

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Knowle DGE
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	74%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	09/11/2022
Date on which it will be reviewed	Yearly review September 2023, Sept 2024, Sept 2025
Statement authorised by	Suzanne Nelson
Pupil premium lead	Suzanne Nelson
Governor / Trustee lead	Caroline Down

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,325 (D58)
Recovery premium funding allocation this academic year	£64,000 (CUP)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Total: £45,000 (£5,000 – Big cat resources) (£400 – Animal care support) (£20,000 bespoke intervention support) (£19,600 to update Sensory rooms)
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	£196,325 (£45,000 already spent)

Part A: Pupil premium strategy plan

Statement of intent

At Knowle DGE we aim to ensure the gap being narrowed is supporting learners in meeting the aspirational aims identified in the Education Health and Care Plans for each learner.

We are committed to raising pupil achievement across the planned curriculum and supporting the wider developmental learning needs of our pupils which include their engagement with learning, communication strategies, social interaction, mental health needs and independence. All pupils have individual provision plans that, linking with their Education Health and Care plans, identify their short-term targets and the provision that is in place to support them to meet these. These provision plans also ensure that intervention activities are integrated with the wider curriculum and classroom teaching and ensure that interventions are directed to the pupils who are most in need. We invest the pupil premium income in providing additional support, staff training and resources to enable school staff to better meet our pupils diverse learning and developmental support needs.

We know that good teaching is the most important lever in improving outcomes for all of our pupils, especially those who are identified as disadvantaged and so we have a considerable investment in developing evidence-informed teaching and learning strategies. Alongside this we are ensuring that our investment in teaching assistants has the impact of improving outcomes by developing our understanding and practice around their deployment and day-to-day practice.

A number of pupils have specific barriers to progress and additional needs that are not met through their core provision, and so a proportion of the Pupil Premium funding is set aside to meet these needs as they arise. This may involve engaging additional agencies such as mentoring services or therapeutic interventions such as equine therapy or drama therapy.

Based on the increasing complex needs of the students at Knowle DGE we have had to increase the amount of individual and more bespoke timetables to support the needs on students EHCPs or what students need to support with their attendance, safeguarding needs, learning and communication. Pupil Premium supports with these timetables to increase the students life experiences and cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Levels of literacy, in particular reading; the majority of our disadvantaged pupils have a reading age well below their chronological age.
2	Speech, language and communication needs as identified in their Education, Health and Care plans.
3	Prior attainment; the majority of our disadvantaged pupils are working below ARE.
4	Attendance; the attendance of our disadvantaged pupils is below that of the other pupils.
5	A wide range of social, emotional and mental health needs as identified through the Education, Health and Care plans and through safeguarding concerns.
6	Additional challenges in the home and community including deprivation and levels of parental engagement.

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
1	Levels of literacy, in particular reading; the majority of our disadvantaged pupils have a reading age well below their chronological age.
2	Speech, language and communication needs as identified in their Education, Health and Care plans and as identified by Speech and Language therapists and staff.
3	Prior attainment; the majority of our disadvantaged pupils are working below ARE.
4	Attendance; the attendance of our disadvantaged pupils is below that of the other pupils.
5	A wide range of social, emotional and mental health needs as identified through the Education, Health and Care plans and through safeguarding concerns.
6	Additional challenges in the home and community including deprivation and levels of parental engagement.

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: £ £111,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention HLTAs x 3	<p>EEF state that “The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year.” Along with the EEFs recommendation, our HLLFs “deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months’ progress lies between these figures”.</p> <p>Knowle DGE’s HLLFs are deployed to support with delivering the interventions on students provision plans both in and out of the classroom, 1:1 and in groups and to complete home visits/ bespoke trips to support with increasing attendance in school.</p>	1,2,3,4,5,6
Outdoor Education Tutor	The school has identified that our students need more access to activities that provide ‘Cultural Capital’. EEF Foundation has found that “Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation	2,5,6

	<p>in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.”</p>	
<p>Speech and language support for teaching staff.</p>	<p>The school has identified that the majority of pupils have areas of need around speech and language and so support is in place for teachers and teaching assistants to address these needs as part of the quality first teaching. The use of the use of purposeful, curriculum-focused, dialogue and interaction can be seen as part of the oral language intervention and as identified by the EEF overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>Historically, children with speech and language difficulties would be given specialist treatment from a speech and language therapist (SaLT). There is evidence that intervention carried out on a one to one basis with a qualified SaLT is effective (Ebbels, 2014; note that Law et al have also planned an updated</p>	<p>1, 2</p>

