

# Pupil premium strategy statement

This statement details our 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	St Katharine's Knockolt CEPS
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	6.3%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 to 2024-2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah-Jane Tormey Headteacher
Pupil premium lead	Nikki Bridel Assistant Head & SENCO
Governor / Trustee lead	Doreen Jones, Lead for Disadvantaged Pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15, 795 based on 14 children including 2 Post LAC)
Recovery premium funding allocation this academic year	£1, 015
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	£16,810

# Part A: Pupil premium strategy plan

## Statement of intent

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure 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.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals or who are adopted 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 pupil premium will be in receipt of interventions at one time.
- Much of our targeted pupil premium funding will be aimed at accelerating progress, moving children to at least age-related expectations. Initially this will be in English and Maths.
- Pupil premium resources may also be used to target able children on FSM or who are adopted, to achieve 'Working at greater depth within the Expected Standard' at the end of KS1 or KS2

## Challenges

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

Challenge number	Detail of challenge
1	Academic impact of lockdown during COVID on progress. Some PP pupils are not making good progress
2	Academic impact of lockdown during COVID on attainment. Some PP pupils without SEN/D are not working at age-related expectations
3	Emotional impact of lockdown during COVID. Some PP pupils do not have the resilience to self-manage emotions.

4	Some PP pupils have experienced adverse childhood experiences which result in difficulties in being ready to learn.
5	Some PP pupils do not have good levels of attendance.
6	Some PP children do not access a broad range of culture and experiences and have reduced access to resources for learning.

## 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
<b>Cognition &amp; Learning</b>	
PP pupils have access to high-quality evidence-based interventions, alongside strong quality first teaching	PP pupils will make strong measurable progress in their interventions, closing the gap between themselves and their peers
PP pupils will make at least expected progress in reading, writing and maths	PP pupils will make expected progress in reading, writing and maths.
PP pupils without SEN/D will reach at least age-related expectations in reading, writing and maths	PP pupils without SEN/D will reach at least age-related expectations in reading, writing and maths in line with their peers.
PP pupils with SEN/D will make small step progress in reading, writing and maths in line with their agreed outcomes.	PP pupils with SEN/D make small-step progress in reading, writing and maths.
<b>Well-being</b>	
PP pupils will have the resilience to self-manage emotions	PP pupils with emotional needs will have access to: <ul style="list-style-type: none"> <li>• Boxall Profile</li> <li>• Internal wellbeing support through our two Emotional Literacy Support Assistants (ELSAs)</li> </ul> They will be able to independently implement strategies taught within those sessions to ensure reduced anxiety, higher levels of wellbeing, attendance, and punctuality.

<p>Staff to increase their understanding of the impact of adverse childhood experiences (ACEs) and how to support adopted, fostered and troubled pupils to settle and learn through attachment awareness and trauma informed practices.</p>	<p>Two staff members will be trained as Attachment Leads and will identify and assess the need for alternative, additional support in school.</p> <p>Attachment Leads will set up integrative support plans for individual pupils over 2-3 years.</p> <p>Staff will be using attachment aware and trauma informed practises.</p> <p>PP pupils will engage more successfully with learning..</p>
<p><b>Attendance</b></p>	
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantage pupils</p>	<p>Attendance for PP children will be more in line with other pupils– gap is closing.</p>
<p><b>Access to Resources and Experiences</b></p>	
<p>Pupils will be exposed to a wide range of social/cultural and sporting experiences Funding will be made available to those requiring financial support and school computers loaned to families where required.</p>	<p>COVID permitting - All pupils will participate in residential visits and school trips if desired.</p>

## 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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics   Toolkit Strand   Education Endowment Foundation   EEF	1, 2
Improve standards of writing by focusing on increasing children's autonomy and awareness of how they learn - their metacognition. Implement and embed "The Write Stuff" approach across the school.	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. Metacognition and Self-regulated Learning   EEF ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1, 2

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as	1, 2

delivered in collaboration with our local English hub.	regular sessions over a period up to 12 weeks: Phonics   Toolkit Strand   Education Endowment Foundation   EEF	
Booster groups & personalised intervention	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Teachers also report the benefits in terms of workload and reduced stress from working with teaching assistants.</p> <p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/special-educational-needs-mainstream-schools">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support	Social and emotional learning - Improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. Teaching and Learning Toolkit (educationendowmentfoundation.org.uk)	3, 4, 5
Lunchtime support	Social and emotional learning- additional lunchtime TA support on playground to enable effective play and behaviour support. Teaching and	3, 4, 5

	Learning Toolkit (educationendowmentfoundation.org.uk)	
2 staff to become Attachment Leads who will identify and assess the need for alternative, additional support in school. Attachment Leads will set up integrative support plans for individual pupils over 2-3 years. Staff will have an increased awareness of: the effect of ACEs on children, of behaviour as communication and effective means to support children to settle to learn.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions   EEF (educationendowmentfoundation.org.uk)	3, 4, 5
Enrichment/ Cultural capital	Achievement and enrichment for all-possible music, sports lessons additional to core school provision. Closing the gap with the new primary national curriculum Final report V2 (publishing.service.gov.uk) Learning is contextualised in concrete experiences and language-rich environments. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Pupil surveys reflect greater enjoyment and engagement in school. Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.	3, 6
Financial Hardship	Rowntree Foundation- Uniform purchases, support in payments for educational visits and wider curriculum activities. The impact of poverty on young children's experience of school (basw.co.uk)	3, 6

**Total budgeted cost: £22, 000**

## 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.

#### Headlines:

- 14 Pupil Premium children (1 of whom receiving SEN Support & 3 with EHCPs)
- PP Attendance 93%
- Covid from March 2020 – Feb 2021 led to National tests being cancelled in July 2020 – there is therefore no national attainment data
- 77% of all PP pupils made at least expected progress in Reading
- 77% of all PP pupils made at least expected progress in Writing
- 85% of all PP pupils made at least expected progress on Maths
- 8% made accelerated progress in Writing.
- 70% of non-SEN PP pupils achieved age-related expectations in Reading
- 70% of non-SEN PP pupils achieved age-related expectations in Writing
- 70% of non-SEN PP pupils achieved age-related expectations in Maths
- All PP pupils with EHCPs made good progress towards their EHCP outcomes.

#### Provision Last Year:

- KS2 TAs trained in Dynamo Maths intervention.
- Targeted intervention either 1:1 or small group run by experienced HLTAs to close gaps in learning.
- Two teaching assistants with Emotional Literacy Support Assistant qualification continued to receive ongoing supervision from an Educational Psychologist.
- ELSAs delivered 1:1 and small group support for those pupils identified as requiring additional support for emotional well-being or social skills.
- Nurture group available at lunchtimes to ensure a 'safe place' for vulnerable children to eat and play in a relaxed and supported environment.
- Fegans counselling support for 9 vulnerable pupils.
- All vulnerable children were offered a place in school during lockdown. Regular contact was made with anyone considered vulnerable.
- Leading up to lockdown pupils were fully engaging in a wide range of trips and experiences
- FSM children engaged in cultural activities (FSM children have the option of reduced contributions to trips)
- Home-school link co-ordinator to continue to work with families with lower attendance rates, well-being needs and families with that need support to engage during partial closure.

## Externally provided programmes

Programme	Provider
Counselling	Fegans

## 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)**

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