

Pupil premium strategy statement – Knights Enham Schools

This statement details Knights Enham Schools 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 the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|-----------------------|
| School name | Knights Enham Schools |
| Number of pupils in school | |
| Proportion (%) of pupil premium eligible pupils | |
| Academic year/years that our current pupil premium strategy plan covers | 2024-2025 |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | D Whitehouse |
| Pupil premium lead | S McBride |
| Governor / Trustee lead | Jasper Faulk |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £277.037 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £277.037 |

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive school, our intention is to provide an inspirational and inclusive environment which provides high quality teaching and learning and encompasses our values. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subjects.

Our aim is to ensure that our pupils are not disadvantaged as a result of their socioeconomic context.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to meet or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ To ensure all pupils are able to read with good understanding to enable them to access the breadth of the curriculum.
- ✓ For all our children to access a wide range of opportunities to develop their knowledge and understanding of the world and improve their cultural capital.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is good.
- Additional teaching and learning opportunities
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for educational visits and residentials.
- Support for families including school-based workshops and signposting to external training/services.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Attendance and Punctuality</p> <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 3% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> |
| 2 | <p>Parental engagement</p> <p>Parental engagement had decreased due Covid 19 and we are now re-engaging parents with school-life by providing opportunities to rebuild the positive relationships with our families. Engagement from our disadvantaged families is significantly less than engagement from other families.</p> |
| 3 | <p>Social, emotional and mental health</p> <p>Many of our children, particularly from disadvantaged backgrounds in KS2, continue to be affected by the fallout from Covid 19. Many of our children need support with understanding and expressing their emotions. We have many children who come from unstable environments.</p> |
| 4 | <p>Language/communication barriers</p> <p>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.</p> |
| 5 | <p>Lower progress</p> <p>School data shows that disadvantaged children are not making as expected progress as non-PP children.</p> |

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 |
|---|--|
| Attendance rates increased | Attendance of disadvantaged pupils is above 95% |
| Parents engage with school and support their child with their learning at home | Parents attend meetings and parents' evenings and work closely with the school to support their child. Parents are given more opportunities to engage with school and share in the children's learning. |
| Pupils are supported with their social, emotional and mental health needs. | Pupils are supported with emotional needs and well-being. Pupils are encouraged to look after their own social and emotional wellbeing and to show increasing resilience to their learning. Pupils learn new strategies to manage their mental health and recognize when to ask for support. |
| Language and communication is no longer a barrier to learning and children embrace reading. | Pupils are supported effectively in developing communication skills. There are effective tools in place which allow pupils to access the curriculum. All pupils leave Knights Enham as able to read. |
| High quality inclusive teaching supports the progress of pupils | Pupils progress scores in KS2 Reading, Writing and Maths are in line with the National Average |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £57,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Staff Training High quality teaching and learning</p> <p>Teacher Workshops designed to develop staff pedagogy and increase the effectiveness of teaching and learning across the school. Focus specifically on pace, high quality modelling and AfL.</p> <p>TA training to ensure high quality interactions with the children.</p> <p>Through progress meetings, and development of PP Venns in school, target children will be identified and supported more rigorously.</p> | <p>The EEF states “Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.”</p> <p>See Evidence Based Education’s “Great Teaching Toolkit” for the evidence review.</p> | 4,5 |
| <p>Coaching</p> <p>We have looked at the capacity of staff within the school and recognise that we need to support staff individually to develop their pedagogy. Staff will receive high-quality support, from an experienced external coach, to develop specific areas</p> | <p>The EEF states “A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools</p> | 4,5 |

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| <p>of their own practice. The goal is that these staff can then use their new knowledge to coach others.</p> | <p>should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach.”</p> | |
| <p>Development of the Reading Curriculum</p> <p>Continue to embed reading and fluency as a school priority through training and close assessment of those children working below ARE and ensure all these children receive adequate and targeted support to ensure accelerated progress.</p> | <p>The EEF states “Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.”</p> | <p>4,5</p> |
| <p>Splitting of Year 4 into 3 classes</p> <p>Due to a high % of Pp children in Year 4, the year group will be split 3 ways to ensure highest possible outcomes for this year group.</p> | <p>“International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.” (EEF)</p> | <p>3, 4, 5</p> |

| | | |
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| <p>Use of AI by teachers</p> <p>TeachMate AI subscription to support teachers with creating scaffold, wagolls, class resoruces, etc</p> | <p>“Artificial intelligence (AI) is here to stay – it’s already having a positive impact across society, including in the education sector.</p> <p>We believe it could be used to improve our education system, for example, early research suggests it could be used to free up teachers’ time and provide personalised support to pupils.” (Government)</p> | <p>5</p> |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £137,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Phonics Booster Groups</p> <p>Pupils make less than expected progress will benefit from additional phonics groups daily</p> | <p>The EEF states that “Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact.”</p> | <p>4</p> |
| <p>Additional Reading</p> <p>Pupils will have additional opportunities to read each week, where their reading skills will be developed.</p> | <p>The EEF states that “Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils’ access to the curriculum.”</p> | <p>4</p> |

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

Budgeted cost: 69,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Attendance</p> <p>Attendance Officer appointed to analyse attendance and contact low attenders.</p> | <p>The EEF states that “There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.”</p> <p>See “Working with parents to support children’s learning” from EEF.</p> | <p>1,2,3</p> |
| <p>Parent workshops and support sessions</p> <p>Phonics Workshops Writing Outcomes Maths Groups</p> | <p>The EEF states “Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.”</p> | <p>2</p> |
| <p>School Dog</p> <p>Access to and use of the school therapy dog alongside our school TALA – both organized groups and individual sessions as</p> | <p>The EEF states that “Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.”</p> | <p>1,3</p> |
| <p>TALA x 2</p> | <p>The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly.</p> | <p>1,3</p> |

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| <p>ELSA</p> <p>Provided by a trained school ELSA, six week programme, consisting of one weekly session of between 30mins – 1hr.</p> | <p>The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies.</p> | <p>1,3</p> |
| <p>Nurture Provision</p> <p>Development of Nurture and Hive in order to support some of our most vulnerable children, including recruitment of a new Inclusion Leader.</p> | <p>The EEF Toolkit has a strand on social and emotional learning and behaviour interventions.</p> | <p>3, 5</p> |
| <p>50 Things List</p> <p>To develop a list of 50 things we, as a school, want all our children to experience while they are at KES</p> | | <p>3, 4, 5</p> |
| <p>Finkley Farm Pass</p> <p>To give PP children the opportunity to experiences outside the classroom and support nurture provision</p> | | <p>3, 4, 5</p> |
| <p>Breakfast Club</p> <p>Provision offered to vulnerable families to ensure children start the day with a good breakfast and a positive start to their morning.</p> | | <p>2, 3</p> |

Total budgeted cost: 263,000