



## **Knuzden St Oswald's Church of England Primary School**

### **Plan for Spend of Pupil Premium 23-24**

The Pupil premium provides funding for children:

- Who have been in receipt of free school meals at any point in the past six years (£1345 per child) (This does not include Universal Infant Free School Meals)
- Who have previously been looked after, subject to a Special Guardianship Order and/or adopted from care (£2,345 per child)
- Whose parents are currently serving in the Armed Forces (£300 per child) to support mobility and transition

At Knuzden St Oswald's Church of England Primary School, we are committed to providing effective resources and vital support to enable our disadvantaged children to achieve to their fullest potential.

1. Summary information					
School	Knuzden St Oswald's Church of England Primary School				
Academic Year	23-24	Total PP budget	£47,054	Date of most recent PP Review	Jul 23
Total number of pupils	182	Number of pupils eligible for PP	46	Date for next internal review of this strategy	Jul 24

2. Current attainment		
46 eligible pupils of which 20 children (44%) have SEND, Additional Needs and/or EAL	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving the expected standard or above in reading, writing & maths	20%	20%
% achieving expected standard in reading	35%	47%
% achieving expected standard in writing	13%	24%
% achieving expected standard in maths	37%	50%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Poor oracy, particularly on entry to school
B.	An increase in children who struggle with resilience, ability to develop and maintain relationships and ability to resolve conflicts
C.	Targeted and purposeful interventions that close gaps, but also stretch and challenge
D.	A significant number of this group have SEND. 39%
External barriers	
E.	Difficult home learning environments with parents who struggle to support learning
F.	Poor levels of resilience and emotional development having an impact on levels of engagement
G.	An increase in parental conflict leading to children not being ready to learn effectively in school
H.	Increasing levels of poor attendance and punctuality with a reluctance to consent for involvement from school partners and professionals who could help

4. Desired outcomes		Success Criteria
A.	Children are able to articulate themselves clearly and communicate/interact well with others	Reading areas set up and are inviting in every classroom. Conversation rich curriculum, allowing frequent, good quality interactions with pupils. Adults use the Oracy Project to model good sentence starters and encourage children to use them too
B.	Children are able to cope with school life with a good attitude to learning	Good quality PSHE lessons. Referral system and structured one to one or group support available through in house mechanisms (emotion works/lego based therapy), CANW or play therapy. Whole school initiatives like catch me help to support pupils through classroom discussions and worship, which link to Emotion Works. Staff use their learning to take a trauma based approach and spend time with children allowing them time to talk where needed.
C.	The percentage of pupils reaching expected standards is increased	High quality, adaptive quality first teaching for all pupils. An innovative and rich curriculum that allows children to make links in their learning. Dynamic, immediate intervention where needed
D.	Pupils with SEND make good progress to achieve their fullest potential	Individual needs are supported in the classroom with appropriate strategies and resources. ILPs are focused, time limited and holistic. Regular updates on best practice from the SENDCo to staff

5. Planned expenditure	
Academic year	23-24
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies	
i. Quality of teaching for all	

Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children are able to articulate themselves clearly and communicate/interact well with others	Immersive, language rich environment in each classroom and across school. Use of Voice 21 Oracy project. Staff model good conversation and use of language	Discussion amongst staff and monitoring for consistency. Visits to other schools to share good practice	LB	December 2023 March 2024 July 2024
Children are able to cope with school life with a good attitude to learning	Good quality PSHE lessons. Taking a questioning, investigative, group work approach frequently with open ended outcomes across the curriculum. Great School Councils offer pupils a chance to air views.	Planning with whole staff and sharing good practice. Monitoring for consistency. Reduction in incidents	NS	December 2023 March 2024 July 2024
The percentage of pupils reaching expected standards is increased	Quality first teaching in every class, ensuring stretch and challenge, support where required. Good questioning, independent work, progress seen in books.	Monitoring of books across staff and with other schools. Discussion of progress through staff meetings	AG	December 2023 March 2024 July 2024
Pupils with SEND make good progress to achieve their fullest potential	Effective adaptive teaching, use of practical and pictorial representations. Multi-sensory approach to teaching, inclusive, friendly environments.	Discussion of progress through progress meetings. Monitoring of books across staff, lesson observations, talking to pupils	AG	December 2023 March 2024 July 2024
<b>Total budgeted cost</b>				<b>£7,300</b>

## ii. Targeted support

Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children are able to articulate themselves clearly and communicate/interact well with others	Staff trained in aspects of SALT will work with individual children and small groups focusing on programmes from therapists. Focused interactions will take place. Lego based therapy will be used to support some children.	Progress assessments for Lego therapy and children achieving targets in their SALT programmes	LB/AG	December 2023 March 2024 July 2024
Children are able to cope with school life with a good attitude to learning	CANW referrals will support some children with difficulties. Emotion Works will also be used at a targeted level to support pupils understanding their emotions and regulating them	Targeted children report feeling better through review. STAR scores increase	AG	December 2023 March 2024 July 2024
The percentage of pupils reaching expected standards is increased	Closely focused intervention to plug gaps in children's knowledge. To be reviewed very regularly and targets updated	Intervention logs completed and is tight and focussed. KLIPS will show gaps closing	AG	December 2023 March 2024 July 2024
Pupils with SEND make good progress to achieve their fullest potential	Closely focused, SMART ILPs, reviewed regularly. Children will have ILP time regularly to improve knowledge and close gaps	Use of PIVATS to ensure that small steps of progress are made. ILP targets reviewed and updated regularly	AG	December 2023 March 2024 July 2024

<b>Total budgeted cost</b>				£35,000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children are able to articulate themselves clearly and communicate/interact well with others	Regular opportunities for communicating around school. Worship sessions at whole school and class level promote active discussion on a range of issues. Picture News to be used to support and facilitate discussions.	Regular discussion amongst staff to look at quality of discussion and questioning	MM	December 2023 March 2024 July 2024
Children are able to cope with school life with a good attitude to learning	Systems in place to promote independence and resilience such as Catch Me, Worship Awards and Golden Awards. Regular opportunities in worship to promote resilience and authenticity. Ongoing training for staff around trauma informed practice and access to consultancy for additional, regular advice.	Children's responses to worship will show impact and contribute to evaluation of practice	AG	December 2022 March 2023 July 2023
<b>Total budgeted cost</b>				£5,500

6. Review of expenditure				
Previous Academic Year		22-23		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
The percentage of pupils reaching expected standards is increased and gaps closing.	1-1 phonics, spelling and writing support	<p>The percentage of pupils reaching expected levels in phonics has increased.</p> <p>2022 13/29 scored WA with 4/10 PPG WA</p> <p>2023 23/29 scored WA with 3/7 PPG WA with 2 very close</p>	We have reviewed and purchased new phonics resources for 2023, with additional support planned for targeted readers.	

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Children are more resilient to cope with school life with a good attitude to learning	PT, CANW, Emotion Works,	CANW, Emotion works and PT have been well used this year. There have been notable positive differences in some pupils' ability to cope with school challenges, but at the same time, an increased number of children experiencing traumatic events at home, which has impacted in terms of ability to focus and retain information. For some children this has also impacted on their attendance. There is ongoing work to continue in this area.	PT, CANW and Emotion Works will continue.	
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Attendance improves for key children		We have worked with parents to improve attendance and had some success. All work in this area is consent based and we are only able to draw on the support of other professionals where consent is given.	We will continue to develop our good relationships with children and parents and try to resolve issues where they arise. We will consult with parents regarding our holiday pattern and have some support from the Local authority with regard to managing attendance	