

Kings Road CPS



Pupil Premium Statement 2024/25 & Review for 23/24

Author	Leah Grimsley/Darren Morgan
Date Reviewed	December 2024 – December 2025 (year 1 of 3-year plan)

Excellence, in every area without compromise

Pupil premium strategy statement 2024/25

Before completing this template, you should read the guidance on [using pupil premium](#).

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

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Kings Road Primary School
Number of pupils in school	666
Proportion (%) of pupil premium eligible pupils	32.73% (182 pupils above average)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 year 1 2025/26 year 2 2026/27 year 3
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	
Pupil premium lead	L Grimsley/D Morgan
Governor / Trustee lead	Ayshea Ahmed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£275,730
Recovery premium funding allocation this academic year	£0 (<i>this funding has now finished</i>)

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	£275,730

Part A: Pupil premium strategy plan 2024 - 2025

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by the EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

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, weak language/vocabulary development and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues and other vulnerabilities. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

At Kings Road, we are determined to move forward with our ambition of 'Excellence without Compromise, in every area', which includes our disadvantaged children via the Pupil Premium Pledge. Quality First teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We believe this will have the greatest impact on closing the disadvantage attainment gap and support our non-disadvantaged pupils at the same time.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our ultimate objectives for disadvantaged pupils are:

- ✓ To narrow the disadvantage attainment gap between disadvantaged and non-disadvantaged pupils
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected rates of progress
- ✓ For disadvantaged pupils to achieve as well as or better than their non-disadvantaged peers
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level

We aim to do this effectively through:

- Ensuring that teaching and learning opportunities meet the needs of all of our pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Targeted support through an Easter school Tutoring Programme including non-disadvantaged pupils
- Ensuring disadvantaged pupils are challenged in the work they are set
- Acting early to intervene at the point any need is identified
- Fulfilling the promise of our pupil premium pledge to accelerate progress
- Adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Support payment for enrichment activities and educational visits. Ensuring children have first-hand experiences to use in their learning in the classroom
- Provide enrichment activities/experiences in each class across the school per half term
- Extend PE provision through extra-curricular activities
- Enable children to learn a musical instrument

This list is not exhaustive and will change according to the challenges, needs and support required for our disadvantaged pupils. This will be based on solid formative and summative assessment when making decisions about the impact of the disadvantage.

We have developed our Ignite curriculum through a number of drivers that are designed to help children overcome barriers to learning. These barriers can be more prevalent amongst our disadvantaged pupils.



Our Pupil premium pledge uses **enrichment** as another route for us to enhance the experiences of all pupils at school including pupil premium through quality engagement in conversation to develop language and vocabulary skills.

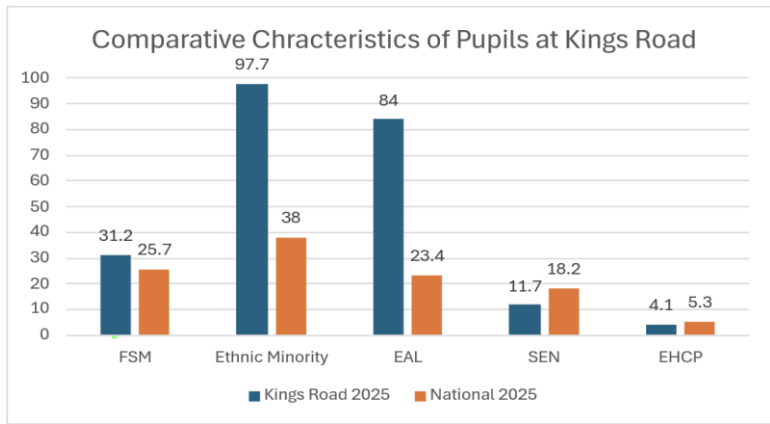
Pupil Premium

In 2024 the pupil premium pledge was reimagined to...

- ▣ All PP children to receive at least 90 minutes in class support (group of 1-1)
- ▣ PP children to experience dialogue associated to an enrichment activity each half term
- ▣ PP children to benefit from a weekly 'virtual' activity to develop their language and experiences.

Challenges

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

Challenge number	Detail of challenge																		
1	<p>High % of deprivation IDSR Oct 2024 (Taken from the ASP. Same pattern in 2022 & 2023)</p> <ul style="list-style-type: none"> pupil base deprivation – above average school location deprivation – well above average 																		
2	<p>Low levels of oracy (limited development of vocabulary and language) (EYFS Welcomm assessment outcomes from entry). Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>																		
3	<p>High EAL & ethnic minority – Oct 2024 79% - well above average and has increased since 2022. PP and non-PP pupils.</p>  <table border="1"> <caption>Comparative Characteristics of Pupils at Kings Road</caption> <thead> <tr> <th>Characteristic</th> <th>Kings Road 2025</th> <th>National 2025</th> </tr> </thead> <tbody> <tr> <td>FSM</td> <td>31.2</td> <td>25.7</td> </tr> <tr> <td>Ethnic Minority</td> <td>97.7</td> <td>38</td> </tr> <tr> <td>EAL</td> <td>84</td> <td>23.4</td> </tr> <tr> <td>SEN</td> <td>11.7</td> <td>18.2</td> </tr> <tr> <td>EHCP</td> <td>4.1</td> <td>5.3</td> </tr> </tbody> </table>	Characteristic	Kings Road 2025	National 2025	FSM	31.2	25.7	Ethnic Minority	97.7	38	EAL	84	23.4	SEN	11.7	18.2	EHCP	4.1	5.3
Characteristic	Kings Road 2025	National 2025																	
FSM	31.2	25.7																	
Ethnic Minority	97.7	38																	
EAL	84	23.4																	
SEN	11.7	18.2																	
EHCP	4.1	5.3																	
4	Low life experiences and enrichment opportunities outside of school (linked to deprivation)																		
5	High absence and persistent absence (some severe absence linked to additional needs) and poor punctuality																		
6	Attainment gap compared to non-PP pupils at end of key stage 2 24/25. Fewer pupils																		

