

# Pupil premium strategy statement: Long Knowle Primary School



## School overview

Detail	Data
School name	Long Knowle Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	47.1% check
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24
Date this statement was published	October 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mrs Bond
Pupil premium lead	Mr Webb
Governor / Trustee lead	Gavin Hawkins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,045
Recovery premium funding allocation this academic year	£0
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	£144,045

# Part A: Pupil premium strategy plan

## Statement of intent

At Long Knowle, we continually review the progress and attainment of all our pupils. Senior Leaders and class teachers regularly analyse how well our Pupil Premium pupils do compared to other children. Decisions are then made based on identified priority areas.

Confidence and self-esteem are key factors in raising attainment of our children and ensuring all pupils can access all teaching and learning. At Long Knowle we believe that a confident child and contented child achieves to their potential and meets Age Related Expectations. Additional adults, including our learning and Family Support Mentors also provide time and pastoral support to improve confidence, self-esteem, and coping strategies where necessary.

All pupils are entitled to the best curriculum and learning opportunities whatever their prior level of attainment, so we ensure that our children receive help when they find learning difficult but are also offered challenges in areas where they are strong. We also ensure that they have a range of resources and enrichment opportunities through visits to places of interest and participation in whole school events. Pupil Premium spending is reviewed in an ongoing way as each year progresses. Future priorities are identified by the school's self-evaluation processes and considering current educational research.

As advised by the EEF (Education Endowment Foundation) Guide to Supporting School Planning, our model will reflect the tiered model in their guidance which focuses upon **1)** high-quality teaching, **2)** targeted academic support and **3)** wider strategies. This tiered approach has been developed to support school leaders with the most effective strategies for supporting pupils following the COVID-19 closure of schools to most pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Providing quality first teaching is a proven way to best support children. We want to give our children as much exposure to quality first teaching as we can. We want to enable access to more quality first teaching in smaller groups for our identified children. This will give them a better ratio when working with a teacher.
2	Our assessment and observations indicate lower than average entry points for many disadvantaged children on entry into school. Additional intervention and support required to support these identified children academically. Also, additional intervention and support are needed to build social skills and emotional resilience and wellbeing.
3	Observations and discussions with pupils indicate poor receptive and expressive language skills and vocabulary, particularly for those disadvantaged children entering school and across key

	stage one. Evidence of a lack of exposure to high quality vocabulary across key stage two for disadvantaged pupils also negatively impacts children’s development as readers.
4	Overall attendance across school remains challenging and some persistent low attendance is evident. Attendance of some disadvantaged children is lower therefore gaps are not being closed. Our assessments and observations indicate that absenteeism is negatively impacting the progress of some our disadvantaged and vulnerable children.
5	Due to the needs of our families, some require additional support from our own child and family support officers prior to and in addition to identified support through external agencies.
6	Observations and discussions with children have identified limited life experiences, limited access to books, libraries, and technology to support wider learning. These children have not yet had opportunities to develop positive learning behaviours such as determination, resilience, and readiness to learn.

## Intended outcomes

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

Intended outcome	Success criteria
<ul style="list-style-type: none"> <li>• <b>Area 1</b></li> <li>• The outcomes of disadvantaged children will be improved against the outcomes of all other pupils.</li> <li>• Outcomes will be in line or above LA or National standards in both English and Maths</li> <li>• Disadvantaged pupils will make at least expected progress from their own individual starting points in all areas of the curriculum but with a focus on reading, writing and maths.</li> <li>• Children with additional SEND requirements will have access to additional support and resources, as well as access to outside agencies when required.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil progress meeting will identify disadvantaged children and track their progress within the year group and against LA and National outcomes where appropriate.</li> <li>• Full time TA support in Reception, Year 1 and Year 2 to enable rapid progress and focused intervention groups where and when required.</li> <li>• Additional support and teaching assistant support in Year 3 to support the individual needs of children and to enable the progress of other children.</li> <li>• In KS2 maintain targeted support by class teacher and use of teaching assistant support for focused intervention.</li> <li>• Additional teacher support in Years 3 and 6 to enable further focused group intervention to take place.</li> <li>• We have a qualified SEND leader (National Award for SEND) to support in the early identification of children with additional needs. The teacher will support class teachers with targets and interventions as well as providing links to external agencies such as SALT (speech and language).</li> <li>• Outside agency support from an Education Psychologist funded by the school via an SLA.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Area 2</b></li> <li>• The learning behaviours of pupils, particularly in key stage one will be improved.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional support in Reception and Year 1 to enable staff to model appropriate behaviour in the classroom. Our newly appointed position of EYFS/KS1 lead will oversee the transition from Early Years to Key Stage 1.</li> </ul>

