

Knowsley Junior School

Pupil Premium Report to Parents, Guardians and Governors

2024-2025

Overview

The pupil premium grant provides funding to improve educational outcomes for disadvantaged pupils in state-funded schools in England. It is provided with the aim to support all schools to use the wealth of evidence of 'what works', evaluated by the Education Endowment Foundation (EEF), to use this funding effectively to drive high and rising standards for disadvantaged pupils.

Pupil premium funding is allocated to eligible schools based on the number of:

- Pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years (referred to as Ever 6 FSM).
- Children previously looked after by a local authority or other state care, including children adopted from state care or equivalent from outside England and Wales.

Pupil premium is not a personal budget for individual pupils, and schools do not have to spend pupil premium so that it solely benefits pupils who meet the funding criteria. It can be used:

- To support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer.
- For whole class interventions which will also benefit non-disadvantaged pupils.

Pupil premium funding is allocated to local authorities based on the number of:

- Looked-after children, supported by the local authority.
- Pupils who meet any of the eligibility criteria and who attend an independent setting, where the local authority pays full tuition fees.

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

The pupil premium funding is additional to main school funding and it will be used by this school to address any underlying inequalities for eligible children by ensuring that funding reaches the pupils who need it most.

Objectives for Pupil Premium in this School

1. The pupil premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
2. The funding will be used to close the gap between the achievement of these pupils and their peers.

3. As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for pupil premium and others.
4. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

School Policy

The headteacher and governing body have agreed a policy for pupil premium to guide the use of funds and to ensure that it represents value for money.

Accountability

The headteacher and leadership team will regularly and rigorously monitor, evaluate and review the strategies that we have put into place for pupil premium and report to the governing body on its progress and impact.

2024/25 Implementation and Impact

In 2024/25, we received £149,090 in pupil premium funding, which was spent on:

- Providing small group work for pupils entitled to PP funding with an experienced teacher or teaching assistant.
- 1:1 support.
- Acquiring effective materials for pupils entitled to PP funding, aimed at raising standards, particularly in reading and maths.
- A portion of our pastoral support officers' salaries to support children with social and emotional difficulties.
- A portion of an attendance officer's salary to support children with social and emotional difficulties.
- External specialist agencies, e.g. counsellors and special needs support.
- Support in accessing extra-curricular activities, e.g. music provision.
- Support in funding payment for uniform and PE kits to enable all children to fully access the school curriculum.
- Support in funding school trips.
- Year 6 leavers' hoodies.

The percentages below show the number of children meeting ARE and also their progress against their targets.

Year 6 Attainment and Progress Data

	PP data		Year group data	
	Attainment	Progress	Attainment	Progress
Reading	75% (-5%)	97% (+2%)	80%	95%
Writing	61% (-11%)	96% (=)	72%	96%
Maths	62% (-9%)	93% (-1%)	71%	92%

- 35 children: 35 FSM, 3 SEN, 1 PP+ and 8 EAL.
- In reading, 22 children met and 9 children exceeded their target; 2 children did not meet their target. 2 children were assessed against PIVATs.

- In writing, 30 children met and 2 exceeded their target; 1 child did not meet their target. 2 were assessed against PIVATs.
- In maths, 24 children met and 8 children exceeded their target; 2 children did not meet their target. 1 child was assessed against PIVATs.
- This cohort arrived in Year 3 with a large proportion of FSM due to Covid-19.
- With significant disruption to their learning due to lockdowns and isolations, the children have made exceptional progress, continuing to close the gap with their peers and in some cases outperforming them.

Year 5 Attainment and Progress Data

	PP data		Year group data	
	Attainment	Progress	Attainment	Progress
Reading	54% (-15%)	100% (0%)	69%	100%
Writing	54% (-5%)	100% (+1%)	59%	99%
Maths	67% (-1%)	95% (-1%)	68%	96%

- 24 children: 24 FSM, 3 SEN, 10 EAL and 1PP+.
- In reading, 23 children met their target and 1 child was assessed against PIVATs.
- In writing, 19 children met and 1 exceeded their target; 4 children were assessed against PIVATs.
- In maths, 21 children met and 1 exceeded their target; 1 child did not meet their target and 1 child was assessed against PIVATs.
- A focus for Year 6 is to increase the number of children meeting ARE in all subjects, with a particular focus on reading and writing.

