

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	Knowleswood Primary School
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	November 2021
Date on which it will be reviewed	Review each year
Statement authorised by	Noreen Dunn
Pupil premium lead	Clare Cosgrove
Governor / Trustee lead	Angela Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 301,280
Recovery premium funding allocation this academic year	£ 33,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 335,210

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium money supports a whole range of interventions specifically targeted at the children eligible for pupil premium funding in our school.

Key principles of using our pupil premium funding are;

- addressing individual need*
- addressing equality of opportunity where there are specific difficulties*
- providing strong academic support*

Although we target our pupil premium funding at eligible pupils we also use the funding to target other pupils with identified needs who may not be eligible for free school meals.

Challenges

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

Challenge number	Detail of challenge
1	Poor punctuality / Low attendance – Amongst our disadvantaged pupils some have poor attendance and are classed as persistently absent. Some pupils are regularly late.
2	Lack of opportunities for children to read and develop early reading, including phonics leading to children unable to read and access texts.
3	Children enter school with poor oral language skills and vocabulary that is below what is expected for their age.
4	Challenges in home lives make it difficult for carers and parents to support children in their learning at home for example many pupils with experiencing significant safeguarding concerns including domestic abuse.
5	Emotional and social issues that impact on relationships in school
6	Some children have low aspirations and expectations
7	Some homes have a lack of family resources which mean children do not have access to a range of basic household essentials including food
8	Covid-19 has led to children missing key knowledge and skills leading to gaps in learning

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
Attendance of pupil premium children improves.	Systems to challenge attendance are in place including local authority support. All children who are persistently absent without good reason are on local authority attendance challenge.
Punctuality of pupil premium children improve	Late marks decrease monthly
Children in receipt of pupil premium move back towards national attainment of their non-pupil premium peers nationally in their Year 1 phonics check	75% of pupil premium children achieve phonics standard.
In school variation between attainment of PP children and non-PP children reduces through school and children in receipt of PP funding achieve inline as their non-PP peers by the end of Year 6.	QFT shows adaptation to meet needs of children Same day interventions delivered to address misconceptions No in school variation
Children in the lowest attaining 20% for reading (nationally) are receiving intervention throughout school.	Lowest 20% in each year group identified Interventions in place Increasing % of children achieve ARE across school
Children have the resources they need to be successful in school.	Disadvantage is removed for children by school providing resources e.g uniform and food.
Children receive support needed in school to be ready to learn	Vulnerable children identified Children receive support from pastoral team Support is evaluated on SEMH plan or provision map as appropriate
Any gaps in children's knowledge are identified and teaching and learning addresses these gaps, so children have key knowledge to enable them to move on.	Children have required knowledge to move on with learning and access next steps in curriculum QFT shows adaptation to meet needs of children Same day interventions delivered to address misconceptions

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: £ 34,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of effective formative assessment to identify prior knowledge and understanding of different pupil needs by;</p> <ul style="list-style-type: none"> • Introduction of bespoke assessment package linked to our curriculum. • Purchase of low stakes assessment materials • Development of pre-teaching if pupils lack critical knowledge due to covid-19 	<p><i>Diagnostic Assessment - EEF</i></p>	<p>8</p>
<p>Focus on acquisition of early reading and specific phonics teaching.</p> <ul style="list-style-type: none"> • All pupils who are not meeting ARE or making expected progress in phonics receive daily 1:1 phonics intervention. • 3 x consultant sessions per year support the Reading Leader to monitor the delivery of phonics and coach all staff to be effective teachers of reading. • KS2 pupils with gaps in phonic knowledge receive daily phonics intervention where appropriate. • The development of pupils' decoding skills is supported by access to accurately matched reading books (see above section). • Regular assessment carried out by the Reading Leader ensures pupils move on rapidly and those needing extra support are identified early. 	<p><i>The Reading Framework. July 2021 (DFE)</i></p> <p><i>COVID-19 series: briefing on early years, November 2020</i></p>	<p>2</p>
<p>Development of home reading</p> <ul style="list-style-type: none"> • Rewards and incentives to encourage reading at home and school. • Early reading information session held for parents. Handbooks given to all families to support reading at home. • Home access to e-books gives all pupils the opportunity to revisit books and to read for pleasure. 	<p><i>The Reading Framework. July 2021 (DFE)</i></p>	<p>2, 3</p>

<ul style="list-style-type: none"> High quality, non-fiction texts included in LTPs, class book lists and home reading books give children the opportunity to read more widely. 		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 180,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of additional classroom-based staff to ensure that children receive additionality in the form of;</p> <ul style="list-style-type: none"> Precision teaching Same day interventions based on ongoing assessments Teaching assistants assist teacher in responding to pupils needs in real time. 	<p><i>EEF – Making best use of teaching assistants</i></p> <p><i>EEF - individualised instruction</i></p> <p><i>EEF – Teaching assistant interventions</i></p> <p><i>COVID-19 series: briefing on early years, November 2020</i></p>	2,3,5,8
<p>Small group tuition through using school-based tutoring intervention (25% school top up)</p>	<p><i>School-led tutoring guidance (publishing.service.gov.uk)</i></p> <p><i>EEF toolkit</i></p>	2,3,5,8

