

# Knowsley Lane Primary School

## Pupil Premium Strategy Statement 2020-21

School Overview	
Metric	Data
School Name	Knowsley Lane Primary School
Number of pupils in school	266
Proportion of disadvantaged pupils	61.2%
Pupil premium allocation this academic year	£186,955
Academic year/ years covered by statement	2020-2021
Publish date	October 2020
Review date	September 2021
Statement authorised by	LAB
Pupil premium lead	Emma Dilworth
Governor lead	Ned Solanki

Strategy aims for disadvantaged pupils					
Aim	Target	Target date	RAG 2020	RAG 2021	RAG 2022
Attainment in Reading	To increase the % of PP achieving the expected standard in reading to be in-line with national average. (2018/19 55% of PP achieved expected standard in reading compared with 78% nationally)	July 23			
Attainment in Writing	To increase the % of PP achieving the expected standard in writing to be in-line with national average. (2018/19 65% of PP achieved expected standard in reading compared with 83% nationally)	July 23			
Phonics	To achieve national average expected standard in the phonic screening check for pupil premium pupils. (77%%of PP passed phonic screening in 2018 compared to 100% Non-PP)	July 22			

Attendance	To improve the attendance of pupil premium pupils to ensure that it is in line with non-pupil premium. (2018/19 was 93.1% PP vs 96.1% Non-PP)	July 24			
Attainment in EYFS	To reduce the difference between PP and Non-PP pupils achieving GLD at the end of foundation stage. (2018/19 was 68% PP vs 86% Non-PP)	July 2023			

### Tier 1- Teaching priorities for current academic year

Measure	Activity
Priority 1 – Attainment in RW	Ensure all staff access CPD to raise their knowledge and understanding in reading and writing.
Priority 1- Attainment	Attainment Effectively deploy TAs across school to impact on pupil attainment
Priority 2-	To promote wider reading across the curriculum
Priority 3 – Phonics	Staff to access CPD provided by the trust to ensure high quality teaching. To provide more phonic reader text books for the children.
Priority 4 – Attendance	Principal and Learning Mentor to lead development of attendance processes and to liaise with Educational Welfare Officer.
Barriers to learning these priorities address	The impact and quality of the CPD. Sufficient phonic reading resources. Attendance and punctuality issues.
<b>Projected spend</b>	<b>£120,000</b>

### Tier 2- Targeted academic support for current academic year

Measure	Activity
Priority 1	Speech and language programmes to address speech and understanding early and develop vocabulary.
Priority 2	Purchase software licences and hardware to increase attainment. (Accelerated Reader, PurpleMash, TTRockstars).

Priority 3	Teachers and support staff to work with small targeted groups to ensure that all vulnerable groups make progress.
Priority 4	Learning Mentor to provide additional intervention for identified children and families with social and emotional difficulties (small group and 1:1)
Barriers to learning these priorities address	Low levels of speech and language on entry to EYFS. Accessibility of hardware. Ensuring staff use evidence-based whole-class teaching interventions Attendance of pupils. Develop all staff's knowledge and understand of pupil's specific needs.
<b>Projected spend</b>	<b>£59,500</b>

### Tier 3- Wider strategies for current academic year

Measure	Activity
Priority 1	Work with SLA Family learning to provide workshops and support for parents of disadvantaged children
Priority 2	Deploy the Educational Psychologist to work with disadvantaged SEN children to ensure we have the correct support in place
Priority 3	To enrich the curriculum experiences in EYFS, KS1 and KS2 to increase children's cultural capital.
Priority 4	Purchase milk for all children in EYFS and KS1
Priority 5	Purchase assessment tool mark and intervention shine
Priority 6	To purchase reading diaries for all children to promote the importance of reading at home
Priority 7	To subsidise breakfast club and snack
Priority 8	To give all KS2 pupils the opportunity to learn how to play a musical instrument. To provide all pupils with enrichment activities which are in addition to core subjects.
Priority 9	Provide after school sports clubs to increase children's physical activity
Priority 10	Purchase wider reading material
Barriers to learning these priorities address	Readiness to learn. Accessibility to access after school clubs. Individual home life circumstances.
<b>Projected spend</b>	<b>£7, 455</b>

## Monitoring and implementation

Area	Challenge	Mitigating action
<b>Teaching</b>	<p>Ensuring enough time is given over to allow for staff professional development</p> <p>Ensuring quality CP</p>	<p>Use of Courses selected from Local authority, trust EMC provider linked to the identified outcome.</p> <p>Use of INSET days and additional cover being provided by HLTA to attend training programmes.</p>
<b>Targeted support</b>	<p>Ensuring dedicated time for interventions across the school.</p>	<p>Timetables for staff members to ensure PP children receive appropriate intervention time</p>
<b>Wider strategies</b>	<p>Engaging the families to attend parent workshops and access school family support</p> <p>Children not engaging with wider reading</p>	<p>Staff members available on the yard at the beginning and end of the school to build relationships with families</p> <p>English lead to introduce reading initiatives.</p>