



Pupil premium strategy statement

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	Knypersley First School
Number of pupils in school	296
Proportion (%) of pupil premium eligible pupils	46 (16%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	11.11.21
Date on which it will be reviewed	11.11.22
Statement authorised by	Local Advisory Board
Pupil premium lead	Carolyn Egerton
Governor / Trustee lead	Charlie Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,490
Recovery premium funding allocation this academic year	£7250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1180
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	£81920



Part A: Pupil premium strategy plan

Statement of intent

Knypersley First offers a positive, inclusive, safe learning environment for its learners, in which everyone has equal and individual recognition and respect. Directors, governors and staff are committed to promoting an aspirational culture and ethos for attainment and success for all disadvantaged pupils and take shared responsibility for using the premium to enable them to reach their potential. We have 5 key principles as part of our strategy plan:

1. Leadership
2. Quality First Teaching
3. Aspirational Mindset
4. Attendance and behaviour
5. Cultural capital

Through these principles and by undertaking the approach of 'profile, predict and prevent' in our Triple A Strategy, Knypersley First aims to achieve the following for all DA pupils.



By doing so we believe we will have an impact on pupils:

- self-esteem and confidence
- progress and achievement
- attitude towards learning and attendance
- well-being and mental health
- access to their full curriculum entitlement



Quality First Teaching

Our Leaders believe this is the key to the success of the vast majority of our pupils.

- The high expectations of our staff, strong knowledge of educational pedagogy and the national curriculum content ensure lessons will move swiftly using AfL precisely to respond to needs.
- Our classrooms promote an honest, open and independent approach to learning where misconceptions are used wisely to embed and deepen learning.
- Pace is ambitious, weaving in time to practice, embed and deepen knowledge.
- Reasonable adjustments are made to ensure all learners meet at least age related expectation and intervention is both swift, purposeful and specific to ensure those who are working below expected levels can achieve.
- Formative and summative assessment is used effectively to identify the gains pupils have made and our staff respond appropriately.
- The deployment of resources such as staff is flexible and reflective to need.

Aspirational Mindset

- We will promote a no excuses culture across all our schools where barriers are quickly challenged and the collaborative working of the MAT is used to tackle them with rigour and speed.
- Target setting will avoid all stereotyping and will ensure that opportunities are provided for our most disadvantaged to achieve their full potential.

Attendance and Behaviour

- Our schools provide clear behaviour and attendance policies which are applied with consistency by all.
- Strong CPD support leaders to monitor, tackle and rectify any issues relating to behaviour, SEMH and poor attendance.
- Intervention will be rapid, personalised and supportive, also extending into the home if appropriate.

Cultural Capital

- Our schools recognise the need to enhance the breadth and range of 'life' experiences for many of our most disadvantaged.
- We will do this by ensuring all attend clubs, have access to all trips, are encouraged to learn how to play a musical instrument, are provided with access to high quality and wide range of reading materials and have time to learn and use a wide range of subject specific and creative vocabulary.



Challenges

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

Challenge number	Detail of challenge
1	Summer 2021 attainment data indicates 35% of our disadvantaged pupils are working below ARE
2	9% of our disadvantaged pupils are SEN
3	Although improving, attendance for our disadvantaged pupils remains below that of all pupils nationally and their peers
4	Typically, 40% of our pupils join our school with low CAL skills
5	Typically the percentage of disadvantaged pupils in the EYFS meeting phonics milestones is well below their peers,
6	Observations indicate increasing numbers of our most disadvantaged pupils demonstrate a lack of metacognitive and self-regulatory skills when working independently in the classroom
7.	Demand for SEMH support is increasing amongst our pupils, including our most disadvantaged cohort.
8.	Engagement in the wider curriculum is impacted upon by a lack of parental engagement, aspiration and affordability.

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 levels of independence, resilience and self-regulation amongst our DA pupils	Observations and pupil voice activities indicate our DA pupils operate with confidence, independence, motivation and purpose within all lessons.
Improved oral language skills and vocabulary amongst disadvantaged pupils.	Assessments and observations indicate significantly improved oracy skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement with their peers and ongoing formative assessment.
Improved writing attainment amongst disadvantaged pupils across KS 1 and 2	KS 1 and internal writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.



