

Pupil premium strategy statement – Knavesmire Primary School 2023/24 – 2025/26

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	420 (+nu)
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/2024, 2024/25, 2025/26
Date this statement was published	Aut 23
Date on which it will be reviewed	Aut 25
Statement authorised by	A.Cooper
Pupil premium lead	S.Copping
Governor / Trustee lead	O.Else

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,255
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£5,510
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£70,765

Part A: Pupil premium strategy plan

Statement of intent

At Knavesmire, a targeted and strategic use of pupil premium funding supports us in achieving our vision:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. A majority of any group will be made up of FSM children.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The range of provision includes: reducing class sizes, providing small group work, 1-1 support, additional teaching and learning opportunities provided through learning mentors, SENCo additional release time to plan and implement targeted support, **'The Knavesmire Offer'** support package.

Our ultimate objectives are:

- ✓ To close the attainment gap between disadvantaged children and their peers
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities are a top priority, including professional development, training and support for early career teachers
- Targeted support for struggling pupils
- Developing strategies relating to non-academic factors, including improving attendance, behaviour and attitudes, and social and emotional support.

Achieving these objectives:

- The Knavesmire Offer is a package of support available from school for those low income families eligible for free school meals. (Pupils will be provided with:

a school jumper, a £40 school footwear voucher, two half-terms of free extra-curricular club participation, free school trips, negotiated costs for residential visits, one term free swimming travel costs (worth £30), free school lunches)

- Targeted academic support in class achieved through questioning, small group work/interventions and all staff knowing the pupils as individuals
- Personal development is supported through the Curriculum intent as well as ELSA support delivered by the class/phase teaching assistants
- Mental Health needs are a high priority through targeted support in liaison with our Pupil Mentor/Coach and school Wellbeing Worker
- As a school we aim to look at the ‘whole child/whole family’ in terms of how we can best support all members. Regular, sustainable communication is key and finding strategies that work for individuals.

All of our aims have the objective of equitable educational outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Reading. Lower competence/ confidence in Reading will result in barriers to global dimensions in life (academic and life skill).
2	Writing. Attainment in Writing has been impacted nationally, most significantly, by the Covid19 interruption to education. For disadvantaged pupils, this barrier is exaggerated disproportionately.
3	Complex home circumstances <i>may</i> create instabilities for disadvantaged pupils. These pupils <i>may</i> get restricted external support, or restricted opportunities in the wider aspect of education, that can reduce educational outcomes.
4	Social and emotional needs & MWB can be a significant barrier to confident children.
5	Pupil's phonic knowledge is a key foundation to 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
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<p>1. Pupils are both (age appropriately) confident and competent in Reading.</p>	<ul style="list-style-type: none"> + Children's reading fluency is of an (age) appropriate standard. + Children's understanding (through reading) is of an age appropriate standard. + Children are supported in reading, ensuring that the (targeted) Knavesmire Reading Offer is fulfilled. + Children read for pleasure. Their access to reading is well resourced, scaffolded and equitable.
<p>2. Pupils gain equitable outcomes in Writing when leaving Primary School, demonstrated by appropriate (or accelerated) progress from entry school baseline assessments.</p>	<ul style="list-style-type: none"> + Children's Writing is monitored through school as on track, and this progress is supported by appropriate strategies for support. + Clear expectations in Writing are broken down in Key Objectives, so areas for development are targeted with forensic understanding. + Children understand the <i>purpose</i> of Writing and demonstrate with competence (through sound outcomes). + Writing across the curriculum evidences pupil's confidence. + End of Key Stage outcomes demonstrate excellent progress and alleviate the attainment gap of <i>all other</i>.
<p>3. A holistic approach to education and a joined up approach to home and school will facilitate equal opportunities that reach further than the academic outcomes of school.</p>	<ul style="list-style-type: none"> + Our Pupil Mentor/Coach supports pupils with their mental wellbeing and liaises closely with teachers/parents to ensure a consistent joined up approach to sustain positive progress. + Teaching Assistants, liaise closely with parents to ensure that communication is clear regarding individual pupil's targets and strategies to support areas for development + A Teaching Assistant from each cohort is ELSA trained to support the emotional development of children. + The Knavesmire Offer and our '50 things' will enable breadth and balance and enrich pupil's lives with activities that they <i>may</i> otherwise miss out on. + Support for homework, through use of optional lunchtime clubs, will help support pupil's confidence/self esteem and completion of tasks with their peers and support.

