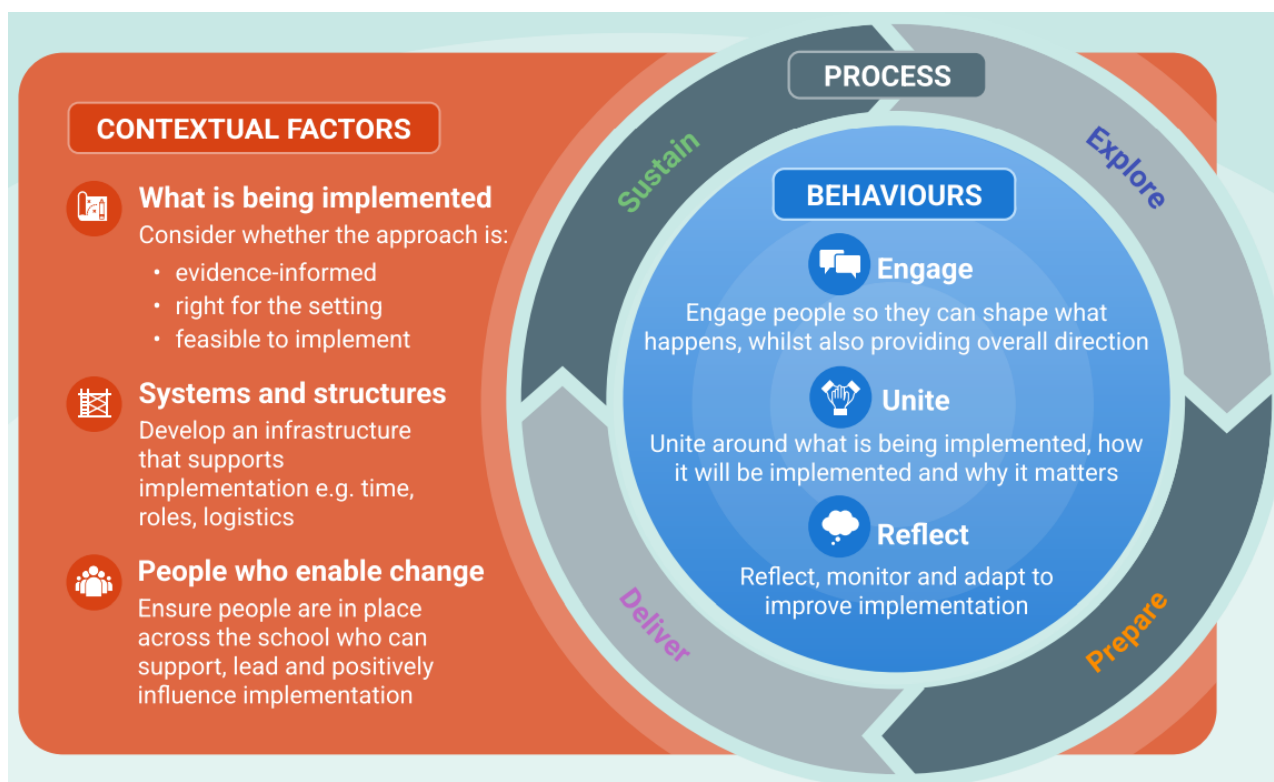


# Pupil Premium strategy statement – Knowle Primary School 2025-26



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	Knowle Primary School
Number of pupils in school	271 223 + 48 Nursery
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025 – 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Ben Norris
Pupil premium lead	Ben Norris
Governor / Trustee lead	Scott Simpson-Horne

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£202,602
Recovery premium funding allocation this academic year	£n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£n/a
<b>Total budget for this academic year</b>	£202,602

# Part A: Pupil premium strategy plan

## Statement of intent

At Knowle Primary, 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. To achieve high attainment, we prioritise high quality teaching that secures foundational knowledge for all children and enables them to achieve well across the breadth of our ambitious curriculum.

The Leadership Team will be responsible for Pupil Premium provision, under the leadership and guidance of the Headteacher, with specific delegated responsibilities taken by individual members (e.g. English and maths leads; inclusion leads). We will ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that high quality teaching is embedded across our school.

We have a rigorous approach to ensure that appropriate provision is made for pupils who belong to all vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed, using robust diagnostic assessments, to ensure early action and intervening at the point of need.

At Knowle, we have built our strategy to meet the needs of our children, helping them to close gaps that will enable them to thrive. A significant number of our children live in an area of high deprivation. Many of our families live in an area where education and skills, employment, income and health are in the 98% percentile in the government's deprivation indices. Baseline assessments of our children enable us to identify that communication and language is a primary area of need amongst our children along with their PSED. As a result, we adapt and craft our teaching and curriculum to close these gaps and eradicate disadvantage and inequality at the earliest point.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged, however, we also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively in applying for the meals, and therefore the additional funding.

Pupil Premium funding will be allocated to those pupils who are eligible, including proportional funding of strategies accessed by Pupil Premium and non-Pupil Premium children alike.

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations especially in English and maths where they must learn vital early milestones in order to be ready to access next steps in the curriculum.

The Pupil Premium funding will be allocated to provide support and/or interventions, the ultimate outcome of which will be that pupils will achieve their academic and personal potential.

Funded interventions may include pastoral support where appropriate e.g. attendance support, family liaison, development of social skills. Additional provision for SEND pupils may be funded through a combination of any SEND funding and their Pupil Premium allocation where applicable.

We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. additional impact measures used by external agencies).

We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the Learning Academies Trust, Local Governors, pupils and their families, to support our strategy.

Pupil Premium pupils are everyone's responsibility.

Our objectives are to:

- ✓ Remove barriers to learning created by social and economic background
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Ensure the expectations for pupil premium pupils are universally high in our school
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to nurture their social and emotional wellbeing and to develop resilience
- ✓ Access a wide range of enrichment opportunities to enhance their cultural capital and raise aspirations
- ✓ Ensure ALL pupils and families value punctual, daily attendance and the positive impact it has on their capacity for learning

Achieving our objectives: To achieve our objectives and overcome identified barriers to learning we will:

- ✓ Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching, taking into account their needs and barriers
- ✓ Provide targeted support to quickly address identified gaps in learning
- ✓ Target funding to ensure that all pupils have access to trips, residential visits and first-hand learning experiences
- ✓ Provide opportunities for all pupils to participate in enrichment activities including sport and music
- ✓ Provide nurture to support pupils in their emotional and social development
- ✓ Provide support to improve the attendance of all pupils

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge								
1	<p><b>Low entry points Oral Language and Vocabulary:</b>            Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.            These are evident from Nursery (e.g. low % expected in Communication and Language on entry) through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>As a result of low entry points, there is a strong focus across the school to shape our curriculum to meet the needs of the most disadvantaged children. As a result of this work, we close gaps in learning over time and aspire to continually increase the number of children to be ready to thrive in their next stages of education.</p>								
2	<p><b>Early Reading and Phonics, speech, language and communication:</b>            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.            In September 2025, 100% of our disadvantaged pupils were assessed as being at below age-related expectations on entry to our Foundation Stage.</p> <p>Phonic Screening Check Outcomes 2024-25</p> <table border="1" data-bbox="375 1377 1404 1579"> <tbody> <tr> <td></td> <td>PCS Pass</td> </tr> <tr> <td>All</td> <td>83%</td> </tr> <tr> <td>PP</td> <td>82%</td> </tr> <tr> <td>Non-PP</td> <td>83%</td> </tr> </tbody> </table>		PCS Pass	All	83%	PP	82%	Non-PP	83%
	PCS Pass								
All	83%								
PP	82%								
Non-PP	83%								
3	<p><b>Low Entry Points in Mathematics</b></p> <p>Internal and external assessments indicate that attainment in mathematics amongst disadvantaged children is significantly below that of their non-disadvantaged pupils on entry.</p> <p>Year 4 MTC Outcomes 2024-25</p> <table border="1" data-bbox="367 1870 1404 2049"> <tbody> <tr> <td></td> <td>MTC Average Score (out of 25)</td> </tr> <tr> <td>All</td> <td>22.5</td> </tr> <tr> <td>PP</td> <td>21.5</td> </tr> </tbody> </table>		MTC Average Score (out of 25)	All	22.5	PP	21.5		
	MTC Average Score (out of 25)								
All	22.5								
PP	21.5								

	Non-PP	24.1												
4.	<p><b>Attendance:</b></p> <p>Our attendance data indicates that attendance among disadvantaged pupils is below national. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <table border="1"> <thead> <tr> <th></th> <th>Attendance</th> <th>Persistent Absenteeism</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>93.4</td> <td>22.3%</td> </tr> <tr> <td>PP</td> <td>90.4%</td> <td>28%</td> </tr> <tr> <td>Non-PP</td> <td>94.3%</td> <td>13.4%</td> </tr> </tbody> </table>			Attendance	Persistent Absenteeism	All	93.4	22.3%	PP	90.4%	28%	Non-PP	94.3%	13.4%
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5.	<p><b>Social and Emotional Mental Health</b></p> <p>Our safeguarding and pastoral team have identified social and emotional issues for many pupils and their families, including service children. These may include a lack of personal support, delays in external social services support and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased following the pandemic. Of the children who currently require additional support with social and emotional or learning need, 93% are disadvantaged.</p>													

## 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
<b>Improved outcomes for disadvantaged pupils</b>	<p>To increase outcomes for all children including our most disadvantaged so that they achieve well in school and close gaps in learning. All children, including the most disadvantaged are well prepared to achieve well in their next steps in learning.</p> <p>To increase the number of disadvantaged children achieving Reading, Writing and Maths at the age-expected standard across. This will be measured by internal SmartGrade termly assessments and teacher assessment as well as statutory assessment outcomes at KS2.</p>

	<p>In Year 4, continue to increase the number of disadvantaged children to achieve 100% in the MTC. This will be measured across the year through times tables assessments as well as MTC outcomes.</p> <p>In Year 1, continue to increase the number of disadvantaged children to achieve the expected pass mark in the PSC. This will be measured through regular RWInc. assessments, mock phonic screens and the final PSC.</p> <p>In Reception, continue to increase the number of disadvantaged children leave the Early Years with a good level of development. This will be measured through Blank Level assessments across the year.</p> <p>Regular progress meetings will evaluate outcomes of our disadvantaged children.</p> <p>Regular book looks and learning walks will be used to evaluate impact of high quality teaching and intervention on outcomes.</p> <p>Pupil voice sessions are held regularly with children to help evaluate their knowledge and vocabulary, articulation and depth of understanding.</p>
<p><b>Improved speech, language and communication, and vocabulary amongst disadvantaged pupils.</b></p>	<p>Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including speech and language assessments, pupil voice discussions, engagement in lessons, book monitoring and ongoing formative assessment.</p>
<p><b>To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.</b></p>	<p>Sustained high levels of wellbeing for all children, particularly our disadvantaged and most vulnerable children.</p> <p>Demonstrated by</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Increased participation in pupil voice opportunities recognising all children's voice across the school, sharing views and opinions, understanding in learning and helping to generate next steps and opportunities.</li> </ul>
<p><b>To achieve high attendance for all pupils, particularly our disadvantaged pupils.</b></p>	<p>To close the gap in attendance for all disadvantaged children and to reduce the number of children who are persistently absent from school over the school year.</p> <p>To support families where children's low attendance creates a barrier to learning and an additional vulnerability through close working with our safeguarding and pastoral teams including our attendance team.</p>

<p><b>Wider opportunities provided for our PP children through the provision of extra-curricular club, broad and engaging curriculum activities and visits.</b></p>	<p>Club attendance tracking demonstrates increased numbers of disadvantaged children attending clubs and events.</p> <p>Our sports leader works with leaders and class teachers to identify children who will positively benefit from new experiences, team performances and events.</p> <p>More children achieve our school-representation badges and awards for positive values, team work and participation.</p>
<p><b>Provide a warm and welcoming start to the day for all children so that they are ready to learn and feel a strong sense of belonging.</b></p>	<p>Free breakfast club is provided for all children from 8am.</p> <p>Children who require a nurturing start to the day are identified by the staff team and are invited to breakfast club.</p> <p>More children take part in our super start to the day from 8:30am.</p>

## 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: £87,898

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further develop high quality teaching and strong pedagogical knowledge through CPD and coaching model.</p>	<p>Teacher CPD can have a strong impact on student outcomes (Cordingley et al 2015 and Darling-Hammond et al 2017), with some studies suggesting gains equating to more than two years' progress in one year. These gains have been shown to be even greater for students from disadvantaged backgrounds (William 2016 and Timperley et al) thus having the potential to improve the life chances of all students. (HISP 2020)</p> <p>A coaching model built on Teaching Walkthrus (Caviglioli and Bennett) to enable a clear structure and framework for teaching development and strong coaching conversations, feedback and actions.</p>	<p>1, 2, 3</p>

<p>NPQ qualifications for middle and senior leaders to develop leadership expertise and capacity.</p>	<p>Ensuring that leaders have the desired skills to implement the school's vision for the high achievement of all children.</p> <p>Increase leadership of mathematics through NPQ Leading Maths.</p> <p>Increase additional SENCO capacity through additional staff completing NPQ SENCO.</p>	<p>1, 3</p>
<p>ECT training and associated CPD</p>	<p>The ECT training has been designed around how to support all pupils to succeed and seeks to widen access for all.</p> <p>ECT release is weekly and in line with recommendations to ensure that mentoring and feedback cycles are strong.</p>	<p>1,2,3,4</p>
<p>SEND Specialist TA Level 5</p>	<p>TA training programme increases knowledge and best practice of SEND teaching assistant and specialist support provided within school for children.</p>	<p>1, 2, 3</p>
<p>Subject Leader monitoring and development release time</p>	<p>Data driven and responding to evidence More successful schools use data to identify pupils' learning needs at every opportunity – when pupils join the school, during regular reviews of progress and during day-to-day teaching. They review progress every few weeks, spot any signs of underperformance and address them quickly. More successful schools also monitor the success of their support 9 strategies and make evidence based decisions about whether these are proving effective, need adjustment or should be replaced. (Supporting attainment of Disadvantaged pupils, 2015)</p>	<p>1,2, 3</p>
<p>Embedding high quality adult/child interactions in the early years to improve C&amp;L outcomes Embedding high quality adult/child interactions in the early years and</p>	<p>IMPROVING LITERACY. Supporting oral language development. EEF 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: Oral language</p> <p>Collaborative learning and professional development of the use of blank level questioning <a href="https://educationendowmentfoundation.org.uk/evidence-">https://educationendowmentfoundation.org.uk/evidence-</a></p>	<p>1, 2, 3</p>

