

## Pupil premium strategy statement – Kingsbury Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	37.14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Amjid Zaman
Pupil premium lead	Aroosa Parveen
Governor / Trustee lead	John Darch

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,085
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£59,085

## Part A: Pupil premium strategy plan

### Statement of intent

At Kingsbury Academy we believe in learning for today, preparing for tomorrow. As a result, we place great emphasis on learning to ensure our pupils leave Kingsbury with the skills necessary for the life they wish to lead. The school community works together to devise an innovative learning environment and curriculum for our learners. As a result, the curriculum is tailored to prepare learners for their future, ensuring they have the opportunities, skills and attributes to contribute to society in a positive way. When our learners leave Kingsbury, we believe they are prepared with the necessary tools to embrace the opportunities and challenges that lie ahead.

We believe that the additional provision delivered through the pupil premium funding should be available to all pupils within the school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. There is no expectation that all pupil premium funded pupils will receive identical support. We consider the best ways to allocate pupil premium money following data analysis and the careful consideration of the needs of the pupils.

We have a clear, approach for the Pupil Premium funding provision, which focuses on the following:

- 1) Universal support (Wider strategies); all benefit from this funded intervention, e.g., Pastoral support, behaviour interventions, communication, and interaction support. Whole school training & CPD.
- 2) Tiered support: groups of pupils benefit from targeted therapeutic support/intervention, e.g., music therapy, sensory circuits.
- 3) Individual Targeted support: funding is used specifically for a pupil to support their access to learning, e.g., specialist equipment and targeted support.

## Challenges

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

Challenge number	Detail of challenge
1	Research from the EEF reports (2025), alongside internal assessments, observations, pupil voice (also captured through parental views) highlight disadvantaged pupils generally make less progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower when compared to peers.
2	Research and internal assessments highlight consistent attendance, punctuality and family circumstance (past and present) can act as a further barrier to learning and attainment.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils experience a lack of worldly knowledge and experiences, impacting on the ability to access the broader curriculum.

## 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
Raise attainment through consistent quality first teaching and targeted support, ensuring all learners achieve in line or above expectation based on prior assessment point.	<p>Termly assessment and end of year data indicates that learners in receipt of pupil premium are in line, exceed expected outcomes in comparison to peers for core subjects.</p> <p>Attainment gap between pupil premium and non-PP learners demonstrate reduction over time.</p>
Improved attendance for our disadvantaged learners through consistent monitoring of data and support for families. Access to therapy, Early Help plans and family support. Pupils are supported to	Families access internal and external support in a timely manner. Data from attendance monitoring is like non-PP peers.

access their learning, as a result there is a reduction in absence and lates.	
<p>Supporting pupils to develop functional and meaningful interactions so they can form positive relationships with peers and develop better relationships.</p> <p>Targeted support will enable disadvantaged learners to express their needs more effectively, using verbal or alternative communication methods as appropriate.</p>	<p>EHC plans will reflect the success of pupils achieving their communication outcomes.</p> <p>Communication and interaction are captured through internal assessments, observations and learning reviews which will demonstrate efficacy of communication systems.</p> <p>Observation and staff feedback show that disadvantaged pupils are increasingly able to express their needs clearly, using verbal or alternative communication methods as appropriate demonstrating enhanced social confidence and interpersonal skills.</p>
<p>To enhance opportunities beyond the curriculum to give a wider range of knowledge and skills that increase pupils worldly view.</p> <p>Broadened horizons and raised aspirations, pupils will obtain exposure to new environments and experiences to help raise their aspirations and increase their awareness of future opportunities.</p>	<p>Disadvantaged pupils have a breadth of knowledge of the wider world and are given meaningful learning experiences and opportunities to engage with the wider world.</p> <p>Participation records indicate that at least 70% of disadvantaged pupils are actively engaging in a range of enrichment activities such as bespoke internal/external events or community visits.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching

Budgeted cost: **£12,095**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of high-quality resources to supplement best practise in subjects	The EEF indicates that scaffolding pupils with appropriate and meaningful teaching aides are necessary to high quality teaching. Adaptation must be agile and are	1,2,3,4

