

Pupil premium strategy statement – Knutton, St. Mary’s CE Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Knutton, St. Mary’s CE Academy
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 (see evaluation) 2022/2023 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Paul Berridge
Pupil premium lead	Claire Birchall
Governor / Trustee lead	Anne Gadsden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,655
Recovery premium funding allocation this academic year	£9,135
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£98,790

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 2021-August 2022: Disadvantaged attendance: 90.2 % Non disadvantaged attendance: 92.2 %</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>2021-2022 Baseline- ALL pupils 31% at age related expectations for Communication and Language. Disadvantaged 20% at age related.</p> <p>2022-2023 Baseline – ALL pupils 53% at age related expectations for Communication and Language. Disadvantaged 50% at age related expectations.</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 Disadvantaged 60% at age related Y2 Disadvantaged 40% at age related</p> <p>In 2021-2022 Y1 Disadvantaged 57 % at age related Y2 Disadvantaged 71% 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 +: 2020-2021 Y6: Disadvantaged 31.3% Non disadvantaged 94.1%</p> <p>2021-2022 Y6: Disadvantaged 62% Non disadvantaged 33%</p> <p>Please note 2021-2022 data is not comparable with previous years. Although this data shows disadvantaged attain better than non-disadvantaged, this is not reflected through the school, where the trend continues to be disadvantaged attaining less well.</p>

5	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. 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	Teacher assessment of pupils' oral language demonstrates an increase in attainment for all. This is with within the context of high attainment for all. High quality teaching ensures the teaching of vocabulary is embedded practice across the curriculum. 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.
All disadvantaged pupils leave Knutton, St. Mary's as strong readers	KS1 phonic assessment scores reflect our ambition to raise the attainment of all pupils and close the disadvantage gap. Pupils are assessed against national standard using NTS assessments to inform next steps. Children on SEND register will meet their personal end of year targets in phonics/ reading.

	End of Key Stage outcomes and internal data show the gap between 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. Paul/Claire	Children have the opportunities to engage with the wider world through; new experiences, the curriculum, the exploration of the next steps in education, finance and the world of work. Family support 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: £ 36275

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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: EEF Phonics	3. 4.

<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>Children with a poor vocabulary at five are four times more likely to struggle with reading in adulthood.</p> <p>Why Closing the Word Gap Matters: Oxford Language Report.</p>	<p>2.</p>
<p>Standardised diagnostic assessments to identify individual pupil need for both teaching and learning and academic intervention.</p>	<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>EEF Evidence Insights</p>	<p>2. 3 4.</p>
<p>High Quality Teaching includes effective use of teaching assistants to maximise learning and progress across the curriculum for all children. This is underpinned by Rosenshine’s Principles of Instruction.</p>	<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>EEF: Making Best Use of Teaching Assistants</p>	<p>2. 3. 4. 5.</p>
<p>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 opportunities to explore the world of work.</p>	<p>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 growing evidence that these skills are important to children’s later outcomes.</p> <p>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>Skills Builder</p> <p>How do essential skills influence life outcomes?</p> <p>Sutton Trust: Life Lessons</p>	<p>2. 5. 6.</p>

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

Budgeted cost: £50,835.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme for small group 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>National Tutoring Programme EEF Small group tuition</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>EEF Oral language</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 regular sessions over a period up to 12 weeks.</p> <p>EEF Phonics +5 months</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>EEF Making Best Use of Teaching Assistants</p>	3. 4.

<p>Reading fluency sessions for targeted children.</p>	<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>EEF Improving Literacy in KS2 IEE Improving Reading Fluency</p>	<p>4.</p>
<p>Regular, 1 to 1 additional reading for identified children who are unable to read at home and are at risk of underachieving.</p>	<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>National Literacy Trust 'Children and Young People's Reading Today'</p> <p>DfE The Reading Framework section 4</p>	

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

Budgeted cost: £ 8,133.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>DfE Attendance Guidance</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</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</p>	<p>5.</p>

<p>strategies such as ELSA, nurture, play therapy, Healing Together and therapy dog.</p>	<p>performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning</p>	
<p>Family support through the Library service and Better Together 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>Paul/Claire</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>EEF Parental Engagement House of Commons Education Committee</p>	<p>5. 6.</p>

Total budgeted cost: £110,068.58

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 2021 to 2022 academic year.

Improved attendance for disadvantaged pupils

Absence among disadvantaged pupils was 2% higher than their peers in 2021/22.

Disadvantaged absence was 90.2%. We recognise that this continues to be a significant issue and will continue to be a key focus.

Improved oral language and vocabulary for disadvantaged pupils

2021-2022 outcomes ALL pupils 79% at end of age related for Communication and Language.

Disadvantaged 60% at age related.

Strategies have had a significant impact on outcomes in this area. However, despite this our disadvantaged attainment continues to be significantly lower and below our expectations. This will continue to be a key area of focus.

Current data shows an uplift in our baseline which is a result of nursery provision.

2022-2023 Baseline – ALL pupils 53 % at age related expectations for Communication and Language.

Disadvantaged 50% at age related.

All disadvantaged pupils leave Knutton, St. Mary's as strong readers

Phonics outcomes 2021/2022

ALL pupils achieving age related expectations: 53%

Disadvantaged pupils achieving age related expectations: 57%

Social, emotional and mental health issues are rapidly identified and relevant support put in place.

Our observations and assessments demonstrated that challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. As a school, we now have a Senior Mental Health Lead and have Wellbeing Ambassadors. We are proactive in our response to mental health issues for our children. This will remain a focus.

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.

The school was awarded Skills Builder Gold status with many children making accelerated progress in the essential skills. Deepening this approach to include projects and developing links in order to broaden aspirations remain a focus.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2023/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some

of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes

Further information (optional)

Additional evaluation:

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

