

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 2025 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	King Ina C of E Academy
Number of pupils in school	327
Proportion (%) of pupil premium eligible pupils	34% (98 FSM, x 13 Service)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Suzie Svenson
Pupil premium lead	Suzie Svenson
Governor / Trustee lead	Linda Smallwood (trustee)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,446
Recovery premium funding allocation this academic year	£0
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	£147,446

Part A: Pupil premium strategy plan

Statement of intent

School Vision and Aims

Within our secure Christian environment, our vision is to develop healthy, happy, motivated learners who aspire to achieve their full potential and who look to the future with confidence.

"You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven."

[Matthew 5: 14-16]

"Let your light shine!"

The targeted and strategic use of Pupil Premium funding will support us in achieving our vision and aims.

The Pupil Premium introduced in April 2011, is provided by the Government in addition to main school funding, to address the current underlying inequalities between children eligible for free school meals (FSM) and their more affluent peers. Schools also receive funding for children who have been looked after continuously (LAC) for more than six months, and children of service personnel. It is for schools to decide how their Pupil Premium allocation is spent as they are best placed to assess what additional provision should be made for individual pupils.

Principles

We ensure that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the Academy has legitimately identified as being socially disadvantaged.

Pupil Premium funding will be allocated following annual needs analyses which will identify priority classes and groups. Half termly tracking and pupil progress meetings will monitor the impact of targeted support for identified pupils. Children who are entitled to receive Pupil Premium funding are: children in receipt of free school meals, looked after children and children whose parent (s) are in the forces.

At King Ina C of E Academy, we believe that all our children have an equal entitlement, and should have an equal opportunity to:

- Develop imagination and creativity
- Acquire skills and abilities
- Have a love of learning
- Teaching and learning appropriate to their needs
- Social enrichment appropriate to their needs.

Aims

- To support academic progress
- To support emotional needs
- Accessibility to residential school trips
- Accessibility to annual school day trip
- Annual ½ term of swimming lessons
- Accessibility to the wider curriculum
- Pastoral support
- School Uniform
- Additional resources identified by teachers to target pupils to achieve a secure understanding of the age related curriculum for their year group for use in school

Challenges

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

Challenge number	Detail of challenge
1	Some being unable to achieve a secure understanding of the age related curriculum for their year group
2	Financial barriers to accessing the wider curriculum
3	Addressing the widened gap between vulnerable pupils and their peers in core subjects
4	Emotionally vulnerable students, and a low level of resilience
5	Ensuring children are prepared for learning, arriving to school on time and having had breakfast

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
Increased age-related curriculum attainment	Assessment results
All children will participate in day and residential school trips and extra-curricular activities	Increased participation of all school trips and educational activities across all year groups
Reducing the gap between vulnerable pupils and their peers in core subjects	Assessment results
An increase in emotional security and higher level of resilience	Increase in attendance and happier, more engaged and resilient pupils
Students start the school day on time, fulfilled and ready to learn	Increase in attendance and attainment

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching provision	Strong quality first teaching will ensure that pupil premium pupils: • Access the same high-quality curriculum as their peers. • Receive tailored support within the classroom. • Are less likely to fall behind. • Benefit from a culture of high expectations and support. This is the most cost-effective and sustainable way to close attainment gaps.	1 & 3

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

Budgeted cost: £136,076

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA/HLTA support – small group or 1-1 interventions in class	Smaller group sizes / 1-1 support benefit pupil premium pupils by: • Providing focused academic and emotional support. • Helping close learning gaps more rapidly. • Boosting confidence, motivation, and progress.	1 & 3
Pupils access our nurture provision (The Nest)	Nurture provision in 'The Nest' Nurture provision benefits pupil premium pupils by: • Meeting emotional and behavioural needs. • Improving readiness to learn.	

	• Strengthening relationships and resilience. • Supporting long-term engagement and attainment.	
Forest School sessions	Forest School benefits pupil premium pupils by: • Supporting emotional wellbeing and behaviour. • Building confidence, resilience, and independence. • Offering enriching, hands-on learning experiences. • Developing key social and life skills.	
Procurement of additional resources as identified by teachers to target pupils to achieve a secure understanding of the age related curriculum for their year group for use in school	Helps targeted pupil premium pupils by: • Closing specific learning gaps efficiently. • Making the curriculum more accessible and inclusive. • Supporting deeper understanding and independent learning. • Enabling more effective teaching and intervention.	1 & 3

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

Budgeted cost: £11,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Support Assistants (ELSA) provision	Pupils that feel emotionally secure and are resilient achieve better outcomes and are more likely to want to come to school.	4
Structured therapy sessions with the therapy dog for pupil premium pupils who struggle to remain focused and regulated	Spending time with a therapy dog supports dysregulated pupil premium pupils by: • Reducing anxiety and helping with emotional regulation. • Building trust, confidence, and emotional safety. • Increasing motivation, engagement, and attendance. • Supporting long-term improvements in behaviour and emotional wellbeing.	
Breakfast Club Provision	Students that start the school day on time, fulfilled and ready to learn have increased attendance and attainment	5

Extra-curricular activities e.g. School trips, swimming, music lesson	Access to extra-curricular activities increases curricular engagement, and interpersonal skills resulting in higher attainment	2 & 3
Providing school uniform	Builds school spirit, sense of community and belonging, breaks down class barriers between students.	4

Total budgeted cost: £147,447

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Data showing % of pupil premium pupils who achieved age-related expectations in reading, writing and maths in 2024-25 academic year:

