



Knuzden St Oswald's Church of England Primary Academy

A member of Cidari Multi Academy Trust

Pupil premium strategy statement – Knuzden St Oswald's Church of England Primary Academy 2024-2027

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	163
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	March and July 2025
Statement authorised by	Andrea Gray
Pupil premium lead	Andrea Gray
Governor / Trustee lead	Craig Fishwick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,079
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£76,076

Part A: Pupil premium strategy plan

Statement of intent

Our vision for all pupils at Knuzden St Oswald's, 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 and vulnerable pupils to achieve that goal, including progress for those who are already high attainers.

We will consider other vulnerable pupil groups, such as those adopted from care, have an SGO or a social worker, regardless of whether they are disadvantaged or not. The focus of our strategy is to support all these pupils to achieve the best they can be.

At the heart of our approach is high quality first teaching in the areas where children require most support. This is proven to have the greatest impact in closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. Implicit in the intended outcomes below, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, supported by gap analysis and robust assessment. This coupled with a well-being and pastoral programme allows us to respond swiftly and flexibly to the challenges our children can face either long term, or in the moment. 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 pupil 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	Poor oracy, particularly on entry to school. This impacts on phonic acquisition and getting to read quickly
2	An increase in children who struggle with resilience, ability to develop and maintain relationships and ability to resolve conflicts
3	A significant number with SEND/Medical needs/Additional needs (54%)
4	Difficult home learning environments with parents who struggle to support learning

5	An increase in parental conflict leading to children not being ready to learn in school
6	Increasing poor levels of attendance and punctuality with a reluctance to consent for involvement from school partners and professionals who could help

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 amongst pupil premium children	Observations and assessments indicate much improved oral language. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutinies and ongoing formative assessment.
Children develop resilience and conflict resolution skills to enable them to deal with everyday situations in and out of school. Attendance will improve for pupils with particular barriers.	Mental health strategies and problem solving activities will sit prominently in the curriculum. Observations for key children will track progress. Forest School will be a driver for this. Regular analysis of attendance and meetings with attendance consultant and parents to improve attendance of pupils
Parents will be able to support children at home with reading, behaviour and attendance	Parental attendance at events will increase, enabling supportive conversations to take place with staff in an informal environment
Outcomes in core areas will improve	With increased confidence and targeted support, childrens' will make good progress in reading, writing and maths

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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for all staff and membership of Voice 21 Oracy programme.	EEF guidance – evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. This will help to develop oracy and reading fluency skills as well as self-confidence and resilience.	1,2,3
CPD for staff in Quality First and Adaptive teaching	High quality teaching is the most important lever schools have to improve all pupil attainment (including those disadvantaged) Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development and the purposeful use of assessment	1,2,3,4,5

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

Budgeted cost: £25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff and delivery of intervention programmes to support language and social development, literacy and numeracy	EEF – pupils may require targeted academic support to assist language development, literacy or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum	1,3

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

Budgeted cost: £15,596

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing investment in play therapist in school, alongside support for individual children with emotional health and social interactions	EEF – Social and emotional skills support effective learning and are linked to positive outcome later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these carefully	2,3,4,5,6
Improved systems for monitoring and addressing attendance issues	EEF promotes supporting attendance as a high impact strategy	4,5,6
Improve parental engagement with academic support for the children	EEF- Levels of parental engagement are consistently associated with improved academic outcomes	4,5,6

Total budgeted cost: £76,096

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our disadvantaged pupils during the 23/24 academic year using key stage one and two performance data, phonics check and our own internal assessments. However, as there is a significant proportion of this group of children with special educational needs, medical or additional needs, it is difficult to make comparisons with non-Pupil Premium children.

In addition, in the previous academic year we experienced significant disruption in school due to the discovery of RAAC in two of our classrooms, toilets and corridor. This meant several classroom moves and the installation of mobile classrooms after 6 months, so further classroom moves, which all of the children found very unsettling, not just the disadvantaged pupils. We also lost access to our field and half of our playground, which meant that we were restricted in what we could provide. This discovery was made in October 2023 and remedial works began in May 2024. These were completed in October 2024, allowing us to return to normal classrooms.

Our group of disadvantaged children contains a large proportion of children with Special Educational Needs and children with medical issues, which affects learning and progress in some cases. Our data shows that 44% of this group are achieving age related expectations in reading, writing and maths. A further 23%, who did not meet age related expectations have diagnosed Special Educational Needs, but made good progress from their starting points, both academically, socially and in their self-confidence.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance such as behaviour, attendance and wellbeing. This data shows that attendance has improved in our persistent absentees, we have worked with local partners to understand and improve behaviour issues and the positive impact of play therapy for some our disadvantaged group of children has been really clear to see not just in terms of academic progress, but also in terms of personal development.

Based on the information above, the performance of our disadvantaged group met our expectations and we saw some pleasing results in individual pupil's progress and attainment. We were pleased with the outcomes for disadvantaged pupils at the end of KS2, particularly in reading and GPS. We were also pleased that our disadvantaged pupils with SEN made good progress in their personal development and therefore made very positive transitions to secondary school.

We have had many opportunities for parents to join us in school, such as Exhibition Days, Fabulous Friday worship, sports day, art and craft activities alongside other worship opportunities during the year. We still find it difficult to entice parents into

school for more academic events, such as phonics and reading, but we are looking at a range of different strategies to improve this.

Our observations and assessments of the approaches delivered last academic year indicate that pupil behaviour has improved and exclusions prevented. There has been some improvement in attendance, though this work will be ongoing. Play Therapy continues to be a successful intervention.

Our work on Adaptive Teaching is beginning to show signs of impact and this will continue in the coming year with a further emphasis on training, delivery and practical resources for staff to support pupil's learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Voice 21	Voice 21
NFER tests	NFER
Emotion Works	Emotion Works