Pupil Premium									
KS2 SATs									
Measure	PP result 2025	School Result 2025	Comparators Nat 2024)						
Read – exp	76%	75%	75%						
Reading – higher standard	27%	35%	29%						
Write – exp	81%	87%	72%						
Write – Higher standard	14%	28%	13%						
Maths – exp	73%	80%	74%						
Maths – Higher standard	21%	40%	23%						
Re, wr, ma - exp	58%	66%	61%						
RWM – Higher standard	12%	19%	7%						
SPAG – exp	72%	77%	73%						
SPAG – Higher standard	21%	33%	31%						
KS1 SATs									
Read – exp	77%	84%	68%						
Read – GD	29%	35%	19%						
Write – exp	65%	70%	60%						
Write – GD	13%	12%	8%						
Maths – exp	71%	75%	71%						
Maths – GD	23%	21%	16%						
Phonics									
Y1 Pass	78%	92%	80%						
Foundation Stage									
GLD	82.35	73%	68%						
Maths screen (Y4)	19.28 (mean)								
Pupil Premium Numbers									
YR	17	Y1	15	Y2	31	Y4	30	Y6	23

7	Low parental engagement at school and outside of school compared to non-PP pupils – limited support for learning at home and limited enrichment activities outside of school.
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Intended outcomes

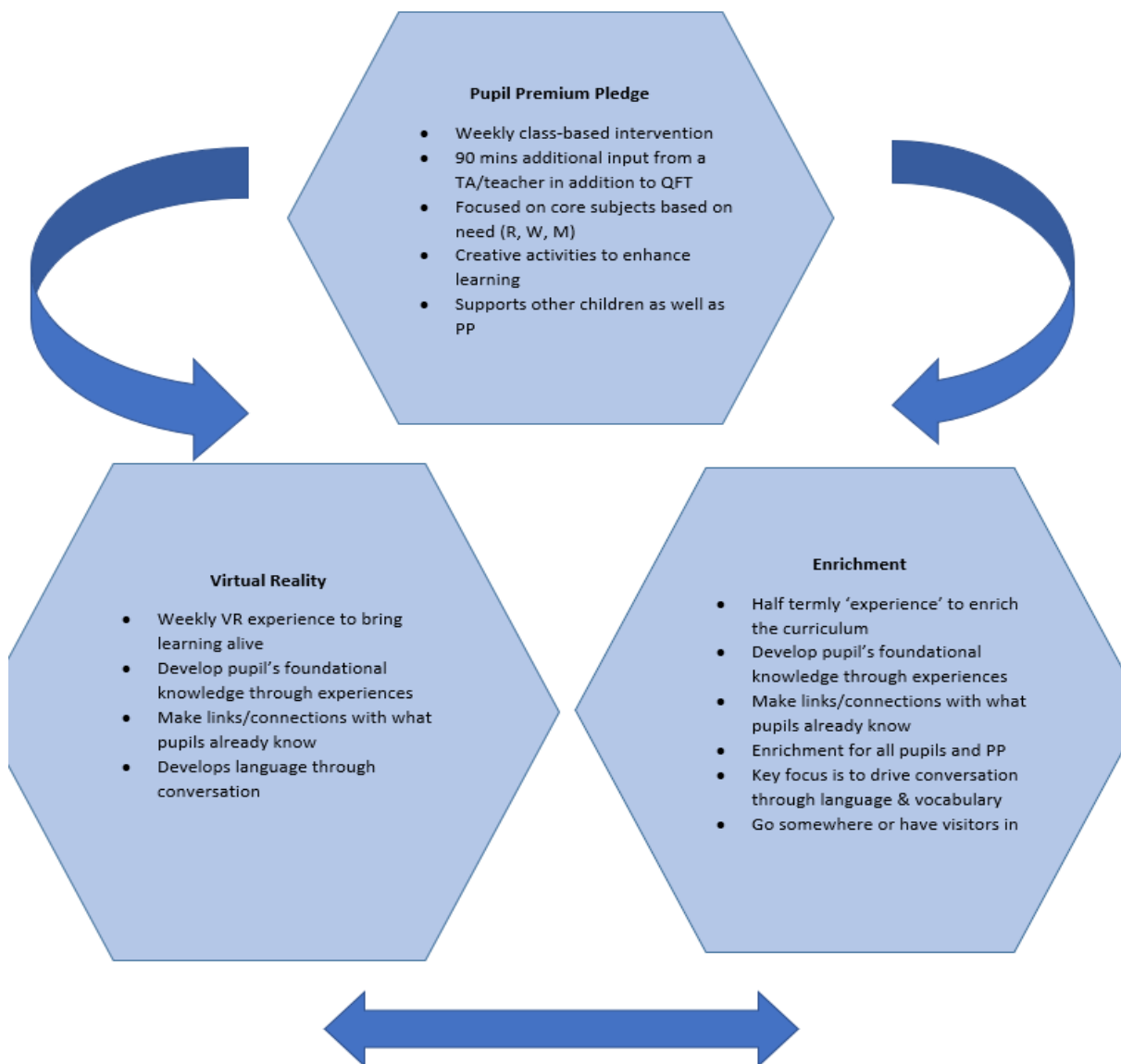
This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. SDPA 1- To continue to review, design, implement and evaluate the curriculum	<ul style="list-style-type: none"> PP pupils will develop their experiences of the world through a revised curriculum and enrichment opportunities provided through the PP pledge and targeted support in-class. Language/vocabulary development will be inline with PP pupils and non-PP pupils in a broad range of curriculum areas.
2. SDPA2 – To consider the teaching and learning of reading	<ul style="list-style-type: none"> Greater % of PP pupils meeting the higher standard and expected standard in core subjects compared with non-pp pupils
3. Disadvantaged pupils make accelerated progress in all areas of the curriculum including core subjects.	<ul style="list-style-type: none"> Progress/attainment inline or above compared with non-disadvantaged pupils at KR Greater % of PP pupils meeting the higher standard in core subjects (R,W,M) compared with non-pp pupils

