

## 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	419
Proportion (%) of pupil premium eligible pupils	30%
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 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Julie Carson
Pupil premium lead	Sam Wady
Trustee lead	Nav Sanghara

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,000
Recovery premium funding allocation this academic year	£0
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	£176,000

# 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	Ensure interventions are in place to support the underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils from Reception through to KS2.
2	Attendance for disadvantaged pupils continues to be a challenge. Attendance for disadvantaged pupils for academic year 22/23 was 89%, with a significantly high persistent absenteeism rate. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

3	Provide additional SEMH support for groups and individual children who have been impacted by previous school closures, reduced social interactions with peers and a rise in challenges experienced at home by our children. A large number of our pupils under social care and in wellbeing intervention groups are disadvantaged pupils.
4	Provision for children identified as disadvantaged and on the SEND profile where there is a correlation of underperformance.
5	Ensure high quality teaching and learning strategies are consistently used to improve pupil outcomes and tailored to the individual needs of all learners; taking account of recommendations provided by outside professionals/specialist reports.
6	To ensure diagnostic assessments are used to identify gaps in learning and ensure learning provision is appropriate to individual needs based on these findings. AFL is used within all learning opportunities and misconceptions are addressed within lessons.

## 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 oral language skills and vocabulary among disadvantaged pupils from Reception to Year 6.	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, Showbie, individual care plans and ongoing formative assessment.
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 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 maths is narrowed in line with National for the year 24/25.

<p>Improved Writing attainment among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved progress and outcomes among disadvantaged pupils.</p> <p>The gap between disadvantaged and non-disadvantaged pupils in maths is narrowed in line with National for the year 24/25.</p>
<p>Improved attendance across the school, in particular for disadvantaged pupils</p>	<p>Attendance (including persistent absenteeism) to be in line with or above national average particularly for disadvantaged pupils.</p>
<p>Pupils feel safe in school and their wellbeing improves, particularly our disadvantaged pupils.</p>	<p>Pupils are given appropriate tools and interventions to support them in school to be successful.</p> <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>
<p>All disadvantaged and SEND children are identified and have ILP targets that map provision to need with interventions diminishing any attainment gaps.</p>	<p>Provision Mapping demonstrates clear links between PP and SEND pupils whereby interventions target the specific gaps in learning.</p> <p>Internal and external QA shows that provision is bespoke to individual learners and that resourcing and staffing are allocated on need and impact.</p> <p>Additional timetabling and resourcing has focused support on QFT and not just a series of Interventions.</p> <p>Additional Educational Psychologist services are in place to identify needs and recommendations are in place.</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: £27,400

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><a href="https://educationendowmentfoundation.org.uk/metacognition-and-self-regulated-learning/">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/improving-mathematics-in-key-stages-2-and-3/">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>5, 6</p>
<p>All staff have received training to be pedagogical experts to ensure teaching and learning is consistently good across all year groups.</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>4, 5, 6</p>

	<p>Delivery of CPD, linked to the EEF Effective Professional Development <a href="https://www.educationendowmentfoundation.org.uk/effective-professional-development">Effective Professional Development   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	
--	--	--

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

Budgeted cost: £62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring all children in school make the required progress through the delivery of high quality interventions, including through the use of senior leaders.	<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</a> (<a href="https://www.educationendowmentfoundation.org.uk">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</a> (<a href="https://www.educationendowmentfoundation.org.uk">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</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Behaviour interventions in place <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1, 3, 4, 5, 6
Identified small group interventions and 1:1 support for individual groups as identified within in-	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are	1, 3, 4, 5, 6

<p>school data with a focus on oracy.</p>	<p>inexpensive to implement with high impacts on reading.</p> <p>Oral language interventions <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>One-to-one tuition <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Small group tuition <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	
---	---	--

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

Budgeted cost: £86,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Comprehensive pastoral provision offer to include access to breakfast club, Nurture group provision, wellbeing coach support and counselling to support the mental health of all learners and removing barriers to learning.</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>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-to-support-childrens-learning">Working with Parents to Support Children's Learning   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.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</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>2, 3, 4, 5</p>

<p>To reduce behaviour incidents and support those children with complex needs.</p>	<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 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   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Behaviour interventions in place  <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2, 3, 4, 5</p>
<p>In house Community Liaison Officer and access to LA EWO service to support families with attendance and acute need, with introduction to Five Foundations.</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">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   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2 and 3</p>

**Total budgeted cost: £176,000**



## 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 2022 to 2023 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	52%	57%
Reading GDS	10%	26%
Writing	48%	83%
Writing GDS	5%	7%
Maths	33%	64%
Maths GDS	5%	17%
Combined	29%	47%
Combined GDS	0%	5%

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, 20.3% 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