



## 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	Knighton Mead Primary Academy
Number of pupils in school	235 (PAN: 236)
Proportion (%) of pupil premium eligible pupils	49.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Sarah Ridley
Pupil premium lead	Rebecca Smith, Principal
Governor / Trustee lead	Jill Grey

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,588.00
Recovery premium funding allocation this academic year	£14,210.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£156,798.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Knighton Mead, our aim is to improve the life chances of all of our children. Being located in an inner-city area, there are many factors contributing to the disadvantage of our children's experience. The community which the academy serves has long term socio-economic challenges and has an increasing EAL community (40%). It also has a significant number of low-income/single parent families and has a higher proportion of SEND (20.8%).

Our objectives are to:

- Ensure a high-quality provision which enables all children to flourish.
- Accelerate the progress of all students, closing gaps and ensuring all children are well prepared for their next stage of learning.
- Implement and evaluate whole school approaches, targeted approaches and wider strategies to ensure a relentless drive for the best possible outcomes for all children regardless of starting points.

Through our Pupil Premium strategy, we:

- Prioritise the enhancement of positive, trusting relationships between children, staff and all stakeholders.
- Create a culture of collective responsibility and aspiration.
- Offer a curriculum rich in language development, where practitioners are knowledgeable of the progression of learning to talk and learning through talk (e.g. Voice21 and Votes4Schools).
- Provide a Removing Barriers to Learning Team (RB2L) which actively seeks to build trusting relationships with children and families, identify barriers and support children and families to overcome them, resulting in improved outcomes for children.
- Use rigorous and accurate assessment systems & quality assurance to ensure effective strategic planning and targeting of children.
- Provide personalised interventions to accelerate the learning of children eligible for PP/disadvantaged children to close gaps.
- Review, implement & embed a well sequenced & systematic, validated phonics programme (RWI).
- Utilise the expertise of staff to support and the improvement in the teaching of Early Reading.
- Develop, implement and embed an ambitious, coherent and well-sequenced curriculum prioritising cultural capital, inclusion and local priorities.
- Develop teachers and children's understanding of meta-cognition strategies and embed them into the daily life of the classroom.
- Ensure all children have equal access to enrichment opportunities to promote cultural capital and immerse them in learning.
- Develop strategies to support families in ensuring children are in school and on time each day so that missed learning opportunities are limited.

### Key Principles:

- Foster exceptional relationships to ensure that every child can meet their potential academically, socially and emotionally.
- Foster outstanding classroom practice to provide a rich and authentic curriculum resulting in high levels of engagement and achievement.
- Provide evidence-based interventions based on reliable data ensuring we target the individualised needs of our children eligible for Pupil Premium, securing outcomes which are in line with their peers.
- The Pupil Premium Strategy has been well thought out using data analysis, research and evidence to make decisions about how best to support our pupils. The identified needs of our pupils drive our strategic planning of staff CPD.

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry
2	Low language skills on entry
3	Increased mental health challenges in households
4	Less experiences/enrichment opportunities out of schools
5	Closing the gap for disadvantaged pupils
6	Attendance, PA and lateness

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Improved use of language resulting in accelerated progress in reading and writing.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Gap narrowed between DA and non-DA
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Children attending school and present as happy, focussed pupils.
Disadvantaged pupils' attainment is as high as non-disadvantaged	Data reports - equality in attainment

## 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: £66,862.04

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Staffing structure:</i> <i>Attendance Officer</i> (£38,228.18)</p> <p><i>Pastoral Support 60%</i> (£25,675.86)</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. Our family support worker is able to consider how to engage with all parents to avoid widening attainment gaps  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://educationendowmentfoundation.org.uk/education-evidence/social-emotional-learning-eeef">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>6 3 5</p>
<p><i>Oracy project - Voice21</i> (an hour a week of VP leadership time - £2,333)</p> <p><i>Votes 4 Schools</i> (£525)</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>2 5</p>

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

Budgeted cost: £47,777.39

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Deployment of teacher for small year 6 group (£37,052.90)</i>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>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. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	5 1
<i>Reading interventions 2 days a week by trained TA (£10,724.49)</i>	<p>Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher.</p> <p><a href="#">Pupil-Premium-resource-evidence-brief.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	5 1 2

