



Pupil Premium Strategy Statement

December 2021

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Knightsfield
Number of pupils in school	57
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2021/22 – 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Suzanne Thrower
Pupil premium lead	Danny Bidwell
Governor / Trustee lead	Claus Crede

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17339.58
Recovery premium funding allocation this academic year	£6000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School-Led Tutoring funding	£6345.01
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£29,684.59

Part A: Pupil premium strategy plan

Statement of intent

The primary objective of the strategy is to ensure that Knightsfield Pupil Premium students are not academically disadvantaged due to their socio-economic status. Whilst we recognise that the impact of the strategy cannot always be quantified or measured to reliably provide evidence of success, the school will use educational research to inform the strategy and the decisions it makes on how the funding is best invested.

The key principles of the strategy plan are to ensure that:

- Pupil Premium students are not excluded from enriching opportunities outside the core curriculum
- Pupil Premium students develop the character, resilience, and grit necessary for life-long success
- Spending will close the gap between Pupil Premium students and the whole school population, providing a rich educational experience for all
- Poor prior attainment is not a limiting factor in setting targets for Pupil Premium students nor should it lead to a narrowing of the curriculum
- There is a long-term outlook on how best to support Pupil Premium students with early identification and intervention key to long term success

Challenges

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

Challenge No.	Detail of challenge
1	Language and Vocabulary Development – Due to the nature of the school, for every student, their primary need is deafness. Consequently, the vast majority of students have issues with language development and delay. It is therefore extremely difficult to link this to their Pupil Premium status and not their deafness.
2	Establishing Links with Parents – Knightsfield is a special school for deaf children. As a result of its specialist status, students attend the school from far-afield; 37% of the cohort are from out-of-county. Establishing a school community with parents is difficult as students arrive at school in taxis which means that parents do not come to school as frequently as they would at a local school. Subsequently, creating a triangulated approach through parental engagement, the student and the school becomes more difficult. Supporting our disadvantaged students at home and engaging with parents is often difficult for geographical reasons. Furthermore, links with the local community outside school are challenging to organise as there is no specific catchment area (or one local community) for the school to work with.

3	Numeracy Issues – Related again to deafness, many students have developmental issues regarding numeracy. With the majority of students needing extra support and intervention in this area, it is almost impossible to attribute this issue to their Pupil Premium status and not their primary need of deafness.
4	Deaf Identity/ Self-Esteem – The school works tirelessly on self-esteem, confidence and being students being proud of their deaf identity. However, issues such as self-esteem could be a by-product of low prior attainment and low aspirations and not specifically related to deaf identity.
5	Wellbeing – Our assessments, observations and discussions with pupils and families demonstrate that the education and wellbeing have been impacted by the COVID-19 pandemic to a greater extent for our disadvantaged pupils than their peers. These findings are backed up by several national studies. Furthermore, our disadvantaged students have less opportunity to develop cultural capital outside of school.
6	High Aspirations - Our assessments, observations and discussions with pupils and families demonstrate that our disadvantaged students do not have as high aspirations and lack a further education plan/career path post-Knightsfield.

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 attainment for Pupil Premium students in all subjects, and most notably in English and maths, in comparison with their starting points and through baseline assessments.	<p>Close monitoring of progress during data drops and ultimately, end of year assessments in 2024/25 which signal the end of the 3-year strategy.</p> <p>To ensure that there remains no gap between Pupil Premium students and the rest of the school population and where this does not directly correlate, the gap is negligible.</p> <p>Pupil Premium students meet and surpass targets at the end of key stage 4. Where prior attainment results in initial low target grades, these must remain flexible so as to not provide a limiting ceiling for disadvantaged students.</p>
Improved language comprehension and development that enables Pupil Premium students to access subject specific texts and challenging vocabulary and terminology.	<p>Engagement with the Word Aware strategy that has been adopted by the school both in lessons and at home</p> <p>Assessments of vocabulary and comprehension using teacher led tests as well</p>

	as standardised diagnostic assessments show no gap between Pupil Premium students and their non-disadvantaged peers.
Improved reading ages for all disadvantaged students which evidence progress and narrow the current gap of reading age compared with chronological age.	Biannual reading tests that calculate reading ages show consistent progress and development for Pupil premium students.
Work closely with the families of disadvantaged students and identify means of support in year 6 and 7 that will continue through their time at Knightsfield.	<p>Measuring the outcomes of students in year 6 and 7 in 3 years' time to assess whether the support has improved results</p> <p>Online or face to face meetings are attended by parents of disadvantaged students</p> <p>Home visits to support disadvantaged students are implemented where appropriate</p>
For disadvantaged pupils to demonstrate greater confidence, resilience and independence that will stand them in good stead as they prepare for adulthood.	Through observations and discussions with pupils and their families.
Pupil Premium students to have high aspirations and feel better prepared for higher education and a future career once they leave the school.	<p>Future plans being part of the EHCP review meetings in Key Stage 4</p> <p>All disadvantaged students being able to access work experience and taster days at college and university</p> <p>By included a careers focus week in the curriculum per term, each subject can demonstrate career paths they are associated with.</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: £ 13800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional hours for English teacher to deliver 1:1 interventions to improve literacy and language comprehension	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: https://bit.ly/3d6phET	1
CPD on Word Aware to enable staff to implement the strategy effectively	This whole school approach promotes vocabulary development in students and provides a platform for learning subject specific language and terminology. https://bit.ly/3rln9RU https://bit.ly/3d6WXY	1
Additional TA support for disadvantaged students in lessons	It has been observed that disadvantaged students receiving additional support in all subject areas demonstrate improved progress both academically and in terms of social-emotional development and behaviour.	1, 3, 4, 5
Specialist maths TA to be employed to support in lesson with Pupil Premium students	There is strong evidence that a teacher's / teaching assistant's content knowledge within specific subjects has a significant impact on student outcomes: https://bit.ly/3DcR80v https://bit.ly/32PtFGm	3,6

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

Budgeted cost: £ 11089.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
The employment of a maths teacher to deliver 1:1 sessions for disadvantaged students.	1:1 tuition that is targeted at specific groups can be an effective method to support students, identify gaps and enhance progress: https://bit.ly/3lrjw95	3
The purchase of Century Tech which is a platform with artificial intelligence which sets work in relation to the needs of each student as well as providing lesson 'nuggets' to address areas for development.	The artificial intelligence is used to 'augment and enhance' human teaching and the platform proved to be pivotal during times when Remote Learning became necessary. Student engagement with the platform is very good and is used by the teachers to enhance understanding of key topics as well as to set home learning tasks. https://bit.ly/3pnPJ2y	1, 2, 3

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

Budgeted cost: £ 4795.14

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce a programme that supports parents and students with home learning	The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: https://bit.ly/3rqnumr	2

<p>The purchase of Unifrog license</p>	<p>Unifrog is the market leader for careers platforms and can help students to plan for the future as well as build a portfolio in order to write CVs, job and college applications.</p> <p>https://bit.ly/3lpl4k8</p> <p>The Education Endowment Foundation says: “Young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need.”</p> <p>https://bit.ly/3l38iBo</p>	<p>4, 6</p>
<p>To financially support parents of disadvantaged students to ensure that they are able to attend curriculum enriching trips and activities.</p> <p>To assist with the purchasing of equipment and uniform for disadvantaged students where necessary.</p>	<p>Pupil Premium students who have attended trips with our support in the past, have returned to school having gained cultural capital and having developed a variety of skills including team work, independence and leadership skills.</p> <p>In the past, we have taken the disadvantaged student directly to the store in order to try on the uniform items that we buy for them. We have found that students who have chosen their uniform items are more likely to consistently wear the uniform. This, in turn, makes the student feel more like a member of the school community and improves self-esteem. Previously, we saw a significant improvement in attendance which coincided with the school’s support with uniform.</p>	<p>4, 5</p>
<p>The purchase of Shine by Rising Stars to support targeted interventions in Reading for disadvantaged students.</p>	<p>Rising Stars has been shown to:</p> <ul style="list-style-type: none"> • improve levels of engagement with reading • enable children to relate stories and make connections between their own experiences and the books they are reading 	<p>1</p>

	<ul style="list-style-type: none"> improve use of vocabulary https://bit.ly/3G88jT1	
The purchase of the whole-school reader to enable the parents of Pupil Premium students to support with reading the text from home	A way to embed a culture of reading in the school in line with the school's reading strategy: https://bit.ly/3d7WbEZ	1

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2020 to 2021 academic year. The criteria for spending is highlighted in bold with its impact described below:

Pupil Premium students develop the character, resilience, and grit necessary for life-long success:

Following a series of counselling sessions, student A has demonstrated a more positive approach to school. His attendance has risen, and his behaviour has improved. Combined, we are now seeing Student A meet all academic targets whereas, earlier in the year, he was below target in over half of his subjects.

