

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2026 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	Knightwood Primary School
Number of pupils in school	392
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Emma Clark
Pupil premium lead	Emma Clark
Governor / Trustee lead	Angela Camerlingo

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,156
Recovery premium funding allocation this academic year	£2,755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£30,911</b>

## Part A: Pupil premium strategy plan Statement of intent

We have high aspirations for all our children at Knightwood, strongly believing that background should not be an indicator of academic success or emotional well-being. However, in making provision for our children, we recognise that not all pupils who qualify for Pupil Premium funding are disadvantaged. 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.

We have adopted a tiered approach to Pupil Premium spending as recommended by the Education Endowment Fund, which ensures a balanced approach to improving teaching, targeted academic support and wider strategies.

**Teaching:** Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for the Pupil Premium.

**Targeted academic support:** Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and learning support assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

**Wider strategies:** Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

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.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Pupils eligible for pupil premium funding make less than expected progress and/or fail to reach age related expectations. Teaching is not always tailored to meet the needs of all pupils.
2	Not attaining National Curriculum writing standards due to a wide range of difficulties including phonic knowledge, spelling and writing stamina-ability to write extended pieces and maintain writing form, purpose and audience.
3	Not attaining National Curriculum maths standards - Internal data analysis and performance on the Year 4 Multiplication Tables Check show times tables knowledge is poor in this group and is hindering their progress in maths
4	Emotional well-being at times presents as a barrier to learning.
5	Not managing to complete tasks at home
6	Ensuring attendance for children eligible for pupil premium is at least in line with Attendance in 2022/23 for children not eligible for pupil premium - 95.7% Attendance in 2022/23 for children eligible for pupil premium - 93%

## 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
Focus children to make above expected progress in learning over the course of the year.	
Reductions in social, emotional and mental health difficulties affecting learning in focus children.	Improved self-esteem and confidence in school reported by teachers Improved data on ELSA/TALA pre and post checklists or Boxall
Focus children supported with home learning tasks.	Improved homework completion reported by teachers
Attendance for children eligible for pupil premium will be in line with non-disadvantaged	In line data

## 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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil progress meetings LSA/SENCo catch ups</p> <p>Regular learning support assistant meetings with a clear focus on developing teaching and learning principles.</p>	<p>Releasing teachers and Learning Support Assistants for quality discussions with the phase leader and SENCo around individual progress and programmes ensures a joined up, focussed approach.</p> <p>“When you support a well-trained TA team – who attend the whole school CPD, who share practice regularly, who feel valued and heard – they can have a powerful impact in school.” (EEF)</p>	1-7
<p>Training from EP for all staff –anxiety, dyslexia and autism. ELSA (Emotional Literacy Support Assistant) support costs (time + training/supervision)</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Sutton Trust – What Makes Great Teaching Oct 14 - components of great teaching are strong pedagogical knowledge and quality instruction.</p>	
<p>Comprehensive staff induction process and continued professional development which recognises the importance of the development of pedagogy and professional learning Regular subject specific staff CPD to ensure secure subject knowledge and pedagogy.</p>	<p>Research into effective teaching shows a 50 percentile difference between three years of teaching by an effective teacher vs ineffective. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. This exemplifies a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. (EEF, Effective Professional Development Guidance Report)</p>	

<p>Training and advice from Primary Behaviour Service</p> <p>Training for all staff on the six strands (PBS) and restorative practices</p>	<p>Visible reductions in difficulties where children have been supported by outside agencies' strategies and plan-do-review cycle.</p> <p>The EEF Teaching and Learning Toolkit showed behaviour interventions had an impact score of +3 and metacognition and self-regulation interventions had an impact score of +7.</p>	1-7
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus of adult support in lessons</p> <p>Pre teach groups</p> <p>Booster Groups</p> <p>Wave 3 one to one programmes</p>	<p>Previous groups have shown increased progress.</p> <p>The EEF Teaching and Learning Toolkit showed small group tuition had an impact score of +4.</p> <p>Programmes recommended by Sutton Trust as proven to support increases to standardised scores.</p> <p>The EEF Teaching and Learning Toolkit showed individualised instruction had an impact score of +3.</p>	1-6
<p>Teacher/Pupil 1:1s.</p> <p>We release class teachers for 1:1 discussions with children about their learning, targets, feelings and wishes.</p>	<p>The EEF Teaching and Learning Toolkit showed feedback had an impact score of +8.</p>	1-6
<p>Reading Buddies - designed to encourage a love of reading it is part of our strategy for</p>	<p>Children being buddies or being buddied has shown increased engagement and improved reading in</p>	1

creating a culture of reading for pleasure. Maths buddies also used where appropriate	our internal data reviews and pupil conferencing.  The EEF Teaching and Learning Toolkit showed collaborative learning had an impact score of +5.	
Focus children invited to Homework Club  Reading support at Breakfast Club  Homework support at Breakfast Club	We have been running Homework Club for a number of years; it is popular and successful with children, teachers and families.  The EEF Teaching and Learning Toolkit showed extending school time had an impact score of +2.	1,7

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

Budgeted cost: £10,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
An ELSA Learning Support Assistant provides targeted emotional support for individuals and runs social communication and transition support groups  A TALA Learning Support Assistant (Therapeutic Active Listening Assistant) offers individuals counselling support.	The EEF Toolkit defines self-regulation as 'managing one's own motivation towards learning'. The intention will be to give pupils a variety of strategies to help them focus during their learning. The EEF toolkit suggests pupils make an eight month gain with increased self-regulation strategies.  A pupil cannot benefit from a lesson if they are not present, engaged in the lesson, and behaving appropriately for learning. "There's a clear need for schools to have consistent and clear behaviour policies that promote positive behaviour in lessons." (EEF, Improving Behaviour in Schools Guidance Report)	1-7
Subsidies for enrichment activities	The EEF Teaching and Learning Toolkit showed social and emotional learning and outdoor adventure learning had	1-7

<p>(including residential) , extracurricular clubs &amp; music lessons, uniform assistance where there are financial difficulties.</p>	<p>an impact score of +4 and arts and sports participation had an impact score of +2.</p>	
<p>Closer monitoring of attendance of children eligible for and liaison with families to support. Attendance of SLT member at attendance network briefings.  Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school. Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.</p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001).(Source - EEF)</p>	<p>7</p>
<p>Continue to offer SENCO/Nurse/Parent drop ins and workshops we will prioritise children eligible for pupil premium.</p>	<p>These sessions have been fully booked each time and parents have found them productive.  “Training and engagement with families can have a bigger impact than resources” (EEF).</p>	<p>1-7</p>

**Total budgeted cost: £37,000**

## 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. This is a broad indicator as with small cohorts children could be identifiable.

#### **The average progress scores for key stage 2 children eligible for pupil premium:**

Reading +4.5

Writing +4.9

Maths +3.6

#### **Our evaluation of the approaches delivered last academic year indicates that**

- children eligible for pupil premium received support from homework club, helping them to complete tasks set (%). This club was also open to other children who the school would benefit from support.
- 80% of pupils eligible for pupil premium in the academic year 2022-23 have a reading standardised score in line or above their chronological age.
- Attendance remains lower and this will remain a focus.
- % received ELSA TAor LA support over the year enabling them to make progress and enjoy and succeed at school.
- Due to the needs of the 2022/23 cohort, Year 6 transition groups were set up and children were supported to make a successful transition to secondary school. This included extra visits and time to look at maps, timetables etc along with emotional support around transition.