



INSPIRING EXCELLENCE TOGETHER



Knypersley First School

Pupil Premium Strategy

2025-2028

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	270
Proportion (%) of pupil premium eligible pupils	67 pupils = 24.81% 1 x EYPP 67 x PP
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	Sept 2025
Date on which it will be reviewed	Every term
Statement authorised by	Local Advisory Board
Pupil premium lead	Miss M Stephenson
Governor / Trustee lead	Mrs A Eccleston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 92,415
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Service Premium (£340 per pupil)	£0
Previously LAC	£7,890
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	£100,305

Part A: Pupil premium strategy plan

Statement of intent

ETHOS STATEMENT

Knypersley First School offers a positive, inclusive, safe learning environment for its learners, in which everyone has equal and individual recognition and respect. We celebrate difference and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing independence and confidence amongst the children. Everyone within the school has an important role to play in sharing responsibility for the development of positive attitudes to learning and excellent behaviour.

AIMS

We have high aspirations and ambitions for our children and we believe that every child can achieve. By undertaking the approach of 'profile, predict and prevent' in our Triple A Strategy, Knypersley First School aims to achieve the following for all DA pupils.

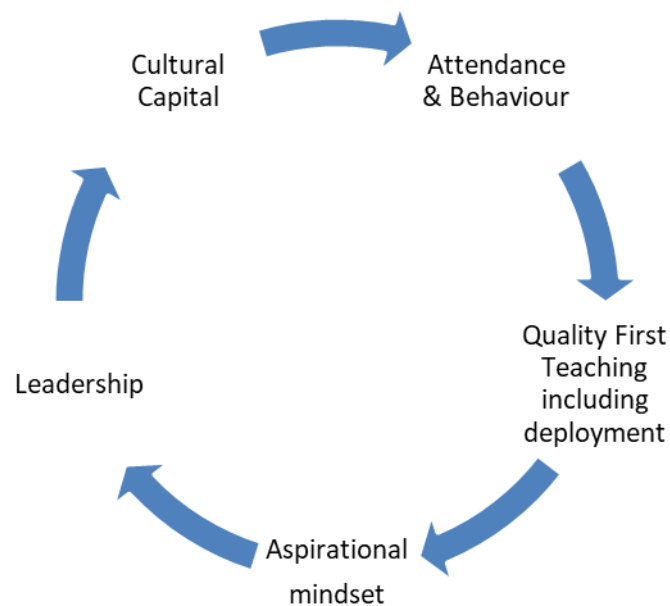


By doing so we believe we will have an impact on pupils:

- *self-esteem and confidence*

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

KEY PRINCIPLES TO ACHIEVE SUCCESS:



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	Persistent absence of our disadvantaged pupils is significantly higher than that of our non-DA pupils (September 2025 PP PA = 19.4%, Non-PP PA =15.27%, National = 15.2%). There are often barriers preventing some of our disadvantaged learners reaching the high levels of attendance we expect. This is due to a range of issues which may include care and carer support, self-regulation and emotional needs, ill health and financial pressures for family holidays.
2	28.9% of our disadvantaged pupils are working below ARE in writing, 27% below in reading and 22.2% below ARE in maths. Reasons include SEND needs, lack of experiences, lack of role models, lack of engagement and support from parents/ carers to ensure they have the understanding of how to support their child's learning at home. Our disadvantaged learners have underperformed compared to peers and have gaps in knowledge, skills and understanding.

3	The percentage of PP children working above ARE is significantly lower than that of their non-PP peers, in reading, writing and maths. However, there is potential for them to be accessing learning opportunities at a deeper level. Reasons for this may include: a lack of pupil resilience & motivation, aspirational targeting of identified pupils, expertise of the staff, parents'/carers' limited understanding of how to support their child with higher-level thinking and skills in core areas of the curriculum, parental engagement rates and time constraints due to working parents.
4	Summer 2025 attainment data indicates that 0% PP males are greater depth in reading and writing, compared to 15.79% of PP females. This is a significant gender difference in GD attainment for PP children. Reasons for this may include lack of positive role models, lack of resilience and independence.
5	40% of our SEND register are PP pupils. These may include cognition and learning needs, communication and interaction difficulties or SEMH difficulties. Progress of these pupils is not in line with their non-SEND/non-DA peers and they may experience barriers such as parental engagement or understanding of the SEND need, access to external agency support, lower stamina and self-regulation which reduces ability to engage with extended school days i.e clubs. Precision of current assessment systems do not always reflect accurate progress of SEND/ non-DA SEND pupils.
6	53% of our PP pupils completed EYFS at our school on track in the area of listening and understanding (CAL). This is significantly lower than that of their peers at 83%. Reasons for this include lack of exposure to a language rich environment, modelling of high levels of language, financial pressure limiting cultural capital, lack of interaction with peers and parents, parents struggling to seek/gain advice, lack of routines and lack of resources at home to promote CAL. 11.11% of DA children throughout the school are pre-verbal.
7	Demand for SEMH support is increasing in our disadvantaged pupil cohort. Range of internal information and data analysis tells us that our disadvantaged learners are on average less likely to show a positive attitude to learning and/or reach our high standards for behaviour. This can be for reasons including lack of positive role modelling outside of school, under development of social and emotional literacy skills as well as attachment issues.
8	Engagement in the wider curriculum and is impacted by a lack of parental engagement, aspiration and affordability. For seasons such as lack of finances to support the wider curriculum, lack of role models.
9	A proportion of our disadvantaged pupils have experienced a range of challenges, including instability, trauma, or disrupted attachments, which can impact their emotional wellbeing, behaviour, engagement with learning, and academic progress.
10	Parental engagement in PP children's home and school learning, is lower than their non-PP peers. This is due to health issues, working, other commitments or parents own experiences of school, meaning they are reluctant to engage.