<ul style="list-style-type: none"> <li>• There will be significantly less cases of misbehaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• With additional support, provide opportunities for structured social activities that encourage interaction and focus on sharing and emotional resilience.</li> <li>• Development of outdoor spaces to allow for further social activities to be structured to the needs to the children.</li> <li>• Development of a nurture room to enable staff to withdraw children from the main teaching areas. Targeted support for children with additional needs such as SEMH.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Area 3</b></li> <li>• The language deficit for all pupils as well as disadvantaged children will be decreased across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• EYFS continue to use NELI speech and language support to identify pupils. Additional staff across EYFS to enable groups to take place.</li> <li>• Using Twinkl phonics scheme to support the development of reading across EYFS and Key stage 1 and through to Key Stage 2 where appropriate.</li> <li>• For those children who struggle with reading, they will have school and home access to Lexia: a school-wide program to support the development of reading at all levels including EAL.</li> <li>• Identification of high-quality texts across all year groups and use of Literacy Shed Plus subscription. This service uses VIPERS</li> <li>• The use of VIPERS throughout school will ensure that all children are clear about the types of questions they can have to address reading. (VIPERS – Vocabulary, Inference Prediction, Explanation, Retrieval and Sequence or Summarise.)</li> <li>• The use of Vocabulary Ninja and the VIPERS ensures that children are being exposed to the range of rich vocabulary they need in order to be successful readers and able to make sense of the wider world.</li> <li>• Additional support from the LA to support the school in the use of high-quality vocabulary and high-quality reading text. Staff CPD ensures consistency of approach to the teaching and learning of reading and highlights the importance school places on the development of reading.</li> <li>• All pupils are exposed to key vocabulary throughout the curriculum as identified by subject leaders.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Area 4</b></li> <li>• Attendance will be at 96% or better and persistent absence will be reduced.</li> </ul>	<ul style="list-style-type: none"> <li>• Through open and honest dialogue between parents and parent support advisors – encourage parents to bring their children to school. Office and parent support staff to monitor and track attendance.</li> <li>• With cases of persistent low attendance, the school pays for additional days for our pastoral staff to be in school. Attendance is closely monitored and appropriate responses taken.</li> </ul>

	<ul style="list-style-type: none"> <li>Attendance policy checked to ensure it is more robust in identification of poor attendance, in term holidays and persistent lateness.</li> </ul>
<ul style="list-style-type: none"> <li><b>Area 5</b></li> <li>Parents in receipt of additional government support and whose children are in receipt of additional PP funding will be more engaged in school: attending parent meetings, supporting their children with education, and ensuring their children attend school.</li> <li>Children will be school ready and have positive learning behaviours within the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Two part-time Parent and Family Support Officers will continue to support the most vulnerable pupils to attend regularly and to access all areas of the curriculum more successfully.</li> <li>Where pupils and/or parents are experiencing mental health or health difficulties, there is clear communication and support for parents and a clear pathway to identify support from outside agencies.</li> <li>Parents feel supported and engage with Parent Support advisors as dialogue is open and honest.</li> <li>Use of CPOMS ensures that where required, appropriate support can be identified and implemented to support children and their families.</li> <li>High expectations are communicated and explained during parents' evenings, phone calls home, the school website and written communications.</li> <li>Provision of support via electronic platforms such as Marvellous Me for positive praise, Times Table Rockstars and Numbots, Lexia and Purple Mash Platform.</li> <li>Toast available for all children at break times.</li> </ul>
<ul style="list-style-type: none"> <li><b>Area 6</b></li> <li>Children will have access to a varied curriculum that take account of socio-economic difficulties.</li> <li>All children are exposed to a breadth of experiences that enable them to contextualise their learning.</li> <li>Pupils are fully engaged and immersed in the curriculum and have a joy of learning.</li> <li>Pupils are ready to learn: they are resilient and are able to reflect on their own learning; using aspect of growth mindset and metacognition to identify how they learn best.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers regularly review the curriculum to ensure depth and breadth as well as enjoyment. Regular monitoring of subjects given and classes covered by teachers in school funded from school.</li> <li>Teachers plan and deliver a range of lessons that incorporate aspects of outdoor learning and external visits where possible.</li> <li>All Year 6 children can visit Condoover Hall for a two night stay away from home. School heavily subsidises this visit to support families.</li> <li>Children have access to a wide variety of playground activities as well as experiencing a wide range of social, cultural, and sporting enrichment activities, both within and outside of school.</li> <li>Children have access to the school library to borrow and read books at home. New library being used across school.</li> <li>Provide the opportunity to experience a live theatre performance at least twice during their time at Long Knowle. Performance booked for December 2023.</li> </ul>

