



Pupil premium strategy statement: Knighton Fields Primary Academy

| 1. Summary information | | | | | |
|-------------------------------|---------------------------------|---|---------------------------|---|----------|
| School | Knighton Fields Primary Academy | | | | |
| Academic Year | 2017/18 | Total PP budget | £116,160 | Date of most recent PP Review | N/A |
| Total number of pupils | 208 - Oct 2017 census | Number of pupils eligible for PP | 88 (42%) Jan 17 census | Date for next internal review of this strategy | Jan 2018 |

| 2. Current attainment | | |
|--|---|--|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving expected or above in reading, writing and maths | 47 | 38 |
| % making at least 0.0 progress in reading | 40 | 29 |
| % making at least 0.0 in writing | 67 | 88 |
| % making at least 0.0 in maths | 47 | 46 |

| 3. Barriers to future attainment (for pupils eligible for PP including high ability) | |
|--|---|
| In-school barriers | |
| A. | Our PP children, across the school, lack enrichment opportunities which can prevent the development of vocabulary and knowledge – this directly effects reading and writing attainment and progress |
| B. | There was a 20% gap between the proportion of PP pupils attaining combined greater depth and that for other pupils by the end of KS2. This is reflected in gaps for greater depth in reading (23%), Writing (23%) and maths (30%). This is due to prior poor quality provision when the previous school was judged to be requires improvement. Whilst poor teaching has now been eliminated, several cohorts retain a legacy of previous poor attainment |
| C. | Overall attainment remains below the national standard at the end of KS2 in reading, writing and grammar; due to prior poor quality provision when the previous school was judged to be requires improvement. Despite attainment being below the national standard, there is no appreciable gap in the proportion of children getting at least the expected standard between PP children and other pupils. . Pupil premium children have also fared less well in end of key stage assessments in the EYFS and KS1. The highest attainment gap in KS1 is 14% in Writing. |
| External barriers | |
| D. | Attendance rates for pupils eligible for PP are lower than that of the school percentage. This reduces their school hours and leads to the potential of them making less progress. |
| E. | The school has 28 children receiving early help, family support engagement or are on Child Protection or Children in Need plans. 22 of these are eligible for PP. Out of the 4 children on Child Protection Plans, 3 are eligible for PP. |

| 4. Outcomes | | |
|-------------|---|--|
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | To enrich the curriculum and provide experiences to enhance progress in academic, social and emotional development. | Improved attainment and progress in reading and writing for PP children across all year groups to match national data; specifically closing the gap in the EYFS and KS1. |
| B. | Higher rates of attainment and progress across KS2 for high attaining pupils eligible for PP in reading, writing and maths as identified through KS1 results. | For the attainment gap measured against national to be closed at the end of KS1 and KS2. Pupils eligible for PP, identified as high ability, make as much progress as ‘other’ HA pupils nationally across Key Stage 2, measured in Y 3 4, 5 and 6 by teacher |

| | | |
|-----------|---|--|
| | | assessments and successful moderation practices established across the multi-academy trust (MAT). |
| C. | To raise overall attainment for all children at the end of KS2 in reading, writing and grammar through closing the gaps in skills, knowledge and understanding for the current Yr 3, 4 and 5. | To have narrowed the attainment gap for our PP children against the national figure over two years. |
| D. | As academy wide attendance improves, the attendance of pupils eligible for PP to increase proportionately to be inline or above the academy wide percentage | Overall attendance for PP pupils improves and closes the gap on the cohort. For pupils, who have previously had exceptionally high rates of absence, attendance is rising quickly towards the national average. |
| E. | Early engagement and support from our Removing Barriers to Learning Team leads to a reduced impact on life chances as evidenced through falling exclusion figures, shorter term CP plans and increased parental engagement. | Improved identification of children needing internal family support leading to fewer children needing long term child protection plans. Continued work with external agencies to provide additional support where needs cannot be catered for within school. |

