



Pupil premium strategy statement

This statement details our school’s use of pupil premium (for the 2022 to 2023 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	297
Proportion (%) of pupil premium eligible pupils	43 (16%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 2023-24 2024-2025
Date this statement was published	2/10/2022
Date on which it will be reviewed	11.11.22
Statement authorised by	Local Advisory Board
Pupil premium lead	Zoe Cooper
Governor / Trustee lead	Charlie Smith Jim Flowers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,170
Recovery premium funding allocation this academic year	£6,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
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	£69,400

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 2022 attainment data indicates 20% of our disadvantaged pupils are working below ARE in writing. This is quite different to the comparisons in reading and maths.
2	6% of our disadvantaged pupils are SEN
3	Although improving, attendance for our disadvantaged pupils remains below that of all pupils nationally and their peers. 9/50 remained PA.
4	Typically, 46% of our pupils join our school with low communication and language skills. This is evident in our EYFS cohorts.
5	Observations indicate increasing numbers of our most disadvantaged pupils lack the confidence to put themselves forward for pupil leadership roles.
6	Demand for SEMH support is increasing amongst our pupils, including our most disadvantaged cohort.
7	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 and confidence amongst our DA pupils	Observations and pupil voice activities indicate our DA pupils operate with confidence, independence, motivation taking an active role in the leadership of the school. (School Council, Green Ambassadors etc)
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.
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• Increased DA pupil participation 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.
To ensure an increased number of disadvantaged pupils have the opportunity to play an active role in the leadership of the school.	At least 60% of pupil leaders are DA.



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: **£43,530**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of teaching for the development of early writing skills: purchase gross motor equipment for EYFS pupils, develop a bank of fine motor resources for Year 1</p> <p>Fully implement the Little Wandle phonics program by using all TA's to deliver interventions across all key stages.</p>	<p>To help young children develop as writers, teachers need to understand typical writing development and use this knowledge to identify what children already know and what they are ready to learn next. Specifically, each child's writing provides teachers with a window into what that child knows about print and sound.</p> <p>Seven features of effective phonics practice</p> <p>Through the English Hubs Programme, seven key features have been identified as characterising phonics teaching in highly successful schools, no matter which validated programme is being used. These are:</p> <ul style="list-style-type: none"> • direct teaching in frequent, short bursts • consistency of approach • secure, systematic progression in phonics learning • maintaining pace of learning • providing repeated practice • application of phonics using matched decodable books • early identification of children at risk of falling behind, linked to the provision of effective keep-up support. 	<p>1,4</p>
<p>Purchase Little Wandle rapid catch up materials</p>	<p>Immediate identification and action taken to address minor misconceptions allows pupils to keep up not catch up.</p> <p>COVID-19 EEF (educationendowmentfoundation.org.uk)</p>	<p>1,4</p>
<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>2, 5,6</p>



Targeted academic support

Budgeted cost: £17,120 (resources, TA intervention and teacher support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deploy an additional Teacher to accelerate progress in writing 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>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>Provide small group tuition bespoke to phonological development needs in the EYFS, KS1 and KS2</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 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>Seven features of effective phonics practice</p> <p>Through the English Hubs Programme, seven key features have been identified as characterising phonics teaching in highly successful schools, no matter which validated programme is being used. These are:</p> <ul style="list-style-type: none"> • direct teaching in frequent, short bursts • consistency of approach • secure, systematic progression in phonics learning • maintaining pace of learning • providing repeated practice • application of phonics using matched decodable books • early identification of children at risk of falling behind, linked to the provision of effective keep-up support. 	<p>1,2,4,6.</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>	<p>4</p>
<p>Employ a MSHT support specialist to provide 1:1 pupil and parent support in Mental Health</p>	<p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>6</p>

Wider strategies

Budgeted cost: £8,750

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.</p> <p>Hold clinics increase scrutiny of attendance</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>	<p>3</p>



<p>and agree 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>6</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>7</p>

Total budgeted cost: £ 43,530 +£17,120+ £8,750= £69,400



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 2021 to 2022 academic year.

Outcomes for DA pupils 2022						
Key Stage Test	School Results (all)			School Results (DA)		
EYFS Good Level of Development	83%			71%		
Year 1 Phonics Screen	47 out of 50 passed = 94% (3 who did not pass are SEN)			90%		
Year 2 Phonics screen retake	1 pupil unable to access			NA		
Year 2 KS1 SATs	Reading 85% EXS 22% GDS	Writing 80% EXS 12% GDS	Maths 90% EXS 17% GDS	Reading 87% EXS 12% GDS	Writing 62% EXS 12% GDS	Maths 87% EXS 12% GDS
Year 4 Multiplication check	<p>Nationally 30% achieved 25/25. Knypersley 56% achieved 25/25.</p> <p>Nationally 80% achieved 16 or more out of 25. Knypersley 96% achieved 16 or more out of 25.</p> <p>At Knypersley 89% achieved 20 or more out of 25.</p>			<p>Nationally 30% achieved 25/25. Knypersley PP 29% achieved 4/14</p> <p>Nationally 80% achieved 16 or more out of 25. Knypersley PP 93% achieved 16 or more out of 25.</p> <p>At Knypersley PP 86% achieved 20 or more out of 25.</p>		



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