<p>4. Pupils will have resource and support to become independent in their self-management of MWB. School curriculum and systems reflect the needs of pupils and outcomes demonstrate that pupils are accessing school and thriving.</p>	<ul style="list-style-type: none"> + Effective use of Mr Taylor (Pupil Mentor/Coach) and the individualised support that he provides for both pupils and staff to break down barriers and develop confidence (in some pupils) and independence. + Our 'Curriculum' and how the effective delivery of the Big Idea evidences social mobility, breath and balance, broad and 'real' educational outcomes. + Our pupils are prepared to feel and be ready for secondary school through the wealth of opportunities they are given throughout school, e.g. '50 things at KPS'.
<p>5. Pupils Phonic knowledge will provide a solid foundation to their learning which will consequently support them with their reading and writing skills.</p>	<ul style="list-style-type: none"> + Half termly assessments in Reception, Year 1 and Year 2 track progress on the Phonic tracker for decoding and encoding. + Children who have not passed their Phonic Screening check in KS1, or received a 'borderline' pass are also assessed regularly to monitor progress and inform intervention planning. + Interventions are planned by the class teacher based upon needs identified during ongoing assessments. + Pre and post assessment is used to evidence progress and any further interventions.

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: £18K

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Additional teaching to work within the Year 6 cohort. An appointment is unaffordable, but teaching will be provided by HT and DHT. Back fill will be through HLTA.</p> <p><i>(Contribution of 8% from PPG of 0.2 HLTA teacher's (£6k) total salary)</i></p>	<p>EEF Guide to pupil premium – tiered approach – teaching is the top priority.</p> <p>Our additional Y6 teaching will specifically support the PP children through targeted interventions and supporting their MWB. They will also support pupils assessed as 'border line' to contribute to all pupils being supported to achieve their best, or GD potential where relevant.</p>	<p>1, 2, 4</p>
<p>Teacher appointed to cover Phase Leader release time.</p> <p><i>(Contribution of 5% from PPG towards teacher's 0.4 salaries (£3.5K))</i></p>	<p>EEF Guide to pupil premium – tiered approach – teaching is the top priority. Our cover teacher will provide consistency to the pupils within class as well as providing Phase Leaders quality time to plan and monitor high-quality teaching in their phases which is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	<p>1, 2</p>
<p>HLTA to support ECT release time (x3) for CPD and Mentor time/CPD for coaching.</p> <p><i>(Contribution of 5% from PPG of HLTA (£3.5K) salary)</i></p>	<p>EEF Guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>We recognise that we need to support our RQTs and ECTs– we value their CPD and want to ensure that they gain the full induction experience into teaching with support from experienced mentors in school. Our HLTA can provide release time for their bespoke CPD practice as well as release time for their mentors to coach them effectively.</p>	<p>1, 2, 3, 4, 5</p>
<p>Phonics CPD: Teaching Assistants to support Year 1 and Year 2 cohorts.</p> <p><i>(Contribution of 5% from PPG of 2xTA's total salaries (£3.5K))</i></p>	<p>EEF+5 Teaching & Learning Toolkit Phonics</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. We therefore value the teaching of this area of learning greatly and thus</p>	<p>1, 2, 5</p>

	plan to employ a TA to support interventions in KS1 (i.e. in both Year 1 and Year 2 cohorts).	
Invest in a high quality Phonics resource to support teachers with meeting the expectations of the National Curriculum, the Ofsted Deep Dive into reading and preparing our pupils for their Phonics Screening Check. <i>(Contribution of 2% from PPG for further related resources (£1.4k))</i>	EEF+5 Teaching & Learning Toolkit Phonics Synthetic phonics approaches have higher impacts, on average, than analytic approaches hence we will invest in the Little Wandle Letters and Sounds Revised resource, as it is a complete systematic synthetic phonics programme (SSP) developed for schools by schools. It is based on the original Letters and Sounds, but extensively revised to provide a complete teaching programme.	1, 2, 5

