

At Knights Enham Junior School we provide...

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

'Together We Achieve'



Knights Enham Junior School – Pupil Premium Strategy Statement

2020 – 2021

Pupil Premium Funding

Pupil Premium Funding The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals. The Department of Education will allocate the following amounts for 2019/20:

- £1,320 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,300 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,300 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment. Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £300 for each eligible pupil.

Pupil Premium Strategic Principles

Our building blocks for tackling educational disadvantage:

Whole-school ethos of attainment for all

- There is a culture of high expectations for all.
- There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.
- Disadvantaged pupils and their families are held in high regard
- Leaders, teachers and other adults understand their role within the school's strategy

Addressing behaviour and attendance

- A strong emphasis is placed on developing positive behaviours for learning.
- The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
- Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

- Persistent absence is rigorously challenged.

High quality teaching for all

- The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.
- Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.
- Professional development is focused on securing strong subject knowledge, questioning, feedback, and self-regulation.
- Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

- There is a strong understanding of the barriers to learning and how these barriers present in school.
- Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well -being support and interventions that enable them to succeed in their learning across a wide range of subjects.
- Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
- Transition processes for disadvantaged pupils are carefully planned and implemented

Data-driven

- The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.
- Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

- Leaders and a governor, review the effectiveness of strategies based on internal analysis, research and best practice.
- Self-evaluation is rigorous and honest.
- Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

- Staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
- Resources are targeted at pupils at risk of underachievement in terms of low and high attainment

Pupil Premium Strategy

Group Team member	Role
Pupil Premium Champion	Monitoring of PP children including targeted children. Liaison with teachers/ holding to account. Data and finance allocation of PP funding. Monitoring of process and procedures.
Natalie White (Deputy Head/ SENCO)	SEND disadvantaged children/ joint monitoring and progress data analysis
Vickie Goodier (Business Manager)	Data and finance allocation of PP funding.
Louise Maratos (Governor)	Reviewing impact of funding

Cohort 2020-2021:

Year Group	Pupils	Year Groups					Ever 6 FSM
		Boys	Girls	EAL	Summer Born	Ever 6 FSM	
Year 3	49	21	28	3	21	26	
Year 4	60	26	34	5	28	29	
Year 5	41	14	27	6	13	13	
Year 6	48	18	30	9	18	28	

Summary of allocation of funding	Expenditure
<p>Teaching and Learning – consistent high expectations of what each pupil can achieve including disadvantaged pupils</p> <p>To close identified gaps in learning for groups of pupils:</p> <ul style="list-style-type: none"> All teaching staff engage in ‘Quality First teaching’ which ensures that provision is made in each lesson to meet the diverse needs of all learners including the effective deployment of Teaching Assistants. Targeted support from Teaching Assistants and 1:1 support in all English and Maths lessons to improve on disadvantaged attainment in Reading, Writing and Maths outcomes. Release time for teachers for pp Meetings, with HLTA to cover PP targeting and discussion meetings The percentage of Pupil Premium pupils at ARE at the end of the year will be in line with the attainment of non-Pupil Premium children. Higher attaining Pupil Premium pupils sustain levels of progress and work at ‘Greater Depth’ in RWM. <p>Improve mathematical skills for all pupils:</p> <ul style="list-style-type: none"> Maths lead to work with key teachers in order to improve the quality of teaching and learning in maths for all pupils – CPD/staff meetings Continue to provide CPD for new Maths Lead and all staff with emphasis on strategies and the use of concrete materials supporting abstract calculation (HIAS) <p>Improving reading opportunities to further improve competence in the dimensions of word reading and comprehension:</p> <ul style="list-style-type: none"> Consistent use of reading journals which demonstrate coverage of domain objectives and aid assessment. Pupils to read texts at the appropriate level and challenge in guided sessions with discussion to support their reading ability and develop understanding and use of sophisticated language – CPD for staff English lead release time – INSET , monitoring and core provision training cover <p>Ensure spelling is taught through direct teaching in KS2 and has a positive impact on writing:</p> <ul style="list-style-type: none"> Standardised spelling test assessments will continue across the school and these are tracked thrice yearly with particular emphasis on the performance of Pupil Premium children (quantitative test scores, raw and standardised scores) Approach to book scrutiny will monitor how National Curriculum and higher frequency spellings are applied into the children’s writing. Review No-Nonsense Spelling for Years 2 – 6 – Further training for staff and ensure materials are used as intended. 	<p>£10.000</p> <p>£3000</p> <p>£15.000</p> <p>£5000</p>

