

Pupil premium strategy statement – Knotty Ash Primary School

This statement details our school's use of pupil premium 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	257
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	D. Rushworth
Pupil premium lead	R. Clements-Bedson
Governor / Trustee lead	D. Rushworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 133,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
TOTAL Pupil Premium funding for 2024-25	£ 133,500

Pupil Premium pupil breakdown

83 total Pupil Premium children	32% (22.4% National)
53 PP pupils have SEND (27 PP not SEND)	64% of PP pupils
22 PP pupils have EHCP (of whom 10 are in DRB)	27% of PP pupils

10 PP pupils are in Deaf Resource Base	12% of PP pupils
0 pupils receive Service PP funding	
5 pupils receive LAC PP funding	
9 pupils receive Post-LAC PP funding	

Demography

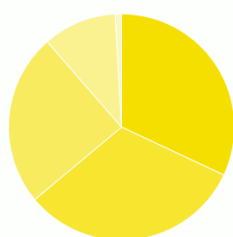
The LSOA in which the school is located is ranked 1676th 32844 for deprivation (2019 study) and is in the highest 10% nationally for deprivation (IDACI)

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 either 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>Evidence indicates that children in receipt of PP funding are more likely to need additional well-being support than their non-disadvantaged peers.</i>
5	<i>Analysis of our disadvantaged pupil data reveals that 53/83 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>
6	<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 reading attainment among disadvantaged pupils	<ul style="list-style-type: none"> • KS2 reading outcomes in 2027/28 show reduced gap between disadvantaged pupils and all pupils. • KS1 reading outcomes in 2027/28 show reduced gap between disadvantaged pupils and all pupils. • Y1 phonics screening outcomes in 2027/28 show overall improvement and reduced gap between disadvantaged pupils and all pupils.
2) 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"> • qualitative data from pupil and parent voice and teacher observations • outcomes in 2027/28 KS2 SATs and curriculum assessments

3) Quality teaching and resourcing across the full curriculum, for every child	<p>Improved curriculum offer in key subjects: Computing, Science and DT demonstrated by:</p> <ul style="list-style-type: none"> • curriculum monitoring including through work scrutiny, pupil voice and staff feedback
4) Achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
5) 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"> • qualitative data from pupil and parent voice and teacher observations • significant reduction in waiting list for Educational Psychologist assessment • reduction in low-level classroom disruption as children become better emotionally regulated
6) 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"> • qualitative data from pupil and parent voice and teacher observations • outcomes in 2027/28 KS2 SATs and curriculum assessments • a significant increase in participation in enrichment activities, 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: £ 62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implementation of Read Write Inc. Whole staff training; purchase of RWI programme and OUP reading scheme.</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> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 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> Standardised tests / Assessing and Monitoring Pupil Progress / Education Endowment Foundation / EEF	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> https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf	3

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

Budgeted cost: £ 34,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</i>	<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> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
<i>Develop strategies and approaches to support disadvantaged children to engage with reading and writing for pleasure.</i>	https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf https://www.booktrust.org.uk/globalassets/resources/research/reading-forpleasure-in-secondary-schools-literaturereview.pdf	2
<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>	<i>Mastery approach requires same-day intervention/catch up.</i>	2, 3, 4
<i>Commission additional services of Educational Psychologist, Speech and Language Therapist etc to provide assessment, recommendations and training.</i> <i>Train specialist TA to plan and oversee SPD support.</i>	<i>Priority access to specialist assessments and advice means that individualised support can be provided speedily.</i>	5

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

Budgeted cost: £ 37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School-based staff released to deliver</i>	<i>There is extensive evidence associating childhood social and emotional skills with improved</i>	4

<i>social and emotional interventions including play-based therapies and counselling.</i>	<i>outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	
<i>Continue provision of Forest School for whole classes, with additional tailored provision for individuals/small groups as needed.</i>	<i>Building emotional resilience is a priority for our disadvantaged children.</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4, 6
<i>Enrich curriculum with tailored visits and visitors to provide experiences for all children. Subsidise costs for disadvantaged to encourage participation.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/aspiration-interventions https://educationendowmentfoundation.org.uk/news/why-arts-education-matters	6
<i>Ensure disadvantaged pupils can benefit from Breakfast Club and extra-curricular activities by subsidising cost to families.</i>	Research shows impact of improved attendance and behaviour across school https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	4

Total budgeted cost: £ 133,500

Part B: Review of outcomes in the previous academic year

Funding overview

Detail	Amount
Pupil Premium funding allocation 2025-2026	£133,500
Pupil premium funding carried forward from previous years	0
Total budget for 2025-2026	£133,500

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

Statutory assessments indicate high levels of achievement across the school:

KS2

	School 2025	School 2024 (inc. EHCP*)	School 2023	National 2025	National 2024	National 2023
RWM % EXS+	63%	68% (55%)	53%	62%	61%	59%
RWM % GDS	7%	0%	3%	8%	8%	8%
Reading % EXS+	77%	88% (74%)	65%	75%	74%	73%
% Reading GDS	23%	20% (16%)	26%	33%	29%	29%
Writing % EXS+	65%	88% (68%)	77%	72%	72%	71%
% Writing GDS	13%	4% (3%)	7%	13%	13%	13%
Maths % EXS+	77%	80% (65%)	71%	74%	73%	73%
% Maths GDS	13%	0%	10%	26%	24%	24%
GPS % EXS+	83%	88% (74%)	71%	73%	72%	72%
% GPS GDS	33%	12% (10%)	19%	30%	32%	30%
Science % EXS+	77%	96% (77%)		82%	81%	80%
Reading ASS	106.2	105.4 (98.6)	100.5	106	105	105
Maths ASS	106.0	102 (98.7)	102.9	105	104	104
GPS ASS	108.5	103.7 (100)	103.5	105	105	105

Phonics Screening Check

Good Level of Development

GLD	School 2025 (inc. Disapplied)	School 2024 (inc. EHCP)	School 2023	National 2024
All	64% (58%)	62% (50%)	57% (50%)	68%
Boys (17)	60% (53%)	59% (43%)	17%	61%
Girls (14)	69% (64%)	67% (--)	72%	75%
FSM (6)	33%			52%
SEND (10)	10%			20%
EHCP (6)	0%			4%
SEN Support (4)	25%			25%

Phonics	School 2025 (inc Disapplied)	School 2024 (inc Disapplied)	School 2023 (inc DRB)	National 2025	National 2024	National 2023
Y1	77% (65%)	56% (45%)	63% (59%)		80%	79%
Y2 (16 pupils)	89% (77%)	77% (73%)	83% (78%)		89%	