

Pupil Premium Strategy Statement

School overview

Detail	Data
School name	Knaphill Lower School
Number of pupils in school	231
Proportion (%) of Pupil Premium eligible pupils	17% (38 children)
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2022/25
Date this statement was published	September 2022
Date on which it will be reviewed	September 2024
Statement authorised by	Miss Vicky Harbridge
Pupil Premium lead	Miss Vicky Harbridge
Governor / Trustee lead	Mrs Dorothy Greentree

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£54415
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	£54415

Part A: Pupil Premium Strategy Plan

Statement of Intent

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.

All staff at Knaphill Lower School are fully committed to closing the attainment and progress gaps that exist between PP 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. This begins with having high ambition for all children.

We aim for all disadvantaged pupils to:

- Make good or better than expected progress annually, meeting at least that of non-disadvantaged peers.
- Have high school attendance.
- Receive support both in school and at home daily through targeted interventions and parental support.
- Have access to all educational and extra-curricular opportunities in line with their peers by decreasing financial barriers.
- Feel safe and happy at school, believing that they can succeed.
- Be well rounded individuals who can demonstrate our school values which were created by all our school stakeholders. Our school values are: resilience, kindness, equality, honesty, curiosity, courage, responsibility and aspiration.

How does your current Pupil Premium strategy plan work towards achieving those objectives?

We have looked at what controllable factors impact on the learning of pupils who qualify for PP funding. Our PP strategy sets out how we plan to address the controllable factors using research based approaches. Our aim is to create an inclusive culture, with high expectations for all pupils. We will look at the impact of this strategy on pupil outcomes in order to evaluate how effective it has been in addressing disadvantage. We have a three year strategy that is reviewed and adapted yearly to ensure maximum impact.

What are the key principles of your strategy plan?

- Accurately identifying and diagnosing children’s individual challenges and needs.
- The three year Pupil Premium Strategy will be reviewed and adjusted annually.
- School leaders will focus on a small number of priorities to ensure effective implementation and impact.
- We will consider the ongoing challenges that our pupils face and how they can be best supported. We will also analyse growing needs with our wider community, including risk factors.
- The school will continue to offer high quality education to all pupils.
- We will continue to ensure the capacity of our pastoral team to support families.
- Implement, monitor and evaluate the impact of actions taken.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments indicate children’s fluency/decoding skills to support stamina for reading have significant weaknesses and gaps, therefore they cannot read with sufficient fluency. There has also been a pattern of children not meeting phonics assessment expectations, including the phonics screening.
2	Our ongoing discussions with pupils and their families show that a significant number of families require additional pastoral intervention, including emotional and mental health support.
3	CPD for staff will help develop lesson planning skills (weekly, medium term and long term) to ensure that all pupils can access the curriculum and make progress from their starting points.
4	Our ongoing discussions with pupils and their families show that there are significant number of families who require additional financial support in order to access enrichment opportunities.
5	Attendance data shows that a disproportionate number of disadvantaged pupils are classed as persistent absentees and therefore do not fully engage with school life. This has a negative impact on their social and emotional development as well as academic progress.

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
Disadvantaged children will make good or better progress in reading.	<p>PP progress in reading will be at least expected over the academic year or will be above expected.</p> <p>PP children will develop a love of reading and will be regularly heard read by an adult at school and at home.</p> <p>PP children will develop high levels of fluency.</p> <p>PP children will achieve the phonics screening at the end of Year 1.</p>
Disadvantaged families have ongoing support (if needed) and are referred/sign posted to external agencies for additional support/guidance.	<p>Pastoral Family Support Worker (PFSW) and trained ELSA provides support and guidance to disadvantaged pupils and their families.</p> <p>Pupils who are eligible for PP are provided with additional emotional support from our PFSW if needed.</p> <p>If needed, families of PP children are provided with a wider team of pastoral support.</p> <p>Support is monitored to ensure that it supports sustainable change for families.</p> <p>PP pupils are provided for East to West counselling, if needed.</p>
Teachers effectively adapt (scaffold/ challenge) learning to ensure that all pupils can access the curriculum and make progress from their starting points.	<p>Quality First Teaching is evident in all lessons in all classes.</p> <p>Teachers feel confident in planning for and delivering scaffolded support to achieve desired outcomes.</p> <p>Disadvantaged pupils are highly engaged in lessons and make good progress.</p> <p>Disadvantaged pupils are confident to access learning independently.</p> <p>A strong professional dialogue will be kept open between all of the vulnerable group champions (Inclusion Leader, Pupil Premium Lead, link governor, SLT)</p> <p>Termly meetings will take place with the Link Governor to monitor provision for PP children. The Link Governor will ask</p>

