

# 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	Knockhall Primary School
Number of pupils in school	357
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2024/25
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Julie Carson
Pupil premium lead	Claire Ingrams/Tiffany King
Trustee lead	Nav Sanghara

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,000
Recovery premium funding allocation this academic year	£10,000
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	£186,00

# 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 and achieve high attainment 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 the use of the recovery funding towards dedicated intervention teachers who will work across our trust, 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're 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	Assessments show disadvantaged pupils generally have greater difficulties with phonics than their peers which in turn affects their reading attainment and development.
2	Attendance for disadvantaged pupils continues to be a challenge. Attendance for disadvantaged pupils for academic year 22/23 was 88% Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

3	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a number of social issues during school closure periods – the number of encompasses increased during the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. A large number of our pupils under social care and in wellbeing intervention groups are disadvantaged pupils.
4	Assessments indicate Maths attainment for disadvantaged pupils is significantly below non-disadvantaged pupils, following school closures during the pandemic.
5	Assessments, observations and discussions suggest that some teachers require additional support in order to effectively support the most disadvantaged pupils in the school.

## 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
Improved phonics and reading attainment among disadvantaged pupils.	Assessments and observations indicate significantly improved progress and outcomes among disadvantaged pupils.  The gap between disadvantaged and non-disadvantaged pupils in phonics and reading is narrowed in line with National for the year 24/25.
Improved Maths attainment among disadvantaged pupils.	Assessments and observations indicate significantly improved progress and outcomes among disadvantaged pupils.  The gap between disadvantaged and non-disadvantaged pupils in maths is narrowed in line with National for the year 24/25.
Improved attendance across the school, in particular for disadvantaged pupils	Attendance to be in line with or above National average particularly for disadvantaged pupils.
Pupils feel safe in school and their wellbeing improves, particularly our disadvantaged pupils.	Pupils are given appropriate tools and interventions to support them in school to be successful.  To significantly reduce the number of exclusions, particularly for disadvantaged pupils.

	<p>Number of behaviour incidents is reduced, in particular for disadvantaged pupils.</p> <p>Wellbeing surveys from all stakeholders indicate positive change with regards to wellbeing in school.</p>
<p>Teachers can effectively scaffold and differentiate learning to support the most vulnerable pupils to make progress</p>	<p>Pupils will make adequate progress and attainment for all pupil groups will be in line with national data outcomes.</p> <p>Gap between disadvantaged and non-disadvantaged pupils attainment will be significantly reduced.</p>

## 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: £40,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff on how to use assessment (summative and formative) to inform planning to close gaps</p>	<p>Assessments can provide insight into the skills and knowledge pupils have retained and are able to recall and apply. This in turn allows teachers to identify areas for improvement for children to ensure additional support is in place for them.</p> <p><a href="https://educationendowmentfoundation.org.uk/teacher-feedback-to-improve-pupil-learning/">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2/">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a> and Improving literacy in KS1 <a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1/">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,5</p>
<p>To improve teaching and learning through continuous professional development.</p>	<p>CPL is key to improving teaching and learning and there is a huge evidence base to support the need for effective CPD. CPD is planned for the year to support the delivery and implementation of the curriculum and allow teachers to develop.</p> <p>Delivery of CPD, linked to the EEF Effective Professional Development <a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2/">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3, 4 and 5</p>

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

Budgeted cost: £19,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring all children in school make the required progress through the delivery of high quality interventions.</p>	<p>High quality interventions have been proven to improve pupils outcomes and close gaps in attainment. Ensuring the interventions being planned and delivered are done so by ensuring the correct adults are delivering them is a key priority.</p> <p>EEF Making best use of TAs <a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Digital learning, or linking to EdTech <a href="https://www.educationendowmentfoundation.org.uk/using-digital-technology-to-improve-learning">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Structured interventions delivered by TAs <a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Behaviour interventions in place <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 3, 4 and 5</p>
<p>Address SLCN through targeted interventions with in house and external SALT therapists</p>	<p>Due to the pandemic, we have seen a rise in the number of children who need support with the speech and language acquisition. This is done through in class support, one to one and small group interventions.</p> <p>Oral language interventions <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 4 and 5</p>

	<p>One-to-one tuition <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Small group tuition <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	
--	--	--

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

Budgeted cost: £125,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Comprehensive pastoral provision offer to include access to breakfast club, Nurture group provision, wellbeing coach support and counselling	<p>The recent pandemic has shown a need for children to have access to wellbeing support. Engaging with parents and teaching the children specific strategies is proven to have the best outcomes to support with this.</p> <p>Parenting-based initiatives linked to the EEF Working with parents to support children's learning <a href="https://www.educationendowmentfoundation.org.uk/working-with-parents">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Improving social and emotional learning <a href="https://www.educationendowmentfoundation.org.uk/improving-social-and-emotional-learning">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2 and 3
To reduce behaviour incidents and FTEs.	<p>Behaviour for learning has a huge impact on children's attainment. Ensuring all children feel safe and secure in school is key to helping them make good progress. This includes</p>	2, 3 and 5

	<p>whole school initiatives and targeted intervention support.</p> <p>Improving behaviour link to EEF  <a href="https://www.educationendowmentfoundation.org.uk/improving-behaviour-in-schools">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Behaviour interventions in place  <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>In house Community Liaison Officer and access to LA EWO service to support families with attendance and acute need</p>	<p>Attendance is directly linked to pupil outcomes. This includes whole school initiatives as well as targeted support for individuals/ families.</p> <p>Improving attendance – DfE advice  <a href="https://www.gov.uk/government/publications/improving-school-attendance-support-for-schools-and-local-authorities">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p> <p>Improving social and emotional learning  <a href="https://www.educationendowmentfoundation.org.uk/improving-social-and-emotional-learning-in-primary-schools">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2 and 3</p>

**Total budgeted cost: £186,000**



## 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.

Our EOKS2 outcomes demonstrate that performance of disadvantaged pupils continues to be an area of focus for the school at the Expected and Greater Depth standard.

	PPG	NPPG
Reading	54%	78%
Reading GDS	4%	14%
Writing	68%	89%
Writing GDS	0%	1%
Maths	52%	89%
Maths GDS	4%	14%
Combined	50%	78%
Combined GDS	3%	10%

Covid-19 has had a significant impact on the outcomes of our pupils. We have seen a huge growth of the gap between disadvantaged and non-disadvantaged pupils and believe this is due to the effects of the pandemic, previous school closures were most detrimental to our disadvantaged pupils. Generally speaking, our disadvantaged pupils were less likely to engage with the remote learning, even when support was in place (e.g. places in school during the partial closures, devices and routers loaned and paper packs of work available). This means the gap is even higher than in previous years. This remains a key focus for us, more so than in previous years, to support our most disadvantaged pupils to 'catch-up' to their non-disadvantaged peers. Social and economic pressures also impacted our families who experienced both economic and social difficulties.

Our attendance for disadvantaged pupils continues to be a concern. Our persistent absenteeism was even higher last year and the majority of these absences are linked to families that have been placed at the school by Kent but are finding it difficult to travel to and from the school each day. In addition, some of these families are experiencing social, emotional and mental health needs. Persistent absence of disadvantaged children was significantly higher than non-disadvantaged children (46.8% for disadvantaged, 14.9% for non-disadvantaged). This gap is even bigger than previous years.

Our assessments and observations have shown an increase in the need for wellbeing and behaviour support, particularly amongst our disadvantaged pupils. We have

therefore planned to use pupil premium funding to provide tailored support to those pupils through wellbeing coaches, Nurture provision and external counselling.

## 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
Maths 1:1 tutoring online	Third Space Learning

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	