

# Pupil Premium Strategy Statement - Long Knowle Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	219 (Nursery to Y6)
Proportion (%) of pupil premium eligible pupils	41.1% (90 pupils)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2024/2025 to 2026/2027 This plan covers 2024/2025
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Julie Bond
Pupil premium lead	Jonathan Webb
Governor / Trustee lead	Gavin Hawkins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,045
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£144,045

# Part A: Pupil premium strategy plan

## Statement of intent

At Long Knowle, we want our children to Learn, Know, Progress & Shine. We encourage our children to do this through doing things RIGHT (Respect, Inspire, Grow, Honesty, Together). Our overarching value that ties all of this together is Kindness. We strongly believe that these core values, aligned with high expectations for all, will enable our children to become the best they can be.



As part of our continued efforts to support every single child, we continually review the progress and attainment of all our pupils. Senior Leaders and class teachers regularly analyse how well our Pupil Premium pupils do compared to other children. Decisions are then made based on identified priority areas. These outcomes and identified priorities are shared with governors so that all stakeholders can have input to and see the impact of our Pupil Premium Strategy. We treat all our children as individuals, carefully monitoring their progress and planning next steps on their learning journey to achieve the highest possible standards in everything they do so that no child is left behind.

School development plans for 2024/25 will continue to recognise that there are gaps in achievement between certain groups of pupils across school – these vary slightly from cohort to cohort. It is therefore necessary to raise the attainment and achievement of these groups. Raising the attainment and achievement of Pupil Premium children to reach at least national expected standard continues to be a school priority.

The use of the Pupil Premium Funding will be used in a variety of ways to improve outcomes for vulnerable pupils. The strategies adopted will be based on the best available research and evidence at the time and will also help to ensure that outcomes for children who are not disadvantaged continue to be sustained or improved.

Broadly the funding will help us achieve the following goals:

- That there is sustained, excellent quality first teaching for all pupils.
- An enriching and varied, high quality curriculum is in place and accessible to all pupils
- Targeted interventions are delivered by skilled and knowledgeable staff for children identified as needing additional support to access the curriculum successfully
- All children are able to access trip, visits, residential, clubs and wider opportunities that exist throughout the school
- Disadvantaged children are supported to access opportunities beyond their school experience in the wider community.