Year 4 Attainment and Progress Data

	PP data		Year group data	
	Attainment	Progress	Attainment	Progress
Reading	75% (+4%)	100% (+2%)	71%	98%
Writing	47% (-12%)	100% (0%)	59%	100%
Maths	67% (0%)	100% (0%)	67%	100%

- 16 children: 14 FSM, 2 SEN and 3 EAL.
- In reading, 15 children met their target and 1 child was assessed against PIVATs.
- In writing, 14 children met their target, 1 child exceeded their target and 1 child was assessed against PIVATs.
- In maths, 15 children met their target and 1 child was assessed against PIVATs.
- A focus for Year 5 is to increase the number of children meeting ARE in all subjects, with a particular focus on writing.

Year 3 Attainment and Progress Data

	PP data		Year group data	
	Attainment	Progress	Attainment	Progress
Reading	33% (-30%)	87% (-1%)	63%	86%
Writing	20% (-32%)	87% (-5%)	52%	92%
Maths	40% (-19%)	92% (-6%)	59%	98%

- 15 children: 15 FSM, 3 SEN and 4 EAL.
- This is a small year group and the PP children make up 33% of the cohort. This year group also has a high proportion of SEND children.
- In reading, 6 children met and 1 child exceeded their target; 1 child did not meet their target, 1 INA and 6 children were assessed against PIVATs.
- In writing, 6 children met and 1 child exceeded their target; 1 child did not meet their target, 1 INA and 6 children were assessed against PIVATs.
- In maths, 10 children met and 2 children exceeded their target; 1 child did not meet their target and 2 were assessed against PIVATs.
- A focus for Year 4 is to increase the number of children meeting ARE in all subjects, with a particular focus on reading.

2024/25 Targeted Impact – Specific Barriers to Learning

In addition to our key principles of pupil premium, we have allocated our pupil premium in response to the needs of the current cohort of pupil premium children's specific barriers to learning.

A review of pupil premium attendance for last year will be actioned in the autumn term. The children who have attendance of less than 85% will become a focus for additional support and interventions. A positive start to the school day to aid focus and successful learning (including providing breakfasts, morning groups, instilling a positive attitude towards learning and emotional wellbeing) will be used to encourage attendance. The children will be closely monitored by the class teacher, teaching assistants, attendance officer and PP coordinator. We aim to offer support for those families who have lasting effects from the COVID-19 pandemic.

2025/26 Intent

- Accelerate the progress of eligible pupils to ensure that it is in line with the rest of the cohort in Years 3, 4 and 5 in all curriculum areas.
- Further close the attainment gap between eligible pupils and their peers in Year 4 in all subjects.
- At least maintain the number of eligible children reaching greater depth in all areas of the curriculum by the end of Year 6.
- Continue to improve the participation of eligible pupils in extracurricular activities and sporting tournaments.
- Continue to improve attendance and punctuality to ensure that attendance continues to be in line with the rest of the cohort.
- Ensure that pupil premium pupils with EAL and emerging English make good progress against their own targets and further close the gap with their peers.
- Further increase educational engagement and cultural participation.
- Ensure that pupil premium Year 6 pupils are prepared for, and have a successful transition to, secondary school.
- Increase confidence, resilience, engagement and focus in our pupil premium pupils and ensure that this has a successful impact on learning.
- Ensure that pupil premium pupils have a positive start to the school day and that this has a successful impact on engagement and learning.
- Provide focused classroom support for highlighted children to support individual needs.

- Increase the cultural capital of every child by providing them with information and experiences that would not always be available (for example exploring a place of the week, a word of the week, famous historical event, religion etc.).

Implementation

The projected spending for 2025/26 is focused on addressing these specific target areas. Spending has been allocated in line with our in-school analysis of the impact of previous year's spending, as well as specific research from the Sutton Trust EEF Teaching and Learning Toolkit, detailing how schools can best allocate resources to support the attainment of disadvantaged pupils.

Item/Project	Details	Projected Spend	Intended outcome
Partial contribution of the employment of teaching assistants with the specific role of supporting our PP and PP+ children.	Regular identification of focus children. Support in class in all subjects with specific focus on reading, writing and maths. Fluid interventions in order to support the acceleration of progress.	£85,000	Accelerate the progress and attainment of this group of pupils to increase the percentage of children achieving ARE in all year groups and further close the gap with their peers, with a specific focus on reading and writing. Provide support of emotional wellbeing, where needed.
PP leadership – organisation.	Enable a staff member to successfully lead all staff in supporting PP children.	£10,000	PP TAs are successfully managed to ensure PP children are supported effectively. Pupil premium funding is tracked and allocated effectively. PP children's attainment and progress is closely tracked to enable timely and effective use of data to improve results.

