



NCEA James Knott C of E Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	NCEA James Knott C of E Primary School
Number of pupils in school	212 (Nursery to Y6) 211 (Nursery to Year 6) 212 (Nursery to Year 6)
Proportion (%) of pupil premium eligible pupils	32% (68/212 pupils) 33.6% (71/211 pupils) 37.7% (80/216 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 November 2022 November 2023
Date on which it will be reviewed	November 2024 November 2024 November 2024
Statement authorised by	Caroline Mullen
Pupil premium lead	Caroline Mullen
Governor / Trustee lead	Simon Ross - Trustee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,379.80 £77,560 £91,860
Recovery premium funding allocation this academic year	£9,071.64 £8,410.00 £8,845.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,742.66 £0 £0
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 £85,970.00 £100,705

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.

The key challenges have not changed since 2021-2022 and remain the same in 2022-2023. The key challenges will continue to remain in place for the academic year 23/24.

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 Y2-6 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.	<p>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.</p> <p>End of KS2 assessments saw disadvantaged pupils achieving - 81% EXS and 12.5% GDS in the 2021-22 assessments</p> <p>End of KS2 assessments saw disadvantaged pupils achieving - 67% EXS and 22% GDS in the 2022-23 assessments</p> <p>End of KS2 assessments will show 56% of disadvantaged pupils achieving the expected standard in maths for the 2023-24 assessments, with 13% achieving GDS.</p> <p>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.</p>

	<p>End of KS1 assessments saw disadvantaged pupils achieving - 51% EXS</p> <p>End of KS1 assessments saw disadvantaged pupils achieving – 45.5% EXS and 0% GDS in the 2022-23 assessments</p> <p>60% of KS1 disadvantaged pupils will achieve the expected standard in maths 2023-24 with 13% achieving GDS.</p>
<p>Improved reading attainment, in particular disadvantaged pupils in year 1 to 4.</p>	<p>The proportion of disadvantaged pupils passing the 2021-22 phonics screen are at least:</p> <p>50% in Year 1 (statutory data) (4/8 pupils)</p> <p>58.3% in Year 2 (statutory data) (7/12 pupils)</p> <p>89% in Year 3 (internal data) (8/9 pupils)</p> <p>90% in Year 4 (internal data) (9/11 pupils)</p> <p>2021-2022 82% of Year 1 pupils passed the phonics screen</p> <p>97% of Year 2 pupils passed the phonic screen</p> <p>78% in Year 1 (statutory data) (7/9 pupils)</p> <p>78% in Year 2 (statutory data) (7/9 pupils)</p> <p>89% in Year 3 (internal data) (8/9 pupils)</p> <p>90% in Year 4 (internal data) (9/11 pupils)</p> <p>KS1 phonics and reading fluency continue to be a priority in 2022-2023. The proportion of disadvantaged pupils passing the 2022-23 phonics screen are at least:</p> <p>100% in Year 1 (statutory data) (9/9 pupils)</p> <p>88% in Year 2 (statutory data) (7/8 pupils)</p> <p>100% in Year 3 (internal data) (9/9 pupils)</p> <p>90% in Year 4 (internal data) (9/10 pupils)</p> <p>2022-2023 100% of Year 1 pupils passed the phonics screen (10/10)</p> <p>90.9% of Year 2 pupils passed the phonic screen (10/11)</p> <p>KS1 phonics and reading fluency continue to be a priority in 2023-2024. The proportion of disadvantaged pupils passing the 2023-24 phonics screen are at least:</p> <p>82% in Year 1 (statutory data) (9/11 pupils)</p> <p>100% in Year 3 (statutory data) (11/11 pupils)</p>
<p>The pupils most impacted by the pandemic will be supported to make as much progress as possible towards their pre-Covid attainment standard.</p>	<p>The progress of pupils in receipt of focused tuition will make significant progress, closing the gap to their prior attainment figures.</p> <p>2021-2022 - Daily phonics catch up resulted in 82% of Year 1 pupils and 97% of Year 2 pupils passing the phonic screen</p>

	<p>End of primary assessment will show a significant improvement on assessments following school closures and Covid disruption.</p> <p>End of KS2 SATs data 2021-2022 Reading – 67% Writing – 81% Maths – 74%</p> <p>2021-2022 teacher assessments show that writing standards remain low particularly in Year 1 (46%), Year 2 (20%), Year 4 (40%)</p> <p>In 2022-2023 the progress of pupils in receipt of focused tuition will make significant progress, closing the gap to their prior attainment figures.</p> <p>End of primary assessment will show a significant improvement on assessments following school closures and Covid disruption.</p> <p>End of KS2 SATs data 2022-2023 Reading – 71% Writing – 62% Maths – 64%</p> <p>2022-2023 teacher assessments show that writing standards have improved slightly in Y2 and Y5 but still remain low particularly in Year 2 (43%), Year 3 (33%), Year 5 (53%)</p> <p>In 2023-2024 the progress of pupils in receipt of focused tuition will make significant progress, closing the gap to their prior attainment figures.</p> <p>Progress in phonics will be maintained for year 1. End of primary assessment will show continuous improvements.</p>
<p>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.</p>	<p>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.</p> <p>Mental health needs of pupils in all year groups remain high. 48% (29/71) of pupil premium pupils are on the SEND register.</p> <p>2022-2023 - referrals for support from the SEND HINT emotional wellbeing team will continue.</p> <p>Positive comments about well-being in pupil voice and from parent surveys</p> <p>Mental health needs of pupils in all year groups remain high. In 2023-2024 60% (9/15) of pupil premium pupils are on the SEND register for SEMH.</p>

