

## 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 ( <b>3 year plans are recommended</b> )	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
<b>Total budget for this academic year</b> 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	<p><b>Attendance:</b> There is a 4.5% gap between the attendance of pupil premium and non-pupil premium pupils. Persistent absence for disadvantaged pupils is above the national average, which reduces continuity of learning and impacts progress.</p>
2	<p><b>Oral language:</b> Assessments, observations and pupil discussions show that some pupils have gaps in oral language and vocabulary, which impacts their ability to communicate ideas and access learning across the curriculum. Baseline assessments show that an increasing number of pupils enter school with attainment below age-related expectations, particularly in communication, language and early learning skills.</p>
3	<p><b>Phonics and early reading:</b> Assessment data shows that a significant proportion of disadvantaged pupils do not meet the expected standard in the Year 1 Phonics Screening Check or the Year 2 re-check, affecting the development of early reading skills.</p> <p><b>Reading attainment:</b> End of Key Stage 2 outcomes show some disadvantaged pupils attain below age-related expectations in reading. Research indicates that strong reading attainment is closely linked to future academic success, wellbeing and life opportunities.</p>
4	<p><b>Mathematical fluency:</b> Assessments and classroom observations show that some disadvantaged pupils have insecure basic number skills, which affects their ability to apply strategies when solving more complex mathematical problems.</p> <p><b>Multiplication and number bonds:</b> Rapid recall of multiplication tables and number bonds remains a key barrier for some disadvantaged pupils when solving and applying mathematical strategies.</p>
5	<p><b>SEMH needs:</b> Assessments and pastoral observations identify that some disadvantaged pupils experience social, emotional and mental health challenges that affect their engagement with learning.</p>

## 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 and reduced persistent absence for disadvantaged pupils	<ul style="list-style-type: none"> <li>• Disadvantaged pupil attendance is consistently above 90% and improving towards 94.1%.</li> <li>• Persistent absence for disadvantaged pupils reduces and moves closer to national levels.</li> </ul>
Improved oral language and vocabulary development for disadvantaged pupils	<ul style="list-style-type: none"> <li>• Disadvantaged pupils demonstrate improved oral language from baseline.</li> <li>• Pupils accurately use subject-specific vocabulary when explaining learning.</li> <li>• Pupils speak in full sentences and use a wider range of age-appropriate vocabulary.</li> <li>• Pupils participate confidently in classroom talk, articulating ideas clearly and demonstrating improved vocabulary knowledge.</li> </ul>
Improved reading outcomes for disadvantaged children	<ul style="list-style-type: none"> <li>• Increased proportion of disadvantaged pupils meet expected standard in phonics (Year 1 and Year 2).</li> <li>• Pupils with SEND meet or make progress towards personalised reading targets.</li> <li>• Reading fluency improves (accuracy, pace, expression) from baseline.</li> <li>• Increased proportion meet age-related expectations in reading across all key stages.</li> <li>• The attainment gap in reading narrows.</li> </ul>
Improved recall and application of basic maths skills improved for disadvantaged pupils	<ul style="list-style-type: none"> <li>• Increased proportion of pupils recall number bonds and multiplication facts accurately and fluently.</li> <li>• Pupils apply basic maths skills effectively in problem-solving.</li> <li>• Increased proportion meet age-related expectations in maths across KS1 and KS2.</li> <li>• The attainment gap in maths narrows.</li> <li>• Assessment shows clear progress from starting points.</li> </ul>
To ensure social, emotional and mental health needs are identified early and appropriate support is put in place	<ul style="list-style-type: none"> <li>• Behaviour incidents, sanctions and exclusions reduce over time.</li> <li>• Majority of pupils demonstrate positive learning behaviours and sustained engagement.</li> <li>• Pupils can identify emotions and use strategies to regulate.</li> <li>• Pupils with SEMH needs show improved regulation and readiness to learn.</li> <li>• Pupils engage more positively in learning and school life from baseline.</li> </ul>