Similar can be said for a number of Pupil Premium students who receive 1:1 counselling or interventions each week. Whilst not always quantifiable in terms of academic progress, staff have noted the improved resilience of these students which has, in turn, improved their aptitude in lessons.

Spending will close the gap/provide a rich educational experience for Pupil Premium students

1:1 maths and English interventions and tutoring have proven beneficial to narrowing the gap between the progress of the whole school population and Pupil Premium students. Over the last few years, the gap between the two cohorts has either been negligible or non-existent. Furthermore, on a number of data-drop points throughout the last 2 years, Pupil Premium students have out-performed the whole school population. The table below shows the performance of both cohorts since October 2020:

Table 1 shows the percentage of subjects that different cohorts of students were below target in at each data-drop

	Oct '20	Dec '20	Feb '21	April '21	June '21
Whole School	12	6	21	16	7
Pupil Premium	12	3	14	11	4

The COVID-19 pandemic has been an acutely disruptive influence on schools across the country. At Knightsfield, the school has remained open throughout (other than a 2-week period before the Easter holidays in 2020). This has meant that disruption has been kept to a minimum. Nevertheless, during the second lockdown that started in January 2021, parents were able to keep their child at home in order to be educated remotely. Whilst the school remained open, several parents chose to keep their child at home. Analysis of progress at this time has shown some interesting results. Firstly, students at school out-performed their peers who were learning remotely. Secondly, Pupil Premium students who stayed at home during this time fared worse than the non-Pupil Premium students at home. This is in spite of the additional support, home visits and lending of equipment to enable them to access the remote learning provision. Additional support was implemented upon their return to school with their subsequent progress monitored closely:

Table 2 shows the percentage of subjects that different cohorts of students were below target in at each data-drop and compares students who learnt remotely during this period with those that continued to attend school

	Feb '21	April '21	June '21
Regular Attendees	5	6	5
Remote Learners (non-Pupil Premium)	52	36	15
Pupil Premium Remote Learners	58	42	8

As you can see, Pupil Premium students who did not attend school in January and February were affected most by remote learning from home. Interventions and support upon their return yielded good results with Pupil Premium students narrowing the gap towards those that attended school at the start of the lockdown (in comparison with their non-Pupil Premium peers).

Pupil premium students are not excluded from enriching and enhancing opportunities outside the core curriculum:

The school has financially supported parents of Pupil Premium students by ensuring that they are able to attend curriculum enriching trips and extra-curricular residential stays. By attending such activities and by learning about leadership skills and teamwork, students demonstrate the resilience and determination required as identified in the first criteria.

Student B attended a residential trip where teamwork and determination were required to succeed in several tasks. This was also the first time the child had stayed away from home overnight. Following the trip, a newfound maturity and resilience has been seen from the student when faced with day-to-day difficulties that may have caused significant upheaval prior to the trip.

Conclusion:

The strategy plan has been successful as it has addressed all the criteria identified. Furthermore, Pupil Premium students at Knightsfield have outperformed the whole school population in terms of meeting their targets and the academic progress they have made over the last 2 years.

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

Programme	Provider
Century Tech	Century Tech

Further information (optional)

Once a decision to implement a particular strategy has been taken there are a wide variety of factors which determine its impact. We regularly monitor the performance of Pupil Premium students. Four times a year we gather data on progress and current performance and analyse this information in comparison with the remaining school population. Where a student is deemed to be falling below expected progress, provision, support and interventions are put in place. Attendance of Pupil Premium students is regularly monitored with interventions put in place should a student be absent for an extended period of time. We encourage student voice with Pupil Premium students represented in these meetings with the Deputy Headteacher. This allows students to share their views with the school and gives us the opportunity to informally measure the impact that interventions (such as counselling) are having.