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

Budgeted cost: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Local authority's attendance team working with school providing both support and challenge to families</p> <p>All families who are below 90% attendance without an authorised reason are issued with penalty notices.</p> <p>Late gate to challenge punctuality</p>	<p><i>EEF Toolkit – Attendance interventions</i></p> <p><i>COVID-19 series: briefing on schools, November 2020</i></p>	1

Home visits to any PA child when there is not a valid reason.		
Employment of school home support worker to work with hard to reach families		
All children in receipt of EY pupil premium receive at least one extra nursery session		
Deployment of Pastoral team in school to ensure that children's basic needs are met, and children are ready to learn.	<p><i>EEF – Teaching and Learning toolkit – Behaviour Interventions</i></p> <p><i>EEF – Teaching and Learning toolkit – Mentoring</i></p> <p><i>COVID-19 series: briefing on early years, November 2020</i></p>	4, 5
<p>Funding for school uniform, food and resources so that no children is disadvantaged in school.</p> <p>School uniform funding</p> <p>Fareshare funding</p> <p>Magic Breakfast funding</p> <p>Emergency food fund</p>	<p><i>EEF – Teaching and Learning toolkit – School Uniform</i></p> <p><i>COVID-19 series: briefing on early years, November 2020 – wider impact on safeguarding and family welfare/disadvantage</i></p> <p><i>COVID-19 series: briefing on schools, November 2020</i></p>	4, 5, 7
<p>Enrichment activities provided to children ie trips, event days in school.</p> <p>Provision of afterschool clubs to offer a range of enrichment activities</p>	<i>COVID-19 series: briefing on schools, November 2020 - Extra-curricular provision and enrichment</i>	4, 5, 7
SEMH training delivered by LA consultant on de-escalation and STAR analysis to ensure that all children can access learning.	<p><i>COVID-19 series: briefing on schools, November 2020 - Extra-curricular provision and enrichment</i></p> <p><i>EEF – Teaching and Learning toolkit – Behaviour Interventions</i></p>	4, 5

Total budgeted cost: £ 335,210

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Intended outcome	Success criteria	
Attendance of pupil premium children improves.	<p>Systems to challenge attendance are in place including local authority support.</p> <p>All children who are persistently absent without good reason are on local authority attendance challenge.</p>	<p>Attendance system in place following updated 'Working together to improve attendance'. New policy written to reflect this with clear process flow charts in place. Attendance has a high priority across the school.</p> <p>In 2021/2022, 150 PPG children were part of an attendance challenge with the local authority. 6 of the children failed the attendance challenge and were issued with penalty notices.</p> <p>Despite this, the gap between schools PPG and non PPG attendance is 4.1%</p> <p>Gap analysis from previous years cannot be compared due to high level of Covid absences through academic year. 135 pupils across last year had a confirmed case of Covid-19 totalling 634 days of absence. Many more pupils had to isolate (X02) – 182 pupils across the school totalling 622 days.</p>
Punctuality of pupil premium children improve	Late marks decrease monthly	Systems in place; late gate/clear communication with parents.
Children in receipt of pupil premium move back towards national attainment of their non-pupil premium peers nationally in their Year 1 phonics check	75% of pupil premium children achieve phonics standard.	<p>3 year plan – children tracked, actions put in place for any pupil who isn't making expected progress.</p> <p>In year variation is minimal – 72.2% not PPG and 68.8% PPG eligible in Year 1 phonics outcomes.</p>
In school variation between attainment of PP children and non-PP children reduces through school and children in receipt of PP funding achieve inline as their non-PP peers by the end of Year 6.	<p>QFT shows adaptation to meet needs of children</p> <p>Same day interventions delivered to address misconceptions</p> <p>No in school variation</p>	<p>3 year plan – children are tracked and actions put in place for any pupil who isn't making expected progress.</p> <p>In KS1 in school variation exists i.e. 16.1% PPG compared to 38.1% non-PPG in R/W/M combined.</p> <p>In KS2 in school variation exists i.e. 30.8% PPG compared to 66.7% non-PPG in R/W/M combined.</p>

Children in the lowest attaining 20% for reading (nationally) are receiving intervention throughout school.	Lowest 20% in each year group identified Interventions in place Increasing % of children achieve ARE across school	Lowest 20% of children in year group identified; actions agreed in pupil expectation meetings. Children across school receiving phonics interventions to ensure children make rapid progress.
Children have the resources they need to be successful in school.	Disadvantage is removed for children by school providing resources e.g uniform and food.	All PPG children have uniform provided and all children have a PE kit provided.
Children receive support needed in school to be ready to learn	Vulnerable children identified Children receive support from pastoral team Support is evaluated on SEMH plan or provision map as appropriate	Pastoral team are supporting several children who are PPG across school. Several PPG children have SEMH plans and risk assessments. Provision maps identifies key children who need support with learning.
Any gaps in children's knowledge are identified and teaching and learning addresses these gaps, so children have key knowledge to enable them to move on.	Children have required knowledge to move on with learning and access next steps in curriculum QFT shows adaptation to meet needs of children Same day interventions delivered to address misconceptions	Regular use of low stake quizzes are in place. School improvement priority for 2022/2023 is focused on meeting the learning needs of all learners.

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