All pupils are entitled to the best curriculum and learning opportunities whatever their prior level of attainment, so we ensure that our children receive help when they find learning difficult but are also offered challenges in areas where they are strong. We also ensure that they have a range of resources and enrichment opportunities through visits to places of interest and participation in whole school events. Pupil Premium spending is reviewed in an ongoing way as each year progresses. Future priorities are identified by the school's self-evaluation processes and considering current educational research.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Baseline assessments in EYFS show that our pupils start Reception with typically low starting points, often 'well below' national expectations</b></p> <p>Trends in judgements show:</p> <ul style="list-style-type: none"> <li>• Poor language and communication skills (through both teacher observation and the use of diagnostic assessments such as WellCom)</li> <li>• Limited prior learning</li> <li>• Lack of phonic awareness</li> <li>• Poor numerical understanding</li> </ul> <p>These are particularly prevalent for our disadvantaged pupils.</p>
2	<p><b>Under Developed Oracy Skills</b></p> <p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills, lower word acquisition and vocabulary gaps among many disadvantaged children. This is evident in Nursery and Reception and in general, are more prevalent among our disadvantaged pupils than their peers, thus slowing down reading progress in subsequent years</p>
3	<p><b>Pupil Premium and SEND</b></p> <p>In our school a significant number of the children who receive pupil premium funding also have additional needs in terms of SEND</p>
4	<p><b>Attendance</b></p> <p>A number of Pupil Premium children have poor attendance or are persistently late. This culminates in missed learning, often of key concepts such as phonics and mastery maths. Whilst attendance rates overall are good and above the national average, there is a gap between our disadvantaged and our non-disadvantaged pupils. The persistent absence rate for our disadvantaged pupils is much higher than for our non-disadvantaged pupils. We recognise that attendance is crucial in our drive to close the attainment gap between disadvantaged pupils and their non-disadvantaged peers.</p>
5	<p><b>Lack of Experiences – Cultural Capital</b></p> <p>Many children in our school have a lack of access to experiences to develop cultural capital and knowledge of the world. This is more prevalent in disadvantaged pupils.</p>
6	<p><b>Attainment and Progress Gap</b></p> <p>For some disadvantaged children across the school, attainment is below that of their peers in reading, writing and maths and they need quality first teaching and additional small group intervention to make rapid and sustained rates of progress in order to at least achieve ARE by the time they leave.</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
<p><b>Baseline assessments in EYFS show that our pupils start Reception with typically low starting points, often ‘well below’ national expectations</b></p> <p>Accelerated progress from baseline judgements for disadvantaged pupils in EYFS.</p>	<ul style="list-style-type: none"> <li>• High quality EYFS provision rooted in the development of communication, language and literacy skills as well as a wealth of opportunities for children to develop in all areas of learning.</li> <li>• Robust phonics teaching through the Twinkl phonics programme. English Lead to work alongside EYFS staff and Phonics lead, providing effective modelling and internal CPD and moving children on rapidly.</li> <li>• Additional and appropriate support in place for disadvantaged children with additional needs.</li> <li>• A strong school/parent partnership in place to support children’s learning beyond the classroom.</li> <li>• At least good progress for all children, especially disadvantaged pupils.</li> </ul>
<p><b>Under Developed Oracy Skills</b></p> <p>Improved vocabulary acquisition and language comprehension among disadvantaged pupils in Nursery, Reception and KS1</p>	<ul style="list-style-type: none"> <li>• Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</li> <li>• This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> </ul>
<p><b>Pupil Premium and SEND</b></p> <p>Improve quality first teaching for all pupils with a focus on “Learn, Know, Progress &amp; Shine” so that pupils make at least expected progress in reading, writing and maths.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils with SEND to have a pathway identified for any interventions required to enable them to progress in line with local and national equivalent.</li> <li>• Gap will close between disadvantaged pupils with SEND and their peers.</li> </ul>
<p><b>Attendance</b></p> <p>Improved attendance rates for disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Persistent absence rate for disadvantaged pupils will decrease - persistence absence gap between disadvantaged and non-disadvantaged pupil will narrow.</li> <li>• Case studies of all disadvantaged pupils whose attendance falls below 95% to ensure that appropriate measures can be put in place to support before they fall into the category of ‘persistently absent’.</li> <li>• Education Welfare Officer and Attendance Officer will work closely with parents to address issues with attendance.</li> <li>• Out of school hours (breakfast club and lifts to Wood End After-School Club) provision offered to children where this would improve attendance.</li> </ul>
<p><b>Lack of Experiences – Cultural Capital</b></p> <p>All Pupil Premium children are given opportunities to develop cultural capital across the curriculum to enrich their learning.</p> <p>The percentage of Pupil Premium children attending after school clubs to enrich the curriculum is in line with peers.</p>	<ul style="list-style-type: none"> <li>• Children are given experiences they may not receive elsewhere.</li> <li>• Children able to access the curriculum and related vocabulary.</li> <li>• Registers taken from all after school clubs show regular attendance of children who are eligible for Pupil Premium.</li> <li>• Children are given experiences to grow and develop talent they may not receive elsewhere.</li> </ul>

	<ul style="list-style-type: none"> <li>Children experience the learning opportunities of experiences and activities that cannot be provided at school as well as a range of visits and a Year 6 overnight residential.</li> </ul>
<b>Attainment and Progress Gap</b>	<ul style="list-style-type: none"> <li>Accelerated progress for disadvantaged pupils.</li> <li>Narrowing attainment gap between disadvantaged pupils and their non-disadvantaged peers.</li> <li>Our disadvantaged pupils will perform in line or better than local and national data in end of key stage assessments and phonics screen.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS/KS1 and a KS2 Phase Leader role – supporting and modelling, raising standards in teaching/supporting less experienced staff.	EEF Pupil Premium guidance – ‘Access to quality first teaching is the first priority, this is the tier that has the biggest impact on a child’s attainment.’	6
CPD for all teaching staff	EEF Pupil Premium guidance – ‘Access to quality first teaching is the first priority, this is the tier that has the biggest impact on a child’s attainment.’ Carefully chosen CPD will ensure that all staff are up to date with any changes in their curriculum area whilst also refreshing their ideas on teaching and learning. All CPD will be disseminated to other staff.	1, 2, 3, 4, 6
Mastering Number Programme – ShaW Hub	EEF Teaching and Learning Toolkit: +5 months ‘Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening.’	1, 2, 3, 6
Pupil Premium Lead to monitor and manage spending of the grant	According to the EEF ‘Putting Evidence to Work – A School’s Guide to Implementation’ document, schools should develop a team of leaders to monitor and support areas of improvement throughout the school. Having a PP Lead, allows the large number of eligible pupils to be tracked and monitored with appropriate support allocated to those who	1, 2, 3, 4, 5, 6