## 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
CPD and support from Little Sutton English Hub – Phonics Lead and Principal. Purchase and implement Essential Letters and Sounds. Ongoing CPD to embed consistent phonics teaching.	<p><i>“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.”</i></p> <p><a href="#">EEF Phonics</a></p>	3.
Restructure reading approach beyond phonics to develop reading fluency alongside comprehension strategies. CPD for staff and purchase of high-quality texts.	<p><i>“Fluent reading supports comprehension because pupils’ cognitive resources can be redirected from focusing on word recognition to comprehending the text.”</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	3.
Implement <b>Literacy Tree</b> to strengthen vocabulary development, spoken language and writing through high-quality texts.	<p><i>“Children with a poor vocabulary at five are four times more likely to struggle with reading in adulthood.”</i></p> <p><a href="#">Why Closing the Word Gap Matters: Oxford Language Report.</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	2. 3.
Explicit teaching of Tier 2 vocabulary across the curriculum. Teachers model ambitious vocabulary and promote structured discussion.	<p>Vocabulary knowledge is strongly linked to reading comprehension and academic success.</p> <p><b>Oxford Language Report – Why Closing the Word Gap Matters</b></p>	2.

Use of standardised diagnostic assessments to identify learning gaps and inform teaching and intervention.	<i>“Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support.”</i> <a href="#">EEF Evidence Insights</a>	2. 3 4.
Implement <b>Mastering Number</b> to strengthen number sense and fluency in number facts and multiplication tables.	<i>“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.”</i> <a href="#">NCETM Teaching for Mastery</a>	4.
High Quality Teaching includes effective use of teaching assistants to maximise learning and progress across the curriculum for all pupils including those with SEND.	<i>“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.”</i> <a href="#">EEF: Making Best Use of Teaching Assistants</a>	3. 4. 5.
Continue to provide high-quality CPD rooted in research for teachers, subject leaders and early career teachers.	<i>“High-quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality.”</i> <a href="#">EEF:Effective Professional Development</a>	2. 3. 4. 5.

## 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
Provide high-quality small group and one-to-one targeted intervention for pupils identified through assessment.	Evidence suggests that small group and can boost progress by 4 months per pupil. <a href="#">EEF Small group tuition</a>	2. 3. 4.
Deliver targeted phonics interventions for pupils who are not meeting expected phonics standards.	<i>“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</i>	3.

	<p><i>effective when delivered as regular sessions over a period up to 12 weeks.”</i></p> <p><a href="#">EEF Phonics +5 months</a></p> <p>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.</p> <p><a href="#">EEF Making Best Use of Teaching Assistants</a></p>	
Provide regular one-to-one reading opportunities for pupils who are unable to read at home and are at risk of falling behind.	<p><i>“Regular reading practice outside formal lessons is strongly linked to improved literacy outcomes and academic attainment.”</i></p> <p><a href="#">National Literacy Trust ‘Children and Young People’s Reading Today’</a></p> <p><a href="#">DfE The Reading Framework</a> section 4</p>	3.
Deliver targeted interventions and provide resources to meet the specific needs of disadvantaged pupils with SEND.	<p><i>“Disadvantaged pupils with SEND have the greatest need for excellent teaching and targeted support to access the curriculum successfully.”</i></p> <p><a href="#">EEF: SEND in mainstream schools</a></p>	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, Inclusion Lead and Family Support Worker work together to implement clear systems to monitor attendance and provide targeted support for pupils and families where attendance is a concern, including those who are persistently absent. Early identification, supportive challenge and family engagement are used to remove barriers to attendance.	<p><i>“Evidence shows a strong link between attendance and attainment. Pupils with higher attendance across a key stage achieve higher outcomes than those with lower attendance. Effective whole-school systems and targeted family support are key to reducing absence and persistent absence.”</i></p> <p><a href="https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf">https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</a></p>	1.

<p>Positive Relationships Policy embedded across the school, ensuring consistent expectations and proactive approaches to behaviour and engagement.</p>	<p><i>“Consistent whole-school behaviour systems improve behaviour, engagement and readiness to learn.”</i>  <a href="#">EEF: Improving behaviour in schools</a></p>	
<p>Social, emotional and mental health needs are identified and supported by trained staff, including targeted support such as ELSA, Talk and Draw Therapy and Talk About, pastoral support and SEND provision.</p>	<p>“Developing pupils’ social and emotional skills is associated with improved academic outcomes, behaviour and relationships.”  <a href="#">EEF Social and Emotional Learning</a></p>	<p>5.</p>

**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 2024-2025 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>

<p>Improved outcomes for disadvantaged children in reading.</p>	<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>
<p>Improved recall and application of basic maths skills improved for all disadvantaged pupils.</p>	<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>
<p>Social, emotional and mental health issues are rapidly identified and relevant support put in place.</p>	<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>