

Pupil premium strategy statement– Knutton, St. Mary’s CE Academy

This statement details our school’s use of pupil premium (and recovery premium) 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	Knutton, St. Mary’s CE Academy
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	39.53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Carly Wright
Pupil premium lead	Claire Tomlinson
Governor / Trustee lead	Anne Gadsden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96960
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	£96960

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us to improve and sustain higher attainment for disadvantaged pupils at our academy that is comparable with that of non-disadvantaged nationally.

During the period of this strategy plan we will focus on the key challenges that are preventing a proportion of our disadvantaged pupils from achieving well: oral language, vocabulary, maths skills, reading (early and beyond). In order for us to secure impact in these areas it is critical that this is underpinned by the foundations of good mental health and regular attendance at school for our pupils.

Our academy adopts a tiered approach to Pupil Premium spending. Improving the quality of teaching is our top priority, including professional development, training and support for early career teachers and recruitment and retention. Targeted support for pupils is also a key component; as well as strategies that relate to non- academic factors, including improving attendance, behaviour and social and emotional support.

Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our goal at Knutton, St. Mary's, is that all pupils, irrespective of background or the challenges they face, flourish and reach their full God given potential, value the importance of lifelong learning and have the skills to access it.

The approaches we have adopted complement each other to help ALL of our pupils excel, irrespective of socio-economic disadvantage. We have developed a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what each and every pupil can achieve. Our approach is in line with EEF guidance and DFE's menu of approaches.

To ensure they are effective we will:

- ✓ Ensure that high quality teaching and learning opportunities meet the needs and challenge all pupils.
- ✓ Ensure a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Act early to intervene at the point the need is identified.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our data shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.
2	Our assessments, discussions and observations show under developed oral language and vocabulary gaps throughout the school.
3	Assessments show that a significant proportion of disadvantaged pupils are not reaching age-related expectations in the Y1 phonics check and in the Y2 retakes, this impacts on their development as readers. Assessments show that some disadvantaged pupils attain less well in reading by the end of KS2. International research shows that reading attainment directly impacts on future academic achievement, wellbeing and success in life.
4	Assessments and observations within the classroom have identified that many disadvantaged pupils lack basic maths skills and/or are unable to recall these to apply to more complex maths problems. Secure understanding and rapid recall of multiplication tables, as well as number bond knowledge, are significant deficits when tackling maths problems and applying strategies.
5	Our assessments, observations and discussions have identified social, emotional and mental health issues for some disadvantaged pupils which has a detrimental effect on their ability to engage with learning.

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 attendance for disadvantaged pupils	Attendance for disadvantaged pupils is at least 96% each half term. There is a reduction in the number of disadvantaged children who are persistently absent.
Improved oral language and vocabulary for disadvantaged pupils.	High quality teaching ensures the teaching of vocabulary is embedded practice across the curriculum. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved outcomes for disadvantaged children in reading.	Gaps in phonic knowledge will be identified and closed through Essential Letters and Sounds teaching and intervention. Children are assessed using standardised tests, which are used to inform next steps. Children on SEND register will meet their personal end of year targets in phonics/ reading. Reading fluency will improve from individual baselines

	<p>Children will be exposed to a range of high quality texts and authors to promote and encourage a lifelong love of reading. This will be further supported by regularly used high quality book corners, 'Book Club' and story time.</p> <p>End of Key Stage outcomes and internal data show the gap between disadvantaged and non-disadvantaged national performing at age-related expectations is narrowing.</p>
Improved recall and application of basic maths skills improved for all disadvantaged pupils.	<p>Summative assessment analysis and teacher formative assessment identifies more children recalling basic maths facts (at speed) and using these to apply to more complex mathematical concepts.</p> <p>Maths outcomes for disadvantaged pupils in KS1 and KS2 increases towards that of non-PP pupils and gap decreases.</p> <p>In school data at end of each year group for disadvantaged pupils to increase.</p>
Social, emotional and mental health issues are rapidly identified and relevant support put in place.	<p>Social, emotional and mental health needs of children and families are identified and supported through appropriate strategies e.g ELSA</p> <p>Our Positive Relationships Policy is embedded and provides proactive consistent approaches to develop and support good behaviour at whole school level.</p> <p>There is a reduction in the number of behaviour incidents for disadvantaged pupils.</p> <p>The majority of pupils display appropriate learning behaviours and engage fully with their learning.</p> <p>The majority of disadvantaged pupils will demonstrate awareness of and implement self-regulation strategies and can talk about their emotions.</p> <p>Number of sanctions / incidents / exclusions will reduce.</p> <p>Appropriate early identification/ support is in place for all disadvantaged pupils with SEMH needs including those with SEND.</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 54400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD and support from Little Sutton English Hub – Phonics Lead and Principal</p> <p>Purchase Essential Letters and Sounds</p> <p>CPD Essential Letters and Sounds</p> <p>Embedding ELS phonics.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: EEF Phonics</p>	3.
<p>Restructure reading approach for children beyond phonics to develop fluency alongside comprehension strategies.</p> <p>CPD for all staff</p> <p>Purchase high quality texts and comprehension materials to support approach</p>	<p>Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	3.
<p>Purchase and implement Literacy Tree through CPD</p> <ul style="list-style-type: none"> embeds a clear emphasis on vocabulary and literary language within the approach, explored through the quality texts and applying these meaningfully within purposeful writing opportunities. Specific strategies for vocabulary teaching are embedded throughout the approach with models for these included within the Classroom Toolkit, supporting children to develop a broader and richer vocabulary Regular opportunities for oral rehearsal and a range of spoken outcomes Debate and discussion are woven through as a fundamental part of the approach to allow children to practise, refine and apply their spoken language knowledge and skills. 	<p>Children with a poor vocabulary at five are four times more likely to struggle with reading in adulthood. Why Closing the Word Gap Matters: Oxford Language Report.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	2.

