

# Pupil premium strategy statement: Long Knowle Primary School



## School overview

Detail	Data
School name	Long Knowle Primary School
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	51.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Ms Elliot
Pupil premium lead	Mrs Bond
Governor / Trustee lead	Gavin Hawkins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,880
Recovery premium funding allocation this academic year	£15080
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	£154,960

# 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 for all, with a focus on areas in which disadvantaged pupils require most support. 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. A larger percentage of children in receipt of pupil premium funding are also identified as having special educational needs, who require external support from outside agencies.
2	Our assessment and observations indicate lower than average entry points for many disadvantaged children on entry into school. This is in addition to the impact of COVID on the education of those disadvantaged children across our key stage one setting. 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, who have had disrupted time in school because of COVID. Evidence of a lack of exposure to high quality vocabulary across key stage two 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 current 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 in Year 1 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 5 and 6 to enable further focused group intervention to take place.</li> <li>• We have a highly qualified SEND leader (National Award for SEN Coordination) 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). The SEND lead is also a member of SLT.</li> </ul>

	<ul style="list-style-type: none"> <li>Continued investment in a second member of staff to complete the SEND qualification (National Award for SEN Coordination) to support current leader and build capacity within the organisation. School contributes towards the cost of this qualification.</li> <li>Outside agency support from an Education Psychologist and Assistant Education Psychologist, employed directly by the school for half a day equivalent per week.</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> <li>There will be significantly less cases of misbehaviour.</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.</li> <li>With additional support provide opportunities for structured social activities that encourage interaction and focus on sharing and emotional resilience.</li> <li>Use of outdoor spaces to allow for further social activities to be structured to the needs to the children.</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>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>Use of reading fluency materials and strategies based on Herts for Learning Reading fluency project</li> <li>Targeted intervention of children with poor fluency and reading comprehension skills. Two members of staff attended training at a local school in order to specifically support the key year groups of two and six in reading development.</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</li> </ul>

	<p>be successful readers and able to make sense of the wider world.</p> <ul style="list-style-type: none"> <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 the support of an EWO (Education Welfare Officer)</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>• Identified families will be directed towards weekly 'Parents Together' sessions with parent support staff.</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 in order 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> </ul>

	<ul style="list-style-type: none"> <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.</li> <li>• Teachers plan and deliver a range of lessons that incorporate aspects of outdoor learning and external visits where possible.</li> <li>• All children can visit Condover Hall for a two night stay away from home.</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.</li> <li>• Provide the opportunity to experience a live theatre performance at least twice during their time at Long Knowle.</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: £107,805

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Power Maths and NCETM resources to support acquisition of skills. Use of Mastery approach to deliver content.	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 after the lesson as possible 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 continuous provision 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. (Elements of Rosenshine’s Principles)	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.	Education Endowment Foundation – Teaching and learning toolkit indicates small group tuition +4 months pupil gain.	1/3
Additional support in both reception and year 1 classes to enable specific language interventions to take place	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
Identified children using Lexia to supplement reading and understanding.	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.	Area 1/2/3/6

<p>Identified children to be targeted for Herts for Learning intervention to develop fluency. (Years 2 and 6)</p> <p>Access to high quality vocabulary through high quality text and activities through Vocabulary ninja.</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>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>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. We wanted to start this last academic year, but COVID prevented this. We want to begin looking into this from December 2021. 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: £ 14,054

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted small group support within years 5/6 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>



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

Budgeted cost: £ 32,829

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of the outdoor areas for year reception and year 1 to allow for social interaction and small group work	Education Endowment Foundation – Early Years Toolkit indicates outdoor learning to have a potential +3 months pupil gain. It supports self-regulation and the development of social, emotional skills.	2/6
Use of Lego therapy for small intervention groups and cool kids to support	Education Endowment Foundation – Early Years Toolkit indicates play based learning to have a potential +6 months pupil gain. When supported by an adult it can support the language development of early years children.	2/6
Attendance monitoring for PP pupils across school.	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.	4/5
Parental engagement	Education Endowment Foundation – Teaching and learning toolkit –indicates parental engagement +4 months pupil gain.	4/5
Financial support for families to engage in wider activities	All trips are subsidised by school to enable all children to attend and experience wider activities that help contribute to learning and wellbeing.	6