<p>4. Improved attendance and punctuality of disadvantaged pupils</p>	<ul style="list-style-type: none"> • Punctuality and attendance of disadvantaged pupils closely tracked and monitored with clear outcomes for improvement. • Identification of socio-economic factors affecting punctuality and barriers overcome. • Pastoral team working together to provide tailored support for parents and children where needed to improve punctuality for disadvantaged pupils.
<p>5. Disadvantaged pupils to attend extra-curricular activities to provide enrichment opportunities and experiences that translate into the classroom.</p>	<ul style="list-style-type: none"> • A significant increase in participation of extra curriculum clubs on offer at KR. • Increased participation and retrieval of essential knowledge in retrieval sessions.
<p>6. All PP pupils provided with all aspects of the pupil premium offer and particularly enrichment.</p>	<ul style="list-style-type: none"> • Pupil Premium Pledge (PPP) • Virtual Reality (VR) • Enrichment
<p>7. Improved oral language skills and vocabulary among disadvantaged pupils (oracy strategy).</p>	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils particularly in the early years compared with non-disadvantaged pupils.
<p>8. Sustained outcomes in phonics and GLD for disadvantaged pupils when compared with non-disadvantaged & national.</p>	<ul style="list-style-type: none"> • PP outcomes in phonics and GLD are in-line with or better than non-PP children • PP outcomes in phonics and GLD are in-line with national outcomes.

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.

KR Pupil Premium Offer



Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£25,730**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Technology and other resources – Purchase of Dyslexia screener for diagnostic assessments</p> <p>IDL Reading Programme-training for staff to ensure reports are interpreted to help support children and maximise their learning</p>	<p>Screeners can provide reliable insights into the specific strengths and weaknesses of each pupil screened. This data can ensure the children receive any additional further screening and an increase in support through targeted interventions or teacher instruction.</p>	<p>1, 2, 3, 6, 7</p>
<p>Develop high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of our pupils</p> <p>Staff facilitators delivering Bright Futures ECF programme for ECT 1 and 2</p> <p>Extra cover to enable in-school CPD and support for whole school curriculum</p> <p>Curriculum leadership days (monitoring & development)</p> <p>Training Tuesday's</p> <p>Internal Resource Provision</p> <p>Planned Twilight facilitation – outside speakers</p>	<p>High quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils. Focus on building teacher knowledge & pedagogical expertise, curriculum development and purposeful use of assessment.</p> <p>EEF 'Effective professional development'</p> <p>DFE Reading Framework</p> <p>DFE writing framework</p> <p>Systematic synthetic phonics programme</p> <p>EEF- Teaching and Learning toolkit</p> <p>Evidence Based Education's – Great Teaching Toolkit</p>	<p>1, 2, 3, 4, 6, 7</p>
<p>Professional development to support the implementation of evidence-based</p>	<p>EEF 'Effective professional development' guidance</p> <p>EEF- 'Teaching and Learning Toolkit and Early Years Toolkit</p>	<p>1, 2, 3, 4, 6, 7</p>

<p>approaches to develop high quality teaching of English and maths</p> <p>Staff meeting agendas</p>	<p>EEF – ‘Promising Programmes’</p> <p>DFE Reading Framework</p> <p>DFE writing framework</p> <p>Systematic synthetic phonics programme & training</p> <p>English and maths lead hubs</p>	
<p>Professional development to support a whole school approach to oracy</p> <p>Delivering Welcomm assessments</p> <p>Oracy training to develop whole school</p> <p>Resources to support</p> <p>CPD delivery in-house</p>	<p>Oracy Framework</p> <p>EEF- ‘Promising Programmes’ (includes a range of reading, oracy and mathematics interventions)</p> <p>Oracy lead training</p> <p>Oracy resources Oral language interventions / Toolkit Strand /Education Endowment Foundation/ EEF</p>	2, 3, 6
<p>Mentoring and coaching for teachers (PALS, ECT’s)</p>	<p>Mentoring and coaching is an important source of support, particularly for ECT’s.</p> <p>EEF – ‘Effective Professional Development’ guidance report</p> <p>EEF – ‘Effective Mechanisms of Professional Development’ poster</p> <p>National Institute of Teaching – ‘Mentoring & coaching of Teachers’ research</p>	6
<p>Technology and resources to support high quality teaching and learning</p> <p>Continued provision of high-quality reading books & texts (digital and hard copy eg phonics books, reading for pleasure books Bug Club)</p>	<p>School’s should consider the specific barriers technology is addressing- particularly for disadvantaged pupils and use technology to improve teaching and learning.</p> <p>EEF & EdTech research</p> <p>EEF – ‘Using digital Technology to improve Learning’ report</p>	1, 2, 3, 6, 7
<p>Supporting the recruitment and retention of teaching staff</p> <p>Cover provided to support staff to undertake professional development/qualifications, Excellence Committee</p> <p>Investment into recruitment processes</p>	<p>Managing workload and offering effective professional development are key to retaining excellent teachers/TA’s.</p> <p>EEF – Evidence reviews</p> <p>EEF – Effective Professional Development</p> <p>Bright Futures (and other providers)</p> <p>NPQ’s</p>	1, 2, 4, 6

