

## 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	Knotty Ash Primary School and Deaf Resource BAse
Number of pupils in school	254
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	D. Rushworth
Pupil premium lead	R. Clements-Bedson
Governor / Trustee lead	J. Rees

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 111,776
Recovery premium funding allocation this academic year	£10,482
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total Pupil Premium + Recovery Premium 2021-22	£122,258

### Pupil Premium pupil breakdown

81 total Pupil Premium children	32% (22.4% National)
44 PP pupils have SEND (37 PP not SEND)	54% of PP pupils

15 PP pupils have EHCP (of whom 10 are in DRB)	19% of PP pupils
10 PP pupils are in Deaf Resource Base	12% of PP pupils
2 pupils (siblings) receive Service PP funding	
3 pupils receive LAC PP funding	
10 pupils receive Post-LAC PP funding	

## Demography

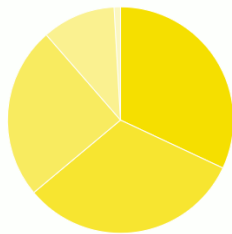
The LSOA in which the school is located is ranked 1676<sup>th</sup> 32844 for deprivation (2019 study) and is in the highest 10% nationally for deprivation (IDACI)

Household deprivation data (2011 Census) confirms that % of households without measured deprivation is 10% lower than national. Households with multiple measures of deprivation are double those found nationally.

### Households by Deprivation Dimensions

A household is classified as deprived if it meets at least one of these four conditions:

- Employment: any member of a household not a full-time student is either unemployed or long-term sick
- Education: no person in the household has at least level 2 education (see highest level of qualification), and no person aged 16-18 is a fulltime student
- Health and disability: any person in the household has general health "bad or very bad" or has a long term health problem
- Housing: Household's accommodation is ether overcrowded, with an occupancy rating -1 or less, or is in a shared dwelling, or has no central heating.



	Nearby (L14 5)	LA (Liverpool)	England
Household is not deprived in any dimension	32%	32.9%	42.5%
Household is deprived in 1 dimension	32%	31.3%	32.7%
Household is deprived in 2 dimensions	24.7%	24.8%	19.1%
Household is deprived in 3 dimensions	10.5%	10%	5.1%
Household is deprived in 4 dimensions	0.9%	1%	0.5%

Given high levels of deprivation, it is important for us at Knotty Ash to ensure support made possible by PP funding, impacts on all children who we know to be disadvantaged by socio-economic background, even if they do not meet the criteria for PP.

# Part A: Pupil premium strategy plan

## Statement of intent

*Our intention at Knotty Ash Primary is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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 other pupils, for example whose families we know struggle financially or socially but do not qualify for Pupil Premium. The activity we have outlined in this statement is also intended to support their needs.*

*High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the 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. 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 the wider school plan for educational recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, whether disadvantaged, vulnerable or neither.*

*Our approach will be responsive to emerging information and the evolving individual needs of our children. We do not make assumptions about the impact of disadvantage; instead we robustly assess and monitor each child as an individual in order to tailor support.*

*At the same time, we identify trends across school to identify learning needs, provision needs and more systemic needs such as staff CPD or school resourcing.*

*The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:*

- ensure disadvantaged pupils are engaged and challenged in the curriculum and the work that they're set*
- implement robust and responsive assessment systems to ensure thorough understanding of each child's learning needs and progress*
- 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	<i>Assessments, observations and discussions with pupils indicate under-developed language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general are more prevalent among our disadvantaged pupils than their peers.</i>
2	<i>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</i>
3	<i>Discussions with pupils indicate that disadvantaged pupils are generally less likely to read for pleasure than their non-disadvantaged peers. This impacts their development as readers and writers, particularly through KS2.</i>
4	<i>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</i>
5	<i>Observations and discussions with parents and pupils inform us that many disadvantaged pupils have struggled with their emotional well-being during partial school closures. This results in lack of readiness to learn, lack of engagement and lack of emotional regulation, impacting on relationships in school and at home. Even without the additional pressures of the pandemic, evidence shows that in general parents and families of disadvantaged children are more likely to struggle with social issues.</i>
6	<i>Analysis of our disadvantaged pupil data reveals that 40/76 PP children have SEND. High levels of SEND in school and limited universal services can result in waiting lists for specialist intervention, assessment and support.</i>
7	<i>Observations and discussions with parents and pupils indicate that a broad range of experiences and enrichments can be difficult for families with significant financial/social constraints. This can mean that disadvantaged children have fewer/poorer real-life experiences, awareness or knowledge to apply to the school curriculum.</i>