## 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.

### Challenge 1: Quality First Teaching and closing the attainment gap of PP children.

Budgeted cost: £97,716.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Power Maths, TTRS and NCETM resources to support acquisition of skills. Use of Mastery approach to deliver content. <i>(Power Maths = £1,800.00)</i>	The mastery approach is being used as part of the teaching of Power Maths. To support children who struggle, pre teaching or short intervention sessions take place as close as possible to the lesson, to ensure that pupils do not fall behind.  Education Endowment Foundation – Teaching and learning toolkit indicates low cost and +5 months average pupil gain.	1/3
Identified children to work with small group support to enable key skills to be taught and close the gap.	Education Endowment Foundation – Teaching and learning toolkit indicates small group tuition +4 months pupil gain.	1/3
Use of memory books to close gaps and recap learning. Low stakes quizzing and retrieval practice	Evidence to suggest that retrieval such as low stakes quizzing enables children to remember more and recall. <i>(Elements of Rosenshine’s Principles)</i>	1/3
Full time support in all classes from teaching assistants. Some classes have additional TA support and in Years 5 and 6 there is an additional teacher. <i>(Extra TA whole school = £35,056.91)</i> <i>(Extra teacher Y3 and Y6 = £50,000)</i>	Education Endowment Foundation – Teaching and learning toolkit indicates small group tuition +4 months pupil gain.	1/3
Additional support in both Reception and Year 3 classes to enable specific language interventions to take place <i>(Twinkl Phonics = £1,659.29)</i>	NELI Nuffield Early Language Intervention.  Designed to improve the spoken language ability of children in reception. (20-week programme). Delivered through small groups or 1:1 sessions by trained teaching assistants and teachers. Education Endowment Foundation – Teaching and learning toolkit indicates small group tuition +3 months pupil gain.	1/2/3

<p>Identified children using Lexia to supplement reading and understanding. <i>(Lexia = £700)</i></p> <p>Identified children to be targeted for Herts for Learning intervention to develop fluency. (Years 3)</p> <p>Access to high quality vocabulary through high quality text and activities through Vocabulary ninja and new library. <i>(Library = £8,500.00)</i></p> <p>Use of DEAR (Drop everything and read) to expose children to high quality texts and promote love of reading.</p> <p>Targeting children for fluency and building up their reading stamina</p>	<p>The EEF guidance “Improving Literacy in Key stage 2” cites in their document that developing pupils’ language by reading aloud and discussing text is key, as well as using structured questioning to develop reading comprehension. They also indicate the importance of modelling the inference process as well as developing guided oral reading through teacher modelling and pupils reading the same text back again out loud.</p> <p>Education Endowment Foundation – Teaching and learning toolkit indicates reading comprehension strategies equal +6 months pupil gain.</p> <p>At Long Knowle these above strategies are supported through the development of use of VIPERS, Herts for Learning and DEAR, as well as the use of Vocabulary Ninja resources</p>	<p>Area 1/2/3/6</p>
<p>Children being school ready and having a positive mindset towards learning.</p>	<p>Education Endowment Foundation – Teaching and learning toolkit indicates metacognition and self-regulation +6 months pupil gain. Staff to talk to children and be explicit about growth mindset principles as well as thinking about how best children learn.</p>	<p>1/5/6</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted small group support within years 3/6 with additional part time teachers for each year group.</p>	<p>Education Endowment Foundation – Teaching and learning toolkit indicates small group tuition +4 months pupil gain.</p>	<p>1/3</p>
<p>Children with additional SEND needs to have focused 1:1 or small group support to close gaps and work towards agreed targets.</p>	<p>Education Endowment Foundation – Teaching and learning toolkit indicates small group tuition +4 months pupil gain.</p>	<p>1/2/3</p>