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

Budgeted cost: £35K

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a Pupil Mentor/Coach to deliver Social and Emotional Learning (SEL) interventions – 20 hours a week. <i>(Contribution of 11% from PPG of towards Pupil Mentor/Coach salary (£8k))</i>	EEF+4 Teaching & Learning Toolkit Social & Emotional Learning Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. We value the role of our Pupil Mentor/Coach to fulfil these areas of SEL through his time in school.	3, 4
Inclusion Manager/SENCo, out of class post.	EEF SEN in Mainstream Schools Guidance Report Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to <i>provision</i>	1, 2

<p><i>(Contribution of 37% from PPG of towards Inclusion Manager's/ SENDCO's total salary (£26K)</i></p>	<p>that supports achievement at, and enjoyment of, school. We therefore place great value in our Inclusion Manager/SENCo to support both our SEN pupils through intervention and assessment but also in supporting our teachers and teaching assistants to deliver high quality practice through explicit instruction, cognitive and metacognitive strategies and scaffolding.</p>	
<p>In class Teaching Assistant/Teacher support in all cohorts throughout school.</p> <p><i>(Contribution of 8% from PPG of Cohort TA's total salaries £6K)</i></p>	<p>EEF SEN in Mainstream Schools Guidance Report <i>and</i> EEF Making best use of Teaching Assistants Report</p> <p>Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND. Our cohort TAs often provide the key means by which inclusion is facilitated but they also support class teachers with the wide and varied roles that teaching and learning encompasses.</p>	<p>1, 2, 5</p>
<p>Regular/supportive Teaching Assistant Interventions/Training (contribution towards 6% approx. £6K)</p>	<p>EEF+4 Putting Evidence to Work – A School's Guide to Implementation <i>and</i> EEF Teaching & Learning Toolkit TA Interventions</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>We want all TAs to work in close liaison with their teacher and our SENCO (SEND pupils) to develop/deliver clear, logical, and well-specified plans where that is deemed as best practice. We do not want to run interventions unless they are going to make a profound difference to pupil's needs so there has to be a shared understanding of the process with appropriate support and incentives and if there is the introduction of new skills, knowledge, and strategies with explicit training.</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £12K

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivering The Knavesmire Offer to our PP pupils.</p> <p><i>(Contribution of 15% from PPG towards related costs £10K)</i></p>	<p>EEF Teaching & Learning Toolkit School Uniform.</p> <p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. As part of our KPS Offer, we include a school jumper which enables to feel part of our school family. The Offer also encompasses reduced costs for trips and clubs which all contribute towards pupils participating in enriching activities with their peers and improving social mobility.</p>	<p>3, 4</p>
<p>Establish Learning Clubs, e.g. Homework Club.</p> <p><i>(Contribution of 3% from PPG towards related costs £2K)</i></p>	<p>EEF+5 Teaching & Learning Toolkit Homework</p> <p>Homework has a positive impact on average (+5 months). Some pupils may not have a quiet space for home learning so it is important that we consider how we can support this in school, e.g. through providing a Homework club for pupils who would benefit. We need to consider carefully the tasks that we set for homework, for example homework linked to classroom work tends to be more effective and to ensure that the purpose is always very clear to pupils. Any Learning Clubs will target appropriate groups where additional home support is possible.</p>	<p>1, 2, 3</p>

Total budgeted cost: £ 70,765

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Grant 2022-23 Results Outcomes (disadvantaged results are compared to *National All*, as this is always the aspirational target).