| 5. Planned expenditure | | | | | |
|---|--|--|--|---|--|
| Academic year | 2017/18 | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| A - To enrich the curriculum and provide experiences to enhance progress in academic, social and emotional development. | <p>Offer a significantly subsidised breakfast club which focuses upon family values and caters for the needs of our most vulnerable families. PP pupils are prioritised for this provision and are able to access it on an adhoc basis as needs arise. At least, 50% of attendees are to be on the PP register.</p> <p>Early language development and real life experiences will be enhanced through the EYFS provision and 30 hours nursery offer. Adults are astutely trained to promote rich language experiences.</p> <p>Free after school clubs will provide pupils with enhanced life chances which they would otherwise be unable to attend. These will focus upon developing pupils social skills and communication.</p> <p>School facilities are provided for use to local community groups either free of charge or at a nominal rate.</p> | <p>Maximising the opportunities within the school days for children to develop their spoken English will enable them to access the wider curriculum.</p> <p>Provision implemented during previous year, demonstrated improvements in confidence and application.</p> | <p>A Pupil Premium Review to be commissioned in June 2018</p> <p>Boxall profiles will show increased percentiles.</p> <p>Accountability of varying stakeholders</p> <p>Be an interwoven theme across SIP which is reviewed by governors and Trust.</p> | <p>Principal</p> <p>Pastoral Support Lead</p> <p>EVC</p> <p>EYFS leader</p> | <p>Jan 2018</p> <p>&</p> <p>Sep 2018</p> |

| | | | | | |
|--|---|--|--|--|--|
| | <p>Development of outdoor junior provision and roles to provide pupils with opportunities to contribute to the school community and build communication skills.</p> <p>Year 6 residential visit will be heavily subsidised to provide pupils with opportunities to work outside of their comfort zone in a safe environment</p> <p>All school visits will be 50% subsidised so that no pupils are disadvantaged by their circumstances.</p> <p>Continuation of nurture base provision to support social and emotional development of vulnerable pupils</p> <p>Specialist Speech and Language teaching assistant to deliver established programmes to help children overcome speech impediments.</p> | | | | |
|--|---|--|--|--|--|

| | | | | | |
|--|---|--|---|--|--|
| <p>B - Higher rates of attainment and progress across KS2 for high attaining pupils eligible for PP in reading, writing and maths as identified through KS1 results.</p> | <p>Staff led professional development through phase structures (specific to year groups)</p> <p>Employment of Lead Practitioner to enhance learning opportunities for pupils.</p> <p>Sourcing and establishment of cross Trust working parties and year group support.</p> <p>Performance management will empower staff to actively find areas for development</p> <p>Highly skilled maths subject leader will effectively deploy support to improve the capacity of teachers to meet highest attaining pupils' needs.</p> <p>Improved data tracking and analysis will enable interventions to be deployed effectively.</p> <p>Enquiry group focus upon highest attaining pupils.</p> | <p>Focussed CPD to improve the teaching of reading, writing and maths through coaching and peer to peer support to improve Quality First Teaching and the deployment of support staff.</p> | <p>A Pupil Premium Review to be commissioned in June 2018</p> <p>3 Data Points to analyse data</p> <p>Lesson observations/learning walks/work scrutiny by maths specialists</p> | <p>Lead Practitioner</p> <p>Literacy Leader</p> <p>Maths Leader</p> <p>Principal</p> | <p>Jan 2018 & Sep 2018</p> |
| Total budgeted cost | | | | | £46,500 |