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
Increase further the 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. An increase in Healthy Body and Mind scores on the Triple A strategy.
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. Support SEND provision and assessment through the use of standardised testing inline with our Graduated Response for support attainment and progress for all.
Improved attainment amongst disadvantaged pupils across KS1 and KS2, at ARE and GD.	Percentages of DA pupils achieve in line with non-DA peers in phonic screening and in school milestone checks. % of Y1 DA pupils will pass the phonics screen in June 2026 (5 out of 7 will pass. x SEND. By the end of July 2026, % of DA Year 2 pupils will achieve ARE and ... GD in maths. By the end of July 2026, % of DA Year 2 pupils will achieve ARE and ... GD in reading. By the end of July 2026, % of DA Year 2 pupils will achieve ARE and ... GD in writing. By the end of July 2026, % of DA Year 4 pupils will achieve ARE and ... GD in maths. By the end of July 2026, % of DA Year 4 pupils will achieve ARE and ... GD in reading. By the end of July 2026, % of DA Year 4 pupils will achieve ARE and ... GD in writing. By July 2026, there will be an increased

Pupils with SEND consistently build on prior learning and make sustained progress.	number of PP males working above ARE in writing and reading. The progress of DA pupils with SEND is consistent and sustained. PLPs and standardised tests including Salford, YARC and BPVS will demonstrate gains made from pupils' relevant starting points.
To sustain wellbeing support for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/2025 demonstrated by: • qualitative data from pupil voice, parent voice/feedback, Triple A screening data • an 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 less than 1%. Improved attendance from 2024/2025 demonstrated by: • the percentage of all disadvantaged pupils who are persistently absent is in line with their non-DA peers.
To ensure all disadvantaged pupils have access to a full and wide-ranging curriculum offer.	100% of DA pupils access wider curriculum learning opportunities such as clubs, music lessons, forest school, pupil leadership roles, careers curriculum, inter-school events (MAT and local community) residentials and visits. 100% of pupil feedback indicates pupils have the resources and support to complete home learning activities.
Parents of DA pupils engage with our school and know how to support their child/ren at home.	Increased number of parents engage with support offered by the academy. Parental views of DA pupils show increased % know how to support their child/ren with their learning at home including pupils with potential to work at a deepening level. Increased % of PP pupils access home learning activities. DA pupils access tailored additional support

	prompts at home at an appropriate age and stage, with parental support, leading to increased attainment outcomes including those targeted to work at a deepening level.
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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: **£5,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued support and training for SENCo to lead effective SEND provision across the school. Purchase additional diagnostic tools and high-quality accredited intervention programmes that can be measured using standardised scores in order to show quantifiable progress and form credible evidence towards future necessary specialist support. Increase the number of staff trained to use these diagnostic tools and programmes.	Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. EEF- Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net) EEF- Effective Professional Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net) 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	2, 3, 5, 6, 7, 9
Ensure the early identification of SEMH needs and provide effective provision for our lower attaining and SEN pupils by implementing the revised graduated response. Continue to utilise MHST and nurture interventions to provide mental health & social, emotional and well-being support for 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. https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-	1, 2, 3, 5, 7, 9

