



## Pupil premium strategy statement: Knighton Fields Primary Academy

| 1. Summary information        |                                 |   |                   |   |          |
|-------------------------------|---------------------------------|---|-------------------|---|----------|
| <b>School</b>                 | Knighton Fields Primary Academy |   |                   |   |          |
| <b>Academic Year</b>          | 2019/20                         | <b>Total PP budget</b>                  | £108,240 estimate | <b>Date of most recent PP Review</b>                  | N/A      |
| <b>Total number of pupils</b> | 208                             | <b>Number of pupils eligible for PP</b> | 82 (39%) estimate | <b>Date for next internal review of this strategy</b> | Jan 2020 |

| 2. Current attainment  |   |   |
|--|---|---|
|  | <i>Pupils eligible for PP<br/>(your school)</i> | <i>Pupils not eligible for PP (2018<br/>national average, except *2017)</i> |
| <b>% achieving expected or above in reading, writing and maths</b> | 87%   | 70%   |
| <b>% making at least 0.0 progress in reading</b>                   | 69  | 29*   |
| <b>% making at least 0.0 in writing</b>                            | 69  | 88*   |
| <b>% making at least 0.0 in maths</b>                              | 92  | 46*   |

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

#### In-school barriers

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| <b>A.</b> | The vast majority of our PP children, across the school, lack enrichment opportunities which can prevent the development of vocabulary and knowledge – this directly effects speaking and listening, reading and writing attainment and progress.   |
| <b>B.</b> | Gaps between PP and non PP groups are still evident in specific cohorts across the school. There is no trend in terms of which subject these gaps appear within. A factor of this is due to prior poor quality provision when the previous school was judged to be requires improvement, low starting points as supported by EYFS baseline assessments and benchmarking of mobile pupils on initial entry to the school. Whilst poor teaching has now been eliminated, several cohorts retain a legacy of previous poor attainment. School is undergoing a curriculum review where enrichment opportunities are being carefully woven in and strategies to meet the needs of the working memory of children from low income backgrounds are being embedded. |
| <b>C.</b> | Whilst overall attainment at the end of KS2 has risen in all subjects to be in line with national figures, there remain cohorts of pupils whom have previously experienced poor quality provision. This poor provision has had an adverse effect on both their attainment and progress in reading, writing, maths and grammar; however, this poor provision has now been eradicated. Due to improvements in provision, a higher proportion of pupil premium children now attain at least the expected standard than other pupils.   |

#### External barriers

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| <b>D.</b> | Attendance rates for pupils eligible for PP are very slightly lower than that of the academy percentage (1%). The gap has narrowed over recent years. This is a priority as it reduces their school hours and leads to the potential of them making less progress. Y6 has the widest gap and is a focus. |
| <b>E.</b> | 43 children are receiving supporting school via RB2L. We do not have any families on CIN or CP. 1 family is receiving Early Help support. 1 family has also been referred to Living without Abuse.   |

### 4. Outcomes

|           | <i>Desired outcomes and how they will be measured</i>   | <i>Success criteria</i>  |
|-----------|---|--|
| <b>A.</b> | 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; continuing to close the gap in the EYFS and KS1 for greater depth/ exceeding. |
| <b>B.</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  |

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|           |  | 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).   |
| <b>C.</b> | 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 5 and 6 cohorts.   | To have narrowed the attainment gap for our PP children against the national figure over two years.  |
| <b>D.</b> | 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.  |
| <b>E.</b> | 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. Through work with external agencies, families are supported to improve parenting capacity. | 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  |   |   |   |   |  |
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| Academic year   |   | 2018/19   |   |   |  |
| 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 places are to be offered to pupils on the PP register should the need arise.</p> <p>Through working with 'Magic Breakfasts' provide breakfast provision to all pupils due to significant deprivation and number of Just Managing families.</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 and staffing levels allow for personalised provision.</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>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 years, demonstrated improvements in confidence and application.</p> <p>Developing the character of the whole child supports social functioning and academic performance</p> | <p>A Pupil Premium Review to be commissioned in January 2020</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 2020</p> <p>&amp;</p> <p>Sep 2020</p> |