	<p>challenging questions to champion the needs of disadvantaged children, ensuring that they remain a priority in all decision making.</p> <p>New additions to the PP/disadvantaged register are made throughout the year and class teachers are notified.</p>
<p>Pupil Premium eligible pupils are able to enjoy the wide range of enrichment activities that we have on offer at KLS and opportunities are not restricted.</p>	<p>A wide range of extra-curricular activities will be offered to tap into our children's passions.</p> <p>Pupil Premium eligible children will engage with the wider life at KLS by participating in extra-curricular activities and opportunities.</p> <p>Discounts in line with our charging policy will continue to apply to eligible families for all enrichment opportunities, including trips and visits, music lessons, etc.</p> <p>Scheme to encourage children to attend clubs and activities. Pupil Premium funding is used to pay for one club per term for those children who qualify for Pupil Premium funding.</p> <p>Pupil Premium eligible pupils know who they can talk to if they have a worry or feel unhappy.</p> <p>Children's attendance will remain high because they are happy coming to school. Pupil and parent surveys to report that PP eligible 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> <p>Pastoral resources will be allocated to the improvement of attendance where needed.</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: £13603

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD ensures all staff have received further training on:</p> <ul style="list-style-type: none"> • Curriculum development • Curriculum – focus on social justice and experience of disadvantaged children. • Subject specific curriculum CPD with consideration of how to scaffold learning in lessons. • Series of oracy focused CPD for all staff. • Reading Framework training – focus on children falling behind. 	<p>In line with EEF findings, good quality teaching is the most important lever schools have to improve outcomes for children deemed ‘disadvantaged’. Research from the Sutton Trust states that the most effective means of improving outcomes for disadvantaged children are quality first teaching and the promotion of a growth mind-set across the school. Our disadvantaged group have varying starting points therefore a focus on high quality teaching will focus on middle and high attainers too.</p>	<p>1, 3</p>
<p>Implementation of the induction programme for ECT’s including developing good quality instructional coaching.</p>	<p>As above</p>	<p>1, 3,</p>
<p>Action Research project – Instructional Coaching to develop quality of teaching</p>	<p>As above – completed October 2024</p>	<p>1, 3</p>
<p>Further training on the effective use of feedback to accelerate progress, design a new feedback approach/ policy</p>	<p>EEF identifies that providing feedback is well- evidenced and has a high impact on learning outcomes. EEF states that there is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.</p>	<p>1, 3</p>
<p>Intensive programme for reading and phonics by White Knights Reading Hub to increase reading standards and improve the educational outcomes for the most disadvantaged children (2023- 24)</p>	<p>Phonics has a positive impact on progress (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>1, 3</p>

	<p>Reading Framework recognises the impact of high quality phonics.</p> <p>In October 2018, the Department for Education launched 34 English Hubs at primary schools across England. Each hub was chosen for its track record in excellent phonics and reading teaching. Hub schools were selected on the following criteri</p>	
<p>Inclusive culture and curriculum- lots of first hand experiences planned in curriculum to act a leveller. Social justice as trust curriculum value.</p>	<p>Durrington Research School states that we cannot presume about prior experience of our pupils. We need to empower all pupils by making sure they have the knowledge required to be successful. First hand experiences in the curriculum will support pupils to develop prior knowledge of a subject and support progress.</p>	1, 3, 4
<p>Development of oracy, including the instructional teaching of key vocabulary.</p> <p>CPD to develop the quality of EY interactions, and talk across the school.</p>	<p>Marc Rowland's research, Reducing the Educational Disadvantage promotes the importance of develop vocabulary beyond instructional vocabulary by creating a high quality talk culture.</p>	1, 3, 4

