



# King Offa Primary Academy

## Knowledge, Opportunities, Pride, Achievement

### 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 2024-25	Data 2025-26	Data 2026-27
School name	King Offa Primary Academy	King Offa Primary Academy	
Number of pupils in school	400 (426 with nursery)	376 (403 with Nursery)	
Proportion (%) of pupil premium eligible pupils	34% (136 pupils)	38% (141)	
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027		
Date this statement was published	November 2024	October 2025	
Date on which it will be reviewed	September 2025	September 2026	
Statement authorised by	Laylee Pocock	James Towner	
Pupil premium leads	Tess Gale and Rob Bennett	Tess Gale and Rob Bennett	
Governor / Trustee lead	Steve Etherington	Steve Etherington	

### Funding overview

Detail	Amount 2024-25	Amount 2025-26	Amount 2026-27
Pupil premium funding allocation this academic year	£201,620		
Recovery premium funding allocation this academic year	£0	£0	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	

<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	£201,620		
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**Part A: Pupil premium strategy plan**

**Statement of intent**

At King Offa, our intent is for all pupils to have the opportunity to learn, achieve, and excel in a safe, stimulating, and caring environment, free from the constraints of barriers that could impede their growth. Grounded in our core values of Knowledge, Opportunities, Pride, and Achievement, our pupil premium strategy is designed to maximise each child’s potential for progress and attainment. By embedding these values into our School Improvement Plan, we aim to fulfil our commitment to creating an equitable environment where every child leaves King Offa embodying our values.

Our approach prioritises high-quality teaching and resources, robust assessments, and the use of targeted support systems, ensuring each pupil benefits from comprehensive and individualised interventions (provisions). We support **Knowledge** by following the Aurora curriculum that has been designed to be ambitious. The curriculum materials allow for adaptation where it may be necessary to meet the needs of groups or individual pupils. However, the overarching ambition is that all pupils have the **Opportunity** to learn and remember the whole curriculum. Through fostering **Pride** in personal progress and resilience, we nurture a sense of belonging and purpose, and we inspire **Achievement** by helping all pupils attain aspirational goals.

To further enrich our pupil premium pupils’ school experience, we commit to providing a range of activities and opportunities that promote both physical and mental wellbeing, allowing them to fully realise their potential.

Regular attendance and readiness to learn are essential to achieving these aims, and we place strong emphasis on ensuring that our pupil premium pupils attend school consistently, are fully equipped for learning, and are able to embrace every opportunity.

<b>Detail of challenge</b> <b>This details the key challenges that might inhibit pupil achievement at King Offa</b>	
01 Attendance	Our attendance data over the last year indicates that attendance is improving however their still remains a gap between children who are classified as disadvantaged and those who are not.  <b>Data 2023-24:</b> Attendance of non- pupil premium eligible was 95.1% Attendance pupil premium eligible was 91.4%  <b>Data 2024-25</b> Attendance of non- pupul premium eligible was 96% Attendance of pupil premium eligible was 91.4%
02 Early language	Early language challenges- assessments, observations and discussion with children indicate underdeveloped oral language skills and vocabulary gaps among many of our children particularly those who are classified as disadvantaged. Language Link screeners have indicated a high number of our current EYFS cohort have ‘severe’ language needs.
03 Reading	Assessments indicate that there continues to remain a small gap in attainment for reading between children who are classified as disadvantaged and other children.

attainment	Implementation of good quality, evidence-based programmes have closed the gap significantly over the past three years. These programmes now need to be sustained to continue with the improvement in reading for children classified as disadvantaged.
04 SEMH	Parent and teacher requests for social, emotional and mental health support for children remain high. The demand for additional support for these areas, particularly anxiety and difficulties coming into school is high.
05 SEND	Some SEND learners with complex needs are not yet able to access our curriculum offer according to their year group's national curriculum expectations.

### 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 outcomes	Success criteria
To improve and sustain attendance for all children, particularly those identified as disadvantaged.	<p>Improved and sustained high levels of attendance by 2026-27 demonstrated by:</p> <ul style="list-style-type: none"> <li>The overall attendance percentage for the year continues to improve for our children identified as disadvantaged to be in line or above national figures for the same group.</li> <li>The percentage of persistently absent children to be below national and not more than 5% different than non-disadvantaged peers.</li> </ul>
Improved oral language skills and vocabulary amongst all children who are identified as disadvantaged.	<p>Improved oral language skills by the end of academic year 2026-27 demonstrated by:</p> <ul style="list-style-type: none"> <li>Pupils in receipt of pupil premium who have been referred to speech and language therapy (SALT) meeting outcomes on their programmes.</li> <li>Pupils in receipt of pupil premium with an additional level of need making progress through early language interventions.</li> <li>Pupils throughout the school showing good use of key vocabulary from the wider curriculum when speaking and writing.</li> <li>Fewer children transitioning from EYFS into KS1 continuing to require Speech and Language Link intervention.</li> </ul>
To sustain the quality reading curriculum to ensure continued growth in attainment for children identified as disadvantaged.	<p>By the end of academic year 2026-27:</p> <ul style="list-style-type: none"> <li>At least 80% of reception children who are identified as disadvantaged achieve word reading early learning goal.</li> <li>At least 80% of children in year 1 who are identified as disadvantaged pass their phonics screener.</li> <li>At least 80% of children at the end of KS1 who are identified as disadvantaged achieve the age-related standard in reading.</li> <li>At least 80% of children at the end of KS2 who are identified as disadvantaged achieve the age-related standard in reading.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our children who are	<p>Sustained high levels of wellbeing by 2026-27 demonstrated by:</p> <ul style="list-style-type: none"> <li>Qualitative data from pupil voice, pupil and parent</li> </ul>

