

James Knott CE Primary 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	James Knott C of E Primary School
Number of pupils in school	217 (Nursery to Y6)
Proportion (%) of pupil premium eligible pupils	35% (70 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2024
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	Kerry Lord

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,379.80
Recovery premium funding allocation this academic year	£9,071.64
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,742.66
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	£104,194.10

Part A: Pupil premium strategy plan

Statement of intent

At James Knott C of E Primary School our intention is for **all** pupils to enjoy 'life in all its fullness' and let their light shine. We aim to support the needs of all vulnerable pupils, regardless of whether they are disadvantaged or not. Our aim is to remove barriers to learning and equip all pupils with the tools and strategies to look after their own social and emotional wellbeing and to develop resilience so they can reach their full academic potential regardless of their starting points.

At our school **all** children experience a literature rich focus that supports the development of vocabulary, reading and writing in all subjects. It is our ambition that every child develops a love of reading and can read fluently with good understanding by the end of Year 2.

In mathematics we aim to challenge **all** children regardless of their background through problem solving and reasoning activities. We encourage and nurture resilience, confidence and independence, allowing all children to explore and discuss their reasoning behind different methods.

We aim to provide **all** children with a wide range of experiences that meets all of a child's needs, not only their educational needs. We seek to widen their horizons through educational and cultural visits both local and further afield, raise aspirations and prepare the whole child for their future.

All pupils access Quality First Teaching and Rapid Response same day intervention is prioritised to raise attainment. The National Tutoring Programme supports identified pupils in phonics, writing and Mathematics.

Challenges

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

Challenge number	Detail of challenge
1	Pupils struggle to apply knowledge to new context, in numeracy this means standards in reasoning are disproportionately low when compared with arithmetic.
2	Standards in KS1 reading are lower than previously achieved, meaning a greater number of Y2 pupils have not passed a phonics screen and fewer pupils in Y1 are currently on track to pass.
3	The pandemic has impacted pupils to different degrees, internal data has identified pupils in Y1-4 that are significantly behind their pre-Covid attainment measure in writing.

4	Social, emotional and mental health needs have increased with more disadvantaged children on the SEND register than in previous years.
5	Many of our disadvantaged children do not have the same rich and varied life experiences as non-disadvantaged children.

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
Pupils experience a greater range of reasoning activities, based on a range of CPD opportunities for staff. As a result attainment in reasoning will increase, particularly for disadvantaged pupils.	End of KS2 assessments will show 75% of disadvantaged pupils achieving the expected standard in maths for the 2021-22 assessments, with 25% achieving GDS. End of KS1 teacher assessment will show 63% of disadvantaged pupils achieving the expected standard in maths for the 2021-22 assessments, with 18% achieving GDS.
Improved reading attainment, in particular disadvantaged pupils in year 1 to 4.	The proportion of disadvantaged pupils passing the 2021-22 phonics screen are at least: 50% in Year 1 (statutory data) (4/8 pupils) 58.3% in Year 2 (statutory data) (7/12 pupils) 89% in Year 3 (internal data) (8/9 pupils) 90% in Year 4 (internal data) (9/11 pupils)
The pupils most impacted by the pandemic will be supported to make as much progress as possible towards their pre-Covid attainment standard.	The progress of pupils in receipt of focused tuition will make significant progress, closing the gap to their prior attainment figures. End of primary assessment will show a significant improvement on assessments following school closures and Covid disruption.
Pupils who require support in SEMH will have access to individual and small group nurture intervention. Thrive will be used as a whole school approach to improve pupil wellbeing. Parents will have support from EHA coordinator	Sustained high levels of wellbeing shown in wellbeing pupil voice. There will be a reduction in the number of referrals for support for the SEND HINT emotional wellbeing team. Increased parent participation and empowerment.
Enriching experiences provided across the curriculum Specialist Art /STEM/Music/PE teachers Relevant subsidised educational visits Extracurricular clubs in sport and the arts will be provided at lunchtime and after school. Disadvantaged pupils will be offered priority places.	All disadvantaged pupils will attend at least one extracurricular club during the year. All pupils will have face to face contact with an author

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: £19,484

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD focusing on reasoning & enabling strategies for all year groups, from early years to year 6.	<p>‘The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective’</p> <p>‘These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.’</p> <p>Link to evidence</p> <p>‘It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.’</p> <p>Link to evidence</p>	1
Development of numeracy concrete resources to enable pupils to access reasoning and problem solving skills and support understanding.	<p>‘Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas.’</p> <p>Link to evidence</p>	1
Continued development of stock of phonically matched reading books for early readers.	<p>‘The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).’</p> <p>Link to evidence</p>	2
Continued development Accelerated Reader in order to raise attainment in reading	<p>‘Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include:</p>	2,3

<p>for Key Stage 2 children.</p>	<ul style="list-style-type: none"> • prediction (based on text content and context); • questioning; • clarifying; • summarising; and • activating prior knowledge. <p>Texts should be carefully selected to support the teaching of these strategies.'</p> <p>Link to evidence</p>	
<p>SENDCo employed by James Knott primary school to enable strategies and appropriate intervention.</p>	<p>'Understanding of individual needs may be used to guide teaching adjustments to enhance learning outcomes for sub-group and individual pupil needs.'</p> <p>Link to evidence</p>	<p>4</p>
<p>Build on children's social and cultural capital and to give them access to life enriching experiences</p>	<p>'Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.'</p> <p>Link to evidence</p> <p>'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.'</p> <p>Link to evidence</p>	<p>4, 5</p>

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

Budgeted cost: £46,991

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition 1:3 phonics. Small group tuition 1:5 numeracy. Small group tuition 1:3 writing.	‘Small group tuition has an average impact of four months’ additional progress over the course of a year.’ Link to evidence	2,3
SENDCo employed by James Knott primary school to support teachers to plan targeted one to one and small group intervention.	Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support. Link to evidence	3,4

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

Budgeted cost: £37,719

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA/Thrive TA employed by James Knott primary school to provide one to one and small group intervention. Thrive Lead will work with teaching staff to complete whole class Thrive assessments and write action plans.	‘Establish school-wide norms, expectations and routines that support children’s social and emotional development.’ Link to evidence	4
Pupil voice will be used to inform the enrichment offer. Priority places will be given to disadvantaged children.	‘Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.’ Link to evidence	5

Total budgeted cost: £104,194.10

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.

James Knott C of E Primary School is a new school as of 1st September 2021 and does not have a previous pupil premium plan to review.

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
NA	