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

Budgeted cost: **££200,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Group tuition/Extended school time</p> <p>Easter School</p> <p>Approx £25,920 cost</p> <p>Targeted tutoring programme for reading and maths over the duration of 1 week through the Easter holiday.</p> <p>96 funded places (groups of 6 or more per tutor).</p> <p>Per tutor funding x8</p> <p>£18 per hour per student</p> <p>12 students (in two groups of six as per the National Tutoring Programme)</p> <p>15 ours per students (5 days x three hours per day)</p> <p>£18 x 12 (students) x 5 (days) x 3 (hours per day) = £3240</p>	<p>Intensive support can support pupil learning if provided in addition to and explicitly linked with normal lessons. Learning gaps are identified.</p> <p>EEF – Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> - Small group tuition <p>EEF – Making a difference with effective tutoring</p>	<p>1, 2, 5, 6</p>
<p>Targeted interventions across all year groups to support language development, literacy and numeracy.</p> <p>Focus on PP to accelerate progress of children who are making less than expected progress or working</p>	<p>Targeted academic support can support pupil progress and can be employed to help boost language development, literacy or numeracy as well as other subject areas. Interventions are closely linked to classroom teaching and matched to individual specific needs and not inhibiting their access to the wider curriculum.</p> <p>EEF – Teaching and learning toolkit</p> <p>EEF – Early years toolkit</p>	<p>2, 3, 5, 6, 7</p>

<p>below age related expectations</p> <p>PP strategy (virtual reality, enrichment, PP Pledge)</p> <p>*The cost to school of an average TA is £555 per hour per year. This figure has been used to calculate the costings. Total Cost approx £157k</p>	<p>EEF – Promising Programmes</p>	
<p>1:1 tuition</p> <p>Targeted reading intervention. 'Beanstalk readers'</p>	<p>EEF – Teaching and Learning Toolkit - 1:1 tuition</p>	<p>2, 3, 5, 6, 7</p>
<p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND.</p> <p>Full time IRP and specialist teacher in addition to classroom QFT</p> <p>Full Time non-teaching SENCO</p> <p>Assistant SENCO</p> <p>1:1 SEND teaching assistants</p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching.</p> <p>EEF – SEN in Mainstream schools EEF – Five a day poster</p>	<p>2, 3, 5, 6, 7</p>
<p>Teaching assistant deployment and interventions</p> <p>*The cost to school of an average TA is £555 per hour per year. This figure has been used to calculate the costings. Total Cost approx £157k</p>	<p>EEF – Making best use of Teaching assistants EEF – Teaching and learning Toolkit 0 teaching assistant interventions</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

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

Budgeted cost: **££50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of school uniform for new starters eligible for FSM £2000 budgeted</p> <p>Logo'd school jumper/cardigan & school tie provided for all FSM children when they join school.</p> <p>Other items of uniform such as shoes are supplied as required to ensure all children can attend school and thrive.</p>	<p>Pupils from lower socioeconomic backgrounds are less likely to be able to afford the cost of school uniforms, particularly branded items.</p> <p>PP funding supports our disadvantaged families with school uniform for the most expensive items.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/school-uniform</p>	1, 5,
<p>Music tuition & provision of instruments £5000 budgeted</p> <p>Funding provided to disadvantaged pupils for 1:1 music tuition, educational visits, residential activities in Y6,</p>	<p>Pupils from lower socioeconomic backgrounds are less likely to be able to afford the cost of music tuition. KR funds the tuition for PP pupils with our peripatetic music teachers to further develop their talents playing an instrument.</p>	1, 4, 5, 7
<p>Supporting attendance</p> <p>Full time attendance officer & Full time Pastoral lead % of PP funding budgeted</p> <p>Attendance cluster meetings</p> <p>Pastoral team including – pastoral lead,</p>	<p>Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p>EEF – Supporting school Attendance resources</p> <p>Working Together to Improve School Attendance DFE</p> <p>EBSNA Toolkit</p>	1, 3, 4, 5, 6, 7

<p>attendance officer, SENDco – regularly meet to provide intervention and support for vulnerable pupils including disadvantaged</p> <p>EBSNA training & support for pupils</p> <p>Pastoral lead specific work – play therapy, ‘Hub’ provision, safeguarding, parents support, early help, wellbeing group interventions</p>		
<p>Extracurricular activities</p> <p>Subsidised extra/-curricular clubs – (no cost to pupils). PP children prioritised for places first.</p> <p>Sports Coach employed to deliver extracurricular programme</p>	<p>Extracurricular activities are an important part of education. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.</p> <p>EEF – Teaching and Learning Toolkit b-arts participation and physical activity</p>	<p>1, 2, 3, 4, 5, 7</p>
<p>Supporting pupil’s social, emotional and behavioural needs</p> <p>SEMH interventions across school (TA’s, IRP)</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes in later life.</p> <p>EEF – Improving social and Emotional Learning in Primary Schools</p> <p>EEF – Improving Behaviour in Schools</p> <p>EEF – Teaching and Learning Toolkit</p>	<p>2, 3, 4, 5, 7</p>
<p>Communicating with and supporting parents eg. Tea Parties, What’s on offer, Parents’ evenings, assemblies,</p>	<p>Levels of parental engagement are consistently associate with improved academic outcomes.</p> <p>EEF – Teaching and Learning Toolkit – parental engagement</p> <p>EEF – Working with parents to Support Children’s Learning guidance</p>	<p>1, 2, 3, 5, 7</p>