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|  | <p>School facilities are provided for use to local community groups either free of charge or at a nominal rate.</p> <p>Development of outdoor junior provision and roles to provide pupils with opportunities to contribute to the school community and build communication skills alongside strengthening character.</p> <p>Through committing to character education, ensure that pupils develop a well-grounded and conscious understanding of their strengths and areas for development.</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 to reduce pupils' likelihood of being disadvantaged by their circumstances.</p> <p>Continuation of nurture 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 difficulties.</p> |  |  |  |
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| <p>Higher rates of attainment and progress across KS2 for higher 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>Continuation with Lead Practitioner practices embedded in previous academic year.</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 through building consistency of White Rose Resources and problem solving. The development of the APE approach will further promote reasoning</p> <p>Improved data tracking and analysis will enable interventions to be deployed effectively.</p> <p>Stretch &amp; Challenge Lead will carry out learning walks and pupil interviews to provide effective feedback on performance of sub-groups. Data tracking will allow for intervention and focus to be directed accordingly to raise expectations.</p> <p>Peer observations and mentoring to further QFT and NQT provision.</p> | <p>Astutely 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 January 2020</p> <p>3 Data Points to analyse data</p> <p>Lesson observations/learning walks/work scrutiny by maths specialists</p> | <p>Literacy Leader</p> <p>Maths Leader</p> <p>Principal</p> <p>Stretch &amp; Challenge Lead</p> | <p>Jan 2020<br/>&amp;<br/>Sep 2020</p> |
| <b>Total budgeted cost</b>   |   |   |  |   | £46,500                                |



| <b>ii. Targeted support</b>  |  |   |  |   |  |
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| <b>Desired outcome</b>   | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>   | <b>When will you review implementation?</b>  |
| 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 Yr3, 4 and 5. | <p>Continued deployment of second teacher in Year 6 to decrease class size and provide bespoke provision.</p> <p>NQT and RQT release time; alongside additional release time for assistant principal to coach and mentor.</p> <p>Deployment of teacher to plan for and cover NQT release time to provide additional time for NQTs to focus upon CPD.</p> <p>Phase structure and interventions to focus upon identified sub groups of PP pupils in order to ensure personalised and focused interventions; particularly boys.</p> <p>Specialist teaching assistants to provide BRWP, S&amp;L support, maths interventions and EAL support across the juniors; especially year 5.</p> <p>Additional release time to work alongside colleagues in other academies to refine practice and assessments.</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 January 2020.</p> <p>3 Data Points to analyse progress and attainment data</p> <p>Pupil Progress meetings with an item around PP groups</p> <p>Challenge Partner Review Spring 2020</p> <p>TMET Academy Improvement Forum</p> <p>Lesson observations/learning walks/work scrutiny by maths/English specialists</p> | <p>Principal</p> <p>Vice/Assistant Principal</p> <p>Subject leaders</p> | <p>Jan 2020</p> <p>&amp;</p> <p>Sep 2020</p> |
| <b>Total budgeted cost</b>   |  |   |  |   | <b>£39,000</b>                               |

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| <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</p> <p>Removing Barriers to Learning Team aims to empower pupils and 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 are more able to cope with the many challenges that some families face – housing, drug abuse, parenting, etc.</p> <p>Pupils who have strength of character and are resilient to failure are more likely to succeed.</p> | <p>A Pupil Premium Review to be commissioned in January 2020.</p> <p>Half termly 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 2020</p> <p>&amp;</p> <p>Sep 2020</p> |
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| <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>Offer parenting workshops through liaison with Family Learning Service to best support pupils development.</p> <p>Strengthen character of pupils to build positive outlook and resilience to failure through continuing to develop Route 2 Resilience approach and sharing with other city schools to support pupils across the city.</p> <p>Access additional support, advice and workshops through Special Needs Learning Service.</p> <p>Work closely and deploy staff to support transition when pupils move to secondary schools.</p> |  |  |  |  |
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| <b>Total budgeted cost</b> | <b>£27,000</b> |
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| <b>iii. Other approaches</b>   |  |  |  |                                       |   |
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| <b>Desired outcome</b>   | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>                     | <b>When will you review implementation?</b> |
| 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 into Education Welfare Service provision.</p> <p>Establish Cross Trust network and working party to focus upon Attendance.</p> | We can't improve attainment for children if they aren't attending school. NfER briefing for school leaders identifies addressing attendance as a key step. | <p>Half termly RB2L 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>Both phase leaders will collaborate to ensure new provision and standard school processes work smoothly together.</p> <p>Coaching &amp; mentoring offered to Attendance &amp; Welfare Officer by Principal.</p> | Caroline Edwards (Attendance Officer) | Jan 2020<br>&<br>Sep 202-                   |
| <b>Total budgeted cost</b>   |  |  |  |                                       | <b>£32,000</b>                              |

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