	reports/send/EEF_High_Quality_Teaching_for_Pupils_with_SEND.pdf	
Embed CPD on: • mastery learning, deepening opportunities, AFL and retrieval practice • scaffolding • effective facilitation • feedback, marking & effective assessment processes/bases • effective metacognitive approaches ...in to practice across the whole curriculum to improve pupil outcomes further.	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) EEF-Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net) EEF - Providing feedback is a well-evidenced and has a high impact on learning outcomes + 7 months. Feedback EEF (educationendowmentfoundation.org.uk) 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) Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	2, 3, 4, 5, 6, 9,
Use 'National College' and 'Thinking Differently' CPD in conjunction with staff training in order to refine practice for disadvantaged learners.	As the Pupil Premium Guidance states- ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. National College and Thinking Differently CPD ensures staff, including new staff and early career staff can ensure they are aware of the latest research and effective practice when supporting disadvantaged pupils, as well as, being able to view their practice through the eyes of a disadvantaged learner. This will enable them to tailor /adapt classroom practice and new initiatives to ensure best possible outcomes for PP pupils. Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)	All
CPD for TAs delivering 1:1 and small group work intervention for R, W, M in KS1 and KS2 and for delivering speech, language and communication programmes to SEN and	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 . In addition, the research states clearly that crucially these positive effects are only observed when TAs have high quality support/ protected time with the class teacher and training.	2, 3, 4, 5, 6, 7, 9,

EY pupils.		
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Targeted academic support

Budgeted cost: **£87,995**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Set and monitor ambitious, personalised targets for Disadvantaged (DA) pupils through the Triple A strategy and TADAC meetings, embedding the RADY programme to drive uplift, aspiration, and holistic development.	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. Aspiration interventions EEF (educationendowmentfoundation.org.uk)	All
Employ teaching assistants to: • Deliver high quality 1:1 and small group support in R, W & M including phonics. • Increase the amount of high-quality facilitation of learning for PP pupils through: a mastery approach/quality feedback, marking, deepening opportunities and effective scaffolding. • Support pupils to develop their metacognition & self-regulation skills,	E 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) EEF - Providing feedback is a well-evidenced and has a high impact on learning outcomes + 7 months. Feedback EEF (educationendowmentfoundation.org.uk) Through school data analysis, moderation of children's work as well as staff and pupil voice, there is evidence to suggest that the more a child is exposed to a range of deepening opportunities, their ability to work at and think deeper independently increases. Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be	All

independence, resilience and develop a positive approach to their own learning through using a range of strategies (including Targeted Support Plans, TEACCH) and our '5 B's' learning. • Review Triple A trackers to ascertain progress in 'softer' skills and attributes Using direction from recommendations 1-7 of https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	worth the equivalent of an additional +7 months' progress when used well Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk) 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. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Employ outside specialist agencies to ensure early identification and advise effective strategies to support the progress of SEND pupils including speech and language. Purchase and train staff on WellComm screen and intervention programme as part of this objective.	EEF's guidance report on Special Educational Needs in Mainstream Schools aims to support schools in evaluating and developing their provision, using the evidence base as a starting point to inform practice. Knowing our pupils is an important thread within the evidence on improving behaviour, but also in supporting pupils with SEND EEF Blog: Five evidence-based strategies to support... EEF (educationendowmentfoundation.org.uk) 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. 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) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	2, 5, 6, 7, 9

Wider strategies

Budgeted cost: **£7,110**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ an Attendance Officer to complete family based work with targeted families. Hold clinics, increase scrutiny of attendance and agree actions to overcome barriers to attendance	Internal evidence indicates this is an effective mechanism of improving attendance for our most disadvantaged children. The DfE guidance Improving School Attendance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	All
Continue to provide support for pupils with SEMH needs through 1:1 support and nurture interventions. Ensure pupils' basic needs—safety, nutrition, and emotional security—are met, alongside timely specialist support for those affected by trauma and ACEs, in line with assessed needs and professional guidance.	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. Social and emotional learning EEF (educationendowmentfoundation.org.uk) The Education Endowment Foundation (EEF) offers several guidance reports that support effective provision for children affected by Adverse Childhood Experiences (ACEs). These reports focus on creating inclusive, emotionally supportive environments and evidence-based strategies that align with trauma-informed practice. Maslow's Hierarchy of Needs:  EEF Toolkit Behaviour Interventions and SEL indicates +4 months additional academic progress over a year	All

	Purchase hours from outreach teams to aid staff development and support around SEND provision to reduce SEMH implications towards attainment. 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	
Appoint a pupil premium champion to increase PP drive our Triple A Strategy and implement RADY.	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 engagement in learning.	Uptake in clubs, forest school, careers experiences, visits and musical tuition is increased by targeted provision for DA families. Cost does impact directly on this outcome. Percentage 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-	8, 10

	evidence/teaching-learning-toolkit/aspiration-interventions	
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 for SEND pupils and pupils with potential to be working at greater depth • Continue to provide required resources for PP pupils to fully access home learning bespoke to their needs.	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) 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.	3, 4, 5, 6, 8, 10

Total budgeted cost: £5,200 + £87,995 + £7,110 = £100,305

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 2024 to 2025 academic year.

Add link to impact statement

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