Total budgeted cost: £275,730

Part B: Review of outcomes in the previous academic year 2023/2024

Pupil premium strategy outcomes

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

Reading outcomes

Pupil Premium					
Metric	PP(Difference to Kings Road all)	Metric	PP(Difference to Kings Road all)	Metric	PP(Difference to Kings Road all)
Y6 expected	75% (-5%)	Y4 expected	61% (-8%)	Y2 expected	62% (-16%)
Y6 greater depth	25% (-2%)	Y4 greater depth	12% (-17%)	Y2 greater depth	29% (-5%)
Y6 progress	4.72 (+0.30)	Y4 progress	3.87 (-0.12)	Y2 progress	3.84 (+0.08)
Y5 ex	58% (-12%)	Y3 expected	80% (-1%)	Y1 expected	88% (-5%)
Y5 gd	19% (-8%)	Y3 greater depth	40% (-9%)	Y1 greater depth	20% (-1%)
Y5 progress	4.24 (+0.37)	Y3 progress	5.38 (+0.19)	Y1 progress	4.06 (-0.55)

Wider pupil outcomes 23/24

Pupil Premium attainment (externally recorded data for July 2024) compared with school result (non-disadvantaged pupils).

Pupil Premium

KS2 SATs			
Measure	PP result 2024	School Result 2024	Comparators
			Nat
Read – exp	75%	76%	74%
Reading – higher standard	25%	26%	29%
Write – exp	75%	84%	72%
Write – Higher standard	29%	31%	13%
Maths – exp	68%	83%	73%
Maths – Higher standard	18%	26%	23%
Re, wr, ma - exp	63%	68%	61%
RWM – Higher standard	18%	17%	7%
SPAG – exp	68%	79%	72%
SPAG – Higher standard	38%	44%	31%
KS1 SATs			
Read – exp	62%	78%	<u>68%</u>
Read – GD	29%	34%	<u>19%</u>
Write – exp	62%	70%	<u>60%</u>
Write – GD	14%	14%	<u>8%</u>
Maths – exp	76%	78%	<u>71%</u>
Maths – GD	33%	24%	<u>16%</u>
Phonics			
Y1 Pass	90%	84%	<u>80%</u>
Y2 resit Pass	95%		
Foundation Stage			
GLD	38%	67%	67%
Maths screen (Y4)	53% achieved 75%		

Pupil Premium Numbers									
YR	13	Y1	29	Y2	21	Y4	33	Y6	28

Comparison of % of PP pupils at age related expectations Ex+ 2024

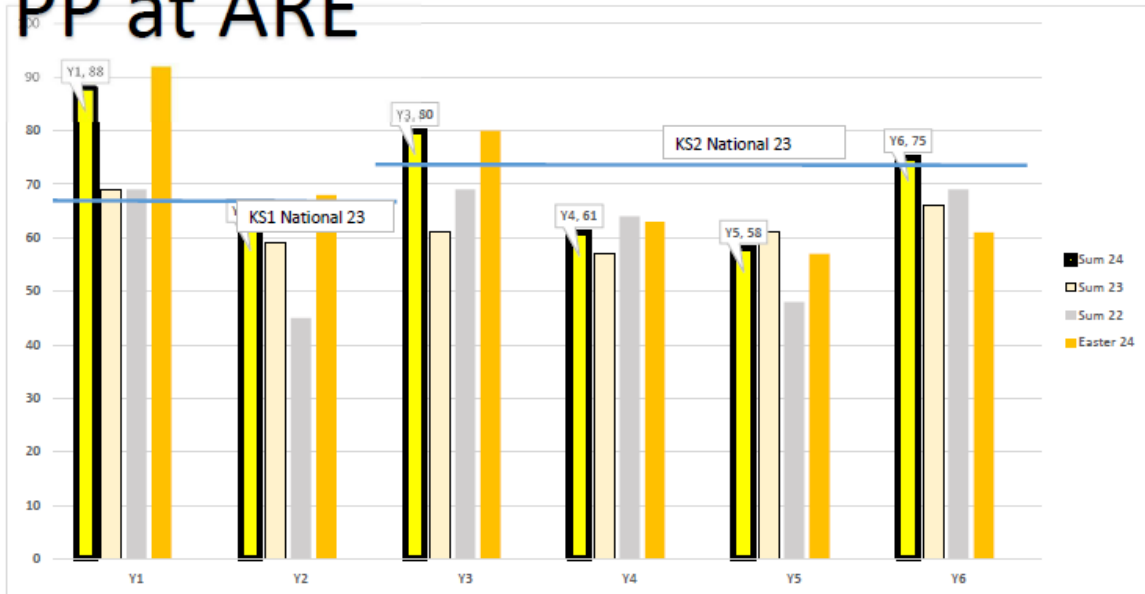
Reading

Comparative PP at Ex+ Summer Reading

	Y1	Y2	Y3	Y4	Y5	Y6
Sum 24	88	62	80	61	58	75
Sum 23	69	59	61	57	61	66
Sum 22	69	45	69	64	48	69
Easter 24	92	68	80	63	57	61