<p>that include PSHE, Reading and Maths.</p>	<p>an iterative process though this will be implemented with a curriculum that is personalised and bespoke this should be complimented with high quality resources to extend and cement learning.</p> <p><a href="#">1. High-quality teaching   EEF</a></p> <p>Research by Brown et al further highlights the importance of experiential learning for pupils with SEND further addressing the need for concrete resources to support understanding of taught concepts.</p> <p>Williams-Brown, Z. and Hodkinson, A., 2021. 'What is considered good for everyone may not be good for children with Special Educational Needs and Disabilities': teacher's perspectives on inclusion in England. <i>Education 3-13</i>, 49(6), pp.688-702.</p> <p>Strogilos, V., Barron, C. and Ward, R., 2023. Inclusive provision for students with SEND: a resourced provision toolkit.</p>	

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

Budgeted cost: **£23,338**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintaining role of Communication and Interaction Lead (Part Funded x 1 day)</p>	<p>Research by the National Autistic Society shows that strategies including that of consistency in use of language, classroom design help children with communication difficulties understand expectations and interact more confidently with peers and staff. <a href="#">National Autistic Society</a></p> <p>Additionally, evidence suggests that embedding communication strategies in routine classroom activities allows pupils to participate more fully in school life, leading to improved learning and social outcomes.</p>	<p>1,3,4</p>

	<u><a href="#">Social and emotional learning   EEF</a></u>	
Occupational therapy (OT) support for sensory processing (1 day per week)	<p>The World Federation of Occupational Therapists (2016) state that ‘OTs should be included in education to support and promote full participation and wellbeing of diverse students by supporting their strengths and finding solutions to reduce or remove learning activity limitations and participation restrictions.</p> <p>(Laurie, 2022)</p> <p>Analysis by Chu et al, 2017 highlights how occupational therapist input is best received through a whole school integrated approach.</p> <p><u><a href="#">Chu, S., 2017. Supporting children with special educational needs (SEN): an introduction to a 3-tiered school-based occupational therapy model of service delivery in the United Kingdom. World Federation of Occupational Therapists Bulletin, 73(2), pp.107-116.</a></u></p>	1, 2, 3, 4

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

Budgeted cost: **£23,652**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils to attend musical programme for engagement, sensory input and develop skills. Pupils will access music sessions that consist of 45 minutes which will be developed with the support of Music Specialist.	<p>The National Autistic Society highlights that music helps autistic pupils develop turn-taking, listening, and non-verbal communication skills.</p> <p>The British Journal of Music Therapy published findings that music therapy significantly reduces stress and improves emotional well-being in SEN pupils (Wilson et al, 2019).</p> <p><u><a href="#">Frontiers   The Social Impact of Musical Engagement for Young Adults With Learning Difficulties: A Qualitative Study</a></u></p>	1,3,4

	<p>The Education Endowment Foundation (EEF) highlights arts participation as an effective way to improve engagement and confidence, particularly for disadvantaged or SEN pupils.</p> <p>Research from the Department of Education states too many young people from disadvantaged backgrounds never get the chance to take part in activities outside of school. As a result, they lose out on the benefits that include– increased confidence which helps social interaction, a real aspiration to go onto higher or further education..., a general sense of wellbeing and belonging.</p> <p><a href="#">An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK</a></p>	
<p><u>Subsidise 2x day equivalent staff from Open Theatre to deliver various projects across the Academy including non-verbal drama</u></p>	<p>The average impact of arts participation on other areas of academic learning appears to be positive but moderate. EEF +3months</p> <p><a href="#">Arts participation   Teaching and Learning Toolkit   EEF</a></p> <p>A literature review conducted by Ivers et al, 2024 presented a wealth of studies suggesting the advantage of drama to support communication in learners with Autism. Many learners within studies often disengaged and were recognised as pre-emergent communicators were observed to show improvements and signs of intentional communication.</p> <p>Ivers, M., 2024. A review of literature on the therapeutic use of drama to support communication with young autistic children. <i>Dramatherapy</i>, 44(1), pp.51-69.</p>	<p>1,3,4</p>
<p>Maintaining the role of a Pastoral Lead (part funded)</p>	<p>There is significant research, nationally and internationally, to suggest that parental involvement in children’s learning is positively related to achievement.</p> <p><a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	<p>1,2,3,4</p>

