

Pupil Premium Strategy Statement

School overview

Detail	Data
School name	Knaphill School
Number of pupils in school	272
Proportion (%) of Pupil Premium eligible pupils	24%
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2022/25
Date this statement was published	September 2023
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Debbie Harrison
Pupil Premium lead	Mrs Debbie Harrison
Governor / Trustee lead	Mrs Dorothy Greentree

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£93,240
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	£93,240

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 who are:

- recorded as being eligible for free school meals, or have been recorded as eligible in the past 6 years, including eligible children of families who have no recourse to public funds (NRPF)
- looked after by local authorities, referred to as looked-after children
- previously looked after by a local authority or other state care, referred to as previously looked-after children

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

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 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: respect, resilience, kindness, positivity, equality, pride, honesty, curiosity, integrity, 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.

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.
- The 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.
- 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	Increase progress and attainment in reading, writing and maths - Low prior attainment and slow progress rates made by children who qualify for Pupil Premium Funding.
2	Support the mental wellbeing of families – Some pupils and their families have social and emotional difficulties, including medical and mental health issues.
3	Support teachers to effectively tailor (differentiate/scaffold) learning to ensure that all pupils can access the curriculum and make progress from their starting points.
4	Supporting families on low income to ensure that pupils do not miss out on enrichment opportunities (clubs, trips, music lessons).
5	Improve attendance of children eligible for PP funding to be in line with peers (For the academic year 2023-2024, average attendance for this group was 92.4% compared for 95.5% of peers)

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>Pupils who qualify for PP funding will make good or accelerated progress in reading (to help vocabulary acquisition), writing and mathematics.</p>	<ul style="list-style-type: none"> • PP progress will be at least expected over the academic year or will be above expected. • PP reading, writing and maths progress to be in line with non-PP pupils. • Children eligible for PP funding will develop a love of reading and will be regularly heard read by an adult at school and at home.
<p>Children who qualify for PP and their families will 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. • PP eligible pupils are provided with additional emotional support from our Pastoral team if needed.
<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"> • High quality teaching is evident in all lessons in all classes. • Teachers feel confident in planning for and delivering differentiated support. • PP eligible pupils are highly engaged in lessons and make progress. • PP eligible pupils are confident to access learning independently. • A strong professional dialogue will be kept open between all of the vulnerable group champions (Inclusion Leader, Attendance Champion, Pupil Premium and Disadvantaged Children Coordinator, link governor, SLT) • Termly meetings will take place with the Pupil Premium and Disadvantaged Children Coordinator and Link Governor to monitor provision for PP eligible children. The Link Governor will ask challenging questions to champion the needs of disadvantaged children, ensuring that they remain a priority in all decision making.

	<ul style="list-style-type: none"> • New additions to the PP/disadvantaged register are made throughout the year and class teachers are notified.
<p>Pupil Premium eligible pupils are able to enjoy the wide range of enrichment activities that we have on offer at KS and opportunities are not restricted. Pupil Premium eligible 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 eligible children will engage with the wider life at KS by participating in extra-curricular activities and opportunities. • Pupil Premium eligible 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 eligible families for all enrichment opportunities, including trips and visits, music lessons, residentials, etc. • 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. • Pupil Premium eligible 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. Pupil and parent surveys to report that PP eligible children feel happy and safe in school.
<p>For attendance of our PP eligible 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 **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,000

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. Destination Reader 2. High quality teaching 3. Zones of Regulation 4. Restorative Approach 5. Precision Teaching 6. Metacognition 7. Growth Mind-set 8. Maths Mastery (North-West Maths Hub) 	In line with EEF findings, high 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. Research from the Sutton Trust states that the most effective means of improving outcomes for disadvantaged children are high quality teaching and the promotion of a growth mind-set across the school.	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	As stated by EEF, when used effectively, diagnostic assessments	1, 3, 5

<p>school to drive improvement of Teaching and Learning including diagnostic assessment</p>	<p>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 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read, Write Inc Phonics Training</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>	<p>1, 3</p>
<p>B Squared software to track small steps of progress that children make. 12.5% of those children who qualify for PP in our school, also have additional needs.</p>	<p>EEF learning toolkit shows that small group tuition can add 4 months progress. School group tuition is most likely to be effective if targeted at pupil's specific needs. Diagnostic assessment can be used to assess the best way to target support.</p>	<p>1, 3</p>
<p>Establish small group reading interventions for pupils falling behind age-related expectations</p>	<p>EEF learning toolkit shows that a focus on early phonics can add 4 months progress.</p>	<p>1, 3, 5</p>

Pre-teach and post-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
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £66,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ol style="list-style-type: none"> 1. Dedicated Pastoral Family Support Worker who provides support for pupils and their families. 2. 2 trained ELSAs. 3. 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"> 3. Senior Mental Health Lead training for Headteacher and Mental Health first aid training for PFSW 	Wide range of evidence that shows positive mental health is directly linked to children's progress.	2
<ol style="list-style-type: none"> 3. 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 	Wide range of evidence that shows attendance is directly linked to children's progress.	1, 4, 5,6

<p>and PFSW's will complete home visits for these children.</p> <ul style="list-style-type: none"> • A discussion with the governors will take place about introducing fines for non-attendance. • Persistent absence (below 90%) will be challenged in line with our school Attendance Policy. • Updated Attendance Policy Autumn 2024 shared with all stakeholders. 		
<p>4. Ensure PP eligible 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 collective responsibility for PP eligible 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>
<p>6. Make reasonable adjustments to the start time of the day for those pupils with additional mental health needs</p>	<p>Following and implementing guidance about emotionally based school avoidance.</p>	<p>1, 2, 3 and 5</p>
<p>7. Using Values Based Education.</p>	<p>Wide range of evidence that shows positive mental health is directly linked to children's progress.</p>	<p>1, 2 and 3</p>

Total budgeted cost: £ £93,240

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 2023 to 2024 academic year.

- In our school, there were 72 disadvantaged pupils, 27 of which have SEND which is 38% of our pupil premium cohort.
- Disadvantaged progress data between Autumn 2023 and Summer 2024 - Reading: 86% at expected or above (36% at above expected), Writing: 88% at expected or above (14% at above expected), Maths: 89% at expected or above (18% at above expected) (compared with Reading: 93% Writing: 88% and Maths: 95% of at or above expected progress of their non PP- eligible peers)
- Attainment for non-disadvantaged peers- expected or above (2023-2024)
Reading: 93% Writing: 94% and Maths: 95%