| ii. Targeted support | | | | | |
|---|---|---|---|--|--|
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| C - To raise overall attainment for all children at the end of KS2 in reading, writing and grammar through closing the gaps in skills, knowledge and understanding for the current Yr 3, 4 and 5. | <p>Deployment of second teacher in Year 6 to decrease the class size and provide personalised provision.</p> <p>50% of lead practitioners time to focus upon the heightened expectations for Year 6 writing.</p> <p>Additional release time for phase leaders to guide and support the practice of less experienced teachers</p> <p>Specialist teaching assistants to provide BRWP, S&L support, maths interventions and EAL support across the juniors</p> | <p>Focussed and personalised CPD through coaching and peer to peer support is a proven method to improve quality First Teaching.</p> <p>Focussed interventions from highly trained members of staff to ensure that pupils make better than expected progress.</p> | <p>A Pupil Premium Review to be commissioned in June 2018</p> <p>3 Data Points to analyse progress and attainment data</p> <p>Pupil Progress meetings</p> <p>Challenge Partner Review January 2018</p> <p>RMET School Improvement Forum</p> <p>Monitoring by Executive Principal</p> <p>Lesson observations/learning walks/work scrutiny by maths/English specialists</p> | <p>Principal</p> <p>Assistant Principals /Phase leaders</p> <p>Subject leaders</p> | <p>Jan 2018</p> <p>&</p> <p>Sep 2018</p> |
| Total budgeted cost | | | | | £39,000 |

| | | | | | |
|---|---|---|--|--|--|
| <p>E - Early engagement and support from our Removing Barriers to Learning Team leads to a reduced impact on life chances as evidenced through falling exclusion figures, shorter term CP plans and increased parental engagement</p> | <p>Pastoral Support Lead (0.6)</p> <p>Removing Barriers to Learning Team aims to empower pupils, parents/carers to make positive changes in their lives for the wellbeing of the entire family.</p> <p>We build 'non-judgemental' relationships with families to ensure we get the best out of everyone and that their voices are heard.</p> <p>We support parents / carers with housing or school applications, write reports for medical appointments, signpost to debt management agencies or charity support.</p> <p>We offer pupils in house support in regard to bereavement counselling, friendship concerns and conflict resolution.</p> <p>Through effective liaison with external agencies, we source and ensure pupils receive specific support/interventions to meet their individualised needs which are often funded by the academy (play therapy, Relate Counselling, SEMH advice and support)</p> <p>Offer tools for parents / carers to improve routines and boundaries at home.</p> | <p>Families that receive help and support prior to a crisis point being reached are more able to cope with the many challenges that some families face – housing, drug abuse, parenting, etc.</p> | <p>A Pupil Premium Review to be commissioned in June 2018</p> <p>Monthly RB2L meetings</p> <p>Ongoing CPD through external training offered by LCC or LCSB.</p> <p>Attend DSL forum twice yearly.</p> <p>Multi agency information sharing.</p> <p>Bi-annual joint planning meeting</p> | <p>Principal</p> <p>SENCO</p> <p>RB2L Team</p> | <p>Jan 2018</p> <p>&</p> <p>Sep 2018</p> |
| Total budgeted cost | | | | | £27,000 |

| iii. Other approaches | | | | | |
|--|--|---|--|---------------------------------------|---|
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| D: As academy wide attendance improves, the attendance of pupils eligible for PP to increase proportionately to be inline or above the academy wide percentage | <p>Full time attendance officer employed to monitor pupils' attendance and follow up in a timely manner on absences in order to avoid children becoming missing from education.</p> <p>Half-termly analysis of attendance data and identification of vulnerable pupils and those identified as Persistent Absentees.</p> <p>First day response provision to aid pupils in coming to school; establishing positive routines and supporting vulnerable families in the mornings to assist in getting children to school</p> <p>Attendance incentives to motivate and sustain improvements.</p> <p>Buy-back into Education Welfare Service provision.</p> | We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. | <p>Monthly TAC meetings where attendance is discussed.</p> <p>Dissemination of relevant information to those best placed to offer support (Pastoral Support Lead, class teachers, School Nurse, etc.).</p> <p>All phase leaders will collaborate to ensure new provision and standard school processes work smoothly together.</p> <p>Coaching & mentoring offered to Attendance & Welfare Officer by Principal.</p> | Caroline Edwards (Attendance Officer) | Jan 2018 & Sep 2018 |
| Total budgeted cost | | | | | £32,000 |

| 6. Review of expenditure – Knighton Fields Primary Academy | |
|---|-----------------|
| Previous Academic year | 2016/17 |
| Total Received | £133,320 |

