

## Pupil premium strategy statement

This statement details Knowsley Lane Primary 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	Knowsley Lane
Number of pupils in school	347 (inclusive of Nursery)
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2020/21 2021/22 2022/23
Date this statement was published	20 <sup>th</sup> December 2021
Date on which it will be reviewed	20 <sup>th</sup> July 2022
Statement authorised by	LAB
Pupil premium lead	Linda Lord
Governor / Trustee lead	Ned Solanki

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225,755.00
Recovery premium funding allocation this academic year	£23,653.00
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	£249,408.00

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of our school community and the subsequent challenges faced.

Covid has potentially reversed a decade of progress in closing the attainment gap. The evidence is clear that disadvantaged students have fallen further behind during the pandemic. And we know that these students will also face the biggest challenges in educational recovery. In this context, it is more important than ever to focus our efforts on what evidence tells us is most likely to be effective for pupils from lower socio-economic backgrounds. A decade of research into educational disadvantage has shown there are no 'silver bullets' but engaging with evidence offers schools a valuable tool for understanding which practices and programmes are most likely to deliver the greatest impact.

Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

At Knowsley Lane, we are mindful that a child on PPG may not be disadvantaged, and a disadvantaged child may not be experiencing poverty. We strive to know our children well, to make connections through our relationships and meet their needs. We will always prioritise disadvantage in everything we do and organise our whole school structures and budget to optimise educational equity.

## Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across the core subjects of Reading, Writing and Maths in Key Stage 1 and Key Stage 2 <i>Internal and external (where available) assessments indicate that maths and reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This is indicated in the baseline data for September 2022.</i>
2	Narrowing the attainment gap in Literacy and Mathematics in EYFS <i>Observations and baseline assessments indicates that our pupils have underdeveloped levels of vocabulary and oral language.</i>
3	Increasing the percentage of children passing Phonic Screening in Y1 and Y2 <i>Assessments and observations of pupils suggest disadvantaged pupils have greater difficulty with phonics than their peers. This negatively impacts their development as readers and writers.</i>
4	Attendance and punctuality <i>Attendance data over the last year indicates that attendance among disadvantaged pupils was 91.1% than for non-disadvantaged pupils which was 93.2%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</i>
5	Enrichment and enhancement opportunities <i>Our observations indicate that a large number of our disadvantaged children have limited experiences outside of their local community. This therefore limits their first-hand experiences, related vocabulary and enrichment opportunities.</i>

## 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
Narrowing the attainment gap across the core subjects of Reading, Writing and Maths in Key Stage 2	Achieve at or close to national attainment in combined Reading, Writing and Maths by the end of Key Stage 2.


Narrowing the attainment gap in Literacy and Mathematics in EYFS	Assessments and observations indicate significantly improved vocabulary, oral language and number sense. This is evident when triangulated with other sources of evidence: pupil voice and ongoing formative assessment.
Increasing the percentage of children passing Phonic Screening in Y1 and Y2	DFE validated Systematic Synthetic Phonics (SSP) scheme is embedded within school, resulting in the vast majority of pupils reading fluently at an age-appropriate level by the end of 2022/23.
Attendance and punctuality	Ensure attendance of disadvantaged pupils is above 95+%
Enrichment and enhancement opportunities	Sustained high levels of wellbeing demonstrated by: qualitative data from pupil voice and parent voice; observations; increase in participation of targeted pupils in wider curriculum activities.


## 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: £209,880.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Teaching assistants placed within each class to reduce ratio of class groups and deliver small group interventions in core subjects.</i></p> <p>£168,482.31</p>	<div style="text-align: center;">  <p>EEF Guidance Reports - Improvement</p> </div> <p>EEF</p> <p>Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks. TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed.</p> <p>Education Endowment Foundation</p>	<p>1, 2, 3 and 5</p>
<p><i>Additional teacher for cover purposes and delivery of Power Maths groups across our mixed aged classes in Key Stage 2</i></p> <p>£24,178.37</p>	<p>Education Endowment Foundation</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that</p>	<p>1, 2 and 3</p>