eligible for the pupil premium grant.	<p>surveys and teacher observations</p> <ul style="list-style-type: none"> <li>• A sustained up take in the participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• A reduction in the number of children requiring support on entry to school to transition to the classroom.</li> </ul>
Children most in need are supported by a network of skilled professionals.	<ul style="list-style-type: none"> <li>• Children feel safe to attend school</li> <li>• Selected children have access to a range of skilled professionals for weekly sessions as appropriate (according to demand) and demonstrate progress against established targets, functioning with increased safety and success in and out of school.</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: £105,000**

Activity	Evidence that supports this approach	Challenge number addressed
Quality first teaching for all pupils	EEF guide to pupil premium – tiered approach. Teaching is identified as the top priority including focused CPD	All 5
Reading Recovery and DSR lead	EEF – teaching and learning toolkit identifies reading comprehension strategies as having high impact on average (+6 months). Alongside phonics, it is a crucial component of early reading instruction.	2 and 3
Equip staff to work explicitly on language development with disadvantaged pupils, integrating structured oral language development exercises across the curriculum.	EEF’s toolkit confirms that oral language interventions, which encourage spoken interaction, have a high impact for a low cost, particularly for disadvantaged students.  Recent oracy Commission October 2024 <a href="https://oracyeducationcommission.co.uk/wp-content/uploads/2024/10/We-need-to-talk-2024.pdf">https://oracyeducationcommission.co.uk/wp-content/uploads/2024/10/We-need-to-talk-2024.pdf</a>	2
Allocate a member of the teaching staff to ensure that needs-based teaching is offered to Key Stage 2 aged children with complex learning profiles.	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers.	4 and 5

Specialised CPD for understanding behaviour: Provide behaviour management training that aligns with King Offa's needs, particularly focusing on trauma-informed approaches for children with developmental delays, challenges at home and/or SEMH	<a href="https://www.changingchances.co.uk/about-us/who-we-are/">https://www.changingchances.co.uk/about-us/who-we-are/</a> <a href="https://www.changingchances.co.uk/empowerment-approach/">https://www.changingchances.co.uk/empowerment-approach/</a> The Empowerment Approach is built on what the latest neuroscience tells us about the factors that sit behind behaviour that is unhelpful to the child and to those around them. It is informed by our understanding of neurodiversity and the impact of attachment and trauma on behaviour difficulties. It is underpinned by therapeutic approaches.	4 and 5
Phonics lead teacher given additional time out of class to develop practice in RWInc across all staff	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	2 and 3
Ongoing training for the wellbeing curriculum to ensure consistency for all children.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	4

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number addressed
SALT (speech and language therapist) one day a week to offer targeted support for identified caseload children as well as support TA intervention delivery.  Speech and language therapist to support TAs in delivering speech and language interventions	EEF research states that one-to-one therapy (tuition) is very effective at improving pupil outcomes. One-to-one tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas (speech and language).  Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	2 and 3

Fresh Start TA continues intervention programme in UKS2	Fresh Start to be used as part of planned intervention programme in year 5 and year 6. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	3
Phonics tutoring 1:1 for all children not at expected level (provided by teacher and TA)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a>	2 and 3
Reading Recovery teacher to provide ongoing support for TA in BRP	Evidence based interventions used to improve reading attainment.	3

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

Budgeted cost: 46,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral team deployed to support identified pupils in relation to wellbeing, behaviour and attendance.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a></p>	<p><b>4</b></p>
<p>Family support workers to complete ‘in the moment’ intervention with children and families experience SEMH challenges.</p> <p>Coffee mornings across the year to support families and engage parents in training to better understand children’s needs.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="#">working together to improve school attendance</a></p>	<p><b>4</b></p>
<p>Embedding principles of good practice set out in the DfE’s guidance on <a href="#">working together to improve school attendance</a>. This will involve training for attendance officer to develop and implement new procedures, regular meetings with DSL and HOS in relation to attendance and Liaison with Team around the school and setting (TASS) and meetings with parents.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p><b>1</b></p>
<p>Contingency fund for arising issues.</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 including enabling children to access off site visit and visitors as well as enrichment opportunities.</p>	<p><b>All</b></p>

Total budgeted cost: 201,620 which includes approximately £1000 contingency.

## Externally provided programmes

Programme	Provider
Read Write Inc	Ruth Miskin
Accelerated reader	Renaissance
White Rose Resources	White Rose Maths
Times table Rockstars	Maths Circle Ltd
Fresh Start	Ruth Miskin
Speech and language link	Speechlink Multimedia Ltd
Daily Supported Reader	Hackney Learning Trust
Destination reader	Hackney Learning Trust
Mastery in Number	NCETM
Better Reading Partners (BRP)	Education Works
Karate	SAMA
Time to Dance	Funk Fusion
Multi-sports & Crafts	Skiltek Sport
Rock Steady	Rock Steady