<p>Emotional, social and behavioural support - Continue support for families and pupils who are vulnerable, anxious or have positive behavioural difficulties – emotional wellbeing.</p> <ul style="list-style-type: none"> • To improve confidence in identifying cause and effect in behaviour, emotional and social difficulties. To support pupils in managing behaviour, emotional and social difficulties. • Social skills/communication/emotional resilience sessions either 1:1 or small groups. A number of children have anxieties which are a barrier to learning. Communication and Emotional Literacy sessions support anxiety and development of social skills enhancing positive attitudes towards learning and raised self- esteem. • 1:1 time with the family through Emotional Behaviour Consultant and ‘Thrive’ assessments. Parents engage through emotional checklists at both the start and end of programmes. • Supporting families benefits children and targeted support enables these pupils to develop resilience through adopting strategies to enhance emotional wellbeing and independence. Pupils develop their communication skills. Raised self esteem, concentration levels are increased and pupils are able to cope with the demands of the curriculum. Positive attitudes to learning ensure progress in line with peers 	<p>£4000</p>
<p>Enrichment To provide opportunities that enrich and develop children’s wider experiences and promote resilience and increase self-belief.</p> <ul style="list-style-type: none"> • Participation in extra-curricular activities and school trips which include residential and after school clubs (subsidised for PP pupils). Extended school activities raises both attendance levels and self-esteem for pupils engaging them in their learning. Provides enhanced opportunities for social experiences. 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. • Arts Award - Pupils are supported on their Arts Award journey by an Arts Award adviser, acting as assessor, facilitator and mentor. Inspiring pupils to connect with and take part in the wider arts world. • Challenge Programme to foster talent and ability. The Challenge programme provides enrichment through core subjects, the arts and physical workshops delivered by highly experienced individuals. Funding includes transport costs to and from events. • The Arts Award and Challenge Programme enables pupils to demonstrate independence, collaborative working and creativity whilst raising self- esteem and a sense of achievement. • Pupils have the opportunity to experience a wide range of new arts, cultural, academic and sports experiences, artists and workshops for all pupils to engage with. Supporting the whole child/enrichment. Raises aspiration, motivation and engagement. 	<p>£20.000</p>

School Improvement Plan priorities for disadvantaged pupils		
Area of Focus	Expected Impact	Actions
To continue to improve outcomes in Maths at KS2	Targeted pupils achieve ARE at end of year. Pupil conferencing demonstrates greater understanding and application in pupils	Maximise opportunities for diagnostic conferencing of targeted pupils.
Ensure appropriate resources are available and embedded as part of CPA approach in maths	Pupils have confidence and resilience and are able to discuss ideas freely and demonstrate strategies used.	Monitoring, moderation and staff training opportunities.
Increase the % of children who achieve GDS in writing in KS1 and KS2.	Greater depth writing with opportunities to develop writing across a range of text types.	Training for standardisation at greater depth Y2 and Y6. Offer children opportunities and choices and ensure that technical aspects of writing are secure.
Improve the teaching and learning of English reading to further improve pupils' competence in the dimensions of word reading and comprehension	All staff deliver high quality reading sessions where all activities and teaching are reading focussed and impact on children's reading skills. Pupils read texts at appropriate level and challenge.	Whole class and guided reading experiences planned in learning journeys using rich texts and appropriate task design. Task design and subject knowledge for all staff INSET Consistent use of reading journals which demonstrate coverage of domain objectives and aid assessment.
Firmly embed teaching the strategies, rules and conventions systematically and explicitly, helping pupils recognise which strategies they can use to improve their own spelling.	Comprehensive and accessible progression in the teaching of spelling for all groups of pupils. Improvement in % of pupils able to spell HF words.	Spelling taught through direct teaching in KS2 and has a positive impact. Develop a consistent response to address misspelling.
Develop assessment model for foundation subjects	Assessment model adds clarity to which aspects of concepts, knowledge and skills to focus on within specific learning journeys. Assessment is purposeful, efficient, and used to shape future learning	Used for each unit of work in all foundation subjects – subject leaders to collate Subject leaders/teachers analyse summative data and use to refine planning to challenge all pupil groups and inform professional development.