<p>SALT children identified and supported through early intervention with support from identified support staff.</p> <p>Additional support in early years and into Key stage 1 to support language development.</p> <p><i>(SENDCo cost = £24,000.00)</i></p>	<p>NELI Nuffield Early Language Intervention. +3 months gain.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £ 22,328.80**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of the outdoor areas for Reception/Nursery and Year 1 to allow for social interaction and small group work. Training for staff to deliver outdoor provision. Wild Tribe training and development of Wild Tribe area.</p>	<p>Education Endowment Foundation – Early Years Toolkit indicates outdoor learning to have a potential +3 months pupil gain.</p> <p>It supports self-regulation and the development of social, emotional skills.</p>	<p>2/6</p>
<p>Use of Lego therapy and drawing and talking for small intervention groups and 1:1 intervention. Cool kids groups delivered by learning support to target groups.</p> <p><i>(CPOMS = £328.80)</i></p> <p><i>(Family Support Staff = £15,000)</i></p>	<p>Education Endowment Foundation – Early Years Toolkit indicates play based learning to have a potential +6 months pupil gain.</p> <p>When supported by an adult it can support the language development of early years children.</p>	<p>2/6</p>
<p>Attendance monitoring for PP pupils across school.</p> <p><i>(Family Support Staff = £5,000)</i></p>	<p>Open dialogue and daily phone calls from Parent and family support ensures that attendance is monitored throughout the year. It has proved effective in tackling persistent absence.</p>	<p>4/5</p>
<p>Parental engagement</p>	<p>Education Endowment Foundation – Teaching and learning toolkit –indicates parental engagement +4 months pupil gain.</p>	<p>4/5</p>
<p>Financial support for families to engage in wider activities</p> <p><i>(Trips = £2,000.00)</i></p>	<p>All trips are subsidised by school to enable all children to attend and experience wider activities that help contribute to learning and wellbeing.</p>	<p>6</p>

**Total budgeted cost: £ 144,045**



## 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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2023 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 a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Desired outcomes	Impact
<p>Children with PP funding made progress from their starting points.</p> <p>Children with PP funding made progress in comparison with other children within year groups.</p>	<p>Data showed that, from Y1-Y6 in Reading, 61% PP reached EXP+ compared to 71% non PP The gap between PP and non PP is 10%.</p> <p>Data showed that, from Y1-Y6 in Writing, 58% PP reached EXP+ compared to 66% non PP The gap between PP and non PP is 8%. This has reduced.</p> <p>Data showed that, from Y1-Y6 in Maths, 63% PP reached EXP+ compared to 81% non PP The gap between PP and non PP is 18%.</p> <p><b><u>Year 6</u></b></p> <p>The KS2 SATs data. Headlines are:</p> <ul style="list-style-type: none"> <li>• Maths – National is 73% (LKPS is 73% PP = 70% compared to 85% non PP)</li> <li>• Reading – National is 73% (LKPS is 77% PP = 78% compared to 72% non PP)</li> <li>• Writing – National is 71% (LKPS is 70% PP = 70% compared to 71% non PP)</li> <li>• Combined – National is 59% (LKPS is 63% PP = 65% compared to 57% non PP)</li> <li>• GPS – National is 72% (LKPS is 64% PP = 65% compared to 58% non PP)</li> </ul>

## Year 2

Data is behind National and LA however the GAP has slightly reduced. Context for the class: (66% Boys. 45% Minority Ethnic Background. 20% EAL. 15% joined after Reception. 23% SEND. 48% FSM. 14 Summer Born).



