

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	Kniveton Primary School
Number of pupils in school	55
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years 2021/2022 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Luke Redfearn, Headteacher
Pupil premium lead	Luke Redfearn
Governor / Trustee lead	June Lomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,870
Recovery premium funding allocation this academic year	£0
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	£16,870

Part A: Pupil premium strategy plan

Intent

It is our intent that all children and succeed and make good progress at Kniveton CofE Primary School. There is a more deliberate focus on ensuring that our disadvantaged pupils make accelerated progress and achieve these high expectations, regardless of their academic ability of background.

The three core aims in our pupil premium strategy's intent are:

- *Our disadvantaged children's **mental health and well-being** is as secure as non-disadvantaged children.*
- *Our disadvantaged children have regular experiences **in school** which match those of our non-disadvantaged children **outside of school**. These experiences build their confidence and resilience so that they enter the next phase of their education at no disadvantage amongst their peers.*
- *Our disadvantaged children experience **high-quality teaching**, which is focussed on the areas that our disadvantaged need the most support in.*

Challenges

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

Challenge number	Detail of challenge
1	<i>Assessments, observations discussions with pupils and teachers indicate that, particularly amongst the disadvantaged from Reception to Year 4, development in reading is a key focus.</i>
2	<i>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</i>
3	<i>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</i>
4	<i>Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due a lack of enrichment opportunities outside of school. These challenges particularly affect disadvantaged pupils, including their attainment.</i>

5	<i>Our observations reveal that a consistently applied behaviour model is not employed in the school. Moving around school, unstructured playing at breaks times and the learning environment is observed to create anxieties in vulnerable children including disadvantaged children.</i>
6	<i>Our observations and discussions with pupils and families reveal that our disadvantaged children struggle to with learning at home including having a calm environment to read, learn spellings and do homework etc.</i>

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
<i>The school environment and playtimes become a developmental opportunity for children to build meaningful relationships.</i>	<i>Children’s wellbeing surveys reveal that all children including the disadvantaged feel happy and enjoy a wealth of activities at playtimes. Pupil voice reveals during lessons that the learning environment is calm and conducive to effective learning.</i>
<i>Achieve and sustain improved wellbeing for all pupils in our school through meaningful, spiritually uplifting experiences.</i>	<i>Substantial increase in the participating of enriching experiences, particularly among disadvantaged pupils. Opportunities are available to disadvantaged build their cultural capital.</i>
<i>Provide opportunities to support PPG families with home study outside of school.</i>	<i>Disadvantaged children engage in homework workshops.</i>
<i>All disadvantaged children start KS2 with a solid comprehension of phonics and how to read.</i>	<i>All disadvantaged children in 2024/2025 pass the phonics screening by the end of Year 2.</i>
<i>Improved maths attainment for disadvantaged pupils at the end of KS1.</i>	<i>KS1 Maths outcomes for our current Year 2 disadvantaged children all show positive progress measures.</i>
<i>Improved maths attainment for disadvantaged pupils at the end of KS2.</i>	<i>KS2 Maths outcomes for our current Year 3 and Year 4 disadvantaged children all show positive progress measures.</i>
<i>Improved reading attainment among disadvantaged pupils.</i>	<i>KS2 Reading outcomes for our current Year 3 and Year 4 disadvantaged children all show positive progress measures.</i>

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessment.</p> <p>Pupil progress meetings to discuss impact of teaching.</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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 3</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>Positive behaviour strategies and policy outworked across the school.</p>	<p>Improving Learning Behaviour will mean that children are better prepared for their learning. Positive behaviour strategies will mean that children will self-regulate their learning which has proven to have a profound effect on their development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>5</p>

Targeted academic support

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Additional reading sessions targeted at disadvantaged pupils who require support with reading in Year 3, Year 4 and Year 5.	Reading comprehension strategies can improve a child's learning by up to 6 additional months. Reading comprehension Strategies EEF	1
Additional maths sessions targeted at disadvantaged pupils who require support with maths in Year 3, Year 4 and Year 6.	Additional tutoring in small groups can make significant difference to the progress in maths. Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
NCTEM training for teaching mastery in mathematics.	From the NCTEM website: A guidance report from the Education Endowment Foundation Improving Mathematics in Key Stages 2 & 3 endorses many of the components of teaching for mastery. Links between its recommendations and a teaching for mastery approach are made explicit in this blog by Professor Jeremy Hodgen. Professor Hodgen is Chair of Mathematics Education at the UCL Institute of Education, who led the evidence review.	3

Wider strategies

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School trips aimed at boosting children's 'cultural capital'.	Building the 'cultural capital' of our disadvantaged children through music is outlined in Ofsted's inspection update .	4, 5
After school clubs teaching life-skills and promote meaningful experiences (baking, drama workshops, coding etc).	Schools similar to ours have benefitted in disadvantaged children buying into the school's ethos by attending similar sessions.	4, 5
Regular outdoor learning for all age groups.	Forest schools offers a unique educational experience that builds children's confidence, social skills, communication and motivation. Forest School Research	4, 5
15-week programme of musical instrument instruction.	Building the 'cultural capital' of our disadvantaged children through music is outlined in Ofsted's inspection update .	4

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.

Statutory end of KS2 assessments reveal that the disadvantaged group performed in reading and maths in line with non-disadvantaged peers.

Pupil voice reveals that all children feel happy and safe at school. Playtime is the most enjoyable part of the day.

All children have made progress substantial progress in phonics. Some children require additional intervention in lower KS2 and this will be reflected

Reading progress has been made in all year groups and all PPG children have made accelerated progress in reading.

Pupil voice reveals that children see Forest School sessions as helping them with the challenges in the classroom.