	<p>HINT referrals will continue to reduce for the EWBS team – for emotional well-being. Opportunities will be given to all children to share how they feel daily through classroom zones of regulation and regular check ins by LSA's will occur.</p> <p>Positive comments about well-being in pupil voice and from parent surveys</p> <p>Progress will be seen in Thrive sessions and also whole class PSHE/RSE teaching. Pupils without the correct uniform will be provided with school branded PE kits and jumpers/ties to ensure a sense of belonging, this will support attendance.</p> <p>Sensory room, sensory circuits and fidget toys available to support the wellbeing of those who need it.</p>
<p>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.</p>	<p>All disadvantaged pupils will attend at least one extracurricular club during the year. Club attendance is monitored and preferences discussed with pupil voice. The gap between PP and non PP attendance will decrease to 0%</p> <p>All pupils will have face to face contact with an author</p> <p>In 2021-2022 pupils in Y2-6 had face to face contact with storyteller Gav Cross and authors - R1/2 - Ross Collins, KS2 - Pamela Butchart</p> <p>In 2022-2023 all disadvantaged pupils had the following subsidised. At least 2+ visits 2x Sports festivals UKS2 pupils had 1.5 terms of swimming Y4-6 attended STEM sessions for 1 term each Priority places at all extracurricular clubs after school and during lunchtime Year 2-6 engaged with an online session with an author</p>

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 2021-2022: £19,484

Budgeted cost 2022-2023: £16,080

Budgeted cost 2023-2024: £18,836

As barriers to learning have not changed in 23/24 our strategies to address them have remained the same.
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD focusing on reasoning & enabling strategies for all year groups, from early years to year 6.</p>	<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>	<p>1</p>
<p>Development of numeracy concrete resources to enable pupils to access reasoning and problem solving skills and support understanding.</p>	<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>	<p>1</p>
<p>Continued development of stock of phonically matched reading books for early readers.</p>	<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>	<p>2</p>
<p>Continued development Accelerated Reader in order to raise attainment in reading for Key Stage 2 children and those in KS1 who have completed the Read Write Inc programme..</p>	<p>‘Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include:</p> <ul style="list-style-type: none"> • prediction (based on text content and context); • questioning; • clarifying; • summarising; and • activating prior knowledge. 	<p>2,3</p>

	<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>	4
<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>	4, 5

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

Budgeted cost 2021-2022: £46,991

Budgeted cost 2022-2023: £38,772

Budgeted cost 2023-2024: £45,417

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition 1:3 phonics. Small group tuition 1:5 numeracy. Small group tuition 1:3 writing.</p>	<p>'Small group tuition has an average impact of four months' additional progress over the course of a year.'</p> <p>Link to evidence</p>	2,3
<p>SENDCo employed by James Knott primary school to support teachers to plan targeted one to one and small group intervention.</p>	<p>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.</p> <p>Link to evidence</p>	3,4

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

Budgeted cost 2021-2022: £37,719

Budgeted cost 2022-2023: £31,118

Budgeted cost 2023-2024: £36,452

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>‘Establish school-wide norms, expectations and routines that support children’s social and emotional development.’</p> <p>Link to evidence</p>	<p>4</p>
<p>Pupil voice will be used to inform the enrichment offer. Priority places will be given to disadvantaged children.</p>	<p>‘Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.’</p> <p>Link to evidence</p>	<p>5</p>

Total budgeted cost: £104,194.10

Total budgeted cost: £85,970.00

Total budgeted cost: £100,705

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.

Academic year 2021-22:

The attendance gap between disadvantaged children and their peers remains the similar (1.2%) to this time last year.

At the end of KS2, 67% of disadvantaged children achieved EXS+ in Maths. 9% achieved GDS.

At the end of KS2, 64% of disadvantaged children achieved EXS+ in Reading. 18% achieved GDS.

At the end of KS2, 82% of disadvantaged children achieved EXS+ in Writing. 18% achieved GDS.

In Year 1 89% of disadvantaged pupils achieved the expected standard in the phonics screen.

In Year 2 100% of disadvantaged pupils achieved the expected standard in the phonics screen.

In Year 3 89% of disadvantaged pupils achieved the expected standard in the phonics screen.

Small group tutoring has led to a number of children making significant progress and closing their attainment gap.

Disadvantaged children are given priority when selecting children for intervention or small group tutoring.

All classrooms have discussion guidelines in place. Children can describe what good listening looks like.

100% of pupils took part in at least one enrichment activity, including enrichment educational visits, after school activities, lunch time activities, sports festivals and young leadership training

Academic year 2022-23:

The attendance gap between disadvantaged children and their peers remained the similar (1.5%) to this time last year.

At the end of KS2, 67% of disadvantaged children achieved EXS+ in Maths. 22% achieved GDS.

At the end of KS2, 78% of disadvantaged children achieved EXS+ in Reading. 11% achieved GDS.

At the end of KS2, 56% of disadvantaged children achieved EXS+ in Writing. 22% achieved GDS.

In Year 1 100% of disadvantaged pupils achieved the expected standard in the phonics screen.

In Year 2 90.9% of disadvantaged pupils achieved the expected standard in the phonics screen.
 In Year 3 100% of disadvantaged pupils achieved the expected standard in the phonics screen.
 Small group tutoring has led to a number of children making significant progress and closing their attainment gap.
 The NCETM mastering number programme is well established for children in Reception and Years 1-3 and children use stem sentences when answering reasoning questions.
 Concrete resources are available for all children to support them with reasoning activities.
 Disadvantaged children are given priority when selecting children for intervention or small group tutoring.
 All classrooms have discussion guidelines in place. Children can describe what good listening looks like.
 100% of pupils took part in at least one enrichment activity, including enrichment educational visits, after school activities, lunch time activities, sports festivals and young leadership training

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	