



Knaphill Lower School Pupil Premium Strategy

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| Date: | September 2021 |
| Next Review: | September 2022 |

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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 | Knaphill Lower School |
| Number of pupils in school | 232 (270) Reception – Year 2 33 Nursery |
| Proportion (%) of pupil premium eligible pupils | 16% |
| Academic year/years that our current pupil premium strategy plan covers | 2021 - 2022 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Miss Jo Concannon |
| Pupil Premium lead | Mrs Ruth Chereau |
| Governor / Trustee lead | Mrs Liz Stephens |

Funding Overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £45,335 |
| Recovery premium funding allocation this academic year | £6,525 |
| 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 | £51,860 |

Part A: Pupil Premium Strategy Plan

Statement of Intent

How Knaphill Lower School uses the Pupil Premium

The Pupil Premium is additional funding provided by the Department for Education to enhance the education of the most socio-economically deprived students. Allocation of funding is made according to the number of students entitled to free school meals currently or at any time within the last six years (known as Ever 6 FSM) and children in care (known as LAC) who attend the school in Year R - 2.

Knaphill Lower School targets the additional funding directly at eligible students and does not simply absorb it into the whole-school budget.

Funding and use of the Pupil Premium

Current number of eligible Pupil Premium students 2021-2022.

- Year R - 10
- Year 1 - 15
- Year 2 - 12

This represents 16% of the total number of students at Knaphill Lower School which is above the Surrey average of 12.7% and below the national average of 22.5%.

Knaphill Lower School's Pupil Premium Team

All staff at Knaphill Lower School are fully committed to closing the attainment and progress gaps that exist between eligible students and their peers. For us, it is a very high priority and we see it as our moral duty to ensure that disadvantaged children make accelerated progress.

Challenges

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

| Challenge No: | Detail of challenge |
|---------------|---|
| 1 | Priority: Increase progress and attainment - <i>Low prior attainment and slow progress rates made by pupil premium/disadvantaged children</i> |
| 2 | Priority: Support families mental wellbeing - <i>Pupils and their families have social & emotional difficulties, including medical and mental health issues</i> |
| 3 | Priority: Support teachers to effectively tailor (differentiate/scaffold) learning to ensure all pupils can access the curriculum and make progress from their starting points. |
| 4 | Priority: Supporting families on low incomes to ensure pupils do not miss out on learning and enrichment opportunities. |
| 5 | Attendance - The attendance of our pupil premium children as a group is lower than that of the whole school. |

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 |
|---|---|---|
| 1 | <p>Disadvantaged children will make good or accelerated progress in reading (to help vocabulary acquisition), writing and mathematics.</p> <p>Disadvantaged children make good and accelerated phonics progress.</p> | <ul style="list-style-type: none"> • Meet ARE in Reading, Writing and Mathematics at KS1 • PP reading, writing and maths progress to be in line with non-PP pupils • PP children will develop a love of reading and will be regularly heard read by an adult at school and at home. • Disadvantaged pupils pass the PSC in Year 1 and are in line with non-PP pupils. KFOS target 95%. |
| 2 | <p>Disadvantaged families have ongoing support (if needed) and are referred/sign posted to external agencies for additional support/guidance.</p> | <ul style="list-style-type: none"> • PFSW and trained ELSA provides support and guidance to disadvantaged pupils and their families. • PP pupils are provided with additional emotional support from our PFSW. |
| 3 | <p>Teachers effectively tailor (differentiate/scaffold) learning to ensure all pupils can access the curriculum and make progress from their starting points.</p> | <ul style="list-style-type: none"> • Quality First Teaching is evident in all classes. • Disadvantaged pupils are highly engaged in lessons and make progress. • Disadvantaged pupils are confident to access learning independently. • A strong professional dialogue will be kept open between all of the vulnerable group champions (Inclusion Leader, link governor, SLT) • Termly meetings take place with the Inclusion Leader and Link Governor. • New additions to the PP/disadvantaged register are made throughout the year and class teachers are notified. |
| 4 | <p>Disadvantaged pupils are able to enjoy the wide range of enrichment activities we have on offer at KFOS and opportunities are not restricted</p> <p>Pupil Premium pupils still feel happy and safe at school and engage confidently with their learning.</p> | <ul style="list-style-type: none"> • A wide range of extra-curricular activities will be offered to tap into our children's passions. • Pupil premium children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms. • Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residential etc. • Pupil premium children will engage with the wider life at KLS by participating in extra-curricular activities and opportunities. • Pupil premium pupils know who they can talk to if they have a worry or feel unhappy. |

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| | | <ul style="list-style-type: none"> Children’s attendance will remain high (linked to 3) because they are happy coming to school. Pupil and parent surveys report that PP children feel happy and safe in school. |
| 5 | For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be ‘good’ compared to national attendance (96%). | Improved attendance of disadvantaged pupils to LA average (96 %) |

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)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| CPD ensures all staff have received further training on: <ol style="list-style-type: none"> High ‘quality first teaching’ Rosenshine’s Principles of Instruction (e.g. retrieval, modelling, Evidence based intervention programmes. Personalising / scaffolding the curriculum for SEND cohort. Phonics Training for all teaching staff. | In line with EEF findings, good quality teaching is the most important lever schools have to improve outcomes for children deemed ‘disadvantaged’. Furthermore, our disadvantaged group have varying starting points therefore a focus on high quality teaching will focus on middle and high attainers too. | 1, 3, 5 |
| Implementation of the induction programme (Salesian) for ECTs including developing good quality instructional coaching. | As above | 1, 3, 5 |
| Further training on the effective use of feedback to accelerate progress. | High impact tool identified by EEF i.e. +8 months | 1 & 5 |
| Develop all early years staff understanding of promoting language and vocabulary development. | CPD training As stated by the EEF the number and quality of conversations children have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Where children share their ideas with support and modelling from their teacher, using sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. | 1,3 & 5 |

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| <p>Leadership roles reflect needs of school to drive improvement of Teaching and Learning.</p> <p>Diagnostic assessment is used across infants and juniors.</p> | <p>As stated by EEF, when used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. With the information diagnostic assessments provide, teachers may:</p> <ul style="list-style-type: none"> • decide to adjust the level of challenge of activities • reteach specific concepts or topics • adjust curriculum content in the medium or long term • provide pupils with feedback through which they can address their own areas for improvement • decide which pupils may need additional, targeted academic support | 1, 3, 5 |
| <p>The teacher in charge of SEND and the PP champions will work together to identify any support staff who would benefit from further CPD e.g. in speech and language or for EAL pupils.</p> | <p>Staff who feel skilled and confident leading an intervention will see better progress from the children.</p> | |

Targeted Academic Support

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Implement FFT for Year 1 (Year 1) | <p>Evidenced-based intervention proved to increase reading for pleasure and to improve fluency.</p> <p>We hope to see TAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.</p> | 1,3,5 |
| Establish small group phonics interventions for pupils falling behind age-related expectations in Year R, 1 and 2. | EEL learning toolkit shows that a focus on early phonics can add 4 months progress. | 1,3,5 |
| Establish small group fine and gross motor interventions for pupils falling behind age-related expectations in Year R and 1. | | 1, 3, 4, 5 |
| Pre-teach activities – Maths | EEF states that teachers should provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress. | 1, 3, 5 |

Wider Strategies

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>1. Dedicated Pastoral Family Support Worker and ELSA</p> <ul style="list-style-type: none"> • Support for pupils and their families. • Opportunities for 1:1 or small group interventions focussing on social and emotional development of pupils. | <p>EEF learning toolkit shows that a focus on emotional and social learning has a moderate impact of adding 4 months accelerated progress.</p> | <p>2, 4, 5</p> |
| <p>2. Improve PP attendance in line with non PP.</p> <ul style="list-style-type: none"> • Admin will promptly call families who have an absent child without reason. • A 'red flag' list will be used by the pastoral team of children we know who have historic attendance concerns and PFSW's will complete home visits for these children. • A discussion with the governors will take place about introducing fines for non-attendance. • Extremely poor attendance (below 90%) will be challenged with communication (in the form of a letter initially) from the headteacher and then the Inclusion Service will be notified. • Updated Attendance Policy Autumn 2021 shared with all stakeholders. | <p>Wide range of evidence that shows attendance is directly linked to children's progress.</p> | <p>1, 4, 5,6</p> |
| <p>3. Ensure PP children have correct resources and access to wider curriculum e.g. school trips, everyday consumables, music lessons</p> | <p>We believe self-esteem is directly linked to children's learning behaviours. By focusing on developing the whole child, our aim is to improve self-esteem which will aid children's learning.</p> | <p>1, 4, 5</p> |
| <p>4. Pupil Progress Meetings – Inclusion Leader/Senior Leaders</p> | <p>Time for ongoing professional dialogues regarding further support for disadvantaged children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.</p> | |
| <p>5. Learning Behaviours (4Rs)</p> | | |

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|---|--|---|
| 6. Exciting trips, visits and visitors will be planned to enhance the curriculum including residential for Years 3, 4, 5 and 6. | Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these. | 4 |
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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.

EYFS - 60% of pupil premium pupils achieved GLD

KS1:

- In Key Stage 1 there were 25 disadvantaged pupils, 8 of which have SEND.
- Disadvantaged Attainment: Reading: 40% Writing: 28% Maths: 52%
- Disadvantaged progress data since Autumn 2020/21 - Reading: 80% Writing: 80% Maths: 80%
- Disadvantaged progress data since Spring 2019/20 – Reading: 85% Writing: 85% Maths: 73%

The impact of the recent pandemic and the 2 periods of school closures, as evidenced in schools across the country, was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching, and targeted interventions to the degree that we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan .