



Pupil Premium Strategy Review

Intended outcome	Jan 2025 Update	May 2025 Update	End of 3yr Plan Success criteria
<p>Improved levels of independence, resilience and self-regulation amongst our DA pupils</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 targeted support plans, which show small steps of progress towards behaviour specific targets.</p> <p>Vip Education emotional coaching support and Lego therapy has now reached 4 PP pupils and is having a significant impact on their emotional regulation and reduced behaviours incidences for these pupils.</p> <p>3B rules in classrooms promote independence via the “Be ready” rule. This was evident in the feedback in our recent Ofsted inspection who noted that all children know and follow our 3B rules effectively. Scaffolding was seen to be effective for those that required it.</p> <p>Lesson and pupil voice (internal triads/ Ofsted inspection) reported high levels of engagement and independence of all pupils – including PP and SEND PP. Ofsted reported that ‘they have many opportunities to be successful, particularly those from disadvantaged backgrounds.</p> <p>Positive impact on PP pupils’ esteem, resilience, confidence, independence of accessing the wider</p>		<p>Observations and pupil voice activities indicate our DA pupils operate with confidence, independence, motivation and purpose within all lessons.</p>



	<p>curriculum can be seen through staff voice, VIP Education reports and EPEP target data.</p> <p>With a score of 7 or above for 'Healthy Body and Mind', the baseline for PP pupils was 48.2%. At the end of December, the number of children with a Healthy Body and Mind Score of 7 and above was 63.8%. Showing an increase of 15.6% between September and December.</p> <p>Pastoral scores on defining grades have improved by 5.2% for scores over 7 (from 60.3% to 65.5%) between September and December.</p>		
<p>Improved oral language skills and vocabulary amongst disadvantaged pupils.</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. Pre-teaching of vocab takes place where PP children lack cultural capital.</p> <p>Learning walks have shown that PP children are becoming increasingly confident to talk when using the support of the working walls. Through recent RADY training staff purposely question PP children and let them magpie answers to develop their confidence in answering questions.</p> <p>As a result of school trips being funded all DA pupils have had additional opportunities to expand and develop their vocabulary bank.</p> <p>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</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>



	<p>improvement in attention via Bucket Time and Speech and Language difficulties being targeted through the support of standardised testing.</p>																																
<p>Improved writing attainment amongst disadvantaged pupils across KS 1 and 2</p> <p>Increased percentage of PP pupils working above ARE.</p> <p>Pupils with SEND consistently build on prior learning and make sustained progress.</p>	<p>PP data for Writing shows that attainment has been maintained for Year 1 and 4, with an increased writing attainment for Year 1 with SEND.</p> <p>PP Attainment data has slightly dropped for year2 and 3. This is due to new children at the school having an impact on percentages as these did not have a previous year baseline.</p> <p>Staff have all had RADY training with PP Champion on supporting PP children and identifying their barriers.</p> <p>PP without SEN</p> <table border="1" data-bbox="418 778 851 1026"> <thead> <tr> <th>Year Group</th> <th>Baseline %</th> <th>Dec 24 %</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>90.2%</td> <td>90.3%</td> </tr> <tr> <td>2</td> <td>83%</td> <td>82%</td> </tr> <tr> <td>3</td> <td>93%</td> <td>90.9%</td> </tr> <tr> <td>4</td> <td>90.9%</td> <td>90.4%</td> </tr> </tbody> </table> <p>PP writing with SEN</p> <table border="1" data-bbox="418 1094 869 1390"> <thead> <tr> <th>Year Group</th> <th>Baseline %</th> <th>Dec 24 %</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>78.4%</td> <td>80.8%</td> </tr> <tr> <td>2</td> <td>78.0%</td> <td>77.3%</td> </tr> <tr> <td>3</td> <td>89.8%</td> <td>86.2%</td> </tr> <tr> <td>4</td> <td>85.0%</td> <td>84.8%</td> </tr> </tbody> </table>	Year Group	Baseline %	Dec 24 %	1	90.2%	90.3%	2	83%	82%	3	93%	90.9%	4	90.9%	90.4%	Year Group	Baseline %	Dec 24 %	1	78.4%	80.8%	2	78.0%	77.3%	3	89.8%	86.2%	4	85.0%	84.8%		<p>KS 1 and internal writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard. 8% of DA pupils will be working above ARE by July 2025.</p> <p>The progress of DA pupils with SEND is consistent and sustained. Standardised tests including Salford, YARC and BPVS will indicate higher levels of attainment in reading comprehension and use of language/vocabulary.</p> <p>Speak Write will be funded to support with staff CPD in relation to: diagnosing need, training in relation to suggestions and assessing progress made.</p>
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	<p>12/12 SEND PP children that have had recent PLP meetings met at least 1 of their 2 or 3 targets. 8 out of these 12 PP SEN children met all of their PLP targets and are being set new targets for our Spring Cycle.</p> <p>4/12 PP SEND children that have had recent PLP meetings did not achieve all of their set PLP targets. 2 of the SEN PP children who did not meet all of their PLP targets have applied for an EHCP/emergency 1:1 funding. Their targets are being reviewed and broken down further to ensure better chance of success before the next PLP review.</p> <p>There are 2 more SEN children not included in the above analysis. One of which does not have a PLP. The teacher of the other child is still awaiting a PLP meeting for them.</p> <p>Year 2 are the lowest PP writing cohort – however due to their lower reading levels this is our RADY cohort focus which in turn will have a positive impact on their writing. This is the start of our journey to gain RADY beacon status. However, the school remains on track for more than 80% of pupils to meet ARE+.</p>		
<p>To achieve and sustain improved wellbeing support for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>4 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>With a score of 7 or above for 'Healthy Body and Mind', the baseline for PP pupils was 48.2%. At the end of December, the number of children with a Healthy Body and Mind Score of 7 and above was</p>		<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none">• qualitative data from pupil voice, parent voice/feedback <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>



	<p>For 'Curriculum Entitlement', TADAC meetings took place to discuss how to improve these scores. Club ideas, pupil voice and other actions were put into place with teachers to increase this. From September, the number of children with a CE score above 5 has increased from 77.2% to 87.5% of PP children. This shows a 10.3% increase of PP children with an increased CE score above 5. Showing that more PP children have accessed enrichment activities and wider responsibilities within school such as a class job. In turn having a positive impact on their emotional wellbeing, as Healthy Body and Mind scores have also increased.</p> <p>63.8% of PP children have a HB&M score of over 7 compared to just 48.2% in September. Showing a positive impact from the extra support, interventions and clubs that have been put into place, due to TADAC meeting discussions.</p> <p>Pupil voice shows that children are aware of wellbeing and emotional support that is available to them and that they actively use this.</p> <p>Pupil Voice in our recent Ofsted inspection said that 'Pupils are confident that the 'Knypersley Knights' will help them if any issues arise.' Children are aware that their peers are there to offer support and guidance alongside staff.</p>		
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>It is an improving picture for attendance for PP children. In September the PP average attendance was 93.9% and by the end of the Autumn term this had increased to 95.1%. This is above national average of 94.1% for PP children.</p> <p>This is an increase from the previous year Autumn term attendance figure of 94.6%.</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



	<p>The overall school attendance for Autumn term sits at 95% meaning that PP attendance is now in line with their peers.</p> <p>The PP attendance breakdown for each month of Autumn term 2024 shows that attendance increased after September and only dipped in December, mainly due to illness.</p> <p>Sept – 93.9%</p> <p>Oct – 95.3%</p> <p>Nov – 97%</p> <p>Dec –94.2%</p> <p>In September there was 15.3% of DA children persistently absent. At the end of December, due to clinics and EWO support, this has now dropped to 11.9% of children persistently absent. This shows a decrease in PP children that are persistently absent. The national average of persistently absent children is 15.2% meaning that a positive impact has been made particularly for our PP children.</p> <p>For Defining Grades PP attendance scores that are 8 or above have increased from 51.8% in September to 72.4% in December. Alongside this is the Part-time timetable children and some PA children that are already having interventions and support from the EWO.</p>		<p>disadvantaged pupils who are persistently absent is in line with national expectations.</p>
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<p>To ensure all disadvantaged pupils have access to a full and wide ranging curriculum entitlement</p>	<p>64.4% of Pupil Premium recipients have accessed an extra-curricular activity/club in the Autumn term, opposed to 62.7% of non-PP pupils. This shows that slightly more PP children have engaged in a club compared to their non-PP peers. Reasons for others not attending is that 14 of the 73 children are SEN and their needs limit their ability to attend clubs currently. They are however encouraged to attend one. Additionally, more lunchtime clubs have been made accessible for the Spring term to meet the needs and interests of PP/SEND PP children.</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. This continued into the Autumn 2 and Spring 1. This is now a regular activity before clubs are released in order to best suit the wants and needs of PP children.</p> <p>Some lunchtime clubs have been made available for PP children whose parents who do not wish them to stay after school due to other commitments. These have been targeted to suit their needs alongside their requests such as a yoga club and mindfulness colouring club. These aid their self-regulation and emotional wellbeing.</p> <p>100% of PP Children have had access to swimming, music lessons and trips (with funding if needed) throughout the Autumn term.</p> <p>All PP pupils have attended the planned visits and visitors, without a financial barrier – e.g. Pantomime trip, Blists Hill.</p> <p>Pupil-Premium spots were reserved in all clubs to ensure that PP children could access them.</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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	<p>Curriculum entitlement scores above 8 on defining grades have increased from 77.2% to 87.5% of PP children between September and December for PP children. Meaning that they have an average attendance figure of 96% or above – our school target.</p> <p>100% of PP pupils have a pupil leadership role within their classroom or wider school. This will continue into spring and encouragement of all PP to have one (where they can, based on their needs).</p>		
<p>Parents of DA pupils engage with our school and know how to support their child/ren at home.</p>	<p>Staff voice reports that PP parents have increased their engagement levels with school.</p> <p>Staff report that SOME to MOST of their PP pupils have been accessing their home learning activities. E.g. reading, spelling shed, TT Rockstars and Numbots. Barriers to this will now be investigated and identified to increase this amount. Where PP children are not able to do this at home, they are given opportunities within school time to access this home learning.</p> <p>PP children have been accessing their tailored extra home learning activities in order to increase their attainment outcomes.</p> <p>As part of our RADY cohort, some of the Year 2 PP children have been given an extra reading book to practise comprehension skills at home in order to access deepening in school. This will continue through the Spring term.</p> <p>Most PP parents have attended Parent Workshops and Parents' evenings. Parent workshops have taken place in multiple year groups to show parents the learning taking place and give support on how to best support their children's learning at home. The remainder were met with at a time convenient with them to ensure that ALL DA</p>		<p>Increased amount of parents engage with support offered by the academy.</p> <p>Parental views of DA pupils show increased % know how to support their children with their learning at home including pupils with potential to work at a deepening level.</p> <p>Increased % of PP pupils access home learning activities.</p> <p>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.</p>



	<p>pupils' parents have the information/support required to support their child at home.</p> <p>Where parents were unable to attend, staff contacted them in a different way such as phone calls, speaking on the door or arranging another time for a face-to-face meeting. This way, staff ensured parents were offered alternative ways of meeting, to ensure engagement.</p> <p>*The numerical data for parental engagement in sessions will be tracked more closely in the Spring and Summer terms to track progress of this.</p>		
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