



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	219 (2YO to Y6)
Proportion (%) of pupil premium eligible pupils	43% (79/184 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Caroline Mullen
Pupil premium lead	Caroline Mullen
Governor / Trustee lead	Simon Ross – Trustee Sarah Chaloub LGB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	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	£100,640

Part A: Pupil premium strategy plan

Statement of intent

At James Knott C of E Primary School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. The intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our whole school approach will ensure that all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. We will ensure that disadvantaged pupils are challenged in the work that they are set and act early to intervene at the point need is identified.

Challenges

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

Challenge number	Detail of challenge
1	Pupils start school with significantly low speech, language and communication skills. This subsequently impacts on the pupil's early phonics, fluency in reading and comprehension. Needs continue after fluency due to limited vocabulary and experience of some pupils.
2	Internal data has identified underdeveloped oral language skills and vocabulary gaps which contribute to a number of pupils not meeting age related expectations in writing in Y1-6.
3	Pupils struggle to apply knowledge to new context in numeracy due to difficulties with recall and fluency, this means standards in reasoning and arithmetic are lower for disadvantaged pupils.
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 that are SEND and disadvantaged will be prioritised for small group intervention.	The progress of pupils in receipt of focused intervention will make significant progress against their individual targets Interventions will be carried out by TAs, SALT and Thrive practitioner Vocabulary work will compliment class teaching. EYFS intervention will focus on communication and language – SALT, Time to Talk and EY Talk Boost. Assessments will occur regularly and diagnostic tools to be used to monitor progress.
Improved reading fluency and attainment, in particular disadvantaged pupils in year 1 to 6.	KS1 phonics and reading fluency are a priority. The proportion of disadvantaged pupils passing the 2024-25 phonics screen are at least: 70% in Year 1 (7/10 pupils) 100% in Year 2 (13/13 pupils) End of KS1 Optional SATs data 2024-2025

	<p>Reading – 54% EXS 3% GDS</p> <p>End of KS2 SATs data 2024-2025</p> <p>Reading – 73% EXS 18% GDS</p>
Improved writing attainment, in particular for disadvantaged pupils across years 1-6.	<p>The proportion of disadvantaged pupils achieving expected attainment in 24/25 are at least:</p> <p>30% in Year 1 3/10 children</p> <p>54% in Year 2 7/13 children</p> <p>67% in Year 3 8/12 children</p> <p>55% in Year 4 6/11 children</p> <p>50% in Year 5 7/14 children</p> <p>72% in Year 6 8/11 children</p>
Pupils experience a greater range of reasoning activities and opportunities for rapid recall. As a result attainment in arithmetic and reasoning will increase, particularly for disadvantaged pupils.	<p>End of KS2 assessments will show 90% of disadvantaged pupils achieving the expected standard in maths for the 2024-25 assessments, with 20% achieving GDS.</p> <p>End of KS1 teacher assessment will show 66% of disadvantaged pupils achieving the expected standard in maths for the 2024-25 assessments, with 6% achieving GDS.</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>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>Enriching experiences provided across the curriculum</p> <p>Specialist Art /STEM/Music/PE teachers</p> <p>Relevant subsidised educational visits</p> <p>Extracurricular clubs in sport and the arts will be provided at lunchtime and after school.</p> <p>Disadvantaged pupils will be offered priority places.</p>	<p>All disadvantaged pupils will attend at least one extracurricular club during the year.</p> <p>Club attendance is monitored and preferences discussed with pupil voice.</p> <p>The gap between PP and non PP attendance will decrease to 0%</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 2024-2025 – £18,819.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD focusing on reasoning & enabling	'The evidence indicates that explicitly teaching strategies to help plan, monitor	3

strategies for all year groups, from early years to year 6.	<p>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>	
Thrive CPD for all staff led by Thrive practitioners.	<p>Establish school-wide norms, expectations and routines that support children’s social and emotional development.’</p> <p>Link to evidence</p>	4
Bespoke SALT training for staff to ensure that children are identified early and that staff are able to effectively support children with difficulties and also to challenge and stretch those children who have good communication skills.	<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>link to evidence</p>	1
SENDCo employed by James Knott primary school to enable strategies and appropriate intervention.	<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>	1,2,3,4

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

Budgeted cost 2021-2022: £45,388.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition phonics. Small group tuition numeracy.	‘Small group tuition has an average impact of four months’ additional progress over the course of a year.’	1,2,3

Small group tuition writing.	Link to evidence	
SALT TA employed by James Knott Primary to deliver targeted 1:1 and small group intervention for children on the NHS caseload and also children who need a boost to support their speech and/or language skills.	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	
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	1,2,3,4
Development of numeracy concrete resources to enable pupils to access reasoning and problem solving skills and support understanding.	'Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas.' Link to evidence	3
Continued development of stock of phonically matched reading books for early readers.	'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).'	1
Continued development of 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.	'Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include: <ul style="list-style-type: none"> • prediction (based on text content and context); • questioning; • clarifying; • summarising; and • activating prior knowledge. Texts should be carefully selected to support the teaching of these strategies.' Link to evidence	1,2

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

Budgeted cost 2024-2025: £36,431.04

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>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>
<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>
<p>Sensory led sessions</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>	<p>4</p>

Total budgeted cost: £100,640

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 2023 to 2024 academic year.

Year Group	Subject	All	Disadvantaged	Non disadvantaged
Reception – 19 pupils FSM 9 /Non FSM 10				
Reception	Reading	84%	77.8%	(9) 90%
	Writing	79%	66.7%	(9) 90%
	Maths	84%	77.8%	(9) 90%
Year 1 - 26 pupils Dis 12/non dis 14				
Year 1	Reading	(15) 57.7%	(6) 50%	(9) 64.3%
	Writing	(12) 46.2%	(5) 41.7%	(7) 50%
	Maths	(17) 65.4%	(7) 58.3%	(10) 71.4%
Year 2 – 30 pupils Dis 10/non dis 20				
Year 2	Reading	(25) 83.3%	(9) 90%	(16) 80%
	Writing	(20) 66.7%	(7) 70%	(13) 65%
	Maths	(25) 83.3%	(10) 100%	(15) 75%
Year 3 – 30 pupils Dis 11/non dis 19				
Year 3	Reading	(21) 70%	(5) 45.5%	(16) 84.2%
	Writing	(16) 53.3%	(5) 45.5%	(11) 57.9%
	Maths	(21) 70%	(6) 54.5%	(15) 78.9%
Year 4 – 30 pupils Dis 13/non dis 17				
Year 4	Reading	(18) 60%	(8) 61.5%	(10) 58.8%
	Writing	(14) 46.7%	(7) 53.8%	(7) 41.2%
	Maths	(18) 60%	(9) 69.2%	(9) 52.9%
Year 5 – 30 pupils Dis 11/non dis 19				
Year 5	Reading	(22) 72.7%	(8) 70%	(13) 68.4%
	Writing	(22) 72.7%	(8) 70%	(13) 68.4%
	Maths	(24) 80%	(10) 90.9%	(14) 73.7%
Year 6 – 29 pupils Dis 16/non dis 13				
Year 6	Reading	(20) 69%	(10) 62.5%	(10) 76.9%
	Writing	(19) 65.5%	(9) 56.3%	(10) 76.9%
	Maths	(19) 55%	(9) 38%	(10) 76.9%

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	