	need it. The PP Lead is responsible for identifying the impact of the allocation in raising attainment and requirements for future spending.	
Smaller group sizes for Core subjects – use of additional teachers	<p>EEF Toolkit (+3 months) <i>'As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.'</i></p> <p>Quality First Teaching Wave 1: Waves of Intervention EEF. Education Policy Institute 2018 – Key Drivers of the Disadvantage Gap: The most important school-level factor for pupil attainment is teacher effectiveness: evidence shows that the difference between being taught by a good versus bad teacher is equivalent to a whole year of learning for disadvantaged pupils. EEF +4: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better EEF +4: This arrangement enables the teacher to focus exclusively on a small number of learners. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	1, 3, 6
Release time out of class for Phase Leaders to drive school improvement issues and areas within phases and across the school.	Continuous professional development will help further improve quality first teaching by improving pedagogy, subject knowledge and by providing information about current educational best practice. EEF Effective Professional Development	1, 5, 6
Termly Pupil Progress Meetings Phase Leaders and teachers to track progress of all PP children	In year monitoring of data allows teachers and SLT to put interventions in place to overcome barriers to children not making expected progress	6

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Twinkl Phonics used as a systematic approach to teaching of early reading	<p>Twinkl Phonics is a DfE validated systematic synthetic phonics programme.</p> <p>EEF Toolkit: +5 months. <i>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</i></p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   EEF</a></p>	1, 2, 3, 6
TTRockstars	EEF Toolkit: +6 months - Early Numeracy approaches +5 months – Mastery learning	6
Teaching Assistant Support in every class.	<p>EEF Pupil Premium guidance – <i>'Access to quality first teaching is the first priority, this is the tier that has the biggest impact on a child's attainment.'</i></p> <p><i>Teaching Assistants to support children in accessing quality first teaching. Also, delivering interventions for children with PP and SEND.</i></p>	1, 2, 3, 4, 5, 6
SENDCo out of class	According to the EEF 'Putting Evidence to Work – A School's Guide to Implementation' document, schools should develop a team of leaders to monitor and support areas of improvement throughout the school. Having a SENDCo out of class, enables her to work more closely with pupils identified as having Special Educational Needs, target setting with staff, working in small groups with pupils, offering support and guidance to staff, alongside professionals, in relation to the individual needs of pupils. 55% of children currently on our SEND register are eligible for Pupil Premium.	1, 2, 3, 6
Lexia	EEF Toolkit +6 months - Reading comprehension strategies	2, 6
Continue to use the language diagnostic/intervention strategy WellCom and give time to EYFS Lead practitioner to ensure that	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as highquality classroom discussion, are inexpensive to implement with high impacts	1, 2, 6

all EYFS staff are implementing this correctly and accurately to ensure maximum impact on early language acquisition.	on reading: <a href="#">Oral language interventions   EEF</a>	
An additional phonics/reading intervention targeted at disadvantaged pupils who require further phonics/reading support. This will be delivered by members of staff and our English lead practitioner will also be released to monitor quality and impact	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics   Toolkit Strand   Education Endowment Foundation   EEF	1, 6
Use of Lego therapy and drawing and talking for small intervention groups and 1:1 intervention. Cool kids groups delivered by learning support to target groups.	Education Endowment Foundation – Early Years Toolkit indicates play based learning to have a potential +6 months pupil gain. When supported by an adult it can support the language development of early years children.	2, 3, 4, 5, 6

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO/School Attendance Officer	EEF guidance for Using Pupil Premium funding effectively: ‘You can spend your pupil premium on non-academic interventions, such as improving pupils’ attendance, as these are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid-19.’	4
Pastoral Manager – working with pupils and families. Building positive relationships, addressing needs for support, SEMH.	EEF Toolkit: +4 months - Parental engagement +4 months – Behavioural interventions +3 months – Social and Emotional Learning	3, 4, 5
Outdoor Learning	EEF Toolkit: +1 month – Physical activity +4 months – Behavioural interventions +3 months – Social and Emotional Learning	5
Extra-curricular clubs	EEF Toolkit +3 months – Extending school time +1 months – physical activity	5
Music school SLA - Music tuition for pupils in Y4	EEF Toolkit – Arts Participation +3 months. ‘Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.	2, 5



	Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.'	
School Visits/Residential	EEF Toolkit: +1 month – Physical activity +4 months – Behavioural interventions +3 months – Social and Emotional Learning +3 months – Extending school time	5
Rewards system – New House System in place	EEF +4: On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	1, 2, 3, 4, 5, 6

**Total budgeted cost: £145,000**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

### EYFS – GLD

URN/ Estab.	Setting Name	Eligible	GLD 1,2	Avg. No. Exp. ELGs <sup>2</sup>
-	<b>Local Authority</b>	3,463	61.9%	13.0
	Disadvantaged	958	51.7%	11.9
	Non Disadvantaged	2,505	65.7%	13.4
2058	<b>Long Knowle Primary School</b>	30	53.3%	12.8
	Disadvantaged	5	40.0%	10.2
	Non Disadvantaged	25	56.0%	13.3

2022 – LKPS PP achieving GLD was 40% (LA was 51.7%).

PP achieving prime areas was 40%

URN/ Estab.	Setting Name	Eligible	GLD 1,2	Avg. No. Exp. ELGs <sup>2</sup>
-	<b>Local Authority</b>	3,485	62.8%	12.9
	Disadvantaged	1,081	54.6%	12.1
	Non Disadvantaged	2,404	66.4%	13.3
2058	<b>Long Knowle Primary School</b>	29	62.1%	13.2
	Disadvantaged	9	44.4%	11.1
	Non Disadvantaged	20	70.0%	14.1

2024 – LKPS PP achieving GLD was 44.4% (LA was 54.6%).

PP achieving prime areas was 55.6%

- PP children had 50% achieve GLD from 8 children (worth 12.5% each) compared to non-PP achieving 67% from 21 children (worth 4.76% each).



### KS1 – PHONICS

Estab. No.	Estab. Name	Cohort	No Score	Mark					APS	Outcome				
				0-15	16-23	24-31	32-36	37-40		Q	A	D	WT	WA
-	<b>Local Authority</b>	3,542	3.5%	11.5%	5.3%	5.5%	26.5%	47.7%	31.9	0.0%	0.3%	3.2%	22.3%	74.2%
	Disadvantaged	1,381	4.1%	15.6%	7.0%	6.7%	26.9%	39.8%	29.8	0.0%	0.4%	3.6%	29.3%	66.7%
	Non Disadvantaged	2,161	3.1%	8.8%	4.3%	4.8%	26.2%	52.8%	33.2	0.0%	0.2%	2.9%	17.9%	79.0%
2058	<b>Long Knowle Primary School</b>	30	0.0%	10.0%	6.7%	10.0%	40.0%	33.3%	30.6	0.0%	0.0%	0.0%	26.7%	73.3%
	Disadvantaged	13	0.0%	23.1%	15.4%	7.7%	15.4%	38.5%	25.4	0.0%	0.0%	0.0%	46.2%	53.8%
	Non Disadvantaged	17	0.0%	0.0%	0.0%	11.8%	58.8%	29.4%	34.6	0.0%	0.0%	0.0%	11.8%	88.2%

2022 – LKPS PP 53.8% passing Phonics (gap to non pp is 34.6%)

Estab. No.	Estab. Name	Cohort	No Score	Mark					APS	Outcome				
				0-15	16-23	24-31	32-36	37-40		Q	A	D	WT	WA
-	<b>Local Authority</b>	3,612	3.5%	10.4%	4.0%	4.2%	27.4%	50.6%	32.7	0.0%	0.4%	3.1%	18.6%	77.9%
	Disadvantaged	1,319	4.8%	15.2%	5.1%	5.2%	27.1%	42.7%	30.6	0.0%	1.0%	3.8%	25.5%	69.7%
	Non Disadvantaged	2,293	2.7%	7.7%	3.3%	3.6%	27.5%	55.1%	33.9	0.0%	0.1%	2.7%	14.6%	82.6%
2058	<b>Long Knowle Primary School</b>	31	0.0%	9.7%	0.0%	6.5%	19.4%	64.5%	33.7	0.0%	0.0%	0.0%	16.1%	83.9%
	Disadvantaged	7	0.0%	14.3%	0.0%	0.0%	14.3%	71.4%	33.0	0.0%	0.0%	0.0%	14.3%	85.7%
	Non Disadvantaged	24	0.0%	8.3%	0.0%	8.3%	20.8%	62.5%	33.9	0.0%	0.0%	0.0%	16.7%	83.3%