## Commentary Year 1 phonics

81% of all children passed phonic screening (pass mark 32/40)

Non PP performed significantly better than PP children 89% >81%

This group of children need to be supported as they move into Year 2

## Reception Baseline

	EXS+	BASELINE SEPT
C&L		
PSE		
Reading	76%	
Maths	72%	
Writing	62%	
<b>Combined GLD</b>	<b>66% 22/29 pupils</b>	<b>0</b>

Non-PP children performed better than PP children by 15%

	<p><b><u>Year 3, 4 and 5</u></b></p> <p>Year 3 Reading 64% PP children on track compared to 67% non PP</p> <p>Year 3 Maths 86% PP children on track compared to 66% non PP</p> <p>Year 4 Reading 64% PP children on track compared to 82% non PP</p> <p>Year 4 Maths 64% PP children on track compared to 88% non PP</p> <p>Year 5 Reading 74% PP children on track compared to 86% non PP</p> <p>Year 5 Maths 73% PP children on track compared to 93% non PP</p>
Improving children’s readiness to learn and closing gaps in learning.	<ul style="list-style-type: none"> <li>• The use of continuous provision has supported children in remembering key facts and recalling information. As we move into the new year, this is continuing, particularly for Maths.</li> <li>• Our outcomes for Maths for end of key stage tests were above both LA and National expectations for both key stage one and two.</li> <li>• Staff have continued to embed continuous provision in Maths and English to embed key facts and aid retention in both subjects.</li> </ul>
Developing the Mastery approach in Maths	<ul style="list-style-type: none"> <li>• The use of Power Maths ensured that children accessed the mastery approach in Maths lessons. Staff combined their knowledge of gaps and the knowledge of the scheme to ensure that children addressed key gaps in learning. Some of these still require filling as we move forward into the new academic year.</li> <li>• The scheme has been revamped by Pearson and steps have been made smaller across key year groups.</li> <li>• Staff are using Times Table Rockstars to embed tables skills.</li> </ul>
Development of language and reading skills across the school.	<ul style="list-style-type: none"> <li>• NELI has been used as a consistent intervention across the reception class. This has enabled our children to make progress against the seven areas. At the start of the year 0% of children were on track to achieve all outcomes. That rose to 53% by the end of the year. This is still below the National data of 65% by some 12%. The tracking of this group of pupils into Year 1 is important and a move towards a new Phonics scheme will further embed phonics knowledge and reading.</li> <li>• Vocabulary Ninja and use of VIPERS to support reading retrieval and inference has been well embedded. Children are more able to use high order reading skills to answer more challenging questions. Outcomes in reading were higher than the LA average across all year groups – including PP children.</li> <li>• Lexia continues to be embedded for those children who are behind with fluency and understanding.</li> <li>• Herts For Learning intervention strategy was impacted by continued staff absence.</li> </ul>
Provision for PP children with additional SEND.	<ul style="list-style-type: none"> <li>• These children have accessed continued support via the EP and SEND leader in school. Targeted support in class and bespoke individual support ensured that children made progress against identified targets.</li> <li>• Purchased provision mapping tool to track interventions and their impact across the school.</li> </ul>
Attendance of pupil premium children. Support for families of pupil premium children.	<ul style="list-style-type: none"> <li>• Whole school attendance across the school year was 95-96%. PP absence was 93-94%. This remains a challenge across the school. Moving into the new academic year – the attendance policy will be made more robust.</li> </ul>

	<ul style="list-style-type: none"> <li>• Parent support advisors remained in contact with families. Regular attendance letters have been sent out across the year. Attendance remains a focus for the new academic year.</li> <li>• CPOMs has been utilised throughout the year to ensure that tracking of children is maintained by pastoral staff.</li> </ul>
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. Staff are using elements of Rosenshine's Principles to develop their own teaching and learning in the classroom. Use of coaching is developing this across school.
- We are continuing to develop our extra-curricular offer using a range of high-activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. Some are completed across lunch times to enable more children to access.

### **Planning, implementation, and evaluation**

We have triangulated evidence from multiple sources of data including assessments, engagement looking at books and talking to staff and pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.