

## 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	Knutton, St. Mary's CE Academy
Number of pupils in school	169
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	
Pupil premium lead	Claire Birchall
Governor / Trustee lead	Anne Gadsden

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,220
Recovery premium funding allocation this academic year	£11,020 £8707.50 NTP
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£121947.50

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to help us to improve and sustain higher attainment for disadvantaged pupils at our academy that is comparable with that of non-disadvantaged nationally.

During the period of this strategy plan we will focus on the key challenges that are preventing a proportion of our disadvantaged pupils from achieving well: oral language, vocabulary and reading (early and beyond). In order for us to secure impact in these areas it is critical that this is underpinned by the foundations of good mental health and regular attendance at school for our pupils.

Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our expectation at Knutton, St. Mary's is that all pupils, irrespective of background or the challenges they face, become strong readers. This will enable them to persevere, succeed and shine to reach their full God given potential, value the importance of lifelong learning and have the skills to access it.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- ✓ Ensure that high quality teaching and learning opportunities meet the needs and challenge all pupils.
- ✓ Ensure a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- ✓ Act early to intervene at the point the need is identified.

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our data shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p> <p>September 2019- August 2020: Disadvantaged attendance: 93% Non disadvantaged attendance: 94.8%</p> <p>September 2020-August 2021: Disadvantaged attendance: 91.7% Non disadvantaged attendance: 93.6%</p>
2	<p>Our assessments, discussions and observations show underdeveloped oracy and vocabulary gaps for most pupils, including those identified as disadvantaged, from EYFS to Year 6.</p> <p>2019-2020 Baseline - ALL pupils 25% at age related expectations for Communication and Language. Disadvantaged 29% at age related.</p> <p>2020-2021 Baseline- ALL pupils 31% at age related expectations for Communication and Language. Disadvantaged 20% at age related.</p>
3	<p>Assessments show that a significant proportion of disadvantaged pupils are not reaching age-related expectations in the Y1 phonics check and in the Y2 retakes, this impacts on their development as readers.</p> <p>In 2020-2021 Y1 ALL 53% achieved age related expectations Disadvantaged 60% at age related</p> <p>Y2 ALL 64% achieved age related expectations Disadvantaged 40% at age related</p>
4	<p>Assessments show that some disadvantaged pupils attain less well in reading by the end of KS2. International research shows that reading attainment directly impacts on future academic achievement, wellbeing and success in life.</p> <p>Reading end of KS2 ARE +:</p> <p>2020-2021 Y6: Disadvantaged 31.3% Non disadvantaged 94.1%</p> <p>2019-2020 Y6: Disadvantaged 55.6% Non disadvantaged 68.8%</p>
5	<p>Our assessments, observations and discussions have identified social, emotional and mental health issues for some disadvantaged children which has a detrimental effect on their ability to engage with learning.</p>

	81% of children identified as vulnerable within our setting are disadvantaged.
6	Research and collaborative work with the local Family Improvement board has highlighted the need for more targeted support through a family hub to enable families to access to signposting, advice, training and support to access employment and services.

## 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 attendance for disadvantaged pupils	Attendance for disadvantaged pupils is at least 95.5% each half term.
Improved oral language and vocabulary for disadvantaged pupils	<p>Teacher assessment of pupils' oral language demonstrates an increase in attainment for all. This is with within the context of high attainment for all.</p> <p>High quality teaching ensures the teaching of vocabulary is embedded practice across the curriculum.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
All disadvantaged pupils leave Knutton, St. Mary's as strong readers	<p>KS1 phonic assessment scores reflect our ambition to raise the attainment of all pupils and close the disadvantage gap.</p> <p>Pupils are assessed against national standard using NTS assessments to inform next steps.</p> <p>Children on SEND register will meet their personal end of year targets in phonics/ reading.</p> <p>End of Key Stage outcomes and internal data show the gap between</p>

	disadvantaged and non-disadvantaged national performing at age-related expectations is narrowing.
Social, emotional and mental health issues are rapidly identified and relevant support put in place.	Social, emotional and mental health needs of children and families are identified and supported through appropriate strategies.
All disadvantaged pupils leave Knutton, St. Mary's with raised levels of universal skills, a broadened and deepened understanding of the wider world, opportunities that exist and routes to achieve their aspirations in the future.	Children have the opportunities to engage with the wider world through; new experiences, the curriculum, Legacy Learning and the exploration of the next steps in education, finance and the world of work.  Family hub provides support for families to access to signposting, advice, training and support to access employment and services.