2023 – LKPS PP  
85.7% passing  
Phonics (above  
non PP by 2.4%)

Estab. No.	Estab. Name	Cohort	No Score	Mark					APS	Outcome				
				0-15	16-23	24-31	32-36	37-40		Q	A	D	WT	WA
-	<b>Local Authority</b>	3,637	4.3%	8.1%	4.7%	4.2%	28.8%	49.8%	33.2	0.0%	0.5%	3.8%	17.0%	78.6%
	Disadvantaged	1,365	4.8%	11.3%	5.6%	5.7%	30.8%	41.7%	31.6	0.0%	0.9%	4.0%	22.6%	72.5%
	Non Disadvantaged	2,272	4.0%	6.3%	4.1%	3.3%	27.6%	54.7%	34.1	0.0%	0.3%	3.8%	13.6%	82.3%
2058	<b>Long Knowle Primary School</b>	29	3.4%	0.0%	3.4%	0.0%	24.1%	69.0%	36.9	0.0%	0.0%	3.4%	3.4%	93.1%
	Disadvantaged	14	0.0%	0.0%	7.1%	0.0%	50.0%	42.9%	35.0	0.0%	0.0%	0.0%	7.1%	92.9%
	Non Disadvantaged	15	6.7%	0.0%	0.0%	0.0%	0.0%	93.3%	38.9	0.0%	0.0%	6.7%	0.0%	93.3%

2024 – LKPS PP  
92.9%  
passing  
Phonics  
(gap to  
non pp is  
0.4%)

- PP children averaged 35/40 compared to non-PP averaging 38/40. Small gap.

#### Reading - Phonics Score

Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)



### KS1 – Data

- PP children slightly outperformed non-PP in Reading by 1 SS average.
- Non-PP slightly outperformed PP by average 1 ss in Maths.

#### Reading - Main Assessment

Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)



#### Maths - Main Assessment

Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)



## MTC Data

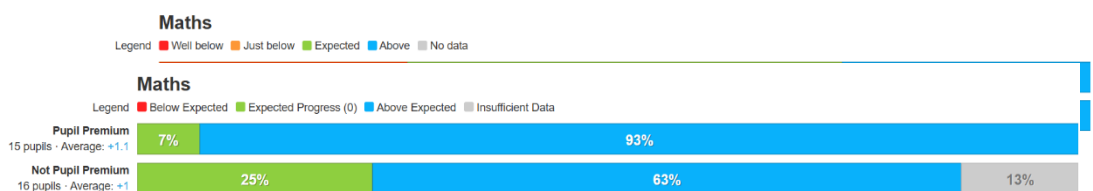
				Score						
Estab. No.	Estab. Name	Cohort	Eligible <sup>1</sup>	No Score <sup>2</sup>	0-5	6-10	11-15	16-20	21-25	Average Score <sup>3</sup> (out of 25)
-	<b>Local Authority - Wolverhampton</b>	3,604	3,561	4.9%	2.8%	6.4%	13.5%	17.4%	55.0%	19.6
	Disadvantaged	1,600	1,578	6.5%	4.3%	8.9%	16.9%	18.1%	45.3%	18.3
	Not Disadvantaged	2,004	1,983	3.7%	1.7%	4.4%	10.8%	16.8%	62.6%	20.6
<b>3362058</b>	<b>Long Knowle Primary School</b>	30	30	0.0%	0.0%	0.0%	6.7%	13.3%	80.0%	23.0
	Disadvantaged	14	14	0.0%	0.0%	0.0%	14.3%	7.1%	78.6%	22.6
	Not Disadvantaged	16	16	0.0%	0.0%	0.0%	0.0%	18.8%	81.3%	23.4

In In 2022, our PP children achieved an average of 22.6 out of 25. In 2023, this has risen to 24.5 out of 25. This is 6.2 above LA avg for PP. The gap to non pp has closed from 0.8 to 0.4.