	<p>Pupils and their families require support with their mental health, attendance and wider issues related to positive wellbeing. This post has supported our pupils and families to improve their access to learning and services to support their attendance, behaviour and readiness for learning. EEF Evidence: The Working with Parents to Support Children’s Learning report highlights the importance of effective communication and strong home-school relationships to improve academic outcomes and pupil well-being.</p> <p>The EEF Teaching and Learning Toolkit highlights the importance of parental engagement, particularly for disadvantaged pupils, as it can accelerate progress by up to 4 months. The Education Endowment Foundation (EEF) reports that when schools work actively with parents to support children's learning, this can lead to improved outcomes. By developing strong communication channels and creating collaborative strategies, schools can address specific barriers families may face, encouraging better attendance and participation.</p>	
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## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The Speech and Language therapist has further strengthened our universal communication offer through modelling and supporting use of expressive language systems to current and new staff. Ensuring our new cohort of 19 pupils have had individualised AAC systems in place. Staff have been further supported by the therapist and the NHS SALT team to implement. This includes objects, photos, choice boards, ALD's, PECS, Core symbol boards and communication books. ALD boards and signage throughout the environment have been installed within key areas to promote communication modelled by adults. SLT has worked alongside communication assistant to devise TAC PAC intervention plans to further develop communication and interaction of pupils.

Nonverbal drama practitioners from Open Theatre have enriched our curriculum by supporting communication opportunities which have been monitored through our internal assessment and teacher observations.

Due to the continued rising numbers in children that have joined Kingsbury Academy with sensory processing challenges the sensory pod continues to be a necessity, as well as individual classrooms/outdoor spaces requiring their own circuit resources to meet pupil need. This therapeutic intervention has been and will continue to be extended throughout the school into all classrooms and relevant spaces, under the guidance of the Occupational Therapist (OT) to ensure appropriate resources are in place for the cohort. The sensory circuits have had a positive impact upon those that have accessed it and has enabled some of our most disadvantaged pupils to regulate and demonstrate a readiness to learn alongside beginning to have a positive impact upon behaviour. The focus upon Occupational Therapy to enable children to regulate sensory needs through sensory circuit will continue. Our therapist has further worked at a specialist tier attending and supporting 6 IMDT meetings, working with parents and the wider school team to ensure strategies are met within school and are practiced at home. We have also had specialised plans in place for 4 learners which have seen pupils make considerable progress with regulation and the ability to successfully partake in activities through the school day.

Coventry Music Service have supported us with facilitating additional music sessions with classes and interventions with groups of pupils in receipt of pupil premium. The sessions comprised of high-quality interventions to encourage self-expression, choice making and learning a new skill. Pupils thoroughly enjoyed sessions and views were obtained alongside observational feedback. Pupils' engagement was tracked, and progress identified with regards to social and emotional learning with improved interaction with others, following directions and self-expression. Pupil progress is

collected weekly leading to an end of intervention report using a sound of intent model to assess.

The Pastoral lead has tracked attendance and worked with pupil premium families to identify barriers to attendance, supporting through home visits and providing resources to aid transition to school in addition to working closely with Coventry transport Service and Local attendance officer. Additional interventions included hosting workshops, parent meetings and liaising with supporting agencies including Early Help. As a result of these interventions our pupil premium attendance at the end of the year was 93.26% which exceeded our pupil premium attendance from the year prior (92%). Our pastoral lead has opened up HAF schemes within the school holidays which were accessed by 15 pupils, as well as completing short break applications throughout the year to support families with accessing respite.

Our pupil premium strategy continued to implement wider strategies to add value to pupils' journey, increase cultural capital and assist with the wellbeing of all our pupils.

## Externally provided programmes

Programme	Provider
Occupational Therapy	Links Therapy
Music Intervention	Emily Tully Music
Non-verbal Drama	Open Theatre