	<p>Cochrane review in 2017). There is also evidence that children who have received early speech and language therapy, particularly phonological awareness instruction, show better literacy skills later in school (Kirk & Gillon, 2007)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 54,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke Timetables	<p>At Knowle DGE we have ‘Enhanced’ and ‘Bespoke’ timetables to support students for different reasons. This could be based on safeguarding concerns that need addressed and supported, increasing students resilience to learning. We also believe that this will support students that are finding it difficult to engage in learning to increase their ‘Social and Emotional Skills’ (SEL). EEF state that:</p> <p>“‘Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.”</p>	1, 2, 3, 4, 5, 6

	<p>Knowle DGE have carefully evaluating our approaches as part of our plans for all pupils' and considered how to adapt our provision for the complex change in needs of our young people following the pandemic. We regularly review the staff training, curriculum time and the impact of bespoke interventions.</p> <p>We ensure that in line with expectations from EEF that the Five Core competencies at the heart of SEL are included in our bespoke timetables including:</p> <p>Self-awareness; Self-regulation; Social awareness; Relationship skills; and Responsible decision making.</p>	
<p>Music Tutors</p>	<p>Knowle DGE offer our students access to 1:1 or group sessions with our music tutors. This is offered across the school. EEF state that participation in Arts such as 'Music Tutors' support with:</p> <p>"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.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in</p>	<p>3,4,5</p>

	<p>both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.”</p>	
Nurture	<p>Knowle DGE is a Level 1 Nurturing school. Bennett, Cloran and Rivard (2001) state that “To date, research on this intervention model has consistently shown that students who attend a NG for at least one school year are much more likely to demonstrate improvements in school functioning than other at-risk students who do not”. “By providing the safety, attunement and reliable structure required for children to feel contained and cared for, students can begin to form secure, trusting relationships with secondary attachment figures (ie, teachers and teaching assistants) (Bennathan & Boxall, 2000; Bowlby, 1969). The development of a secure style of attachment with school personnel gradually allows for a broadening of the child’s rigid ‘internal working model’; the cognitive framework comprising mental representations for understanding self and others (Bowlby, 1969).</p>	3,4,5

	<p>Importantly, the adaptive revision of negative internal working models of the self (eg, damaged, unworthy, unwanted) and of others (eg, dangerous, rejecting, unreliable) leads to improvements in school functioning via the child's increasing responsiveness to adult co-regulation and scaffolding and willingness to take academic risks (Cairns & Cairns, 2016)."</p>	
<p>Interventions</p>	<p>Along with the expectations of EEF, Knowle DGE use structured interventions with reliable evidence of effectiveness. Knowle DGE replicate some of the proven common elements of effective interventions, such as:</p> <ul style="list-style-type: none"> -Sessions are often brief (20– 50mins), occur regularly (3–5 times per week) and are maintained over a sustained period (8–20 weeks). -Careful timetabling is in place to enable this consistent delivery; -TAs receive extensive training from experienced trainers and/or teachers (5–30 hours per intervention); -The intervention has structured supporting resources and lesson plans, with clear objectives; -TAs closely follow the plan and structure of the intervention; -Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress. Effective interventions ensure the 	<p>1, 2, 3, 4, 5, 6</p>

	<p>right support is being provided to the right child;</p> <p>-Connections are made between the out-of-class learning in the intervention and classroom teaching (see Recommendation 7).”</p>	
Lego therapy	<p>Knowle DGE have re-developed our Lego Therapy offer this year creating a ‘Lego Therapy Bus’. Lego Therapy is something that our students engage well in and show good levels of progress in.</p> <p>“Research into the benefits of a Lego therapy programme have shown it can help develop the following skills:</p> <ul style="list-style-type: none"> -Visual perception -Language concepts -Descriptive language -Positional language -Sequencing and planning -Flexibility -Patience -Empathy -Non-verbal skills -Asking for clarification – resolving communication breakdowns -Memory skills 	1, 2

	-Motor skills”	
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Check motivated learning themes

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

Budgeted cost: £ £29,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Animal Care		4
Big Cat resources		1, 2
Speech and language interventions.	The EEF have identified that overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress). Our approach uses a highly trained HLTA who is supported by speech and language therapists and a number of studies show the benefits of trained teaching assistants effectively supporting both oral language skills and reading outcomes.	2, 3
5 minute box and number box.	EEF guidance on deployment of teaching assistants: short, regular sessions (about 30 minutes,	1, 2

	three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact	
Reading intervention	<p>Our assessment data shows that there is a need to raise the level of reading for many of our pupils. The EEF identify reading comprehension strategies as high impact but caution that, “Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies.” The needs of all of our pupils are carefully assessed and a range of support and intervention put in place as appropriate.</p> <p>Fresh start has been developed by RWI. RWI has been chosen by Knowle DGE as it introduces the phonics most commonly used by children early in their phonic development. This is important for children with special needs whose development may, in some cases, be at a slower pace than their age expectation.</p>	1, 2