				Score						
Estab. No.	Estab. Name	Cohort	Eligible <sup>1</sup>	No Score <sup>2</sup>	0-5	6-10	11-15	16-20	21-25	Average Score <sup>3</sup> (out of 25)
-	<b>Local Authority - Wolverhampton</b>	3,813	3,754	4.8%	3.1%	7.9%	12.2%	15.8%	56.1%	19.6
	Disadvantaged	1,752	1,719	6.1%	4.7%	10.9%	14.2%	17.5%	46.6%	18.3
	Not Disadvantaged	2,061	2,035	3.6%	1.8%	5.4%	10.6%	14.4%	64.2%	20.7
<b>3362058</b>	<b>Long Knowle Primary School</b>	31	30	6.7%	0.0%	0.0%	0.0%	3.3%	90.0%	24.7
	Disadvantaged	14	13	0.0%	0.0%	0.0%	0.0%	7.7%	92.3%	24.5
	Not Disadvantaged	17	17	11.8%	0.0%	0.0%	0.0%	0.0%	88.2%	24.9

## KS2 MATHS

- PP children closed the GAP in KS2 SATs at the end of 2023/2024 in maths.
- KS2 SATs outcomes: PP = avg SS of 105 compared to non-PP 106

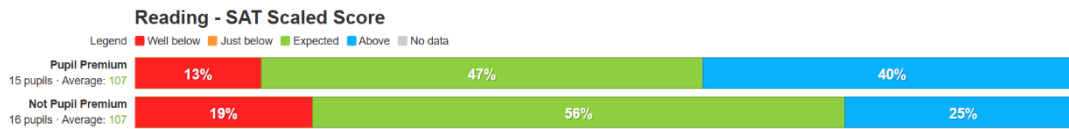


• PP children made greater progress

in KS2 maths. +1.1 SS compared to +1 for non-PP.

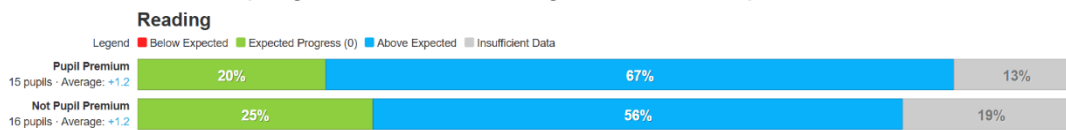
## KS2 READING

- PP children achieved avg of 107 SS – same as non-PP.
- PP children had 40% GDS compared to 25% for non-PP.



• PP children

made same progress in KS2 reading. +1.0 SS compared to +1.0 for non-PP.



We have closed the gap in Reading as seen by our end of KS2 results. Children achieved in line with non-PP children. Noticeably, PP outperformed non-PP when it came to GDS reading with 40% compared to 25%.

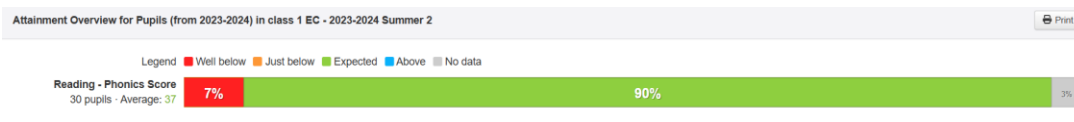
Reading continues to be one of our main areas for development. We have strong procedures in place to support our lowest 20% of readers. TAs across the school support across year groups to ensure our lowest 20% are heard a minimum of 3 times per week.

All children have weekly access to the school library meaning they have two books to take home – their reading book (based on their ability) and their library book (chosen by the child). We continue to use BoomReader to record children’s reading in school and we actively encourage parents to record on there too.

Continued use of DEAR time and access to library weekly. New lending library accessible during break/lunch and after-school.

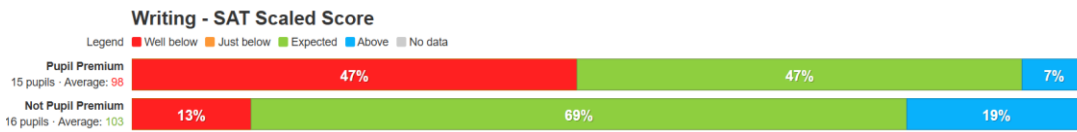
Continued use of Lexia to support children in reading and comprehension.

