

Knowle CE Primary Academy

Pupil Premium Strategy Statement



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	Knowle CE Primary Academy
Number of pupils in school	505
Proportion (%) of pupil premium eligible pupils	11
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years: 2021-2022 2022-2023 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jenny Godsall (Principal)
Pupil premium lead	Emma Clarke (Vice Principal)
Governor / Trustee lead	Sian Harris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,290
Recovery premium funding allocation this academic year	-
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	£56,290

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points and reach their full potential 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. Our intention is for our curriculum to enable all pupils to live life in all its fullness, ensuring children are confident, skilled, knowledgeable, caring individuals ready to impact on, influence and shape the world they live in.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through School Led Tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Personal, Social and emotional difficulties and needs, such as behaviour and mental wellbeing magnified by COVID 19 (having not been in school since March 2020)
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and therefore attainment in reading among disadvantaged pupils is significantly below that of non-disadvantaged pupils in our school.
3	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.
4	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in our school.
5	Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in our school.
6	Disadvantaged attendance data is slightly ahead of previously supplied national data for disadvantaged children. To further improve our attendance data for disadvantaged children (94%) – and to close the attendance gap with our non-disadvantaged children (98%) – we need to improve the number of disadvantaged children whose attendance is above 95%

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
To achieve and sustain improved wellbeing and mental health for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations

	<ul style="list-style-type: none"> • feedback and monitoring from professional services demonstrates that targeted pupils are learning effectively in classrooms and recommendations are being followed.
Improved reading attainment among disadvantaged pupils	<p>Disadvantaged pupils without significant SEND achieve in-line with national standards in Phonics Screening.</p> <p>The attainment gap between our current disadvantaged pupils (58% Expected+ across school, Summer 2021) and National Data (73% KS2 SATs 2019) is closing, with an aspiration to being closed.</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
Improved maths attainment among disadvantaged pupils	<p>The attainment gap between our current disadvantaged pupils (56% Expected+ across school, Summer 2021) and National Data (79% KS2 SATs 2019) is closing, with an aspiration to being closed.</p>
Improved writing attainment among disadvantaged pupils	<p>The attainment gap between our current disadvantaged pupils (49% Expected+ across school, Summer 2021) and National Data (78% KS2 SATs 2019) is closing, with an aspiration to being closed.</p>
To close the attendance gap between disadvantaged and non-disadvantaged children	<p>Sustained improvements in attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the percentage gap closing • More disadvantaged children attending school at a rate of 95%+

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: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	1
<p>Purchase of standardised diagnostic assessments (GL Assessments).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<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> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2, 4
<p>Purchase of resources to support delivery of DfE validated systematic synthetic phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2

<p>We will purchase additional resources and fund ongoing training and teacher release time</p>		
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>EEF Teaching and Learning Toolkit Mastery Learning + 5 months progress</p>	<p>4</p>
<p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>

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

Budgeted cost: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of specialist support e.g. from the Social, Emotional and Mental Health Service (SEMHS) and Educational Psychologist to support the learning and development of vulnerable pupils with specific emotional needs. To give support and advice to key staff</p>	<p>Professional guidance and support from most qualified individuals, including local authority advisory teachers, will address individualised needs of disadvantaged children – particularly those with SEND.</p>	<p>1</p>
<p>A Child and Family Mentor to run specific intervention groups or 1:1 support targeted on meeting mental health needs of individual pupils</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Highly qualified and skilled TA's to run specific intervention groups, targeted teaching support and individualised programmes of learning for a small group of children with very specific learning and emotional needs, throughout</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>EEF Teaching and Learning Toolkit Teaching Assistant Interventions</p>	<p>1, 3</p>

the academic year	+ 4 months progress	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF EEF Teaching and Learning Toolkit Phonics + 5 months progress	2
Additional teachers in Years Two, Five and Six to deliver high quality and tailored curriculum to meet needs of targeted pupils in smaller class sizes	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size +2months progress	2,4,5
Deliver School Led Tuition Programme for pupils whose education has been most impacted by the pandemic. A significant proportion of these pupils will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 4, 5

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

Budgeted cost: £4,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>EEF Teaching and Learning Toolkit Parental Engagement + 5 months progress</p>	6
<p>Contingency fund for acute 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.</p>	All

Total budgeted cost: £ 56,250

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results, attendance data and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for non-disadvantaged pupils at a national level.

67% of our Y1 disadvantaged pupils met the standard for the Year 1 Phonics Screening. Although this is below the attainment of all children nationally, given the smaller size of our disadvantaged cohort, our data reflects only one child not meeting the phonics standard. However, progress measures demonstrate all disadvantaged children in Year 1 have made clear progress from their individual starting points.

As a result of targeted school improvement initiatives, including increased staffing to provide immediate reading/phonics intervention and ongoing tutoring of disadvantaged pupils, the attainment gap in reading between our disadvantaged pupils across school and national data for all pupils is successfully closing. Our analysis shows that the attainment gap in reading between our disadvantaged pupils without SEND and all pupils nationally has now been closed.

As a result of targeted school improvement initiatives, including increased staffing to provide tailored small group teaching and ongoing tutoring of disadvantaged pupils, in both Writing and Maths, our analysis demonstrates that the attainment gap between our disadvantaged children across school and national data for all children is closing and now mirrors the national picture.

Our KS2 national data demonstrates the success of our Pupil Premium Strategy, highlighting the progress our disadvantaged pupils made since the end of KS1. Our analysis shows that our disadvantaged pupils, on average, made better progress since KS1 compared to all children nationally in Reading and Maths. This is a clear demonstration of the successful journey our disadvantaged children have made through school and also indicates the impact of our remote learning strategy through the pandemic.

Our attendance gap between disadvantaged and non-disadvantaged pupils is improving and is now 3.92%. This continues to be a targeted area within our current school improvement plan.

As a result of specialist support from the Local Authority and in-house mentoring from the Child and Family Mentor, our observations indicated that, where appropriate, disadvantaged children's emotional and mental health needs were well met throughout the year. Feedback from families, including those who attended specific workshops to support their children's needs, further demonstrated the success of our strategy.

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