	<p>The Education Endowment Fund (EEF) research shows +4 months progress when used. Evidence is very secure, reliable and cost is relatively low. EEF also note that 'Read Write Inc. Phonics teaches young children to read and write, through a structured and systematic approach to teaching literacy. It is used by more than a quarter of the UK's primary schools.'</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, 2 and 3 8 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.</p>	
Sets of Ipads 8-10 per hub (30 laptops)		1, 3
Careers budget (Talentino)	Knowle DGE are going to purchase 'Talentino' to enhance our 'Personal Development' and 'Careers' Curriculum which is delivered as part of our 'Ways to Wellbeing' lessons. Talentino	1, 2, 3

	is a careers framework aimed at SEN students.	
Sensory room	<p>Gareth Jones (2014) states that the benefits of a Sensory Room are:</p> <p>“There are a whole host of benefits of a sensory room for those who require them. Some of these include:</p> <ol style="list-style-type: none"> 1. Sensory stimulation <p>Encouraging the user to engage with and explore the environment can have positive effects on their ability to understand, react and interact with the larger world around them.</p> <ol style="list-style-type: none"> 2. Enhance learning through play <p>Sensory rooms for children should be designed with learning and fun in mind. Sensory play helps children to develop their senses, encourages problem-solving and can build nerve connections in the brain. This is a great benefit of a sensory room as it engages different areas of the brain, helping children absorb and retain more information.</p> <ol style="list-style-type: none"> 3. Improve balance, movement and spatial orientation <p>Sensory rooms can help develop users’ visual processing abilities as well as their fine and gross motor skills, facilitating day-to-day living. This is particularly beneficial for individuals</p>	4, 5

with physical difficulties or cerebral palsy.

4. Develop communication skills

For some individuals, particularly those with autism spectrum disorder, both verbal and non-verbal communication is a challenge. Interactive sensory rooms can help to engage withdrawn individuals, and sensory equipment that focuses on sound can be especially helpful in encouraging vocalisation.

5. De-stress

Sensory environments can be highly absorbing, providing a moment of comfort and calm for overactive and distressed individuals. Similarly, the safe and controlled nature of a sensory room can benefit withdrawn individuals who feel comfortable enough to interact with their surroundings.

6. Improve focus

Some individuals find it difficult to focus. In fact, this is a common trait for those with ADHD, who may struggle to regulate their focus. Sensory equipment is designed to help users concentrate on the activity in hand and, what's more, the atmosphere of a well-designed sensory room should help to enhance focus. This is an important skill for children to develop so they can cope with real-world environments where calm and concentration is key.

7. Promote socialisation

	<p>A great benefit of sensory rooms is that they can be used by individuals or in groups. Using a sensory room with others can help to promote socialisation skills in a safe, calm and stress-free environment. If you're designing a sensory room in a school or care home, for example, it's great to consider how you can cater to the needs of a group and encourage interaction between users. Group sensory rooms can also help users understand cause-and-effect, for example how their decisions or movements may affect others."</p>	
<p>Magic breakfast</p>	<p>EEF research provides the evidence that children in disadvantaged schools with breakfast made on average 2 months' additional progress in core subjects compared to schools with no breakfast provision.</p>	<p>6</p>

Total budgeted cost: £ 220,700

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

2020 to 2021

During the academic year 2020 to 2021, the Covid 19 crisis resulted in a disrupted onsite education. In order to ensure that all pupils, including those who are more vulnerable continued to have access to appropriate learning opportunities we used some of the pupil premium funding that was earmarked for specialist provisions to provide workbooks and other resources for pupils to use at home. Parental and student voice was overwhelmingly positive about the quality of remote learning and the resources provided.

In addition, due to a combination of Covid and illness, our pupils were unable to access the planned drama therapy and so the funding earmarked for this was used to increase the ICT provision available in classrooms. The purchase of a trolley of laptops has enabled all pupils to access additional academic online learning and to remove the barrier of handwriting in order to provide the evidence required for pupils to secure their qualifications at KS4 and KS5.

Higher level teaching assistants and teaching assistants continued to provide intervention throughout lockdown and the impact of these individual interventions are shown on the pupils' provision plans. The impact of these interventions show that pupil progress has been improved, there was a maintained engagement in learning, staff were supported to identify pupil needs and cater for these in the classroom, and pupil resilience was increased. Over the lockdown, the speech and language team supported with upskilling the staff team, providing resources including positive scripts, and working with pupils to increase their access to positive communication strategies.

Our assessment data shows that at KS2 and KS3 a higher proportion of disadvantaged pupils than other pupils made expected progress in reading and that the proportion in

writing was in line with other pupils. In maths however, a lower proportion of disadvantaged pupils made expected progress and so additional intervention time has been put in place and the maths subject lead is ensuring that appropriate provision is in place for pupils who did not make expected progress.