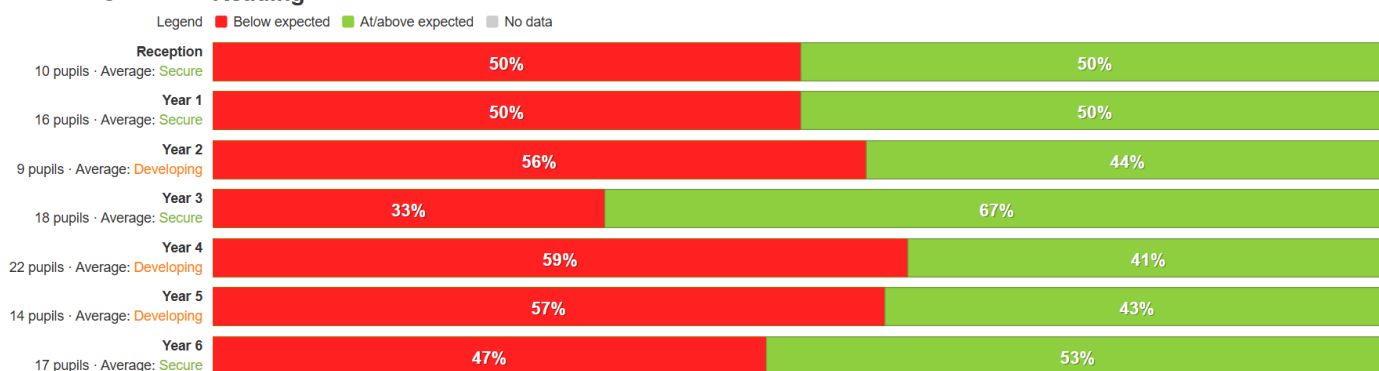
Whole school data



Individual year groups

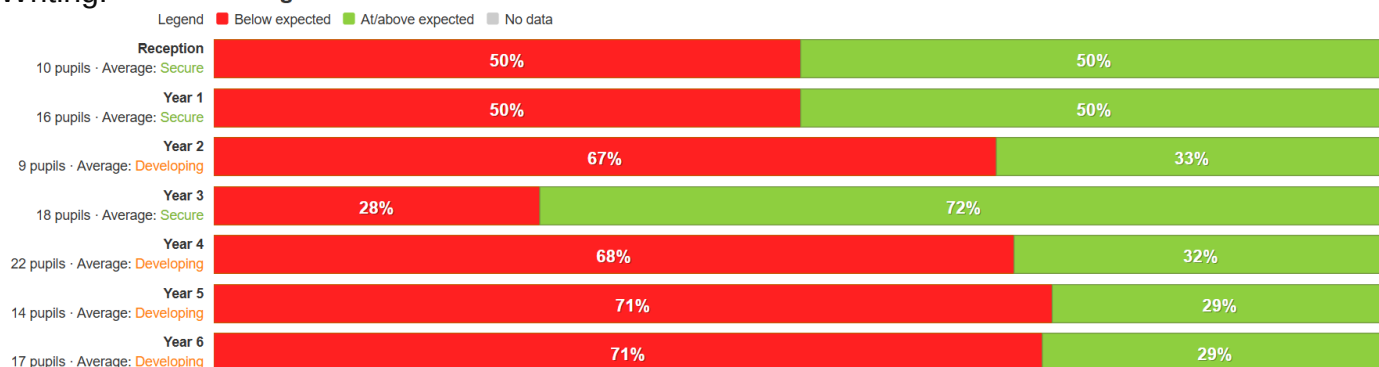
Reading:

Reading

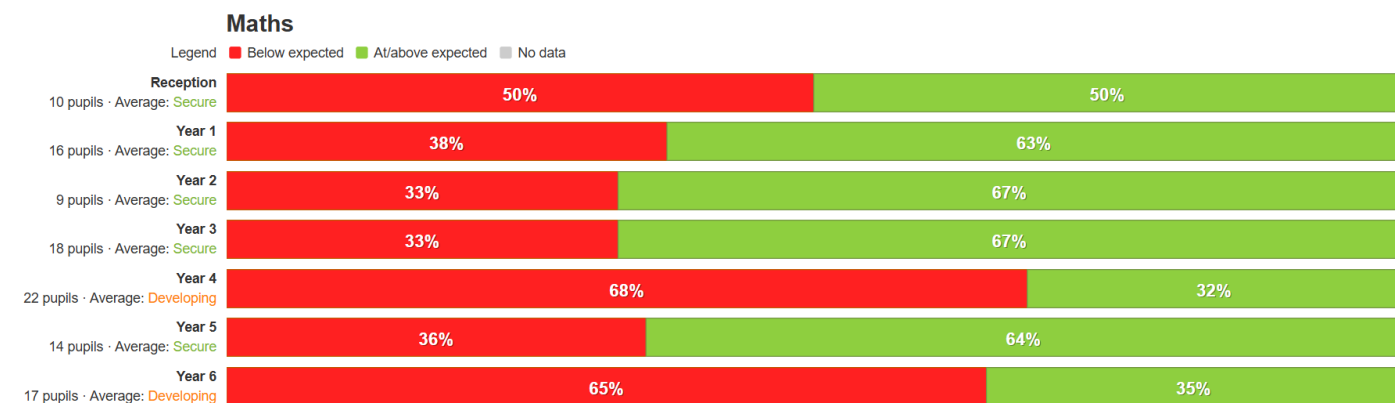


Writing:

Writing



Maths:



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

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?	ELSA provision
What was the impact of that spending on service pupil premium eligible pupils?	Pupils that feel emotionally secure and are resilient achieve better outcomes. Increase in attendance and happier, more engaged and resilient pupils.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.