



Pupil Premium Strategy Review

Intended outcome	Jan 2024 Update	May 2024 Update	End of 3yr Plan Success criteria
<p>Improved levels of independence, resilience and self-regulation amongst our DA pupils</p>	<p>Behaviour records show no repeating incidents for PP pupils apart from SEN pupils who have plans and associated targets for behaviour, indicating high levels of self regulation.</p> <p>3 PP pupils have attended VIP education this term resulting in improved classroom participation and self-regulation strategies in the classroom e.g. NH.</p> <p>3B rules in classrooms promote independence via the “Be ready” rule. This was evident in the SEN triad. Scaffolding was seen to be effective for those that required it.</p> <p>Non-core lesson observations showed lots of opportunities for PP pupils to be independent. All teachers in the school promoted and gave opportunities for independence for PP pupils.</p> <p>Healthy Body and Mind scores on defining grades have improved for 55.2% of PP pupils between September and December.</p> <p>Pastoral scores on defining grades have improved for 59.7% of PP pupils between September and December.</p>	<p>Behaviour records demonstrate a continued reduction in the amount of behaviour incidents, showing increased levels of self-regulation.</p> <p>Where PP pupils have recorded behaviour incidents, they are being supported through personalised learning plans, which show small steps of progress towards behaviour specific targets.</p> <p>VIP Education emotional coaching support has now reached 5 PP pupils and is having a significant impact on their emotional regulation and reduced behaviours incidences for these pupils.</p> <p>Lesson observations and pupil voice (internal triads/ external Maths Hub) reported high levels of engagement and independence of pupils.</p>	<p>Observations and pupil voice activities indicate our DA pupils operate with confidence, independence, motivation and purpose within all lessons.</p>



<p>Improved oral language skills and vocabulary amongst disadvantaged pupils.</p>	<p>Learning walks have shown that PP children are becoming increasingly confident to talk when using the support of the working walls. This was particularly evident in the non-core lesson observations earlier this term, however more time is needed for this to embed.</p> <p>9 PP children were supported via Deb Wilshaw at Speak Write to narrow the language gap and improve social interactions. Children have seen a range of progress including a marked improvement in attention via Bucket Time and Speech and Language difficulties being targeted through the support of standardised testing.</p>	<p>Learning walks have shown that children were being given the opportunity to rehearse and embed new language through the 'I do, We do, You do' lesson pathway. Within lessons teachers targeted PP pupils to check their understanding of new language and to ensure that they had the correct knowledge and skills to build upon within lessons.</p> <p>School trips were funded for many of our PP families to ensure that children were given opportunities to grasp language and gain a very clear understanding of vocabulary used.</p> <p>17 PP children were supported via Deb Wilshaw at Speak Write to narrow the language gap and improve social interactions. Children have seen a range of progress including a marked improvement in attention via Bucket Time and Speech and Language difficulties being targeted through the support of standardised testing.</p>	<p>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.</p>
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Improved writing attainment amongst disadvantaged pupils across KS 1 and 2

PP data for Writing shows that attainment has increased in all KS1 and KS2 year group with the exception of Year 3.

The Year 3 slight drop is the result of an on track pupil being listed as SEN for SEMH needs. If he is included, the % remains the same.

PP without SEN

Year Group	Baseline %	Nov 23 %
1	53.30%	73.30%
2	80%	100%
3	81.80%	80%
4	60%	62.50%

PP writing with SEN

Year Group	Baseline %	Nov 23 %
1	47%	64.70%
2	66.70%	90.90%
3	64.30%	64.30%
4	55.50%	55.60%

90.9% SEN children (10/11) were set new targets due to achieving old target at our most recent SEN PPM. Additionally, one ARE PP child with SEMH support achieved 2/3 new targets. The only pupil to not achieve their

PP data for writing shows that attainment has increased in all KS1 and KS2 year groups.

Year 1 cohort who will move into Year 2 are the lowest PP writing cohort. This cohort will be tracked and support as part of the schools journey to gain RADY beacon status. However, the school remains on track for more than 80% of pupils to meet ARE+.

PP with SEN

Year Group	Baseline %	Jun 24 %
1	53.30%	78.0%
2	80%	89.8%
3	81.80%	85.0%
4	60%	88.1%

PP writing without SEN

Year Group	Baseline %	Jun 24 %
1	47%	83%
2	66.70%	93%
3	64.30%	90.9%
4	55.50%	91.2%

KS 1 and internal writing outcomes in 2024/25 show that more than **80%** of disadvantaged pupils met the expected standard.



