

AHMAT
**Pupil premium
strategy statement –
Knowl Hill CE
Academy**

September
2024



Encourage one another
and build each other up
1Thessalonians 5:11

Pupil premium strategy statement – Knowl Hill CE Academy

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	128
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	<i>Isabel Cooke, CEO</i>
Pupil premium lead	<i>Nichole Bournier, Head of School</i>
Governor / Trustee lead	<i>Carolyn Deans</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,560
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£32,560

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and create aspirational pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2 2020 2021 2022 2023 2024	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading and communication and language than their peers. On entry to Reception class in the last 4 years, between 95 and 100% of our disadvantaged pupils arrive below age-related expectations compared to 30% of other pupils. This gap tends to decrease by the end of KS2, but this is dependent on numbers of disadvantaged pupils within the cohort.
3	Internal and external assessments indicate that writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Disadvantaged pupils Legend Well below Just below Expected Above No data Reading 24 pupils · Average: <i>EXS</i> 46% 50% 4% Next attachment Writing 24 pupils · Average: <i>WTS</i> 79% 21% Maths 24 pupils · Average: <i>WTS</i> 63% 33% 4% Non-disadvantaged pupils Legend Well below Just below Expected Above No data Reading 93 pupils · Average: <i>EXS</i> 10% 61% 29% Writing 93 pupils · Average: <i>EXS</i> 26% 69% 5% Maths 93 pupils · Average: <i>EXS</i> 13% 60% 27%
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to parental SEMH and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. 22 pupils (9 of whom are disadvantaged) currently require additional support with social and emotional needs, with 15 (7 of whom are disadvantaged) receiving small group interventions.
5	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been 3.58% lower than for non-disadvantaged pupils. 29% of disadvantaged pupils have been ‘persistently absent’ compared to 10% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan July 2026**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that 100% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2025/26 show that 67% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that 33% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: - qualitative data from pupil voice, surveys and teacher observations - a reduction in SEMH - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: - attendance officer liaises with EWO regarding persistent absences (termly meetings) - the overall attendance rate for all pupils being in line with national expectation of 96% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced - the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being lower than their peers.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £. 9768

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2, 3,
Embedding oracy across the school	There is a strong evidence base that suggests	1

curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF Take 1 Book research Take One Book teaching strategy/Book Talk Aidan Chambers (2011) <i>Tell Me and the Reading</i> http://www.aidanchambers.co.uk/readingenviro.htm Writing 4 Pleasure research writing4pleasure.com/the-science-of-teaching-primary-writing/ Magma Maths Research: Facilitating producting mathematical discourse with Magma Maths	
Replenishment of our RWInc Systematic phonics resources DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. We will fund teacher release time to embed key elements of guidance in school and to develop teaching videos, resources and CPD for Phonics lead.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF Read Write Inc Evaluation report 2022 Reading by six: How the best schools do it Independent review of the reaching of early reading Ruth Miskin: Reseach and Evidence Royal Holloway Phonics works: Sounding out words is best way to teach reading	2
Enhancement of our writing teaching and curriculum planning in line with Ofsted and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to develop teaching videos, resources and CPD for Phonics lead.	Ofsted guidance gov.uk/government/news/a-strong-foundation-in-reception-and-key-stage-1-sets-children-up-for-success Writing 4 Pleasure research writing4pleasure.com/the-science-of-teaching-primary-writing/ EEF guidance	

	Improving literacy in Key Stage 1 Improving literacy in Key Stage 2	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access White Rose Maths Hub and Magma Maths resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 EEF Maths EY KS1 Guidance Report.pdf?v=1729679579	3
Improve the quality of social emotional and mental health learning. SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): Improving Social and Emotional Learning in Primary Schools EEF EEF: Approaches for supporting personal, social and emotional development	4

Targeted academic support

Budgeted cost: £.14,652

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group teaching for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide:	Teaching including pre-teaching and precision targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: EEF – Evidence underpinning one-to-one and small group tuition One-to-one tuition Small group tuition Teaching and Learning Toolkit EEF Making a difference through effective tutoring	1, 2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in line with RWInc suggestions for those falling behind.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as	2

	regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF Read Write Inc Evaluation report 2022	
Purchase of a iPads for disadvantaged pupils who have relatively weak spoken language skills.	Repeated engagement with narrated stories interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF National Literacy Trust: Audiobooks and literacy. A rapid review of the literature	1

Wider strategies

Budgeted cost: £. 8140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on positive behaviour management with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	4
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve ELSA and ERSA training and release time for staff to develop and implement new procedures and appointing attendance officer to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EEF report – Supporting school attendance EEF report – Improving Parental Engagement	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. PP about trips and enrichment Developing cultural capital in primary school	All

Total budgeted cost: £32,560

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

July 2024 Review

Key Stage 2 SATs – Pupil Premium

Reading

100% EXS (3 pupils)

Maths

33% EXS (1 pupil)

66% WTS (2 pupils)

Writing

66% EXS (2 pupils)

33% WTS (1 pupil)

GPS

66% EXS (2 pupils)

33% WTS (1 pupil)

Year 4 Multiplication tables check

4 chn achieved 25/25. This is 17% of the year group.

Year 4 average = 16. National average in 2024 was 20.6

39% of Year 4 achieved a score of 20+

PP chn average = 14. National PP chn average in 2023 was 18.3

Year 1 Phonics Screening Check

PSC pass = 75%

National average 2024 = 80%

100% of PP chn passed (1 pupil)

Year 2 - cumulative pass = 93%

EYFS GLD

Good progress in all areas.

GLD = 76%

National Average = 68%

PP chn GLD = 33% (1 out of 3)

Externally provided programmes

Programme	Provider
Well Being Champions	RBWM
ELSA	RBWM
Magma Maths	Magma Maths
White Rose Maths	© 2024 White Rose Education
Times Tables Rockstars	Maths Circle LTD
Ready Steady Comprehension	Literacy Counts
Read Write Inc Phonics	Oxford University Press & Ruth Miskin Training
Take One Book	Just Imagine Ltd.
Fred's Teaching	© 2024 Fred's Teaching
Writing 4 Pleasure	Writing 4 Pleasure Centre
Ready Steady Write	Literacy Counts

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
Counselling has been provided to support the emotional needs of service children and their families. Induction programmes have been developed to ensure a smooth transition and to address service children's learning gaps. Communication with deployed parents has been supported through face time and communication book activities.
The impact of that spending on service pupil premium eligible pupils
Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.