	<p>greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>																															
<p>Teacher professional development within the Trust systems:</p> <ul style="list-style-type: none"> <li>• RWInc</li> <li>• Schoot</li> <li>• Power Maths</li> <li>• Bug Club &amp; Phonics Bug</li> <li>• IPC/IEYC</li> <li>• Arbor</li> </ul> <p>£17,220.00</p>	<div data-bbox="598 421 646 474" style="text-align: center;">  </div> <p style="text-align: center;">EEF Guidance Reports - Effective Pr</p> <p>High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom.</p> <ol style="list-style-type: none"> <li>a. build knowledge</li> <li>b. motivate teachers</li> <li>c. develop teaching techniques</li> <li>d. embed practice</li> </ol> <table border="1" data-bbox="528 920 1056 1377" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f2f2f2;"> <th style="padding: 5px;">Building knowledge</th> <th style="padding: 5px;">Motivating teachers</th> <th style="padding: 5px;">Developing teaching techniques</th> <th style="padding: 5px;">Embedding practice</th> <th style="padding: 5px;">Likely outcome</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">✓</td> <td style="text-align: center; padding: 5px;">✓</td> <td style="text-align: center; padding: 5px;">✓</td> <td></td> <td style="padding: 5px; font-size: 0.8em;">If embedding practice is missing, a teacher may understand the content, be motivated to improve, and have the techniques to do so but—after a period of time—may revert to old habits.</td> </tr> <tr> <td style="text-align: center; padding: 5px;">✓</td> <td style="text-align: center; padding: 5px;">✓</td> <td></td> <td></td> <td style="padding: 5px; font-size: 0.8em;">When developing techniques and embedding practice are absent, this could lead to the 'knowing, doing gap'. Here, a teacher may be fully aware of what they need to do and be motivated to do it; unfortunately they do not know how to do so, nor do they have the tools to deliver.</td> </tr> <tr> <td style="text-align: center; padding: 5px;">✓</td> <td></td> <td></td> <td></td> <td style="padding: 5px; font-size: 0.8em;">Here teachers may have effectively built the knowledge but lack the motivation and skills to implement.</td> </tr> <tr> <td></td> <td style="text-align: center; padding: 5px;">✓</td> <td style="text-align: center; padding: 5px;">✓</td> <td style="text-align: center; padding: 5px;">✓</td> <td style="padding: 5px; font-size: 0.8em;">In this instance, while teacher motivation and implementation may be present, they may have misunderstood and misapplied the initial knowledge.</td> </tr> <tr> <td style="text-align: center; padding: 5px;">✓</td> <td style="text-align: center; padding: 5px;">✓</td> <td style="text-align: center; padding: 5px;">✓</td> <td style="text-align: center; padding: 5px;">✓</td> <td style="padding: 5px; font-size: 0.8em;">Where professional development features a mechanism from each group, it may be more likely to be effective.</td> </tr> </tbody> </table> <p style="margin-top: 20px;"><i>'One of the characteristics that distinguishes effective and less-effective schools, in addition to what they implement, is how they put those new approaches into practice.'</i></p> <p style="text-align: center; color: red; font-weight: bold; margin-top: 10px;">Putting Evidence to Work: A School's Guide to Implementation guidance report</p>	Building knowledge	Motivating teachers	Developing teaching techniques	Embedding practice	Likely outcome	✓	✓	✓		If embedding practice is missing, a teacher may understand the content, be motivated to improve, and have the techniques to do so but—after a period of time—may revert to old habits.	✓	✓			When developing techniques and embedding practice are absent, this could lead to the 'knowing, doing gap'. Here, a teacher may be fully aware of what they need to do and be motivated to do it; unfortunately they do not know how to do so, nor do they have the tools to deliver.	✓				Here teachers may have effectively built the knowledge but lack the motivation and skills to implement.		✓	✓	✓	In this instance, while teacher motivation and implementation may be present, they may have misunderstood and misapplied the initial knowledge.	✓	✓	✓	✓	Where professional development features a mechanism from each group, it may be more likely to be effective.	<p>1, 2, 3 and 5</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £24,300.00



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Engage with the National Tutoring Programme to provide one to one/small group tuition for pupils.</i></p>	 <p>EEF Guidance Report - Tutor Trust.pdf</p> <p>In general, teachers in participating schools were positive about the tuition provided and a large majority of the senior leaders we interviewed were keen to work with the Tutor Trust again. Tuition was perceived to be most effective when tutors possessed strong pedagogical skills and subject knowledge and were able to engage and interact successfully with pupils and target sessions appropriately. Other important points noted included: the value of involving English and mathematics teachers in planning sessions; the potential to use tutors as a familiar face across the transition from primary to secondary school. To increase the consistency of tutor quality more formal feedback from schools could be introduced.</p>	<p>1, 2, 3 and 4</p>
<p><i>Purchase SATS companion for Year 5 and Year 6 pupils to provide targeted support to pupils to impact on learning within the classroom.</i></p> <p>£912.00</p>	<p>SATS Companion helps schools provide greater depth and pupil intervention. It provides targeted activities and gap analysis. It raises SATS attainment and reduced teacher workload. It can also boost engagement and pupil confidence.</p>	<p>1</p>
<p><i>Employ a speech and language therapist to support identified pupils across the school.</i></p> <p>£2,673.60</p>	<p>Oral language 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   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1, 2</p>