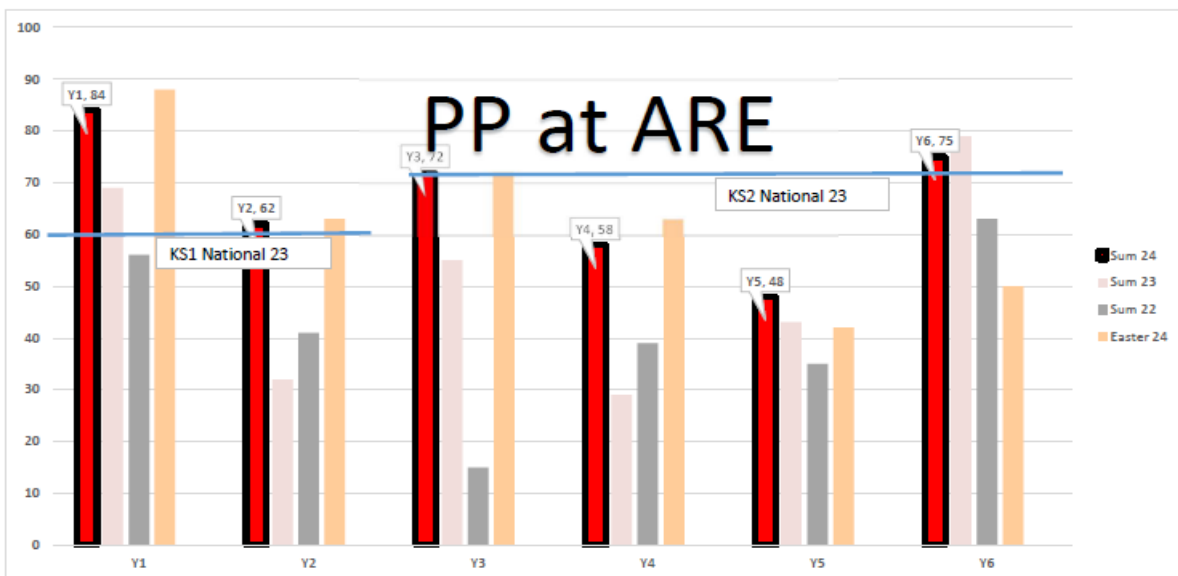
PP at ARE



Writing

Comparative PP at Ex+ Summer Writing

	Y1	Y2	Y3	Y4	Y5	Y6
Sum 24	84	62	72	58	48	75
Sum 23	69	32	55	29	43	79
Sum 22	56	41	15	39	35	63
Easter 24	88	63	72	63	42	50

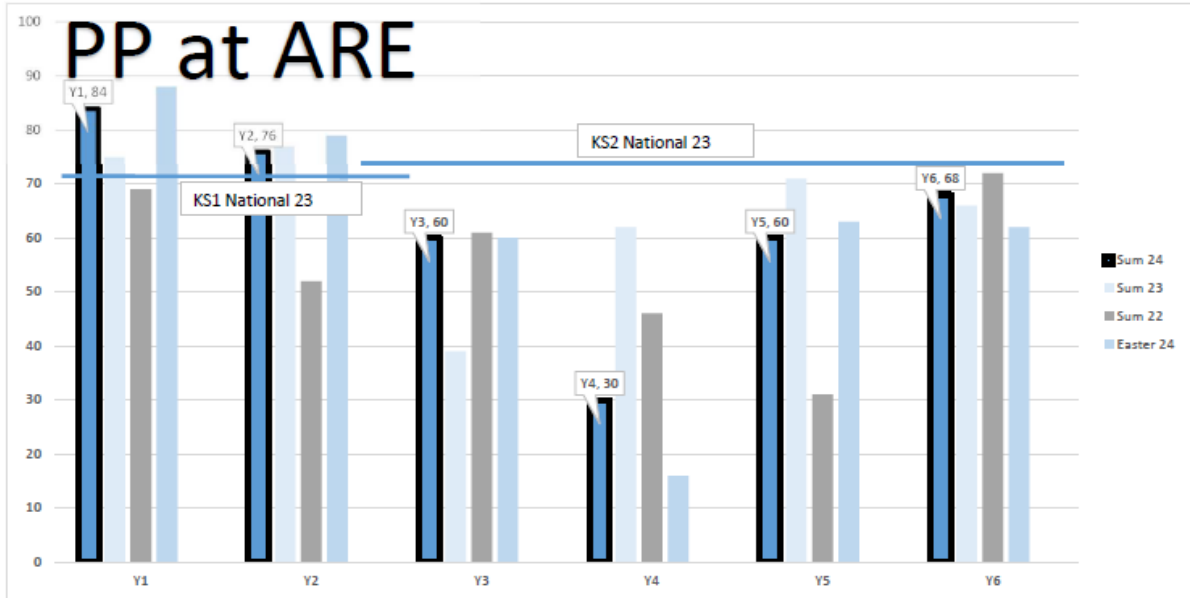


Maths

Comparative PP at Ex+ Summer

Maths

	Y1	Y2	Y3	Y4	Y5	Y6
Sum 24	84	76	60	30	60	68
Sum 23	75	77	39	62	71	66
Sum 22	69	52	61	46	31	72
Easter 24	88	79	60	16	63	62