Improved writing attainment amongst disadvantaged pupils across KS 1 and 2	KS1 and internal maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved numbers of DA pupils meet at least school phonic milestones	Percentages of DA pupils achieve in line with non DA peers in phonic screening and in school milestone checks.
To achieve and sustain improved wellbeing support for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none">• qualitative data from pupil voice, parent voice/feedback a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none">• the attendance gap between disadvantaged pupils and all non-disadvantaged pupils being below 1%• the percentage of all disadvantaged pupils who are persistently absent is in line with their peers.
To ensure all disadvantaged pupils have access to a full and wide ranging curriculum entitlement	100% of DA pupils access wider curriculum learning opportunities such as clubs, music lessons and visits. 100% of pupil feedback indicates pupils have the resources and support to complete home learning activities.



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

Budgeted cost: £ 12,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of teaching by implementing a graduated response to support our LAP and SEN pupils and improve our quality first provision for these pupils</p>	<p>Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.</p> <p>The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. — flexible grouping; — cognitive and metacognitive strategies; — explicit instruction; — using technology to support pupils with SEND; and — scaffolding.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_High_Quality_Teaching_for_Pupils_with_SEND.pdf</p>	<p>1,2</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2</p>
<p><i>Develop a SEN progress tracker to measure quantifiable gains being made by 1:1 and small group work</i></p>	<ul style="list-style-type: none"> • Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals. • Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child. <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_High_Quality_Teaching_for_Pupils_with_SEND.pdf</p>	<p>1,2</p>



Targeted academic support

Budgeted cost: £54,843

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deploy an additional Teacher to accelerate progress in writing and maths in KS 1 and 2</p>	<p>High quality, targeted support can provide effective extra support for children.</p> <p>Small-group support is more likely to be effective when:</p> <ul style="list-style-type: none"> • children with the greatest needs are supported by the most experienced staff; • training, support, and resources are provided for staff using targeted activities; • sessions are brief and regular; and • explicit connections are made between targeted support and everyday activities or teaching. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>1</p>
<p>Deploy an additional Teacher to lead specialist structure interventions with our SEN DA pupils</p>	<p>Complement high quality teaching with carefully selected small-group and one-to-one interventions</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</p>	<p>2</p>
<p>Employ teaching assistants to:</p> <p>Increase the frequency of marking and feedback to DA pupils</p> <p>Provide small group tuition bespoke to writing and maths development needs</p> <p>Lead intervention to support the development of meta cognitive and self regulation skills</p> <p>Using direction from recommendations 1-7 of https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. (=7 months) Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>Low attaining pupils tend to benefit more from explicit feedback than high attainers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to</p>	<p>1,2,5,6.</p>



<p>reports/teaching-assistants</p> <p>Provide small group tuition bespoke to phonological development needs in the EYFS</p>	<p>the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Employ a speech and language specialist to close gaps in CLL in both our EYFS and KS 1 via small group and 1:1 intervention</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one(+ 6 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	4

Wider strategies

Budgeted cost: £15,977

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ an EWO and additional admin support to complete family based work with targeted families. Hold clinics increase scrutiny of attendance and agree</p>	<p>Internal evidence indicates this is an effective mechanism of closing attendance gaps between our PP and NPP pupils eg in 2019 – 2020 this gap closed by 4.5% from September 20 to July 21 persistent absences amongst our PP children.</p> <p>The DfE guidance Improving School Attendance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3



<p>actions to overcome barriers to attendance, e.g attendance at breakfast club.</p>		
<p>Increase access to SEMH support for all pupils</p>	<p>EEF Toolkit Behaviour Interventions and SEL indicates +4 months additional academic progress over a year</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>7</p>
<p>Deploy funding appropriately to ensure all DA pupils engage in the wider curriculum learning offer broadening experiences and increasing engagement and access to learning.</p>	<p>Uptake in clubs, visits and musical tuition is increased by targeted provision for DA families. Cost does impact directly on this outcome. % of DA engagement is lower where activities have a related cost.</p> <p>Aspiration approaches are diverse and may focus on parents and families, teaching practice or out-of-school interventions or extra-curricular activities involving peers or mentors. When implementing aspiration interventions, schools might consider including:</p> <ul style="list-style-type: none"> • Guidance on the knowledge, skills, and characteristics required to achieve future goals. • Activities to support pupils to develop self-esteem, motivation for learning or self-efficacy. • Opportunities for pupils to encounter new experiences and settings. • Additional academic support. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>8</p>

Total budgeted cost: £ 15,977 +£54,843+ £12,100= £81,920



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 persistent absence of our disadvantaged pupils dropped from 12.5% to 8.0%

The % of DA pupils working at ARE or better across our school increased as follows by:

Writing- 12%

Reading -22%

Maths – 14%

100% of DA pupils met end of Year 2 phonic screening

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