Item/Project	Details	Projected Spend	Intended outcome
Year 6 SATs booster groups led by an experienced HLTA.	HLTA-led booster and intervention groups. HLTA-led interventions/small group work to support more able learners. Reducing group sizes, using additional teacher support.	£3,000	Accelerate the progress and attainment of this group of pupils to increase the percentage of children achieving ARE.
Small group tuition.	To target pupils who have the greatest gap in progress and attainment. Carried out by experienced teachers.	£4,000	To increase the percentage of pupils achieving ARE in all subjects in all year groups.
Pastoral support officers (portion of salary and time).	Working with individual pupils, groups and families to provide enrichment opportunities and social and emotional support (e.g. Lego therapy, social stories). Support is both timetabled and ad hoc, when necessary.	(Portion of salary) £20,000	Identified pupils are supported in overcoming social and emotional barriers and are able to make good progress in wellbeing. This will also impact on readiness to learn and positive mindset of the child. Improve attendance and reduce arriving in school late.
External specialist agencies, e.g. counsellors and special needs support.	Identified pupils (PP+) in need of specific specialist counselling support to support their emotional and educational wellbeing.	1 day a week £2,500	Identified pupils are supported in overcoming social and emotional barriers and are able to make good progress. This will also impact on readiness to learn and positive mindset of the child.
FSM Online Checker.	Online system which is able to check the eligibility of families.	£750	The number of children eligible will increase and funding will be available to support learning and development.

Item/Project	Details	Projected Spend	Intended outcome
Acquiring effective materials for pupils entitled to PP funding aimed at raising standards, particularly in reading.	Buying books which will excite and encourage children to read.	£1500	Develop a love of reading for pleasure and enthusiasm for reading independently. Accelerate the progress and attainment of this group of pupils to increase the percentage of children achieving ARE in reading.
Support in funding the Year 5 residential.	Part and fully funded residential payment to Robinwood depending on PP status (CLA fully funded).	Full and partly funded costs: £1290	Year 5 PP children will have an enjoyable visit and be provided with new enrichment experiences which they may not have had a chance to do before. They will have grown in self-confidence and built teamwork skills. Skills will be transferable to the classroom and school.
Year 6 SATs preparation (hoodies/ breakfast club/ revision club).	Pay for breakfast club for pupils during SATs week. Payment (in part or full) for identified pupils to purchase a leavers' hoodie.	£100	To ensure that the Y6 pupils have had breakfast during SATs week and are all in school on time – gap between eligible pupils and peers closed. Identified pupils feel included and achievements celebrated.
Support in accessing extracurricular activities, e.g. music provision, trips and sporting activities.	Pay for peripatetic music lessons (during school time) for identified children.	£1750	Support children in their individual targets and aspirations. To improve teamwork and self-confidence – seen transferred into the classroom.

Item/Project	Details	Projected Spend	Intended outcome
Subsidised breakfast club.	Payment for identified pupils to attend breakfast club.	£200	To improve the attendance of specific pupils and reduce the number of persistent late pupils.
Uniform.	Paid for PP emergency PE kits. Additional uniform purchased when/if necessary.	£200	To remove barriers to learning in PE lessons and ensure that all children are able to participate. Improve self-esteem and confidence of identified pupils.

Total: £130,290

Strategy for Using the Funding

Our decisions about the allocation of funding are supported by research from Public Health England and the DfE on the impact of supporting wellbeing: social and emotional competencies are a more significant determinant of academic attainment than IQ; pupils who are confident about learning and have a growth mindset persist when faced with challenges; pupils who can set goals, manage stress and organise their school work achieve higher grades; pupils who use problem-solving skills to overcome obstacles do better academically. We have also used research from the Sutton Trust EEF Teaching and Learning Toolkit to ensure 'value for money' and effectiveness of our spending decisions.

It is school policy that, where possible, activities and support will be accessed either within class or with minimal disruption to class learning, particularly in the core subjects. For example, small group work and booster sessions take place during registration times. Class teachers are responsible for ensuring that support is regularly reviewed and monitored and tailored to the needs of the individual child. Interventions and booster groups are led by a mixture of experienced teachers and teaching assistants.

It is our school policy that pupil premium funding will only be used to supplement the payment of trips and extra-curricular activities when it is clear that these activities will support independent, specific, personal targets, or when it is clear that a child would miss out on the learning or cultural activity without the use of pupil premium. This will be assessed on an individual basis.