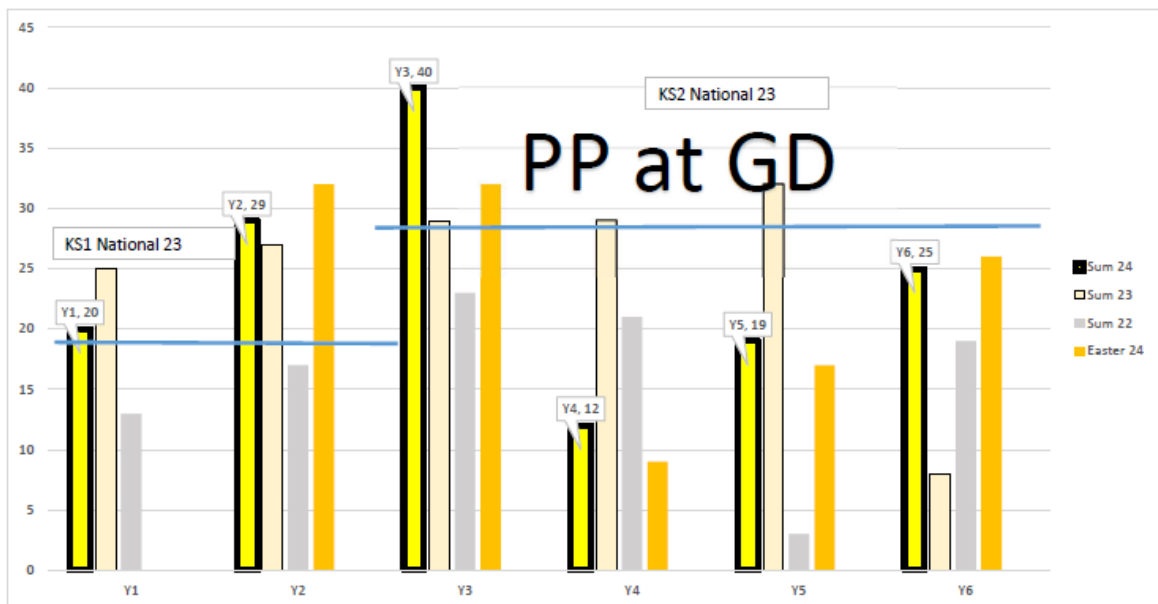
Comparison of % of PP pupils at greater depth GD 2024

Reading

Comparative PP at GD Summer

Reading

	Y1	Y2	Y3	Y4	Y5	Y6
Sum 24	20	29	40	12	19	25
Sum 23	25	27	29	29	32	8
Sum 22	13	17	23	21	3	19
Easter 24	0	32	32	9	17	26

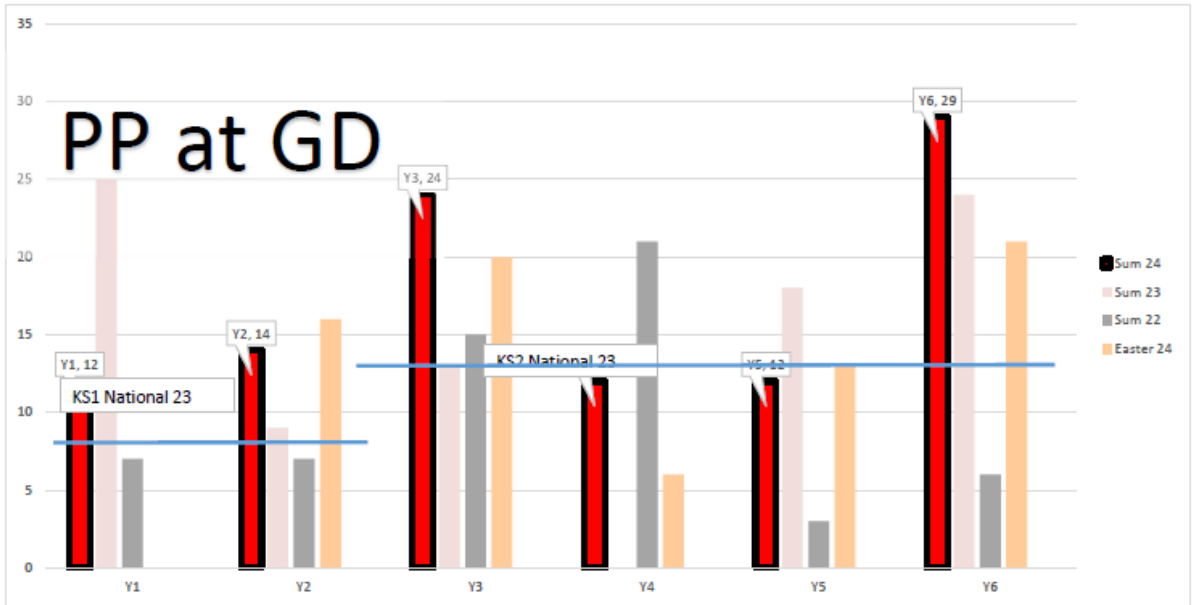


Writing

Comparative PP at GD
Easter

Writing

	Y1	Y2	Y3	Y4	Y5	Y6
Sum 24	12	14	24	12	12	29
Sum 23	25	9	13	0	18	24
Sum 22	7	7	15	21	3	6
Easter 24	0	16	20	6	13	21