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

Budgeted cost: £44,535

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Rewards – Always Club (£200)</i>	<p>To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p> <p><a href="#">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p>	6
<i>Attendance Rewards (£800)</i>	<p>Improving school attendance: support for schools and local authorities - GOV.UK (<a href="http://www.gov.uk">www.gov.uk</a>)</p>	6
<i>Lunchtime (£200)</i>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	3 4
<i>Nurture (£200)</i>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	3 4
<i>Breakfast Club (£1000) and Magic Breakfast</i>	<p><a href="https://www.magicbreakfast.com/Default.aspx">https://www.magicbreakfast.com/Default.aspx</a> A study by the Institute for Fiscal Studies has evaluated the impact of the Magic Breakfast model of school breakfast provision on Key Stage 1 academic results (for children aged 6 or 7). Our study looks at longer-term economic benefits, drawing on established literature to examine what these academic impacts mean for reduced costs incurred for special educational</p>	3 4 6

<i>(£2000) Staffing (£5700)</i>	needs, truancy and exclusions as well as improvements in earnings from employment up to the age of 60.	
<i>After School Clubs (£2000) Reaction Board (£2300)</i>	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>When considering hosting sports activities that may require contributions from parents, schools should consider whether places could be provided free of charge or subsidised for disadvantaged pupils.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/physical-activity">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p>	4 5 3
<i>Subsidised School Trips &amp; Residentials (£5000)</i>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	4
<i>Subscriptions to resources and online interventions (CLS £3000, Accelerated Reader £3070)</i>	<p>Well-evidenced interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p>Schools should carefully monitor interventions to ensure they are well-delivered, so that pupils receive the large benefits of structured interventions.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/teaching-and-learning-toolkit">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p>	1 2 5
<i>Greenhouse Sports (£15000)</i>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	3 4
<i>Phonics and Reading (£1000)</i>	<p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	5 2
<i>Music &amp; singing (£655)</i>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/arts-participation">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	

**Total budgeted cost: £ 156,774.43**

## 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 2021 to 2022 academic year.

We were able to offer a number of enrichment opportunities for the academic year 2023 -24:

- Year 6 residential to London
- Y Comedy Festival
- Creswell Craggs
- Space Centre
- New Walk Museum Visit
- Bradgate Farm
- Stonehurst Farm
- King Richard III Visitor Centre
- Florence Nightingale Workshop
- Viking Workshop
- Roman Workshop
- Ancient Egypt Workshop
- Ancient Greece Workshop
- Remembrance Workshop
- Animal Man visit
- Emergency Service Visits
- Pantomime
- Year 6 Warning Zone
- Street Awareness Project
- Bespoke Transition Programme
- Places of worship – mosque, mandir, gurdwara, church
- Newarke House Museum
- Botanic Gardens
- Curve Theatre

The enrichment opportunities enabled all disadvantaged children the opportunity to access high quality experiences at a heavily subsidised rate. Having the opportunity to connect with their local environment and those further afield enabled them to understand that green spaces and adventurous activities are open to all, now and in the future. Wider enrichment opportunities have equipped the children with awareness of the theatre and career opportunities (breaking down barriers with emergency services). Projects enabled children to develop awareness about pertinent issues such as self-respect, self-worth and the ability to recognise danger and have the confidence to seek help.



Key Stage 2 Outcomes:

<b>KS2 SATs RESULTS</b>		<b>2023</b>		<b>2022</b>		<b>2021 (predicted)</b>	
		School	National	School (	National	School	National
<b>Reading</b>	ARE	83	73	73 (76)	74	81	-
	GD	23		27 (28)		22	-
<b>Writing</b>	ARE	77	71	73 (75)	69	70	-
	GD	23		20 (21)		11	-
<b>Maths</b>	ARE	77	73	67 (68)	71	70	-
	GD	10		23 (24)		11	-
<b>GPS</b>	ARE	77	72	70 (71)		-	-
	GD	17		27 (28)		-	-
<b>Combined</b>	ARE	73	59	60 (62)	61	67	-
	GD	3		10 (11)		11	-
<b>Science</b>	ARE	73	80	77 (79)	79	-	-

Pupil Premium Outcomes:

16 out of 29 children in this cohort were PP. = 55%

Reading – pupil premium at or above EXS = 68% compared to 100% non PP.

Writing - pupil premium at or above EXS = 56% compared to 100% non PP.

Maths - pupil premium at or above EXS = 63% compared to 93% non PP.

6 out of the 16 children had identified SEND. = 38%

Attendance:

Attendance of all Pupil Premium pupils for the academic year 2022-23 was 93.5% compared with 95.6% across the school.