## 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
1) Improved oral language skills and	Improved oral language and vocabulary among disadvantaged pupils from 2024/25 indicated by: <ul style="list-style-type: none"> <li>assessments and observations</li> </ul>

vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> <li>• triangulation with other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment.</li> </ul>
2) Improved reading attainment among disadvantaged pupils	<ul style="list-style-type: none"> <li>• KS2 reading outcomes in 2024/25 show reduced gap between disadvantaged pupils and all pupils.</li> <li>• KS1 reading outcomes in 2024/25 show reduced gap between disadvantaged pupils and all pupils.</li> <li>• Y1 phonics screening outcomes in 2024/25 show reduced gap between disadvantaged pupils and all pupils.</li> </ul>
3) Improved enjoyment and engagement with reading and writing	<p>Improved enjoyment and engagement with reading and writing (discretely and through the curriculum) demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil and parent voice and teacher observations</li> <li>• outcomes in 2024/25 KS2 SATs and curriculum assessments</li> </ul>
4) Achieve and sustain improved academic outcomes for all pupils in school, including disadvantaged pupils	<p>KS1 and KS2 reading, writing and maths outcomes in 2024/25 show reduced gap between disadvantaged pupils and all pupils.</p>
5) Achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
6) Children's needs understood through specialist assessments. Recommendations inform provision so that their needs can be addressed	<p>Improved SEND provision for children, particularly disadvantaged SEND demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil and parent voice and teacher observations</li> <li>• significant reduction in waiting list for Educational Psychologist assessment</li> </ul>
7) Improve access to a broad range of experiences and knowledge of the world	<p>Improved engagement with the academic curriculum and wider school opportunities demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil and parent voice and teacher observations</li> <li>• outcomes in 2024/25 KS2 SATs and curriculum assessments</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</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.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Augmentation of Phonics International (a DfE validated SSP programme) to secure recent improvements in phonics teaching for all pupils.</i>	<i>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</i> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2
<i>Purchase of standardised diagnostic assessments.</i>	<i>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.</i> <a href="#">Standardised tests / Assessing and Monitoring Pupil Progress / Education Endowment Foundation / EEF</a>	4
<i>Improve teaching sequences across the curriculum to ensure consistent standards across core and Foundation subjects, incorporating research on cognitive science.</i>	<i>Highest quality curriculum supports academic outcomes and learning engagement for all pupils, particularly benefiting the disadvantaged. A curriculum designed to build children's knowledge schema will benefit all children, particularly disadvantaged.</i> <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive%20science%20approaches%20in%20the%20classroom%20-%20A%20review%20of%20the%20evidence.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive science approaches in the classroom - A review of the evidence.pdf</a>	4, 7
<i>Training for teaching staff in strategies to improve vocabulary in all pupils, led by LA. Resourcing of strategies.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1

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

Budgeted cost: £ 54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</i></p>	<p><i>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 regular sessions over a period of up to 12 weeks.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2
<p><i>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. (75% funded through tutoring fund)</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attainers.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	4
<p><i>Develop strategies and approaches to support disadvantaged children to engage with reading and writing for pleasure.</i></p>	<p><a href="https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf">https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf</a></p> <p><a href="https://www.booktrust.org.uk/globalassets/resources/research/reading-forpleasure-in-secondary-schools-literaturereview.pdf">https://www.booktrust.org.uk/globalassets/resources/research/reading-forpleasure-in-secondary-schools-literaturereview.pdf</a></p>	3
<p><i>Employment of additional support staff to ensure every class in KS2 has dedicated TA to support quality teaching and learning and to help deliver targeted and timely interventions.</i></p>	<p><i>Mastery approach requires same-day intervention/catch up.</i></p>	4

<p><i>Commission additional services of Educational Psychologist, Speech and Language Therapist etc to provide assessment, recommendations and training.</i></p> <p><i>Train specialist TA to plan and oversee SPD support.</i></p>	<p><i>Priority access to specialist assessments and advice means that individualised support can be provided speedily.</i></p>	6
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>School-based staff released to deliver social and emotional interventions including play-based therapies and counselling.</i></p>	<p><i>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):</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	5
<p><i>Continued commissioning of massage/wellbeing therapist to work with whole classes and individuals.</i></p> <p><i>Continue provision of Forest School for whole classes, with additional tailored provision for individuals/small groups as needed.</i></p>	<p><i>Building emotional resilience is a priority for our disadvantaged children.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	5
<p><i>Enrich curriculum with tailored visits and visitors to provide experiences for all children. Subsidise costs for disadvantaged to encourage participation.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/aspiration-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/why-arts-education-matters">https://educationendowmentfoundation.org.uk/news/why-arts-education-matters</a></p>	7
<p><i>Ensure disadvantaged pupils can benefit from Breakfast Club and extra-curricular</i></p>	<p>Research shows impact of improved attendance and behaviour across school</p>	7, 5



<p><i>activities by subsidising cost to families.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p>	
<p><i>Commission Family Support Worker to help disadvantaged families to engage with support services.</i></p>	<p><i>Evidence supports the importance of positive relationships between parents and family support workers in improving outcomes for children and families.</i></p> <p><a href="https://pubmed.ncbi.nlm.nih.gov/27846124/">https://pubmed.ncbi.nlm.nih.gov/27846124/</a></p>	<p>5</p>

**Total budgeted cost: £ 116,000**

## 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.

*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?*

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality accessible curriculum.

In response to need, we invested in the Seesaw learning platform, which has continued to improve the collaboration between school and home.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.