

# 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	499
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 2021
Date on which it will be reviewed	July 2022
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	£ 65,455
Recovery premium funding allocation this academic year	£ 5946
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	£71,401

## 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/eef-social-and-emotional-learning.pdf">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="#">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="#">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:  <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.  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:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a>    <b>EEF Teaching and Learning Toolkit</b>  <b>Mastery Learning</b>  + 5 months progress</p>	<p>4</p>
<p>Enhancement of our writing 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 resources and CPD</p>	<p>The EEF guidance is based on a range of the best available evidence:    <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="https://www.educationendowmentfoundation.org.uk/eef-social-and-emotional-learning">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="https://www.educationendowmentfoundation.org.uk/eef-social-and-emotional-learning">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>  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	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a> +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: <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: £6,401

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> 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><a href="#">EEF Teaching and Learning Toolkit Parental Engagement</a> + 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: £ 71,401**

## 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 2020 to 2021 academic year.

#### **Barrier to future attainment for pupils eligible for Pupil Premium**

##### **Barrier A**

##### **Personal, Social and emotional difficulties and needs, such as behaviour and mental wellbeing magnified by COVID 19**

From March 2021 onwards we employed Malachi, an organisation who support children and families through a range of counselling based therapeutic interventions to create lasting change. They came into school one full day a week, working closely with some of our most vulnerable children and their families, helping them to see a better future, believe it is attainable and support them to make it happen. This work was supported in school by our Child and Family Mentor who continued the Malachi work throughout the week by running specific intervention groups or one-to-one support targeted on issues such as improving levels of attendance, improving confidence and self-esteem, supporting children with their emotional literacy skills, supporting parents and improving attitude and engagement in learning. By the end of the academic year in July 2021, we had noticed a marked improvement in the children's overall achievement and engagement in school and learning. Alongside this, their attendance data was monitored throughout the year and through this continued specialist support from school and outside agencies it ensured that all children's attendance was maintained or improved from the beginning of September 2020 to July 2021. Not only had attendance improved but also children's attitude to completing homework improved, from being supported at school to complete it, to then independently doing this at home and handing it in on a regular basis. This boosted their confidence and self-esteem in themselves as learners and that they could access the school work and be increasingly successful.

Specialist support was also bought in by school from the Social, Emotional and Mental Health Service (SEMHS), along with the Educational Psychology service to support the learning and development of vulnerable pupils with specific emotional needs. They were able to provide professional development and support for all staff which in turn ensured that they were well equipped to better meet the needs of all children.

Highly skilled and qualified TA's were also able to deliver targeted and focussed teaching and support, under the direction of the class teachers, for children with emotional needs throughout the day. This again supported in the improvement of overall achievement, as well as enhancing the engagement in learning through small group and individualised programmes of learning.

## **Barrier B**

### **Core Curriculum ~ Reading (Phonics, Fluency and Comprehension)**

All new staff in EYFS and Key Stage 1 were trained in 'Sounds Write Phonics' to support the delivery of the systematic phonics programme in school. This has provided continuity and effectiveness within the Key Stages on the approach to teaching phonics. By the end of the Foundation Stage 82% of all children were able to meet the Expected Standard in Word Reading compared to 71% at Baseline. By the end of Year 1, 85% of the cohort passed the Phonics Screening check, despite a period of closure from January 2021 ~ 8 March 2021. This is above the national data from the previous years which when last collected in July 2019 was 82%. Due to COVID the government guidance was that the children in Year 2 would need to complete the Phonics Screening check in the Autumn Term and 98% of our children successfully passed this.

Not only did the staff receive training, we also appointed a 'Reading Champion' who supported children in Key Stage 1 for three days a week with their phonics, fluency and comprehension. 100% of the children selected to work with the Reading Champion made significant progress from their starting point with this intervention. There was demonstrable progress with their fluency, phonics and recognition of Common Exception Words. Due to its success we have been able to continue with this provision again for the academic year 2021-2022.

We were also able to reorganise staffing within school to secure an additional intervention teacher who ran successful intervention programmes with identified children in Y3-4. Excellent progress data was evident for reading fluency, leading to 90% of Key Stage 2 children reading at an age expected fluency by the end of year, from the Autumn baseline of 68%.

Small group targeted intervention and booster groups were also run by teachers in response to assessments undertaken. The children that took part in these and particularly using the Nesy Reading and Spelling programme all made progress from their starting points throughout the year, which was also evident from the internal tracking measures in school.

## **Barrier C.**

### **Specific difficulties with communication and language**

Specialist support was also bought in by school from the Communication and Learning Difficulties Team alongside the Speech, Language and Communication Disorder Team. They were able to support the learning and development of vulnerable pupils with specific difficulties they have with communication and language. They were able to provide professional development and support for all staff which in turn ensured that they were well equipped to better meet the needs of all children.

Children were able to have support through pre and post teaching to develop their vocabulary. This ensured that the language and vocabulary gap for these children did not widen and we were able to see that for the majority there were steps being made to close this gap.

Small group targeted intervention and booster groups were also run by teachers and highly qualified Teaching Assistants in response to assessments undertaken. This included Language Links (Infant and Junior) where impact could be seen in the increase of the children's standardised scores by the end of the academic year.

## 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