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

Budgeted cost: £8162.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELS Phonics Training for all staff – ongoing (weekly)</p>	<p>The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it</p>	1, 3
<p>Phonics leader completing weekly monitoring and development of phonics, including intervention groups.</p>		

Continue to deliver small group/ 1:1 reading interventions for pupils falling behind age-related expectations (ELS immediate interventions and catch up phonics interventions)	EEF learning toolkit shows that a focus on early phonics can add 4 months progress.	1, 3
Colourful semantics interventions	EEF learning toolkit shows that small group tuition has an average impact of 4 months additional progress over the course of a year. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.	1, 3
Concept Cat – vocabulary and language acquisition	EEF early years toolkit shows that early literacy approaches typically increase children’s learning by about four months. Approaches that develop literacy skills and knowledge can have an important effect on early reading. The evidence for the positive impact of early literacy approaches is extensive.	1, 3

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

Budgeted cost: £32649

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Dedicated Pastoral Family Support Worker and ELSA • Support for pupils and their families.	EEF learning toolkit shows that a focus on emotional and social learning has an impact of adding 4 months accelerated progress.	2, 4, 5

<p>2. Opportunities for 1:1 or small group interventions focussing on social and emotional development of pupils.</p> <p>3. Team Around the Family (TAF) meetings for allocated children.</p> <p>4. Parent support training to complete structured programme with families.</p>		
<p>Senior Mental Health Lead training for PFSW and Mental Health Lead training for a class teacher/SLT member</p>	<p>Wide range of evidence that shows positive mental health is directly linked to children's progress.</p>	<p>2, 5</p>
<p>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 given. • A colour coded 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. • Fines for non-attendance. • Extremely poor attendance (below 90%) will be challenged with communication, face to face meeting from the headteacher and then the Inclusion Service will be notified if attendance does not improve. • Development of the attendance strategy for promoting good attendance. 	<p>Wide range of evidence that shows attendance is directly linked to children's progress.</p>	<p>2, 5</p>

<p>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>3, 5</p>
<p>Pupil Progress Meetings – Inclusion Leader/Senior Leaders - PP group featured in data analysis</p> <p><i>Restructured to focus on subject leader involvement.</i></p>	<p>Time given for ongoing professional dialogues regarding further support for disadvantaged children will help to keep this a priority. There is a collective responsibility for PP children's progress. Staff will know who they are, what their barriers to learning are and any strategies needed to meet their educational and emotional needs.</p>	<p>1, 3</p>

Total budgeted cost: £54414.25

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 2022-23 academic year.

- 51% of children eligible for Pupil Premium were at expected attainment in reading in 2021-2022. This is below national average of 67% and below pupils who didn't qualify for PP (73%) at Knaphill Lower School.
- 46% of children eligible for Pupil Premium were at expected attainment in writing in 2021-2022. This is below national average 58% and below pupils who didn't qualify for PP (71%) at Knaphill Lower School.
- 48% of children eligible for Pupil Premium were at expected attainment in Maths in 2021-2022. This is below national average of 54% and below pupils who didn't qualify for PP (78%) at Knaphill Lower School.
- 83% of children eligible for PP, passed the phonics screening check in Year 1. This is above the national average of 75% but below pupils who didn't qualify for PP (94%) at Knaphill Lower School.
- 33% of children who eligible for PP attained a 'good level of development' GLD in EYFS. This is below the National average of 65.2% and below pupils who didn't qualify for PP (76%) at Knaphill Lower School.