

Pupil premium strategy statement –

Knowsley Village Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	187 (203 inc. Nursery)
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	November 2022
1 st reviewed	January 2024
Date on which it will next be reviewed	July 2024
Statement authorised by	Mrs J Barlow Headteacher
Pupil premium lead	Mrs J Greensmith, Deputy headteacher
Governor / Trustee lead	Miss J Hegarty Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,420
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£73,420

Part A: Pupil premium strategy plan

Statement of intent

Our intention 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 vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through use of a recovery programme of teaching by high quality experienced teachers 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, not assumptions about the impact of disadvantage. 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
- Deliver targeted early intervention 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>Assessments (including WELLCOMM screening), observations, and discussions with pupils indicate underdeveloped oral 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.</p> <p>33% of our disadvantaged pupils entered reception at the ARE for language compared to 45% of non-disadvantaged pupils.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have a narrower knowledge of genres and authors, due to lack of opportunities to explore different texts.</p>
3	<p>Internal assessments indicate that Reading attainment is lower in both disadvantaged and non- disadvantaged groups. 2022-23, 59% of pupils achieved the expected standard, below the national average for both disadvantaged and non-disadvantaged pupils.</p>
4	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anxiety, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain higher for PP than non-PP and also pupil questionnaires indicate a higher proportion of PP pupils reporting anxiety and low self-esteem compared to Non PP. 60% of pupils receiving support are currently disadvantaged compared to 40% of non-disadvantaged pupils.</p>
6	<p>Our attendance data has shown the attendance of disadvantaged pupils is a focus, with persistent absence of disadvantaged children currently higher than non-disadvantaged following. Persistent absence being made up of 28.3% disadvantaged and 7.3% non-disadvantaged for Autumn '22 and Spring'23.</p> <p>As previous assessments have shown that absenteeism can negatively impact disadvantaged pupils' progress, we will continue with strategies</p>

	implemented over the previous two years as we need to decrease the number of disadvantaged children who are persistently absent.
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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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment (e.g. WELLCOMM screening).
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that more than 78% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 78% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in low self-esteem and anxiety referrals • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> • The overall unauthorised absence rate for all pupils being no more 12%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers remain in line. • The percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being in line with their peers.

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: £ 10,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p><u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u></p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><u>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</u></p>	1
<p>Additional resources to be purchased for <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.</p>	<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><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). Delivery of quality parent maths workshops</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><u>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</u></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><u>Improving Mathematics in Key Stages 2 and 3</u></p>	4

<p>Improve the quality of social and emotional mental health (SEMH) support.</p> <p>SEMH approaches will be embedded into routine educational practices and supported by professional development for senior mental health lead, further developing and then sustaining a whole school approach to mental health.</p>	<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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£52,185**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be enhanced by whole school RWinc phonics training to ensure consistent and quality provision for all pupils.	<p>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 up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
Delivering a programme of support delivered by experienced teacher to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted	<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>	4

by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Small group tuition Toolkit Strand Education Endowment Foundation EEF The knowledge and skills developed in small group or 1:1 will be carefully tracked into the classroom to consolidate and lead to increased resilience, independence and confidence.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£12,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on learning behaviour approaches with the aim of developing our school ethos and improving learning behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Wellbeing and Mental Health support offered to small groups and individuals to support with anxiety, bereavement, anger management, self-esteem and		
Increased opportunities for pupils to engage in quality extra-curricular activities including sporting events and competitions, educational visits and opportunities to experience cultural experiences (galleries, theatre, aspirational opportunities)	The average impact of arts participation on other areas of academic learning appears to be positive, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.	1, 2, 5

	educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
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Total budgeted cost: £74,465

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, the progress and attainment of the school's disadvantaged pupils in 2022/23 was broadly in line with our expectations. Our analysis suggests that the reason for this is at least partly due to the intervention and catch up programmes being provided in school. We will therefore on the whole be continuing to provide this additional teaching and catch up support to our disadvantaged children moving forward. A higher percentage of Y6 PP pupils have continued to achieve below the expected level in all subjects than non-PP, however this figure can be mis-leading due to a higher proportion of PP pupils in Y6 having SEND than not having SEND with 44% of Y6 Pupil Premium having SEND compared with 29% of whole class having SEND. This has impacted on the end of KS2 outcomes.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has remained static in the majority of year groups. This is broadly down to again the interventions that have been put in place and we need to sustain this programme of support for our disadvantaged pupils in all key stages.

Our observations and assessments demonstrated that pupil learning behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Externally provided programmes

Programme	Provider

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
2 pupils each receiving £335, additional targeted support for maths provided and also access to IT resources.
The impact of that spending on service pupil premium eligible pupils
An improvement in both children's social, emotional and mental health was observed, children reporting an improvement in their confidence and self-esteem, improved friendship groups and accessed after school activities.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years has not had the degree of impact that we had expected (ie achieving Greater Depth at end of KS2).

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.