<p>Discrete Tier 2 vocabulary teaching is explicitly taught across the curriculum and features in every curriculum lesson.</p> <p>High quality teaching ensures that rich and varied higher level vocabulary is modelled and expected.</p>		
<p>Standardised diagnostic assessments to identify individual pupil need for both teaching and learning and academic intervention.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>EEF Evidence Insights</p>	<p>2. 3 4.</p>
<p>Mastering number is implemented across the school to support and secure firm foundations in number sense and fluency in multiplication and division facts.</p>	<p>Number sense is a deep and flexible understanding of numbers and involves the ability to perceive numbers, how they relate to each other and how they can be manipulated. Number sense underpins most other mathematical learning, so it is vital that children develop a strong understanding of numbers in the early years of their education. Research has shown that characteristics for number sense correlates with later mathematical achievement,</p> <p>NCETM Teaching for Mastery</p>	<p>4.</p>
<p>High Quality Teaching includes effective use of teaching assistants to maximise learning and progress across the curriculum for all pupils including those with SEND.</p>	<p>In order to have impact effective teams of teachers and TAs, who understand their complementary roles in the classroom ensure that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching</p> <p>EEF: Making Best Use of Teaching Assistants</p>	<p>2. 3. 4.</p>
<p>Continue to provide a programme of high quality CPD rooted in research, including subject leaders and support for early careers teachers.</p>	<p>EEF:Effective Professional Development</p>	<p>2. 3. 4. 5.</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 31190

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing high quality small group and one-to-one intervention targeted at specific needs.	Evidence suggests that small group and can boost progress by 4 months per pupil. EEF Small group tuition	2. 3. 4.
Phonics interventions for targeted pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. EEF Phonics +5 months Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress EEF Making Best Use of Teaching Assistants	3.
Regular, 1 to 1 additional reading for identified children who are unable to read at home and are at risk of underachieving.	For various reasons, some parents cannot support their children's reading at home. Evidence shows that it is essential for children to read outside lessons as it's closely linked to academic achievements. National Literacy Trust 'Children and Young People's Reading Today' DfE The Reading Framework section 4	3.
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	Disadvantaged pupils with SEND have the greatest need for excellent teaching. EEF: SEND in mainstream schools	1. 2. 3. 4. 5.

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 11370

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

SLT, Home School Link Worker, Trust and teachers together to create, build and maintain systems and performance in order to effectively support and challenge where children struggle to attend regularly including those who are or have historically been persistently absent.	<p>Research has found that poor attendance is linked to poor academic attainment across all stages.</p> <p>The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://assets.publishing.service.gov.uk/media/6bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</p>	1. 2. 3. 4. 5.
Positive Relationships Policy embedded across the whole school.	EEF: Improving behaviour in schools	
Social, emotional and mental health needs of children are identified and supported by trained staff through appropriate strategies such as ELSA	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning</p>	5.

Total budgeted cost: £ 96960

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 2023-2024 academic year.

Intended outcome	
Improved attendance for disadvantaged pupils	<p>2021-2022: Disadvantaged: 88.85% Non-disadvantaged: 92.06% Gap = -3.21</p> <p>2022-2023: Disadvantaged: 89.39% (+ 0.54% from 2021-2022) Non-disadvantaged: 92.56% (+ 0.5% from 2021-2022) Gap = -3.17</p> <p>2023-2024 Disadvantaged: 90.92% (+1.53% from 2022-2023) Non-disadvantaged: 93.75% (+1.19% from 2022- 2023) Gap = - 2.83</p> <p>2024-2025 Disadvantaged: 90.67% Non-disadvantaged: 94.84% Gap= -4.17</p> <p>We recognise that this continues to be a significant issue and will continue to be a key focus.</p>
Improved oral language and vocabulary for disadvantaged pupils.	<p>2022-2023 outcomes: 72.4% achieved age related for speaking in Communication and Language</p> <p>2023-2024 outcomes: 84.2% achieved age related for speaking in Communication and Language</p> <p>Strategies have had a significant impact on outcomes in this area. This will continue to be a key area of focus.</p> <p>2024-2025 77.3% achieved age related for speaking in Communication and Language. This will continue to be a key area of focus.</p>

Improved outcomes for disadvantaged children in reading.	<p>Phonics outcomes 2023-2024: ALL pupils achieving age related expectations: 54% Year 1</p> <p>Outcomes are significantly below our target for all pupils. We introduced All Aboard phonics in 2023-2024 which needs to become embedded this year.</p> <p>Phonics outcomes 2024-2025 ALL pupils achieving age related expectations: 73.7%</p> <p>Outcomes have significantly increased. New phonics scheme introduced following joining the Little Sutton English Hub to further impact – Essential Letters and Sounds</p> <p>End of KS2 Reading outcomes 2023-2024: ALL pupils achieving age related expectations: 50%</p> <p>End of KS2 Reading outcomes 2024-2025: ALL pupils achieving age related expectations: 48%</p> <p>This remains a priority in our strategy.</p>
Improved recall and application of basic maths skills improved for all disadvantaged pupils.	<p>Our internal data showed that this had limited impact. Following CPD and NCETM hub specialist support, we have introduced the Mastering Number program across the school.</p>
Social, emotional and mental health issues are rapidly identified and relevant support put in place.	<p>Our observations and assessments demonstrated that challenges in relation to wellbeing and mental health continue to remain significantly higher than before the pandemic. We are proactive in our response to mental health issues for our children and have put interventions in place for identified children both internally e.g ELSA, and using external agencies. We have strengthened our pastoral team and this will remain a focus.</p>