

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	Knighton Mead Primary Academy
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	Termly, full review July 2022
Statement authorised by	Jenny Slinger, Principal
Pupil premium lead	Jenny Slinger, Principal
Governor / Trustee lead	Sarah Ridley, Director of Primary

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,535.00
Recovery premium funding allocation this academic year	£15,515.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£47,890.14
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	£201,940.14

Part A: Pupil premium strategy plan

Statement of intent

At Knighton Mead, our aim is to improve the life chances of all of our children. Being located in an inner-city area, there are many factors contributing to the disadvantage of our children's experience. The community which the academy serves has long term socio-economic challenges and has an increasing EAL community (32%). It also has a significant number of low-income/single parent families and has a higher proportion of SEND (23%).

Our objectives are to:

- Ensure a high-quality provision which enables all children to flourish.
- Accelerate the progress of all students, closing gaps and ensuring all children are well prepared for their next stage of learning.
- Implement and evaluate whole school approaches, targeted approaches and wider strategies to ensure a relentless drive for the best possible outcomes for all children regardless of starting points.

Through our Pupil Premium strategy, we:

- Prioritise the enhancement of positive, trusting relationships between children, staff and all stakeholders.
- Create a culture of collective responsibility and aspiration.
- Offer a curriculum rich in language development, where practitioners are knowledgeable of the progression of learning to talk and learning through talk (Voice 21).
- Provide a Removing Barriers to Learning Team (RB2L) which actively seeks to build trusting relationships with children and families, identify barriers and support children and families to overcome them, resulting in improved outcomes for children.
- Use rigorous and accurate assessment systems & quality assurance to ensure effective strategic planning and targeting of children.
- Provide personalised interventions to accelerate the learning of children eligible for PP/disadvantaged children to close gaps.
- Review, implement & embed a well sequenced & systematic, validated phonics programme.
- Utilise the expertise of staff to support and the improvement in the teaching of early reading e.g., BRP.
- Develop, implement and embed an ambitious, coherent and well-sequenced curriculum prioritising cultural capital, inclusion and local priorities.

- Develop teachers and children’s understanding of meta-cognition strategies and embed them into the daily life of the classroom.
- Ensure all children have equal access to enrichment opportunities to promote cultural capital and immerse them in learning.
- Develop strategies to support families in ensuring children are in school and on time each day so that missed learning opportunities are limited.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry
2	Low language skills on entry
3	Increased mental health challenges in households
4	Less experiences/enrichment opportunities out of schools
5	The impact of Covid on attainment was greatest for our disadvantaged pupils
6	Attendance, PA and lateness

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.	Improved use of language resulting in accelerated progress in reading and writing.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Gap narrowed between DA and non-DA
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Children attending school and present as happy, focussed pupils.
Disadvantaged pupils’ attainment is as high as non-disadvantaged	Data reports - equality in attainment

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: £63,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff CPD (£7000)</i> <i>Agency Supply Cover for CPD release (£3000)</i>	High quality teaching, learning and school improvement including a well-designed and ambitious curriculum	1
<i>Staffing structure: Attendance Officer (£32,532)</i> <i>Pastoral Support 60% (£20,893)</i>	Parental engagement has a positive impact on average of 4 months' additional progress. Our family support worker is able to consider how to engage with all parents to avoid widening attainment gaps https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement 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): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	6 3 5
<i>Oracy project - Voice21</i>	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Supporting oral language development – Education Endowment Foundation	2

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

Budgeted cost: £ 35,418

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Deployment of teacher for small year 6 group (£24,500)</i>	Highly qualified and experienced teachers in smaller groups can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a smaller number of learners and provide teaching that is closely matched to pupil understanding. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	5 1
<i>Reading interventions 3 days a week by trained TA (£10,918)</i>	There is a strong evidence base which shows that high quality reading interventions delivered by expert staff, significantly improve reading ability and success IMPROVING LITERACY IN KEY STAGE 1- Education Endowment Foundation	5 1 2
<i>Teacher intervention spring/summer Tutoring Grant support</i>	Small group tuition has an average impact of four months' additional progress over the course of a year https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	5 1 2

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

Budgeted cost: £42,822

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Rewards – Always Club (£200)</i>	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf Raising aspirations and expectations	6
<i>Attendance Rewards (£800)</i>	Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	6
<i>Lunchtime (£200)</i>	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	3 4
<i>Nurture (£200)</i>	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	3 4
<i>Breakfast Club (£1000) and Magic Breakfast (£2000) Staffing (£5700)</i>	https://www.magicbreakfast.com/Default.aspx A study by the Institute for Fiscal Studies has evaluated the impact of the Magic Breakfast model of school breakfast provision on Key Stage 1 academic results (for children aged 6 or 7). Our study looks at longer-term economic benefits, drawing on established literature to examine what these academic impacts mean for reduced costs incurred for special educational needs, truancy and exclusions as well as improvements in earnings from employment up to the age of 60.	3 4 6

<i>After School Clubs</i> (£2000)	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): EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk) IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS – Education Endowment Foundation TEACHING & LEARNING TOOLKIT - Education Endowment Foundation	4
<i>Subsidised School Trips & Residentials</i> (£8300)	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): EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk) IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS – Education Endowment Foundation TEACHING & LEARNING TOOLKIT - Education Endowment Foundation	4
<i>Subscriptions to resources and online interventions</i> (CLS £2000, phonics tracker £240, Nessy £232, Accelerated Reader (£3550)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 2 5
<i>Reaction Board</i> (£2000)	Physical activity EEF (educationendowmentfoundation.org.uk) There positive impact of physical activity on academic attainment (+1 month). There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance	5 3
<i>Playground Project</i> (£7500)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Increased play, active play and sport	4
<i>EWO (£1900)</i>	Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	6 3
<i>IT Equipment (Chromebook trolley £1000)</i>		5
<i>Phonics and Reading</i> (£1000)		5 2
<i>Balanceability</i> (£2000)	Enrichment - 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): EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk) IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS – Education Endowment Foundation TEACHING & LEARNING TOOLKIT - Education Endowment Foundation	4

Total budgeted cost: £ 141,665

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Enrichment opportunities were impacted on due to the pandemic and some planned activities were unable to take place. Although the Y6 residential to London could not go ahead, a bespoke transition programme took place in the summer term over 10 weeks and had a positive impact on social and emotional health, preparation for secondary school. This included a wide range of external providers e.g. dance, Standing Ovation Project, girls' self-esteem, boxing. The pupils experienced activities and opportunities that they would not normally have been able to access.

Strategies to promote parental engagement were highly effective and supported very high engagement with remote learning. Attendance at our virtual parents' evenings was 100%.

During school closures, all pupils that required a device for home learning were provided with one so that they could access online learning.

The attainment of disadvantaged pupils was affected more than non-disadvantaged pupils.

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
n/a	
n/a	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Money not spent from 20/21 pupil premium has been carried over to support the 21/22 pupil premium strategy.