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

Budgeted cost: £67,024.71

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>Learning Mentor to lead attendance strategy and to analyse attendance and contact low attenders and support families to raise attendance / punctuality.</i></p> <p><i>Learning Mentor to work alongside class teachers on social, emotional and behavioural needs of the pupils.</i></p> <p>£21,439.14</p> <p>CPOMs £950.00</p>	 <p>EEF Guidance Report - Attendance.pdf</p> <p>Evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p>While these reviews focused on specific areas of attendance and absence, this review aims to examine the evidence base to provide an overall picture of interventions that are being used to address attendance problems among school-aged children. This can include both overall absences as well as unauthorised absences. This review aims to be the basis for a report that provides an overview on the effectiveness of interventions on school attendance behaviours and the characteristics of these interventions. We produced a simple theory of change (figure 1) in order to inform our inclusion criteria and extract the key elements of attendance interventions relevant for our purposes. While improvements in attendance can have long-term impacts on attainment and social and behavioural outcomes, we will be focusing primarily on activities, outputs and short-term outcomes, with scope to examine longer-term outcomes if these are explicitly included in our studies of interest.</p>	<p>4 and 5</p>



<p><i>SENDCo to support children who are having difficulty accessing learning</i></p> <p><i>SENDCo to increase her dedicated SEND time to 2 days per week – employment of an additional teacher to form a class share</i></p> <p><i>£9,525.55</i></p>	<p> EEF Guidance Report - SEND in Mainstream</p> <p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p>	<p>1, 2, 3</p>
<p><i>Educational Psychologist to work in partnership with the school to identify need and recommend strategies to implement in the classrooms.</i></p> <p><i>£3,823.47</i></p>	<p>Tailor targeted approaches to meet the needs of individuals in your school Universal behaviour systems are unlikely to meet the needs of all your students. For pupils with more challenging behaviour, the approach should be tailored to individual needs. Teachers should be trained in specific strategies if supporting pupils with high behaviour needs.</p>	<p>1, 2, 3 and 5</p>
<p><i>Welfare Assistants to engage pupils in positive conversations, modelling play and social skills.</i></p> <p><i>£28,478.65</i></p>	<p> EEF Guidance Report - Social and Emotional</p> <p>With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life. However, many schools feel that there's little time for developing such skills, given the pressure to improve attainment. Although all schools are expected to deliver Personal, Social, and Health Education (PSHE), it has not been a statutory requirement in the primary phase and in practice is</p>	<p>5</p>

	<p>often squeezed out. Few teachers receive support on how they can develop social and emotional skills in their mainstream teaching. This is a missed opportunity because, when carefully implemented, social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance. It is especially important for children from disadvantaged backgrounds, and other vulnerable groups, who on average have weaker social and emotional skills than their peers.</p>	
<p><i>Breakfast Club and Under 7s Milk</i></p> <p>£2,387.90</p> <p><i>School Uniforms</i></p> <p>£420.00</p>	<p><b>Maslow's Hierarchy of Needs in Education</b></p> <p>Physiological needs are the first priority and must be satisfied first. These needs include nourishment, sleep, clothing, and shelter. Pupils must have these basic needs met in order to focus on anything else – otherwise, their actions will focus solely on meeting these physiological requirements. They are the top priority and are therefore the most important driving factor for human beings. If a pupil is hungry, they will ignore any other wants or wishes to focus on satisfying their hunger. If a student is hungry, they could exhibit distracting or rule-breaking behaviour because education is not their priority – hunger is. A student might fall asleep in class instead of working on their assignments because they lost sleep the previous night. In this example, the student would naturally prioritize sleep over education.</p>	<p>4 and 5</p>

**Total budgeted cost: £301,305.39**

## 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 have analysed the performance of disadvantaged pupils during the academic year 2021/2022, using Key Stage 1 and 2 performance data, phonics results, multiplication check results and the school's own attainment data.

Schools are not required to publish the 2022 results as the DfE is not publishing the data linked to performance measures. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only and DfE plans to publish KS2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at national and regional level. However, these comparisons are to be considered with caution given the caveats stated above.

Linked to contextual data, at least 95.6% of pupils live in the top 30% most deprived areas nationally. This is not reflected in the % of pupils in receipt of PPG due to the school expansion and many parents not being eligible for PPG whilst awaiting status within the UK. Therefore, the analysis needs to include all pupils. Data from tests and assessments suggest that approaches to boost outcomes for pupils need further time to embed in order to impact on attainment.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Attendance in 2021/2022 was 91.1% for disadvantaged pupils which was below the whole school attendance of 92.1%. This is a dip from pre pandemic levels. Attendance recording and reporting is managed well by the Learning Mentor. Clear systems and procedures are followed consistently resulting in all stakeholders being aware of attendance expectations.