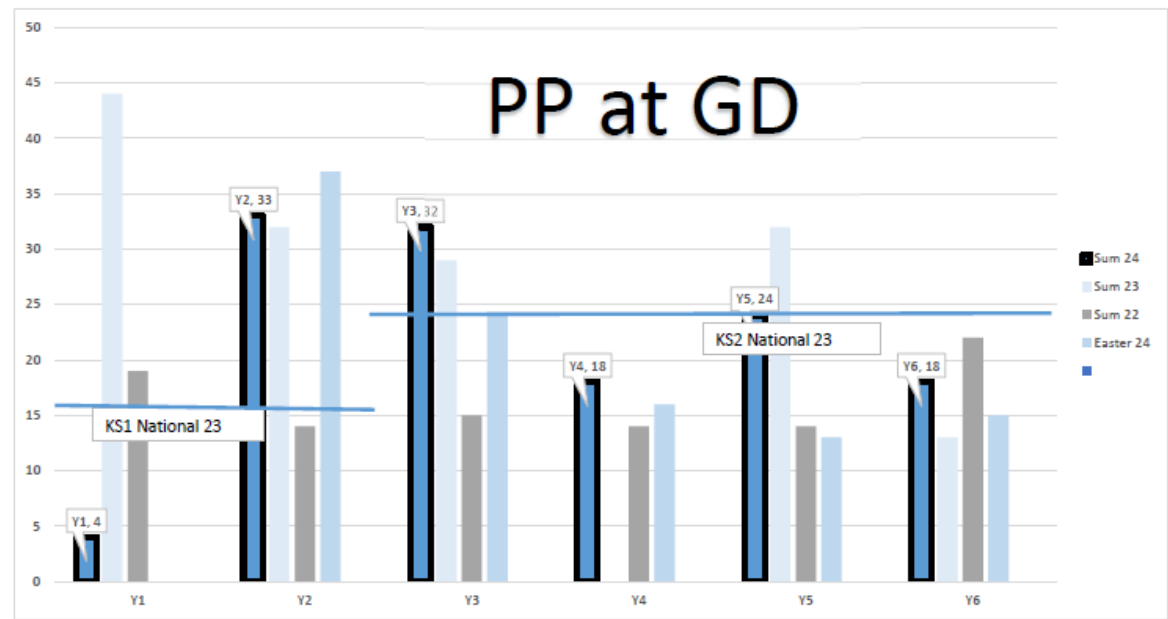


Maths

Comparative PP at GD
Summer

Maths

	Y1	Y2	Y3	Y4	Y5	Y6
Sum 24	4	33	32	18	24	18
Sum 23	44	32	29	0	32	13
Sum 22	19	14	15	14	14	22
Easter 24	0	37	24	16	13	15



Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Bug Club (reading)	Pearson

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Further information (optional)

Other strategies implemented to support disadvantaged pupils which are not dependent on pupil premium or recovery premium funding are the use of enrichment activities, including virtual experiences designed for each year group and the introduction of Mr Morgan's Award Scheme (MMAS) which provides a wealth of enrichment opportunities from EYFS to year 6, whilst promoting our pupils' cultural capital as an extension of home-based learning.

Year 2 example

Mr Morgan Award Scheme

Enrichment
Perseverance Preparation
Engagement
Ambition Commitment
Dedication Positivity
Resilience

Name:



Year Group	<u>Two</u>	Term	<u>Spring 2</u>
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At Kings Road we have been asking ourselves serious questions regarding the purpose of homework. We would like activities at home to be enriching and to develop certain values that will help to develop the whole pupil. We think that the most important attributes towards a successful life are listed above. As such we have designed 3 programmes during each year group. Each child must complete 5 of the activities listed below. In order to achieve the Mr Morgan Gold Award for this year group the pupil must complete all 45 activities during the year. To achieve silver 40 activities must be completed and 35 for the bronze award.

Activity	Tick	Activity	Tick	Activity	Tick
Read your reading books every day. Read other books set for you on Bug Club.		Make a healthy sandwich at home. Try and include salad items e.g. cucumber, tomato or peppers.		Write your own spring poem. It could be an acrostic or free verse! Perform it to a member of your family.	
Share and talk about the Phonics sounds (Phonemes) you are learning this week—see Phonics Parent Information Sheet.		Exercise for 10 minutes everyday for a week. Think about how your body feels after it. Do you feel out of breath? Are you getting fitter?		Start a personal diary, like Samuel Pepys. Can you complete it for a week?	
Learn your spellings every week. Can you write a sentence using the words?		Set yourself a personal goal to achieve this term, e.g. tie your shoelaces or learn to skip with a skipping rope.		How many different ways can you equally share: 30, 12, 25? You could use rocks or sweets to share practically.	
Learn your 5 times table out of sequence e.g. $5 \times 3 = 15$, $8 \times 5 = 40$. You can use TTrackstars to help, or play Hit the Button.		Practise your cursive joins. Use your spellings to help or letterjoin. On tablets the log in is an L shape and on desktops - username: eg7805 , password: home		Do a random act of kindness at home, e.g. tidy your sibling's room or set the table without being asked to!	
Learn the division facts for the 2 times table, e.g. $20 \div 2 = 10$. You can use TTrackstars to help.		Go for a nature walk. How have things changed from winter to spring?		Can you write your own instructions? It could be a recipe or how to make something.	

Excellence without compromise

We offer a wide range of extra-curricular activities at no additional cost to pupils and is supported by staff each half term. Priority places are given to PP pupils in the first instance.

An example timetable:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MULTISPORTS Years 3/4 - 3.15pm to 5pm 24.2.25 to 31.3.25 Collection Main entrance Kings Road	PHONICS BOOSTER CLUB Year 2 - 8.15am to 8.45am Starts 25.2.25 to 1.4.25 Invite only Drop off School Office	BOYS FOOTBALL TEAM Years 5/6 - 3.15pm to 5pm Starts 11.9.24 onwards Invite only Collection Main entrance Kings Road	MULTISPORTS Years 5/6 - 3.15pm to 5pm 27.2.25 to 3.4.25 Collection Main entrance Kings Road	
ORCHESTRA All years - 3.15pm to 4.05pm Starts 23.9.24 to 14.7.25 Invite only Collection School Office	BOCCIA CLUB All years - 3.15pm to 4.30pm Starts 25.2.25 to 25.3.25 Invite only Collection School Office			
TABLE TENNIS Years 5/6 - 3.15pm to 4pm 4.11.24 to 31.3.25 Collection School Office				
TIMES TABLES CLUB Year 4 - 3.15pm to 4pm 24.2.24 to 31.3.25 Invite only Collection School Office				
				

We also hold a very well attended wellbeing ‘Hub’ each lunch time for pupils to visit if they have any worries or concerns to share with the pastoral lead. This feeds well into our safeguarding practices and supports the promotion of new friendships and improves self esteem and wellbeing for those attending the Hub and beyond.