## 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: £ 46368

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Accurate assessment leading to targeted small group approach by qualified staff to maximise progress and attainment in phonics. High quality phonetically decodable texts for phonic sessions, home school reading books and 'keep me' books which are matched to children's developing needs are fully resourced.</p> <p>RWI CPD INSET for all staff. RWI CPD Development days for Phonics Lead.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">EEF Phonics</a></p>	<p>3. 4.</p>

Weekly CPD for RWI teachers led by Phonics Lead		
<p>Discrete Tier 2 vocabulary teaching is explicitly taught across the curriculum.</p> <p>High quality teaching ensures that rich and varied higher level vocabulary is modelled and expected.</p> <p>Vocabulary is high profile within the classroom and school environment.</p> <p>Regular CPD for teacher's delivered as part of ongoing staff development.</p> <p>Curriculum lead non-contact time half termly includes the identification of key vocabulary.</p>	<p>Children with a poor vocabulary at five are four times more likely to struggle with reading in adulthood.</p> <p><a href="#">Why Closing the Word Gap Matters: Oxford Language Report.</a></p>	2.
Standardised diagnostic assessments to identify individual pupil need for both teaching and learning and academic intervention.	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">EEF Evidence Insights</a></p>	2. 3 4.
High Quality Teaching includes effective use of teaching assistants to maximise learning and progress across the curriculum for all children.	<p>In order to have impact effective teams of teachers and TAs, who understand their complementary roles in the classroom ensure that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching</p> <p><a href="#">EEF: Making Best Use of Teaching Assistants</a></p>	2. 3. 4. 5.
Teaching of eight universal skills (listening, speaking, teamwork, creativity, problem solving, staying positive, aiming high, leadership) is embedded across a broad, balanced and progressive curriculum which provides	EEF states that attitudes, skills and behaviours are thought to underpin success in school and beyond. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is	2. 5. 6.

<p>opportunities to explore the world of work.</p> <p>Termly CPD for Skills Builder teachers.</p> <p>Additional termly development sessions for Lead.</p>	<p>growing evidence that these skills are important to children's later outcomes. The Sutton Trust (2017) found that 94% of employers, 97% of teachers and 88% of young people saw these skills as being at least as important as academic grades to students' future success.</p> <p><a href="#">Skills Builder</a></p> <p><a href="#">How do essential skills influence life outcomes?</a></p> <p><a href="#">Sutton Trust: Life Lessons</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 60763.51

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme for small group reading tuition targeted at specific needs.	<p>Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil.</p> <p><a href="#">National Tutoring Programme</a></p> <p><a href="#">EEF Small group tuition</a></p>	2. 3. 4.
Staff CPD to ensure Nuffield Early Language Intervention Programme (NELI) implemented effectively for identified children.	<p>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.</p> <p><a href="#">EEF Oral language</a></p>	2.
Additional 1 to 1 phonics sessions for targeted pupils	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as</p>	3. 4.

	<p>regular sessions over a period up to 12 weeks.</p> <p><a href="#">EEF Phonics +5 months</a></p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress</p> <p><a href="#">EEF Making Best Use of Teaching Assistants</a></p>	
Additional reading fluency sessions for targeted children.	<p>Fluent readers can read quickly, accurately, and with appropriate stress and intonation.</p> <p>Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.</p> <p><a href="#">EEF Improving Literacy in KS2</a></p> <p><a href="#">IEE Improving Reading Fluency</a></p>	4.
Regular, 1 to 1 additional reading for identified children who are unable to read at home and are at risk of underachieving.	<p>For various reasons, some parents cannot support their children's reading at home. Evidence shows that it is essential for children to read outside lessons as it's closely linked to academic achievements.</p> <p><a href="#">National Literacy Trust 'Children and Young People's Reading Today'</a></p> <p><a href="#">DfE The Reading Framework</a> section 4</p>	

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

Budgeted cost: £ 14937.73

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>SLT, Home School Link Worker, VIP work together to create, build and maintain systems and performance in order to effectively support and challenge where children struggle to attend regularly including those who are or have historically been persistently absent.</p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">DfE Attendance Guidance</a></p>	<p>1. 2. 3. 4. 5. 6.</p>
<p>Social, emotional and mental health needs of children are identified and supported by trained staff through appropriate strategies such as ELSA, nurture, play therapy, Healing Together and therapy dog.</p>	<p>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):</p> <p><a href="#">EEF Social and Emotional Learning</a></p>	<p>5.</p>
<p>Family hub created working with wide range of stakeholders including Realise and Aspire to provide access to advice, training and support as part of wider parental engagement strategy to support our children's families.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Research demonstrates that one of the best ways of helping children is by enabling easy access for their parents to reach the right support.</p> <p><a href="#">EEF Parental Engagement</a> <a href="#">House of Commons Education Committee</a></p>	<p>5. 6.</p>

**Total budgeted cost: £ 122069.24**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of national lockdown and partial closure. This was facilitated through the purchase of one to one ipads which ensured every child had access to remote learning. High quality teaching was strengthened through high quality digital CPD for teachers and teaching assistants. This digital technology enabled teachers to deliver appropriate learning based on need and was further aided through the use of online resources such as Oak Academy.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. Working within the confines of 'bubbles', we ensured that we prioritised mental health, building positive relationships, resilience and stamina. We targeted interventions based on need in order to accelerate/ secure basic skills. Data shows that this approach helped to secure clear progress for the majority of disadvantaged pupils. Pupils whose progress was adversely impacted have been identified and prioritised in 2021/22.