Total budgeted cost: £ 154,688

## 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 2020 to 2021 academic year.

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>Local authority data indicated that our disadvantaged children were on average 3.5% behind all other children in Maths across the school. In Reading our disadvantaged children were on average 5% behind all other children.</p> <p>There are some targeted disadvantaged groups identified at the end of the academic year 2021:</p> <ul style="list-style-type: none"> <li>• Years 2/3/4 boys PP are significantly behind PP girls in reading.</li> <li>• Year 3 PP girls are also significantly behind all other children.</li> <li>• PP girls in years 1 and 2 are significantly behind PP boys in Maths</li> <li>• PP boys are significantly behind PP girls in years 4 and 5</li> </ul>
<p>Improving children's readiness to learn and closing gaps in learning.</p>	<ul style="list-style-type: none"> <li>• The embedding of using ABC (agree, build and challenge) has been successful across school. We are continuing to use this as a strategy moving forward in all classrooms to encourage high quality vocabulary.</li> <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>• Staff are regularly using retrieval practice and quizzing to commit learning to the children's long-term memory.</li> <li>• Use of growth mindset principles and metacognition will be embedded from 2021/2022.</li> <li>• Access to digital devices supported disadvantaged children during the lock downs of 2020 and 2021. 80% of all children were accessing Teams on a regular basis. A larger proportion of our PP children did not regular access learning, despite regular contact by school.</li> </ul>
<p>Developing the Mastery approach in Maths</p>	<ul style="list-style-type: none"> <li>• The use of Power Maths as a scheme was affected by COVID, but staff used the NCETM resources and materials to plan and deliver key concepts and skills for the remainder of the year. We are moving back towards the mastery approach of Power Maths in 2021.</li> </ul>
<p>Development of language and reading skills across the school.</p>	<ul style="list-style-type: none"> <li>• The impact of NELI affected by COVID. Children monitored into year one.</li> <li>• Children continued to use Lexia, whether they were at home or in school due to COVID.</li> </ul>

	<ul style="list-style-type: none"> <li>• Vocabulary Ninja and Literacy Shed was being used across school to support with vocabulary. This will continue.</li> <li>• Reading fluency tracking was impacted by COVID.</li> <li>• Herts For Learning intervention strategy impacted by COVID. To begin again in 2021 after initial assessments.</li> </ul>
<p>Provision for PP children with additional SEND.</p>	<ul style="list-style-type: none"> <li>• Children had limited access to outside agencies during COVID. Some assessments took place with the Educational Psychologist. Children have been prioritised for 2021. Additional hours are being sought.</li> </ul>
<p>Attendance of pupil premium children. Support for families of pupil premium children.</p>	<ul style="list-style-type: none"> <li>• Whole school attendance across the school year was 95-96%. PP absence was 93-94%. We have had some persistence absence pupils leave the school this summer.</li> <li>• Parent support advisors and EWO were in constant contact with families regarding absence. This was affected by COVID, but open dialogue was maintained with families throughout.</li> <li>• Parental engagement has been limited throughout the pandemic, but school has prioritised families and children in receipt of PP. The use of CPoms and parent support staff have maintained checks on children and families and those families have been directed towards other supported as and when they were available.</li> <li>• 80%+ of parents engaged with telephone conversations throughout COVID and were pleased to discuss pupils' progress. The use of Marvellous Me and Teachers to Parents, as well as a move towards email and use of the school website has meant that school has maintained more regular and direct contact with many families, including our most vulnerable.</li> <li>• Those disadvantaged children with identified funding had access to laptops and dongles for online learning. Trips and visits were not able to take place, but we are hoping to return to these in September 2021.</li> </ul>

## 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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*