

Knowle CE Primary Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	474 (Nursery – Year 6)
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2025 2025 - 2026 2026 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Matthew Stonehill, Principal
Pupil premium lead	Charly Harris, Inclusion Lead
Governor / Trustee lead	Catherine Bartley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£51,800

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, flourish in mind, body and spirit. We aim for all pupils to 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 flourish, ensuring children are confident, skilled, knowledgeable, caring individuals ready to impact on, influence and shape the world they live in.

We intend to offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. Disadvantaged pupils will also be given a range of pupil leadership opportunities as they journey through school.

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 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
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1	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.
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 writers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in writing than their non-disadvantaged peers.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in maths than their non-disadvantaged peers.
5	Our assessments, observations and professional discussions indicate that a number of PP pupils are on the SEND register. In some cases, their emotional needs can negatively affect their behaviour, attainment and progress.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has increased and is now 4.59% lower than for non-disadvantaged pupils.

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
Improve oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language and language comprehension among disadvantaged pupils. Early assessment and intervention in EYFS/KS1 ensure a lower percentage of children require additional intervention in KS2. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics, reading and writing attainment among disadvantaged pupils	Year 1 phonics outcomes show that disadvantaged pupils have made accelerated progress from their starting points. All disadvantaged children without SEND pass their Phonics Screening Check by the end of KS1 at the latest. Our internal data demonstrates that the reading/writing attainment gap between disadvantaged children and their non-disadvantaged peers is closing. This is demonstrated in whole school data taken from teachers' end of year assessments.

Improved maths attainment among disadvantaged pupils	Our internal data demonstrates that the maths attainment gap between disadvantaged children and their non-disadvantaged peers is closing. This is demonstrated in whole school data taken from teachers' end of year assessments.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> · qualitative data from student voice, student and parent surveys and teacher observations · a significant reduction in behaviour incidents for these pupils · a significant increase in participation in enrichment/extra-curricular activities and leadership roles among disadvantaged pupils
To achieve and sustain improved attendance for our disadvantaged pupils	The attendance gap between disadvantaged pupils and their non-disadvantaged peers has continued to reduce over the cycle of this plan leading to a gap of less than 2%.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £17, 267

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments (GL Assessments/Language Links/Wellcomm). Training for staff to ensure assessments are administered and interpreted correctly	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2, 3
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate	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:	1

<p>understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time</p>	<p>Oral language interventions Teaching and Learning Toolkit EEF</p>	
<p>Further training for all staff on our chosen DfE validated Systematic Synthetic Phonics programme, Sounds Write, 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, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Mastering Number at KS1)</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>Mathematics guidance: key stages 1 and 2</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>	4
<p>Improve the quality of social and emotional learning through introducing Zones of Regulation Curriculum as a school wide approach, which will complement our existing PSHE curriculum, Jigsaw</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>Improving Social and Emotional Learning in Primary Schools EEF Values Based Education</p>	5

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

Budgeted cost: £27, 267

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further support, as identified through ongoing assessment. Additional sessions to be delivered through appointment of a 'Reading Champion'.	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 Teaching and Learning Toolkit EEF	2
Targeted teaching groups to provide small group support and catch-up for core subjects in KS2	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition Teaching and Learning Toolkit EEF	2, 3, 4
To continue to foster a love of reading through updating our library and broadening our recommended reading lists to link to best-selling authors	The DfE Reading Framework makes it clear that teachers play a key role in inspiring children's reading choices and engaging them in reading widely	2

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

Budgeted cost: £7,266

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on Zones of	Social and emotional learning approaches can have a positive impact,	5

Regulation to better support pupil wellbeing and purchase of Zones of Regulation digital curriculum	on average, of 4 months' additional progress in academic outcomes over the course of an academic year: Social and Emotional Learning Teaching and Learning Toolkit EEF	
Embedding principles of good practice set out in the updated 2024 DfE's guidance on working together to improve school attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence: Working Together to Improve School Attendance DfE	6
A Child and Family Mentor to run specific intervention groups or 1:1 support targeted on meeting mental health needs of individual pupils	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): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	5
Participation in the Raising Attainment with Wellbeing (Teaching Times) programme to access high-quality CPD and enable to us to change our behaviour policy to reflect the social and emotional needs of pupils.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	5
Contingency fund for acute issues.	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £51,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 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 pupil premium pupils met the standard for the Year 1 Phonics Screening. However, within this group of children, 78% of the children without special educational needs did pass the screening. Our intended outcomes have been met, as our pupil premium children performed in-line with national measures. Progress measures demonstrate all pupil premium children in Year 1 made clear progress from their individual starting points. This target has been sustained from last year. Immediate catch-up support from our Reading Champion has been key to achieving this success and this intervention must continue.

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 close. However, our analysis shows that the attainment gap in reading between our disadvantaged pupils without SEND and all pupils nationally has been closed. 77% of our pupil premium children without SEND are working at the Expected standard within their year groups. National data at the end of Key Stage Two (2024) demonstrates that 74% of *all* pupils are working at the Expected standard in reading. Our target has been met. It will be crucial to ensure disadvantaged children continue to read widely and foster a love of reading.

As a result of targeted school improvement initiatives, including increased staffing to provide tailored small group teaching and ongoing tutoring of disadvantaged pupils, our end of Key Stage Two data in Maths and Reading demonstrates that our disadvantaged children are outperforming that of all children nationally. In both subject areas, 92% of disadvantaged children met the Expected standard or higher. The attainment gap has been closed. We now need to ensure this data is replicated in all year groups across school.

Within Writing, our analysis demonstrates that the attainment gap between our disadvantaged children and national data for all children is closing. Our End of Key Stage Two data (67% Expected+) is much improved and only slightly behind national data for all children (72% Expected+). Focus again needs to be on mirroring this data throughout all year groups.

Despite gradual improvements made throughout this three-year plan, over the course of the last twelve months our attendance gap between disadvantaged and non-disadvantaged pupils has widened from 2.56% to 4.59%. This outcome has not been met and a target needs to transfer to our new 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 continue to be well met throughout the year. The addition of our forest school provision has also made a significant impact and this impact is captured through professional observations, pupil voice and parent voice.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider