



Knaphill School Pupil Premium Strategy

Date:	September 2021
Next Review:	September 2022

Contents

Pupil Premium Strategy Statement	3
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.....	3
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.....	3
School Overview.....	3
Funding Overview.....	3
Part A: Pupil Premium Strategy Plan	4
Statement of Intent.....	4
Challenges.....	4
This details the key challenges to achievement that we have identified among our disadvantaged pupils.....	4
Intended Outcomes.....	4
Activity in this academic year	7
Teaching (for example, CPD, recruitment and retention).....	7
Targeted Academic Support.....	8
Wider Strategies.....	8
Part B: Review of outcomes in the previous academic year	10
Pupil Premium Strategy Outcomes	10

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 School
Number of pupils in school	305 (360) Year 3 – Year 6
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	
Pupil premium lead	Ruth Chereau
Governor / Trustee lead	Mrs Liz Stephens

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,266
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	£70,791

Part A: Pupil Premium Strategy Plan

Statement of Intent

How Knaphill 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 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 3 - 13
- Year 4 - 13
- Year 5 – 10
- Year 6 – 14

At Knaphill School the proportion of children known to be eligible at Knaphill School is 16% this is above the Surrey average of 12.7% and below the national average of 22.5%.

Knaphill School's Pupil Premium Team

All staff at Knaphill 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 outstanding progress.

Challenges

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

Challenge No:	Detail of challenge
1	Increase progress and attainment - Low prior attainment and slow progress rates made by pupil premium/disadvantaged children
2	Support families mental wellbeing - Pupils and their families have social & emotional difficulties, including medical and mental health issues
3	Support teachers to effectively tailor (differentiate/scaffold) learning to ensure all pupils can access the curriculum and make progress from their starting points.
4	Supporting families on low income to ensure pupils do not miss out on enrichment opportunities
5	Improve attendance of PP children to be in line with peers – currently 89.25% (Autumn 1)

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
<p>Disadvantaged children will make good or accelerated progress in reading (to help vocabulary acquisition), writing and mathematics.</p>	<ul style="list-style-type: none"> • Meet ARE or GD in Reading, Writing and Mathematics at end of year assessment • Meet ARE or GD standard in KS2 SATs assessments • 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.
<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"> • Pastoral Family Support Worker (PFSW) and trained ELSA provides support and guidance to disadvantaged pupils and their families. <p>PP pupils are provided with additional emotional support from our PFSW and PMHW, if needed.</p>
<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. • Teachers feel confident in planning for and delivering differentiated support. • 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. <p>New additions to the PP/disadvantaged register are made throughout the year and class teachers are notified.</p>

<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 will engage with the wider life at KLS by participating in extra-curricular activities and opportunities. • 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. • Voucher scheme to encourage children to attend clubs and activities. • Pupil premium pupils know who they can talk to if they have a worry or feel unhappy. • Children’s attendance will remain high because they are happy coming to school. <p>Pupil and parent surveys report that PP children feel happy and safe in school.</p>
<p>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%).</p>	<p>Improved attendance of disadvantaged pupils to LA average (96 %)</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)

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"> 1. 'high quality first teaching' 2. Rosenshine's Principles of Instruction 3. Evidence based intervention programmes 4. Personalising / scaffolding the curriculum for SEND cohort 	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 for ECT's 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
Leadership structure to reflect needs of school to drive improvement of Teaching and Learning including diagnostic assessment across infants & juniors respectively	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: <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

Targeted Academic Support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Training	Early Reading Framework – impact of high quality phonics teaching – ADD quote	
Establish small group phonics interventions for pupils falling behind age-related expectations	EEL learning toolkit shows that a focus on early phonics can add 4 months progress.	1, 3, 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
<ol style="list-style-type: none"> Dedicated Pastoral Family Support Worker and ELSA <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. 	EEF learning toolkit shows that a focus on emotional and social learning has a moderate impact of adding 4 months accelerated progress.	2, 4, 5
<ol style="list-style-type: none"> Improve PP attendance in line with non PP. <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 	Wide range of evidence that shows attendance is directly linked to children's progress.	1, 4, 5,6

<p>the headteacher and then the Inclusion Service will be notified.</p> <ul style="list-style-type: none"> Updated Attendance Policy Autumn 2021 shared with all stakeholders. 		
<p>4. 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>5. Pupil Progress Meetings – Inclusion Leader/Senior Leaders - PP group featured in data analysis</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>6. Learning Behaviours (4Rs)</p>		
<p>7. Adjust the start of the day</p>		

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.

KS2

- In Key Stage 2 there were 44 disadvantaged pupils, 14 of which have SEND.
- Disadvantaged Attainment: Reading: 45% Writing: 36% Maths: 42%
- Disadvantaged progress data since Autumn 2020/21 - Reading: 95% Writing: 90% Maths: 88%
- 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.