



# 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) 213 (2YO to Y6)
Proportion (%) of pupil premium eligible pupils	43% (79/184 pupils) 40.4% (74/183 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025 December 2026
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 £117,271
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0 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	£100,640 £117,271

# 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.

### **A Message from the Secretary of State for Education**

We are incredibly proud to share that our dedication to our disadvantaged pupils has been recognized at the highest level. Following the 2024/25 academic year, we received a formal commendation from Bridget Phillipson, Secretary of State for Education, noting that our school's performance is among the very best nationally.

In her letter to the school, the Secretary of State noted:

"This success reflects the dedication of your staff and the hard work of your pupils. It shows what can be achieved when ambition and commitment come together. Thank you for everything you do to give children the best possible opportunities to succeed."

### **Our Strategy for Success**

This recognition is a testament to our robust Pupil Premium strategy, which focuses on:

- **High-Quality Teaching:** Prioritising the best possible classroom experience for every child.
- **Targeted Academic Support:** Using data-driven interventions to close attainment gaps early.
- **Wider Strategies:** Addressing non-academic barriers such as attendance, behaviour, and social-emotional wellbeing.

### **Looking Ahead**

While we celebrate being among the top-performing schools in the country for our disadvantaged learners, we remain restless in our pursuit of excellence. We continue to refine our approach, ensuring that our Pupil Premium funding is used effectively to transform life chances and ignite a love of learning in every child.

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

The key challenges have not changed since 24/25 and will remain the same in 25/26.

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
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<p>Pupils that are SEND and disadvantaged will be prioritised for small group intervention.</p>	<p>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.</p>
<p>Improved reading fluency and attainment, in particular disadvantaged pupils in year 1 to 6.</p>	<p>KS1 phonics and reading fluency are a priority. The proportion of disadvantaged pupils passing the 2024-25 phonics screen are at least:  <b>70% in Year 1 (7/10 pupils) – 100%</b>  <b>100% in Year 2 (13/13 pupils) – 100%</b>          End of KS1 Optional SATs data 2024-2025          Reading – <b>54% EXS 3% GDS – 77% and 15.4%</b>          End of KS2 SATs data 2024-2025          Reading – 73% EXS 18% GDS – <b>90% and 20%</b>          The proportion of disadvantaged pupils passing the 2025-26 phonics screen are at least:  <b>86% in Year 1 (statutory data) 6/7 children.</b>          (National percentage for disadvantaged pupils in Y1 in 2024, was 68%)  <b>Year 2 by end of 2026 100% will have passed 10/10 children.</b></p>
<p>Improved writing attainment, in particular for disadvantaged pupils across years 1-6.</p>	<p>The proportion of disadvantaged pupils achieving expected attainment in 24/25 are at least:  <b>30% in Year 1 3/10 children – 40% 4/10</b>  <b>54% in Year 2 7/13 children – 62% 8/13</b>  <b>67% in Year 3 8/12 children – 67% 8/12</b>          55% in Year 4 6/11 children – 46% 5/11          50% in Year 5 7/14 children – 42% 6/11          72% in Year 6 8/11 children – 70%          The proportion of disadvantaged pupils achieving expected attainment in 25/26 are at least:          57% in Year 1 4/7 children          64% in Year 2 7/11 children          64% in Year 3 9/14 children          67% in Year 4 8/12 children          55% in Year 5 6/11 children          58% in Year 7/12 children</p>

<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>	<p>End of KS2 assessments will show <b>90%</b> (90%) of disadvantaged pupils achieving the expected standard in maths for the 2024-25 assessments, with 20% achieving GDS. <b>10%</b></p> <p>End of KS1 teacher assessment will show <b>66%</b> (77%) of disadvantaged pupils achieving the expected standard in maths for the 2024-25 assessments, with <b>6%</b> 7% achieving GDS.</p> <p>End of KS2 assessments will show 69% (9/13) of disadvantaged pupils achieving the expected standard in maths for the 2025-26 assessments, with 15% achieving GDS.</p> <p>End of KS1 teacher assessment will show 55% (6/11) of disadvantaged pupils achieving the expected standard in maths for the 2025-26 assessments, with 0% achieving GDS.</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>Relational behaviour policy and additional Thrive and PSHE/RSE will result in children being able to talk about their feelings and use strategies to support their emotional wellbeing. Positive comments about wellbeing in pupil voice.</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% 68% of PP children attended at least one extracurricular club in 2024-2025. We aim to increase this to 75% in 2025-2026</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

Budgeted cost 2025-2026 – £21,928.98

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD focusing on reasoning &amp; 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><a href="#">Link to evidence</a></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><a href="#">Link to evidence</a></p>	<p>3</p>
<p>Thrive CPD for all staff led by Thrive practitioners.</p>	<p>Establish school-wide norms, expectations and routines that support children’s social and emotional development.’</p> <p><a href="#">Link to evidence</a></p>	<p>4</p>
<p>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>	<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="#">link to evidence</a></p>	<p>1</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><a href="#">Link to evidence</a></p>	<p>1,2,3,4</p>

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

Budgeted cost 2021-2022: £45,388.64

Budgeted cost 2025-2026 – £52,889.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition phonics. Small group tuition numeracy. Small group tuition writing.	‘Small group tuition has an average impact of four months’ additional progress over the course of a year.’  <a href="#">Link to evidence</a>	1,2,3
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.  <a href="#">Link to evidence</a>	1,2
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.  <a href="#">Link to evidence</a>	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.’  <a href="#">Link to evidence</a>	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).’  <a href="#">Link to evidence</a>	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"> <li>• prediction (based on text content and context);</li> <li>• questioning;</li> <li>• clarifying;</li> <li>• summarising; and</li> <li>• activating prior knowledge.</li> </ul> Texts should be carefully selected to support the teaching of these strategies.’	1,2

	<a href="#">Link to evidence</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost 2024-2025: £36,431.04

Budgeted cost 2025-2026 – £42,451.16

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.	<p>‘Establish school-wide norms, expectations and routines that support children’s social and emotional development.’</p> <p><a href="#">Link to evidence</a></p>	4
Build on children’s social and cultural capital and to give them access to life enriching experiences	<p>‘Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.’</p> <p><a href="#">Link to evidence</a></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><a href="#">Link to evidence</a></p>	4, 5
Pupil voice will be used to inform the enrichment offer. Priority places will be given to disadvantaged children.	<p>‘Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.’</p> <p><a href="#">Link to evidence</a></p>	5
Sensory led sessions	<p>‘Small group tuition has an average impact of four months’ additional progress over the course of a year.’</p> <p><a href="#">Link to evidence</a></p>	4

**Total budgeted cost: £117,271**

## 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 2024 to 2025 academic year.

Year Group	Subject	All	Disadvantaged	Non disadvantaged
<b>Reception – 18 pupils FSM 7 /Non FSM 11</b>				
Reception	Reading	(12) 67%	(3) 43%	(9) 82%
	Writing	(12) 67%	(3) 43%	(9) 82%
	Maths	(12) 67%	(4) 57%	(8) 73%
<b>Year 1 - 19 pupils Dis 10/non dis 9</b>				
Year 1	Reading	(13) 68%	(5) 50%	(8) 89%
	Writing	(12) 63%	(4) 40%	(8) 89%
	Maths	(13) 68%	(4) 40%	(9) 100%
<b>Year 2 – 27 pupils Dis 13/non dis 14</b>				
Year 2	Reading	(21) 78%	(10) 77%	(11) 79%
	Writing	(19) 70%	(8) 62%	(11) 79%
	Maths	(21) 78%	(10) 77%	(11) 79%
<b>Year 3 – 30 pupils Dis 12/non dis 18</b>				
Year 3	Reading	(24) 80%	(9) 75%	(15) 83%
	Writing	(18) 60%	(8) 67%	(10) 56%
	Maths	(23) 77%	(9) 75%	(14) 78%
<b>Year 4 – 29 pupils Dis 11/non dis 16</b>				
Year 4	Reading	(19) 66%	(5) 46%	(14) 79%
	Writing	(15) 52%	(5) 46%	(10) 56%
	Maths	(17) 59%	(5) 46%	(11) 67%
<b>Year 5 – 28 pupils Dis 12/non dis 16</b>				
Year 5	Reading	(6) 50%	(6) 50%	(8) 50%
	Writing	(11) 39%	(5) 42%	(6) 38%
	Maths	(19) 68%	(9) 75%	(10) 63%
<b>Year 6 – 29 pupils Dis 10/non dis 19</b>				
Year 6	Reading	(24) 83%	(10) 90%	(14) 76%
	Writing	(20) 72%	(9) 70%	(14) 74%
	Maths	(24) 83%	(9) 90%	(15) 79%

## 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	