



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	Knights Enham Junior School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	01/11/2021
Date on which it will be reviewed	14/02/2022
Statement authorised by	Daniel Whitehouse
Pupil premium lead	Kate Cameron
Governor / Trustee lead	Louise Maratos

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,775.00



Part A: Pupil premium strategy plan

Statement of intent

At Knights Enham Junior School we provide...

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

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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



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 further exacerbated by Covid-19 and the impact of lockdowns and home 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. On average 38% of disadvantaged pupils are working below ARE in maths compared with 28% of non-disadvantaged pupils.</p>
3	<p>Improving reading opportunities to further improve competence in the dimensions of word reading and comprehension.</p> <p>Assessments, observations and discussions with pupils indicate that disadvantaged pupils have greater difficulties with word reading and comprehension. On average 37% of disadvantaged pupils are working below ARE in reading compared with 22% of non-disadvantaged pupils.</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 93%, 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>Teacher referrals for ELSA support have increased. 7 of our disadvantaged children are Young carers.</p>
6	<p>Enrichment To provide opportunities that enrich and develop children's wider experiences and promote resilience and increase self-belief.</p> <p>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.</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.



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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 reading attainment among disadvantaged pupils.	Reading 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 teacher and ELSA observations, pupil and parent views.
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.

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: £127,775.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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,



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<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>1,2</p>
<p>Enhance first quality teaching through precise AFL and high quality feedback.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>Providing feedback is well-evidenced and has a high impact on learning outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1,2,3</p>

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,5</p>



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ELSA, wellbeing support	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	4,5
Cover of supply teacher costs to allow teachers to work with groups of PP children to provide targeted support and first quality teaching.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups. Class teachers will be the best placed to provide focussed teaching to small groups in order to address attainment gaps in maths and English.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2,3
Purchase of a reading scheme to support the teaching of phonics and reading.	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapy dog	<ul style="list-style-type: none"> -encourages attendance of poor or low attendees -facilitates reading opportunities for reluctant readers -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 	4,5



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	<p>-gives children a 'listening ear' to talk about potential issues 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 residential for disadvantaged students.	<p>Participation in extra-curricular activities and school trips which include residential and after school clubs (subsidised for PP pupils). 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
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
<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>	4

Total budgeted cost: £ [insert sum of 3 amounts stated above]




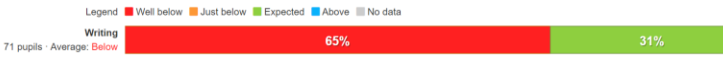
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Areas of focus	Outcomes
Improve outcomes in KS2 maths	<div style="text-align: center;"> <small>Legend Well below Just below Expected Above No data</small>  <p>71 pupils - Average: Below</p> </div> <p>41% achieved ARE in maths. This was 2% increase from the previous year.</p>
CPA approach in place for maths	<p>Each class have invested in new maths displays. Teachers are able to model different CPA approaches to support learning in lessons. Classrooms have maths stations for the children to access resources.</p> <p>Recent book moderations have shown in increase in CPA approach. These approaches are identified at the beginning of each unit, then plan into weekly sessions.</p>
Increase the % of GDS in writing	<div style="text-align: center;"> <small>Legend Well below Just below Expected Above No data</small>  <p>71 pupils - Average: Below</p> </div> <p>4% of pupils achieved GDS. This is 4% more than the previous year.</p>
Improvement in Spelling	New KEJS spelling overview developed across school, linked with No Nonsense spelling scheme.



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	Making policy developed. Identifying corrections in spelling is a key focus. Children are responding to these corrections.	
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