# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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

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| Detail | Data |
| School name | Knypersley First School |
| Number of pupils in school | 286 |
| Proportion (%) of pupil premium eligible pupils | 57 (20%)  EYPP 9 (31%) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-23  2023-24  2024-25 |
| Date this statement was published | 19.10.23 |
| Date on which it will be reviewed | Sept 24 |
| Statement authorised by | Local Advisory Board |
| Pupil premium lead | Mr J Evans |
| Governor / Trustee lead | Mrs A Eccleston |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £69,840 |
| Recovery premium funding allocation this academic year | £6960 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £4759 |
| **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 | £86619 |

# Part A: Pupil premium strategy plan

# Statement of intent

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| 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.

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| Challenge number | Detail of challenge |
| 1 | Summer 2023 attainment data indicates 22% of our disadvantaged pupils are working below ARE |
| 2 | 15.5% of our disadvantaged pupils are SEN |
| 3 | Although improving, attendance for our disadvantaged pupils remains below that of their peers at Knypersley |
| 4 | Typically, 25% 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.

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| 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 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:   * 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:   * 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, leadership roles, swimming lessons, forest school 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: £ *6000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embed recent CPD on:   * mastery learning, deepening opportunities & retrieval practice * effective facilitation of learning * scaffolding, * feedback     …into practice to improve pupil outcomes. | EEF - The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. This method is particularly effective with primary age pupils. [Mastery learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&utm_medium=search&utm_campaign=site_searchh&search_term)  EEF-[Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1635355222)  EEF - Providing feedback is a well-evidenced and has a high impact on learning outcomes + 7 months.  [Feedback | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback)  EEF - Improving Literacy and Mathematics in Early Years, KS1 & KS2 guidance reports cite the importance of: accurate assessment for learning, building on pupils’ prior knowledge and providing appropriate support/scaffolding when facilitating learning [Guidance reports | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports) | 2,3,4 |
| Implement the September 2023 reviewed graduated response (SEMH phase) to improve teaching and learning and the provision for SEN and lower attaining pupils. | EEF- An inclusive school removes barriers to learning and participation, provides education that is appropriate to pupils’ needs and promotes high standards and the fulfilment of potential for all pupils.  The research states that schools should aim to understand pupils’ individual needs using the graduated approach of the ‘assess, plan, do, review’ approach. EEF recommend teachers develop a repertoire of these strategies they can use flexible in response to the needs of all pupils including: flexible groups, cognitive & metacognition strategies, explicit instruction, using technology to support pupils with SEND; and scaffolding. | 2 & 3 |

**Targeted academic support**

**Budgeted cost: £71,660**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Increase the amount of high-quality facilitation of learning for PP pupils through: a mastery approach, mentoring conferences/marking and effective scaffolding.  Support pupils to develop their metacognition & self-regulation skills, independence, resilience and develop a positive approach to their own learning through using a range of strategies (including Targeted Support Plans, | EEF research – TAs delivering targeted interventions in 1:1 or small group settings shows a consistent impact on attainment of approx. 3 to 4 additional months’ progress.  EEF - The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. This method is particularly effective with primary age pupils. [Mastery learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&utm_medium=search&utm_campaign=site_searchh&search_term)  EEF - Providing feedback is a well-evidenced and has a high impact on learning outcomes + 7 months.  [Feedback | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback)  EEF- 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. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.  The average impact of metacognition and self-regulation strategies is an additional seven months’ progress over the course of a year.  [Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation) | 1,2, 4 and 6 |
| Employ SEND specialist practitioners to deliver bespoke small group and 1:1 teaching in identified areas including S&L, gross/fine motor skills to improve key skills leading to improved reading & writing outcomes. | EEF – interventions should be carefully targeted through identification and assessment. Interventions should be applied using the principles of effective implementation - EEF\_Implementation\_Guidance\_Report\_2019.pdf  EEF- There is consistent evidence that using 1:1 and small group tutoring involving structured intervention supports children struggling with aspects of literacy. Literacy\_KS1\_Guidance\_Report\_2020.pdf (d2tic4wvo1iusb.cloudfront.net)  [KS2\_Literacy\_Guidance\_2017.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/KS2_Literacy_Guidance_2017.pdf) | 1,2, 4,5 |

Wider strategies

**Budgeted cost: £8959**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employ an EWO and additional admin support to complete family based work with targeted families. Hold clinics increase scrutiny of attendance and agree actions to overcome barriers to attendance, e.g attendance at breakfast club. | Internal evidence indicates this is an effective mechanism of closing attendance gaps between our PP and NPP pupils eg in 2022 – 2023 this gap closed by 4.5% from September 20 to July 21 persistent absences amongst our PP children.  The DfE guidance [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 3 |
| Increase access to SEMH support for all pupils | EEF Toolkit Behaviour Interventions and SEL indicates +4 months additional academic progress over a year  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.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 7 8 |
| Appoint a pupil premium champion to increase PP drive our Triple A Strategy. | Driven by our PP Champion, our TADAC ( Team around the DA Child) Meetings indicate that increased numbers of PP pupils:  Attend well  Feel part of the wide school life via access to clubs, having the correct equipment to learn and taking on pupil leadership roles.  Achieve in line with PP pupils nationally | All areas |
| Deploy funding appropriately to ensure all DA pupils engage in the wider curriculum learning offer broadening experiences and increasing engagement and access to learning. | 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.  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:   * 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.   <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions> | 8 |
| Act on recent stakeholder views to support parents with their child’s learning in their preferred way/ media:  face to face workshops  written/recorded examples/sessions  ‘Evidence Me’  online support  website resources – specific to the 4 areas of SEND  signposting to agencies  active learning sessions with their child  personalised support  Review and refine.  Continue to provide required resources for PP pupils to fully access home learning. | EEF states that: Evidence suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.  EEF suggest schools consider what support schools can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources, providing flexible communications (e.g. short sessions at flexible times). Parental engagement has a positive impact on average of 4 months’ additional progress. [Parental engagement | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)  EEF – research explicitly states that when supporting pupils with SEND input from parents should be sought as well as the pupil themselves and specialist professionals in order to achieve best possible outcomes. [EEF\_Special\_Educational\_Needs\_in\_Mainstream\_Schools\_Guidance\_Report.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf) | 8 |

**Total budgeted cost: £ 6000+ £71660 + £8959=£86,619**

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 2022 to 2023 academic year.

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| *Whole year attendance of our DA pupils rose by 2.5% to 94%*  Whole year PA for our DA pupils was reduced to 9.1%  The % of DA pupils working below ARE in R W or M reduced from 40% to 25% over the past academic year  87% of PP pupils in Year 1passed their phonic screening  67% DA pupil in our Reception Cohort met the ELG’s |

## 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*

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| Programme | Provider |
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