Summary of Pupil Premium Grant (PPG) spending 2016-17

Objectives in spending PPG:

- To enrich the curriculum and provide experiences to enhance progress in academic, social and emotional development
- Higher rates of attainment and progress across KS2 for high attaining pupils, eligible for PP, in maths as identified through KS1 results
- To raise overall attainment for all children at the end of KS2 in reading and writing through closing the gaps in skills, knowledge and understanding for the current years 4, 5 and 6
- Early engagement and support from our Removing Barriers to Learning team leads to a reduced impact on life chances
- Increase attendance of pupils eligible for PP to be inline or above the school cohort

We have used our pupil premium funding to support all the following work:

- Employing a parent link worker to support families (£8,700)
- Employing an attendance officer to support good attendance (£28,477)
- Ongoing deployment of Learning mentors time (approximately 40%) (£11,804)
- Maths subject leader deployed to improve the capacity of teachers to meet highest attaining pupils needs (£10,925)
- Deployment of second teacher in year 6 to decrease class size and provide personalised provision (£10,000)
- Play therapy to help children with emotional difficulties (£4,000)
- External agency support for pupils with challenging behaviour (£3,000)
- Forest School (£4,150)
- Subsidised a wide range of school trips, residential visits and before and after school clubs (£11,000)
- Identified interventions being carried out to accelerate pupil learning (£33,000)
- Swimming lessons for all children in years 3 and 4 (£4,074)
- Additional release time for teachers to receive specific training to support and meet needs of PP pupils (£10,000)

Total: £139,130

Summary of spending and actions taken for 2016-17 academic year:

| |
|---|
| Employing a Parent Link worker to help support families and identified pupils Provision of practical help and advice has been given to families and identified pupils who needed it most. This has helped to ensure pupils and their families remain engaged in the school environment and learning. |
| Employing an attendance officer to support good attendance Support was given to increase the attendance and punctuality of identified pupils and families. The attendance of our pupils in receipt of FSM is still slightly below the average attendance for the school. As such, new incentives will be aimed to increase the attendance of these pupils. |
| Ongoing deployment of a Learning mentor Support pupils with behavioural and specific needs through counselling, mentoring and liaising with external agencies. Supported social and emotional development of vulnerable pupils through provision of a nurture base. |
| Maths subject leader deployed Support staff to improve the capacity of teachers to meet highest attaining pupils' needs through focussed CPD to improve mathematics teaching through coaching and peer to peer support. |
| Deployment of second teacher in Year 6 Decreased year 6 class size to provide personalised provision to ensure pupils make better progress and achieve their full potential |
| Play & Speech therapy to help children with emotional difficulties External agencies provided support to identified pupils to overcome barriers to learning. |
| External agency support for pupils with challenging behaviour Worked with all professionals to support pupils, with challenging behaviour, and their families through fully inclusive practice. |
| Forest School Helped pupils in Foundation 2 and Year 1 improve their problem solving skills, awareness of the natural world and build their self-esteem. |
| Subsidised a wide range of school trips, residential visits and before and after school clubs All teachers included trips as an integral part of each topic to enrich the curriculum for all year groups. These trips included theatre trips to watch 'The Twits' and 'The Tiger that came for Tea', visiting Twycross Zoo, Rutland Water, Bosworth Battlefield and a residential visit to London for the year 6 pupils. These trips were heavily subsidised where necessary to ensure that they are able to go ahead. The school ran before and after school clubs, free of charge, in order to support our pupils and families. In addition, the school offered a heavily subsidised breakfast club. |
| Identified interventions being carried out to accelerate pupil learning Teaching Assistants were assigned to specific roles and received necessary training to meet the needs of individual pupils. This included speech and language therapy, EAL support and maths interventions. |
| Swimming lessons for all children in years 3 and 4 subsidised Pupils across years 1 to 4 attended swimming sessions with a vastly positive effect. |
| Additional release time for teachers to receive specific training to support and meet needs of PP pupils Teachers were able to put into practice new strategies and liaise with external agencies to improve the engagement of pupils. |