Twinkl Phonics has been used for two years now. Phonics results in 23-24 show our phonics scheme is having a great impact on our early readers:



## KS2 WRITING

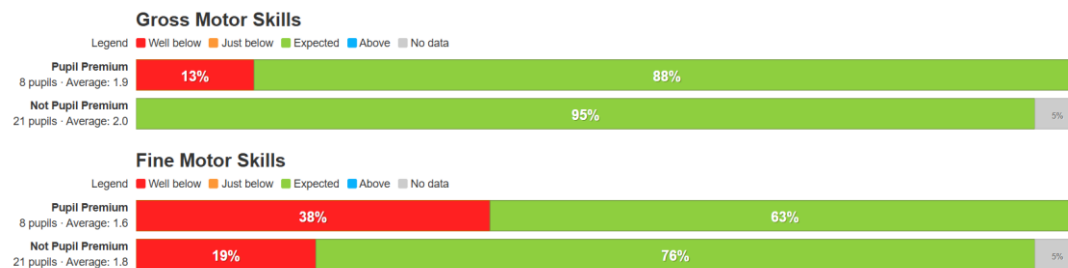
- PP children were below non-PP for writing. Avg SS of 90 compared to 103 for non-PP.



## Gross/Fine Motor Skills

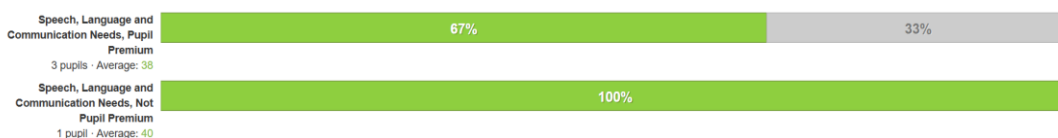
Family support worker taking small weekly group interventions for mental health, well-being and confidence building. Sessions take place weekly and include PP children across the school to develop their self-esteem and confidence in school and to their learning.

Development of EYFS outdoor space. PP children are slightly behind non-PP in gross motor and fine motor:



## SALT

Children in KS1 with Speech and Language received additional support. PP children with SALT had 67% pass. Non-PP children with SALT had 100%.



Our Year 3 and Year 6 class utilised an additional Teacher in each class. Year 6 3x days per week and Y3 1x day per week. This enabled us to focus support on PP children and children with SEND.

## YEAR 6

**All children are closing the GAP to non-PP.**

**End of Y5 compared to end of Y6 Reading: Y5 = PP=74% exp+ and non-PP=86% exp+**

**Y6 = PP=87% exp+ and non-PP=81%exp+**

**End of Y5 compared to end of Y6 Maths: Y5 = PP=73% exp+ and non-PP=93% exp+**

**Y6 = PP=74% exp+ and non-PP=82%**

**End of Y5 compared to end of Y6 Writing: Y5 = PP=53% exp+ and non-PP=78% exp+**

**Y6 = PP=54% exp+ and non-PP= 88%exp+**

### YEAR 3

The data below shows the outcomes of our children who were PP. It compares SEND vs non-SEND. All of these children made progress from the baselines at the start of year 3 in Sep 2023. There is a clear GAP between the PP children with SEND, who are performing below their peers without SEND. **All children are closing the GAP to non-PP.**

**End of Y2 compared to end of Y3 Reading: Y2 = PP=33% exp+ and non-PP=57% exp+**

**Y3 = PP=53% exp+ and non-PP=69%exp+**

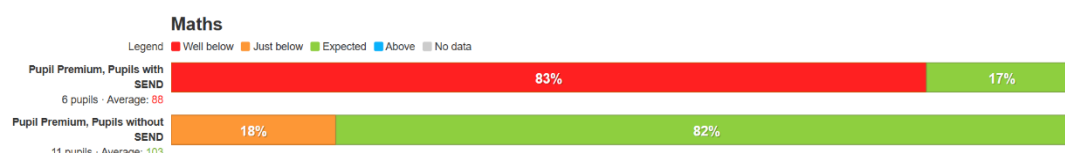
**End of Y2 compared to end of Y3 Maths: Y2 = PP=40% exp+ and non-PP=77% exp+**