EYFS

EYFS	School All	PP (5)	National all
GLD	80%	60%	67%

KS1 Phonics

KS1 Phonics	School All	PP (Y1 x7, Y2 x0)	National all
Y1	69%	29%	80% Nat dis 67%
Y2	97%	n/a	-

KS1

KS1	School All	PP (0)	National all
RWM ExS	77%	-	56%
RWM GD	9%	-	6%
Maths ExS	85%	-	71%
Maths GD	28%	-	16%
Reading ExS	78%	-	68%

Reading GD	27%	-	19%
Writing ExS	75%	-	60%
Writing GD	13%	-	8%

MTC

MTC	School All	PP (8)	National all
25/25	42%	14%	29%
23+	65%	57%	%
20+	80%	71%	%
Ave	22.2	19	20.2 Nat dis 18.3%

KS2

KS2	School All	PP (7)	National all
RWM ExS	83%	86%	59%
RWM GD	3%	0%	7%
Maths ExS	87%	86%	73%
Maths GD	25%	14%	24%
Reading ExS	88%	86%	73%
Reading GD	50%	43%	29%
Writing ExS	83%	86%	71%
Writing GD	13%	29%	13%

GPS ExS	87%	86%	72%
GPS GD	50%	29%	30%

Pupil Premium Grant 2022-23 Qualitative Evaluation		
T&L Area:	Description:	Review of outcomes:
SENCO out of class release	PPF contributes to additional SENCO release time this year. This will support and quality-assure effectiveness of intervention projects.	Our Inclusion manager/SENDCo finds the 'out of class' model invaluable and is able to oversee SEN provision in school and intervene to support teachers and TAs well. We will continue this model into 23-24.
In class TA/teacher support	Vulnerable cohorts are supported by additional teaching assistant/teaching hours.	Our TAs are invaluable at supporting pupils and getting to know individual needs, especially of the most disadvantaged. They support academic and pastoral interventions, in addition MWB targeted interventions/support.
Additional teacher	Additional teacher to support vulnerable cohort or groups.	Our additional teacher was able to effectively support the pupils with their targeted support, transition to secondary school as well as supporting the social and emotional needs that we were faced with in the cohort. This post ran until Easter 23, but insufficient funding does not allow this for 23/24, despite remarkable Y6 PP outcomes 22/23.
TA interventions/training	Targeted groups' progress is accelerated by focused intervention projects.	Our Key Groups tables demonstrate that focussed, well-planned interventions do

Additional teaching small group support	Additional support targets vulnerable pupils for who intervention projects are not sufficiently closing gaps.	have a positive impact. Interventions that follow use of the Boxall Project for example, with our PP pupils, were invaluable in providing targets and strategies for teachers and teaching assistants to utilise in their practice. It supported our PP lead to track each PP child individually and ensure that any problems were addressed early and also provided a nurturing and caring environment. We will continue to use the Boxall Project in 21-22 as a tool to further support PP pupils with their Social Emotional Mental Health (SEMH) in school.
Knavesmire support package	Knavesmire support fund is to support those vulnerable to missing out on broader experiences due to FSM financial difficulties.	The Knavesmire Offer is well received and enables all pupils to participate in enriching activities. We will seek parental voice on the offer in 23-24 to see if we can further develop it in any way.
Learning attitude enrichment support.	Enrichment supports engagement in learning. This supplements Knavesmire Support Package to ensure engagement in rich learning experiences.	
Learning clubs	Homework clubs/ learning clubs will target appropriate groups where additional home support is possible.	Pupils enjoy attending Homework Club in Year 6 and feel supported to achieve without feeling the pressure of completion at home. We will continue to run such learning Clubs in 23-24.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	
N/A	

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year</p>
N/A
<p>The impact of that spending on service pupil premium eligible pupils</p>
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.