At KS4 and KS5 a lower proportion of disadvantaged pupils made expected progress in both English and maths and so again, additional intervention time has been put in place and the subject leads are ensuring that appropriate provision is in place.

Our 2021 examination results saw disadvantaged pupils achieving at least in line with non-disadvantaged pupils and gaining a slightly higher average point score in both English and maths.

Whilst the Covid crisis make attendance data difficult to compare for different pupil group, our disadvantaged pupils, on average, have a lower attendance than other pupils and also a greater proportion of them have persistent absence.

2021-2022

During 2021 and 2022 Knowle DGE were still dealing with the impact that COVID had on schools. We took part in the DELTA project to ensure that we continued to use our teaching assistants effectively and through this started weekly training sessions from external professionals for our teaching assistants in different interventions, different provisions on our students EHCPs and use of a nurturing approach. Teaching assistants continued to provide intervention both face to face and through remote learning (when students were off isolating). This led to the development of our new Sleuth intervention tracker system where we record interventions in relation to students provision plans. The impact of these interventions show that pupil progress has been improved, there was a maintained engagement in learning, staff were supported to identify pupil needs and cater for these in the classroom, and pupil resilience was increased.

The speech and language team supported with upskilling the staff team, providing resources including positive scripts, and working with pupils to increase their access to positive communication strategies. We also hired a new SALT HLTA who has supported with new student transitions to school, where feeder schools to us commented that it was an 'outstanding and detailed' transition process for students, supported with in class SALT strategies and providing progression tool assessments for each student in our school. This in turn has supported with improving the communication strategies with our students and their ability to communicate with each other.

This academic year we have restructured our school staffing model and school structure. Knowle DGE students needs have become increasingly complex since the Covid-19 pandemic, and we have found that the needs of the students are more Speech Language and Complex needs rather than Emotional Behaviour Difficulties and Social, Emotional and Mental Health needs as they have been previously.

We have recruited extra Higher level teaching assistants to support our intervention teams in delivering interventions, increasing attendance and to increase the amount of nurture support that can be provided in each area of the school. This supports us to meet the provisions on students EHCP and their provision plans. The impact of this will be seen through our sleuth data tracking reports, prisum data and through students provision plans.

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
Mentoring	Impact Mentoring
Mentoring and outdoor education	Urban Pursuits
Employability skills and work experience	ReWork
Construction and work experience	Rocksteady
Equine therapy	Horseworld
Alpaca therapy	Cadbury Alpaca Farm
Boxing therapy	Empire Fighting Chance
Art therapy	
Drama therapy	
Mentoring	Edu Action

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable

Further information (optional)

Knowle DGE is a nurturing school with specific targeted interventions, reactive support for pupils and a whole school nurturing approach. As identified in the EEF toolkit, interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. 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. Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.

Our curriculum has been designed to meet the learning needs of our pupils with carefully planned sequential learning, learning to mastery, guided practice and recall. We have a carefully planned balance of vocational learning, core subjects and enrichment and track the progress of our pupils, identifying and rectifying any gaps in learning. This approach is key to enabling them to make progress as many of our pupils arrive with low starting points and significant gaps in their knowledge and understanding.

In order to support the mental and physical health of our pupils we have developed a Ways of Wellbeing curriculum adapted from the NHS 'Five Ways to Wellbeing'. This curriculum provides an enriched, holistic approach to developing a greater awareness of themselves in relation to their health, their wellbeing, their community and their values and is delivered through lessons on communication, PSHE, RE, charity/community work, being healthy and the environment. This curriculum is of particular importance to our disadvantaged pupils in addressing challenge's 5 and 6 above.

The EEF toolkit states that, "phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. For older readers who are still struggling to develop reading skills, phonics approaches may be less successful than other approaches such as reading comprehension strategies and meta-cognition and self-regulation. The difference may indicate that children

aged 10 or above who have not succeeded using phonics approaches previously require a different approach, or that these students have other difficulties related to vocabulary and comprehension which phonics does not target.” We have a phonics programme that is taught to our primary pupils and to selected secondary pupils, however, we assess its use carefully and, use a different approach with some pupils if that is more appropriate. The toolkit also states that “qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading.” For this reason, all of our teaching assistants are engaging in developing their pedagogical expertise through our CPD curriculum.

Running alongside the phonics teaching we have a focus on the pupils understanding text through an explicit teaching of reading comprehension strategies. We have bought into ‘Big Cat’ to support with this. As the EEF toolkit states, “alongside phonics it is a crucial component of early reading instruction” and so is of high importance for many of our pupils as it enables them to develop the reading skills to comprehend the meaning of what they read. Reading comprehension strategies are high impact on average (+6 months).

We have a comprehensive careers education programme in place and opportunities for vocational learning and work experience. We have strong links with other local providers and offer additional support to pupils as they move into work and college.