across the school Visits other excellent schools within trust	summaries/teaching-learning-toolkit/collaborative-learning	
Oral Language and Vocabulary	Targeted and Academic Support S&L Screening: EYFS (early identification and immediate action) Targeted Speech and Language support (Livewell). Key workers plan interventions and adapt personalised plans using the Speech and Language therapist's expertise. EEF: Early Years Communication and Language Approaches Intervention +6	1,2
Coordinated attendance team have a rigorous oversight and analysis of pupil premium attendance and parental support	<p><a href="#">Supporting school attendance   EEF</a></p> <p><a href="#">Toolkit for schools: communicating with families to support attendance - GOV.UK</a></p> <p><a href="#">Working together to improve school attendance (applies from 19 August 2024)</a></p> <p>Continuous tracking of our disadvantaged and vulnerable children's attendance.</p> <p>Family support to ensure that expectations are high, routines and habits are embedded to contribute to positive school attendance.</p> <p>Multi-agency working including educational welfare officer, local authority attendance and inclusion and children's social care to positively support improved attendance for our disadvantaged children.</p>	4
Continue to build our school culture which is welcoming and warm, fostering safety and belonging for all children.	<p><a href="#">3. Wider strategies   EEF</a></p> <p>High quality of pastoral support enables children who have barriers to learning as a result of their mental health.</p> <p>Pastoral interventions and in-class coaching further develops our support for children who have identified barriers to their learning develop independence and resilience, manage strong feelings and emotions to succeed in the class.</p>	

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

Budgeted cost: £114,704

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (1:1 and group sessions)</p> <p>Reading leaders (Deputy Headteacher, Early Years &amp; KS1 RWI leads provide daily and weekly coaching and training for staff at all levels</p> <p>Regular External Training led by experienced RWI consultants for staff across the school</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>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>	<p>1, 2</p>
<p><i>Fast Track phonics tutoring</i></p> <p><i>1:1 daily reading takes place with those children not yet working at age-related expectations</i></p> <p><i>Maths interventions to secure core declarative knowledge including times tables</i></p> <p><i>Communications and Language intervention</i></p> <p><i>SEND and Targeted support through IEPs</i></p>	<p>Teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.(EEF) Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both oneto-one: 1-1 EEF/small group EEF</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £48,424

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Inclusion and Child Protection strategies</i>	<a href="#">Keeping Children Safe in Education</a> High proportion of families deemed as deprived.	4,5
<i>Family support and liaison (CFSW)</i>	<a href="#">Keeping Children Safe in Education</a> High proportion of families deemed as deprived.	4,5
<i>Educational Psychologist or other MAST specialist services</i>	<a href="#">Keeping Children Safe in Education</a> High proportion of families deemed as deprived.	4,5
<i>Education Welfare Officer</i>	<a href="#">Keeping Children Safe in Education</a> High proportion of families deemed as deprived.	4,5
<i>Residential and enrichment experiences</i>	Ensuring that all children have equal access to social and cultural capital opportunities.	1,2,4,5

**Total budgeted cost: £202,602**

## 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 2024 to 2025 academic year.

<b>Statutory Academic Outcomes</b>
GLD All 52% PP 47%
Y1 Phonics All 83% PP 82%
Y2 resits All 85%
KS1 outcomes All Reading 54% Writing 57% Maths 50% PP Reading 36% Writing 36% Maths 29%
MTC All 25/25 45% All Average 22.5 PP 20.6
KS2 SATs outcomes All RWM Combined 69% PP RWM Combined 64%
<b>Attendance</b>
All 93.2%
PP 91.8%

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Read, Write Inc Phonics Spelling programme	Ruth Miskin
NELI	Nuffield
Mastering Number	NCETM
Times Tables Rock Stars	TTRS
Power Maths	Pearson

Magic Breakfast	
JIGSAW	PIGSAW PSHE Ltd
PE Passport	PE Passport

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*