	<p>targets is on an induction timetable to support.</p>	<p>2/8 SEND PP children were not set new targets, they will continue for a short cycle into Autumn 1.</p> <p>6/8 PP SEND children did achieve their set PLP targets. The PP children who did not meet theirs have EHCP and are being supported by external agencies.</p>	
<p>Improved numbers of DA pupils meet at least school phonic milestones</p>	<p>As of Autumn 2, 46.4% of PP pupils in Year 1 and Reception are on track and above (13/28 with 3 of these children (10.7%) being above.</p> <p>When SEN pupils are removed from this, the percentage raises to 61.9% (13/21) on track and 14.3% (3/21) above.</p> <p>100% of phonics teaching at Knypersley was deemed Outstanding at our recent Phonics triad by Amy Cheetham (Little Wandle Advisor/expert). TA deployment focus is around supporting and scaffolding a keep-up approach to the lowest 20%.</p>	<p>As of Summer 1, 94.1% (16/17) of Pupil Premium students in year 1 passed their Phonics Screening Check (this is higher than the non-PP students with a pass rate of 93.9%).</p> <p>When SEN pupils are removed from this the percentage raises to 100% (16/16) of PP children passing their phonics screening check.</p> <p>TA focus has been around supporting and scaffolding the keep up approach within lesson for the lowest 20%.</p>	<p>Percentages of DA pupils achieve in line with non DA peers in phonic screening and in school milestone checks.</p>
<p>To achieve and sustain improved wellbeing support for all pupils in our school, particularly</p>	<p>3 PP pupils have attended VIP education funded using PP funding this term resulting in improved classroom participation and self-regulation strategies in the classroom.</p>	<p>5 PP pupils have now attended VIP education funded using PP funding this term resulting in improved classroom participation and emotional strategies in the classroom.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil



<p>our disadvantaged pupils.</p>	<p>Healthy Body and Mind scores on defining grades have improved for 55.2% of PP pupils between September and December.</p> <p>Pastoral scores on defining grades have improved for 59.7% of PP pupils between September and December.</p>	<p>Healthy Body and Mind scores on defining grades have improved for of pupils between December and June.</p> <p>Pastoral scores on defining grades have been improved for ... % of PP pupils between January and July.</p>	<p>voice, parent voice/feedback</p> <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>PP Average attendance in the autumn term was 94.68%, this is an increase from last autumn where attendance was 93.63%. This means we are getting closer to the National target of 95% attendance.</p> <p>The overall school attendance for Autumn term sits at 95.18%, meaning that there is a gap of less than 1% between PP and whole school attendance.</p> <p>The PP attendance breakdown for each month of Autumn term 2023 shows that attendance dipped in Autumn 2 mainly due to illness:</p> <p>Sept – 96.92%</p> <p>Oct – 95.36%</p> <p>Nov – 93.96%</p> <p>Dec –93.05%</p>	<p>PP average attendance in the Summer term was 94.95%. This in a slight increase from the autumn attendance figure of 94.68%.</p> <p>The overall school attendance for Summer term sits at 94.41, meaning that there is a gap of less than 1% between PP and whole school attendance.</p> <p>The PP breakdown for each month of Summer term 2024 shows that attendance dipped in the middle (by May half term) and at the end of term (by the Summer holidays). This shows a trend of dipping. One pupil also left the school.</p> <p>Apr – 97.7%</p> <p>May –94.2% (93.75*)</p> <p>Jun – 95%</p> <p>Jul – 94.01%</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <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.



<p>To ensure all disadvantaged pupils have access to a full and wide ranging curriculum entitlement</p>	<p>79.4% of Pupil Premium recipients have accessed an extra-curricular activity/club in the Autumn term (opposed to 58.2% of non PP and the 62.9% of all pupils).</p> <p>Pupil voice has been taken from Pupil-Premium children in September to determine the types of clubs that they are interested in and this was used to guide club options.</p> <p>100% of PP Children have had access to swimming, music lessons and trips (with funding if needed).</p> <p>Pupil-Premium spots were reserved in all clubs to ensure that PP children could access them.</p> <p>Curriculum entitlement scores on defining grades have increased for 70.1% of PP pupils between September and December.</p>	<p>77% of Pupil Premium recipients have accessed an extra-curricular activity/club in the Summer term (opposed to 83% non PP and the 82% of all pupils).</p> <p>100% of PP children have has access to swimming, music lessons and trips (with funding if needed) throughout the Summer term.</p> <p>Pupil-premium spots were reserved in all clubs to ensure that PP children could access them.</p> <p>Curriculum entitlement scores for 73% of PP pupils increased between January and June.</p>	<p>100% of DA pupils access wider curriculum learning opportunities such as clubs, music lessons, leadership roles, swimming lessons, forest school and visits.</p> <p>100% of pupil feedback indicates pupils have the resources and support to complete home learning activities.</p>
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