

# Knowle CE Primary Academy

## Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	471 (Nursery-Year 6)
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years: 2021-2022 2022-2023 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Matthew Stonehill (Principal)
Pupil premium lead	Gemma Neale
Governor / Trustee lead	Catherine Bartley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,600
Recovery premium funding allocation this academic year	£6,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£70,980

## 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"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>

	<ul style="list-style-type: none"> <li>• feedback and monitoring from professional services demonstrates that targeted pupils are learning effectively in classrooms and recommendations are being followed.</li> </ul>
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"> <li>• the percentage gap closing</li> <li>• More disadvantaged children attending school at a rate of 95%+</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: £25,000

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><a href="https://www.educationendowmentfoundation.org.uk/evidence/evidence-reviews/eeef-social-and-emotional-learning">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></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><a href="https://www.educationendowmentfoundation.org.uk/evidence/evidence-reviews/standardised-tests">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></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><a href="https://www.educationendowmentfoundation.org.uk/evidence/evidence-reviews/phonics">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p><a href="#">EEF Teaching and Learning Toolkit Mastery Learning</a> + 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><a href="#">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>

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

Budgeted cost: £40,000

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><a href="http://educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></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><a href="http://educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">EEF Teaching and Learning Toolkit Teaching Assistant Interventions</a></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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">EEF Teaching and Learning Toolkit Phonics</a> + 5 months progress	2
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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 4, 5

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

Budgeted cost: £5,980

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



implement new procedures		
Contingency fund for acute issues.	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.	All

**Total budgeted cost: £ 70,980**

## 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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 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.

33% of our Y1 pupil premium pupils met the standard for the Year 1 Phonics Screening. However, within this group of children, 100% of the children without special educational needs did pass the screening. Progress measures demonstrate all pupil premium children in Year 1 made clear progress from their individual starting points. Our intended outcomes have been met and we will need to be sustained.

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 continues to successfully close. Our analysis shows that the attainment gap in reading between our disadvantaged pupils without SEND and all pupils nationally continues to be closed. We are on track to meet our intended outcome.

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. Our attainment gap is now in-line with national data, however, we are not on track to achieve our aspirational target of completely closing this gap. Following the success of our initiatives in reading, we will now ensure that pupils' writing progress is targeted through our school improvement planning. This will enable a greater focus on this area, including through frequent dedicated staff INSET time and increased monitoring and support for writing across the academy.

Our attendance gap between disadvantaged and non-disadvantaged pupils is improving and is now 2.56%. We are on track to meet our intended outcome.

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 continue to be well met throughout the year. We remain on track to meet our intended outcome.

## 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