**Y3 = PP=59% exp+ and non-PP=76%**

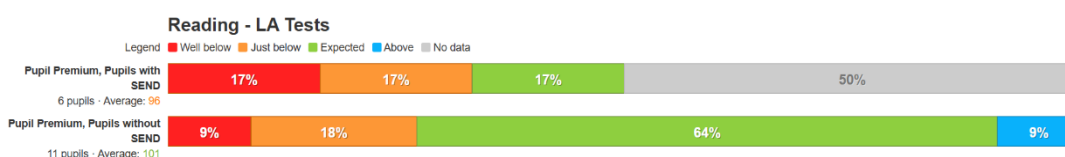
**End of Y2 compared to end of Y3 Writing: Y2 = PP=20% exp+ and non-PP=50% exp+**

**Y3 = PP=35% exp+ and non-PP= 70%exp+**

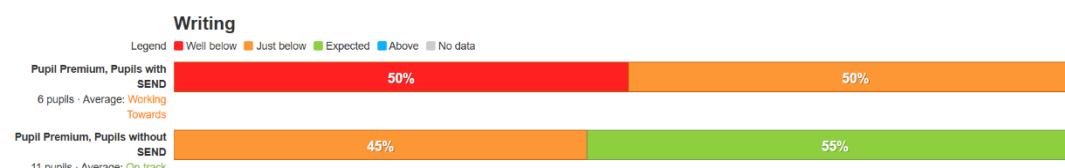
### Year 3 Maths:



### Year 3 Reading:



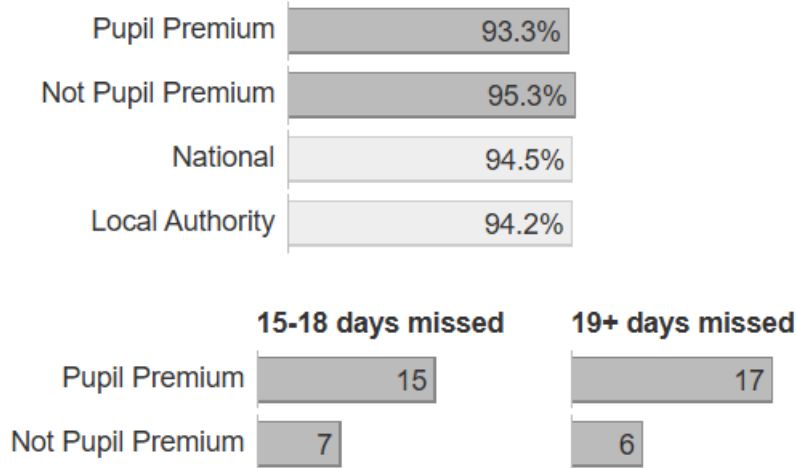
### Year 3 Writing:



### Attendance:

- PP attendance is not as good as non-pp attendance for 23-24 however the gap has been significantly closed from 2022-23.
  - Gap to non-PP has reduced from 4.8% down to 1.4%
  - PP Overall absence down from 10.3% to 5.8%
  - PA Absence gap to non-PP has decreased from 28.5% to 11.8%
  - PA Absence for PP has decreased from 45.6% to 23.8%
- We have a lot of our PP children who are persistently late.
- PP days missed  $1,116.5 \div 88$  children = 12.68 days avg per child
- Non-PP days missed  $810 \div 95$  children = 8.52 days avg per child

### Attendance percentage



Pupils <span style="float: right;"><input type="checkbox"/> Show all pupil names</span>								
Pupil	Attendance	Days missed	Days missed through illness	Authorised absences	Unauthorised absences	Late before register closed	Late after register closed	Possible sessions
Pupil Premium — 88 pupils — 48%	93.3%	1,116.5	689	4.6% (1,513)	2.2% (720)	1,569	11	33,226
Not Pupil Premium — 95 pupils — 52%	95.3%	810	487.5	3.1% (1,080)	1.6% (540)	652	0	34,308

## Externally provided programmes

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

Programme	Provider
Boom Reader	Boom Hub
TTRS	Times Table Rock Stars through Maths Circle
Mastering Number	ShaW Hub – Mastery Maths planning and teaching resources through use of Rekenrek.
Lexia – reading intervention	Lexia
Literacy Shed	Literacy Shed
Power Maths	Pearsons Active Learn – Power Maths (white rose maths edition)
Twinkl Phonics	Twinkl Phonics
Kinetic Handwriting	Kinetic Handwriting



## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

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