



At Knights Enham Junior School we provide...

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

'Together We Achieve'

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2023 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	Knights Enham Junior School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	55.9%
Academic year/years that our current pupil premium strategy plan	2023-2024
Date this statement was published	01/10/22
Date on which it will be reviewed	10/7/2024
Statement authorised by	Daniel Whitehouse
Pupil premium lead	Kate Cameron
Governor / Trustee lead	Jasper Falk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,875
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£23,000
Total budget for this academic year	£166,875



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Part A: Pupil premium strategy plan

Statement of intent

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Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve in line with their end of year expectations to make significant progress from their starting points. 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 or are young carers. The outcomes we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching supports children with regard to their learning needs with a focus on areas in which disadvantaged pupils require the most support. Provision maps are produced for interventions and support for SEND; appropriate differentiation alongside effective monitoring. 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. 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 raise expectations of what they can achieve



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Challenges

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

Challenge number	Detail of challenge
1	<p>To close identified gaps in learning for groups of pupils: to ensure disadvantaged children achieve in line with their end of year expectations to make significant progress from their starting points.</p> <p>Assessments, observations and discussions with pupils indicate that disadvantaged pupils have identified gaps in their learning.</p>
2	<p>Improve mathematical skills for all pupils</p> <p>Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
3	<p>Improving writing opportunities for all pupils</p> <p>Assessments, observations and discussions with pupils indicate that disadvantaged pupils have greater difficulties with word reading and comprehension.</p>
4	<p>Improve attendance and learning behaviours.</p> <p>Our attendance data over the previous year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Average attendance for PP is 92%, unauthorised absences are 0.96%</p>
5	<p>Emotional, social and behavioural support - Continue support for families and pupils who are vulnerable, anxious or have positive behavioural difficulties – emotional wellbeing.</p> <p>TALA has be introduced to support pupils wellbeing Forest School has be introduced to support positive learning behaviours. Teacher referrals for ELSA support have increased.</p>



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	4 of our disadvantaged children are Young Carers. Duke the dog to support wellbeing.
6	Enrichment To provide opportunities that enrich and develop children's wider experiences and promote resilience and increase self-belief. Discussions with pupils indicate that disadvantaged pupils have fewer opportunities to take part in enrichment activities which develop their wider experiences. For example some of our disadvantaged pupils have never seen the sea.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained improved attendance demonstrated by overall attendance rates increasing and the percentage of pupils who are persistently absent decreasing.
Improved mathematical attainment among disadvantaged pupils.	Maths assessments show that a greater percentage of disadvantaged pupils are working at ARE or have made significant progress from their starting point.
Improved writing attainment among disadvantaged pupils.	Writing assessments show that a greater percentage of disadvantaged pupils are working at ARE or have made significant progress from their starting point.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of well-being demonstrated by stakeholders.
Enrichment To provide opportunities that enrich and develop children's wider experiences and promote resilience and increase self-belief.	A significant increase in enrichment activities such as after school clubs, trips and residential, particularly among disadvantaged pupils.



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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

Budgeted cost: £ 36,868

Activity/ Intent	Evidence that supports this approach Implantation	Challenge number(s) addressed	Expenditure
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,3,	£600
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	The focus is developing a new approach to maths that support effective assessment for learning. <ul style="list-style-type: none"> • New planning and approach • New flipcharts used • Introducing 'I do, we do, you do' to support effective assessment for learning. • Using Insights to assessment children that are Below Age Related Expectations. • Introducing non-negotiables for SEN pupils 	1,2	£1500 – support from HIAS
Enhancement of our writing, teaching and curriculum planning in line with DfE and EEF guidance.	Developing phonics and spelling across the school. <ul style="list-style-type: none"> • Introducing baseline tests • Develop start training around Rapid Phonics and Rapid Reading. • Introduce a new spelling display • Introduce a new spelling programme. • Embed all school phonics and spelling session at the same time. • Cooperating spelling within the marking policy. 	1,3	£2000
Targeted support and first quality teaching in Year 3.	Year 3 pupils have been split across three class with a minimum of 3 adults in each. This helps with targeted support for specific needs and knowledge gaps for lower attainers and	1,2,3	MPS 1-4 Est: £31,737



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	stretching the higher attainers to reach Greater Depth outcomes.		
Staff meeting time allocated to creating targeted provision maps.	Provision maps are being completed by each class teacher to provide high impact class teaching; specifically targeting groups of Pupil Premium children within each class. Teachers will identify learning gaps with a focus on ensuring children move closer to or become secure within a specific domain in maths, reading or writing. The provision maps will be reviewed at each assessment data drop.	1,2,3	£200 PP course
Staff meeting time allocated to creating Individual Learning Plans	New ILPs will be designed to focus on the needs of individual pupils and strategies that are needed to support the children in the classroom.	1,2,3	n/a
ELSA, wellbeing support	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation <small>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</small>	4,5	

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

Budgeted cost: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Expenditure
New Therapy dog (Duke) Ducks/ chickens	-encourages attendance of poor or low attendees -provides calming and therapeutic time for children who have difficulty regulating their own behaviour and emotions -Provides opportunities for children who need regular movement breaks to go on short walks. This means children can come into the classroom 'ready to learn' which increases access to education. -increases morale and mood around the school in staff and children -gives children a 'listening ear' to talk about potential issues	4,5	£2,500



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	<p>that they would not talk to an adult about (an adult is always present to over hear and report where necessary)</p> <p>-acts as a rewards for children who need encouragement to complete work or make 'good choice' in their behaviour</p> <p>https://textbookteachers.co.uk/how-therapy-dogs-are-supporting-school-wellbeing/</p>		
Subsidised school trips for disadvantaged students.	<p>Participation in extra-curricular activities and school trips which include residential and after school clubs (offered first to PP children). Extended school activities raise both attendance levels and self-esteem for pupils engaging them in their learning. Provides enhanced opportunities for social experiences.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	6	£2,500
Opportunities for wider experiences.	<p>A variety of after school clubs are provided weekly by school staff which PP children are invited to attend.</p> <p>A brass instrument after school club taught by the Hampshire music team (Listen 2 Me) is going to be offered to Pupil Premium children in Year 4</p>	6	Personal Best £30,000
Opportunities for wider experiences e.g. tree planting	<p>All pupils have access to a wide range of extracurricular activities. Trips offer a rich experience beyond the classroom and increase first hand experiences providing engagement and motivation for learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	6	£1,000
Breakfast club	<p>A number of spaces at breakfast club at school might be offered to PP families to ensure that the children have breakfast and to try and raise attendance levels and aid punctuality.</p>	4	£10,000



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<p>Introduce Forest Schools sessions (Nurture based provision)</p>	<p>Forest School is a child-centred learning process, providing learner inspired, hands-on experiences in the natural environment. It's creative and can increase a child's confidence as they problem-solve and learn to manage risks.</p> <p>https://forestschoollassociation.org/what-is-forest-school/</p>	<p>5,6</p>	<p>None</p>
<p>Introduce TALA</p>	<p>TALA (Therapeutic Active Listening Assistant)</p> <p>TALA offers an emotionally safe and supportive space in which pupils can explore their feelings and experiences. They are heard by the practitioner on a deep level using active listening. Practitioners listen to a child's views, experiences and feelings without judgement in an atmosphere of respect and empathy based on a secure and trusting working relationship.</p>	<p>5,6</p>	<p>28,000</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>School attendance policy.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>	<p>£1000</p>

Total budgeted cost: £ 111,868