed | <ul style="list-style-type: none"> • As a result of targeted support based upon gaps in learning identified by Renaissance diagnostic assessments & other assessments, pupils' reading ages increased across the academic year. This meant that more pupils across the school were reading at a level appropriate for their chronological age, thereby ensuring that reading was not a limiting factor to them accessing the curriculum. |
| <p>To support and improve outcomes for learners with SEND and/or SEMH needs.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • Any negative effects on pupils' well-being will be addressed rapidly to ensure that children do not have gaps in their learning and can make rapid progress from their starting point. • Pupils are able to self regulate and signposting supports access to manage pupil wellbeing | <ul style="list-style-type: none"> • As a result of the teacher's knowledge of pupils, careful use of diagnostic tools and strategies that supported, but did not limit learning (Access for all) pupils with SEND learning journeys demonstrated incremental progress. |
| <p>To improve disadvantaged pupils' access to cultural capital through the extended school provision</p> <p>To provide a range of enrichment opportunities for those pupils in receipt of Pupil Premium</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • Key tracking of PP learners' access to clubs • Ensure both the academic curriculum and extended curriculum allow opportunities for all pupils to have access to cultural capital • Ensure access to onsite and off-site opportunities through trips and visits | <ul style="list-style-type: none"> • All pupils in receipt of PP accessed off-site opportunities through trips and visits. |

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| <p>To minimise the impact on pupils' emotional well-being due to personal circumstances e.g. <i>during times of deployment or when the parent works away,</i></p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> - Any negative effects on pupils' well-being will be addressed rapidly to ensure that children do not have gaps in their learning and can make rapid progress from their starting point. - Pupils are able to self-regulate and signposting supports access to manage pupil wellbeing | <ul style="list-style-type: none"> • Our assessments and observations indicated that pupil learning behaviour, wellbeing and mental health continued to be impacted last year, primarily due to the wider socio-economic impact for our families. This impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide well-being support for all pupils, and targeted interventions where required. |
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Externally provided programmes

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

| Programme | Provider |
|---|------------------------|
| Times Tables Rockstars | Maths Circle Ltd |
| Renaissance Star Assessments & Early Reader | Renaissance Learning |
| Spelling Shed | EdShed |
| Let's Think in English | Let's Think in English |
| Literacy Planet | Shane Davis |

Service pupil premium funding (optional)

| 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 | |
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| Measure | Details |
| 1. To minimise the emotional impact of deployment and parents working away, on children and families. | <ul style="list-style-type: none"> • SEMH/well-being/check-in sessions with our Learning Mentors; • Service well-being check-ins via the ELSA/trauma-informed practitioner • Parents are signposted to external services, dependent on need, including Service Family links. • Service pupils have weekly access to the Service Club and other key social events during the term. Parents are often invited to these. • Children are supported to stay connected to parents on deployment through the use of the Service Bears. |

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| 2. To further improve outcomes for all Service Pupils in achieving greater attainment and progress. | <ul style="list-style-type: none"> • Regular monitoring of attendance. • Half-termly analysis of data to identify gaps and generate and action next steps. |
| The impact of that spending on service pupil premium eligible pupils | |
| Impact | Details |
| 1. To minimise the emotional impact of deployment and parents working away, on children and families. | <ul style="list-style-type: none"> • As a result of the actions undertaken to support Service pupils and their mental well-being, pupils felt that the opportunities to work with adults within school had a positive impact on their emotional well-being. Where pupils did not feel it had a positive impact, this was because personal circumstances at home had altered considerably and pupils were dealing with new and challenging emotions that needed addressing and support in a different way. • For those Service pupils who were transitioning to secondary school, pupils felt that support from the school had ensured that they were prepared for the next step in their education. |
| 2. To further improve outcomes for all Service Pupils in achieving greater attainment and progress. | <ul style="list-style-type: none"> • As a result of a range of formative and summative assessments at various points throughout learning journeys, the needs of all learners, but especially those in receipt of pupil premium (Service pupil premium) are catered for. This is evidenced through more diagnostic, targeted support plans, gap analysis of summative assessments, adaptation of learning and learning journeys show more appropriate access strategies in place to remove barriers (monitoring feedback). • As a result of cross-phase work and more accurate diagnostic assessments of gaps in learning for our service pupils in years 3-5 a higher percentage of service pupils are achieving ARE+ in all core subjects compared to non-service pupils. • Gaps between our service pupils and non-service pupils continue to narrow • We identify that writing is an area that we will continue to work on for our service pupils. |

Further information

Our pupil Premium Strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Working alongside external agencies to support pupils and parents with challenges linked to SEMH, e.g. counsellors, therapy sessions, MAST, Motiv8 ,etc
- Working alongside outside agencies to support families with financial challenges, e.g. food vouchers, food hampers, Salvation Army (Christmas presents), Birthday Cake
- Working alongside the KGA Children and Families Team as well as the Community Hub (Service families)

Planning, implementation, and evaluation

In planning our new Pupil Premium strategy, we evaluated why activities undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data, including assessments, Learning Walks, book scrutinies, conversations with parents, pupils and teachers, in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of books, reports, studies and research papers about the effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at and engaged with studies (ImpactEd) about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.