

Knightwood Primary School - Pupil premium strategy statement

This statement details our school's use of pupil 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	Knightwood Primary School
Number of pupils in school	339
Proportion (%) of pupil premium eligible pupils	22 - 6.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2029
Date this statement was published	June 2026
Date on which it will be reviewed	June 2027
Statement authorised by	Emma Clark
Pupil premium lead	Emma Clark
Governor / Trustee lead	Amy Walsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,286.67
Recovery premium funding allocation this academic year	Nil
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Nil
Total budget for this academic year	£33,286.67

Part A: Pupil premium strategy plan Statement of intent

We have high aspirations for all our children at Knightwood, strongly believing that background should not be an indicator of academic success or emotional well-being. However, in making provision for our children, we recognise that not all pupils who qualify for Pupil Premium funding are disadvantaged. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We have adopted a tiered approach to Pupil Premium spending as recommended by the Education Endowment Fund, which ensures a balanced approach to improving teaching, targeted academic support and wider strategies.

Teaching: Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. 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. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for the Pupil Premium.

Targeted academic support: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and learning support assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Wider strategies: Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Summary:

By 2029, disadvantaged pupils at Knightwood will achieve outcomes in reading, writing and maths that are at least in line with their peers, with attendance at or above 95%, improved self-regulation, and full access to enrichment. Our strategy aligns with the DfE menu of approaches and is rooted in robust diagnostic assessment.

Challenges

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

Challenge number	Detail of challenge
1	A significant proportion of pupils eligible for pupil premium are working below or just below age-related expectations in reading and/or writing. Key issues include: • Limited vocabulary development • Weak reading fluency and decoding • Poor comprehension • Difficulty with sentence construction • Transcription skills in writing (spelling and handwriting)
2	Some pupils are working just below age-related expectations in mathematics, with gaps in: • Number facts and fluency including multiplication facts • Place value understanding • Problem solving and reasoning
3	Emotional well-being at times presents as a barrier to learning for some pupils eligible for pupil premium funding impacting: • Engagement in learning • Confidence and self-regulation • Readiness to learn • Attendance at school
4	A significant proportion of children eligible for pupil premium also have a special educational need requiring highly adaptive teaching and targeted support. (36% as of May 2026)
5	A small group of pupils eligible for pupil premium have attendance below 95%, including some persistent absence thus reducing access to learning.
6	Mobility: some disadvantaged pupils (27%) join the school mid-phase with gaps in prior learning and/or additional SEND or attendance barriers.

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 the percentage of disadvantaged pupils achieving age-related expectations in reading, writing and maths	Statutory outcomes show a year-on-year increase in disadvantaged attainment (with regard to % and small numbers) Internal termly assessments show accelerated progress towards ARE for identified pupils.
Disadvantaged pupils make at least expected progress from their starting points in reading, writing and maths.	Progress data (e.g. teacher assessment, standardised scores) shows: Closing gaps with peers from similar starting points Pupil progress meetings evidence timely interventions leading to measurable gains.
Improved number fluency and mathematical reasoning for identified pupils.	Identified pupils show improved scores in number fluency assessments Increased proportion of pupils achieving ARE in maths reasoning papers/tasks. Pupils demonstrate: ➤ Greater accuracy and speed in recall (e.g. times tables, number bonds) ➤ Improved ability to explain reasoning verbally and in writing ➤ Work scrutiny shows consistent use of reasoning strategies across the curriculum.
Improved reading fluency and comprehension for identified pupils.	Reading ages increase more quicker than chronological age Improved scores in standardised reading tests (e.g. scaled scores increase). Increased percentage of pupils achieving ARE in reading. Fluency measures show improvement in: ➤ Words per minute ➤ Accuracy and prosody Pupils demonstrate improved comprehension skills (inference, retrieval, vocabulary) in assessments and guided reading.
Improved self-regulation, confidence and engagement in learning	Improved self-esteem and confidence in school reported by teachers Improved data on ELSA/TALA pre and post checklists or Boxall
Attendance for disadvantaged pupils is in line with non-disadvantaged pupils (≥95%)	Less children will have attendance below 90% More children will have attendance above 95% Those still below 95% will show improved attendance
Improved outcomes for disadvantaged pupils with SEND	Pupils meet personalised targets; progress is at least expected; adaptive teaching is evident in monitoring.

Improved outcomes for mid-phase joiners	Baseline assessments in place Pupils access targeted support quickly Attendance is above 95% Baseline gaps reduce within two terms
Disadvantaged pupils will have access to extra curricular offering	At least 60% of disadvantaged pupils will attend at least one extra-curricular club by July 2027

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil progress meetings LSA/SENCo catch ups Regular learning support assistant meetings with a clear focus on developing teaching and learning principles.	Releasing teachers and Learning Support Assistants for quality discussions with the phase leader and SENCo around individual progress and programmes ensures a joined up, focussed approach. “When you support a well-trained TA team – who attend the whole school CPD, who share practice regularly, who feel valued and heard – they can have a powerful impact in school.” (EEF)	1-6
Comprehensive staff induction process and continued professional development which recognises the importance of the development of pedagogy and professional learning	Supporting high quality teaching is pivotal in improving children's outcomes. Sutton Trust – What Makes Great Teaching Oct 14 - components of great teaching are strong pedagogical knowledge and quality instruction. Research into effective teaching shows a 50 percentile difference between three years of teaching by an effective teacher vs ineffective. Indeed, research tells us that high	

Regular subject specific staff CPD to ensure secure subject knowledge and pedagogy.	quality teaching can narrow the disadvantage gap. This exemplifies a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. (EEF, Effective Professional Development Guidance Report)	
ELSA (Emotional Literacy Support Assistant) TALA and THRIVE support costs (time + training/supervision)	Visible reductions in difficulties where children have been supported by outside agencies' strategies and plan-do-review cycle. The EEF Teaching and Learning Toolkit showed behaviour interventions had an impact score of +3 and metacognition and self-regulation interventions had an impact score of +7.	3-6

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-teach groups, booster groups, Wave 3 interventions, Ready to Progress maths, 1:1 tutoring	EEF: Individualised instruction (+3 months).	1-6
Structured small group tuition	EEF: Small group tuition (+4 months).	1-6
Explicit vocabulary instruction across the curriculum Modelled and shared writing focusing on sentence structure and grammar	EEF KS1/KS2 Literacy Guidance: Explicit vocabulary teaching and high-quality modelling improve outcomes.	1,3,4,6

Lexia reading programme is available for all pupils eligible for pupil premium.	Children eligible for Free School Meals (FSM) who were offered Lexia made, on average, the equivalent of two additional months' progress in reading compared to other children eligible for FSM. EEF	1,4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of a pastoral lead - this will enable the school to target support effectively and to understand the impact of pastoral support. An ELSA Learning Support Assistant provides targeted emotional support for individuals and runs social communication and transition support groups A TALA Learning Support Assistant (Therapeutic Active Listening Assistant) offers individuals counselling support. We also have access to the MHST since September 24	The EEF Toolkit defines self-regulation as 'managing one's own motivation towards learning'. The intention will be to give pupils a variety of strategies to help them focus during their learning. The EEF toolkit suggests pupils make an eight month gain with increased self-regulation strategies. A pupil cannot benefit from a lesson if they are not present, engaged in the lesson, and behaving appropriately for learning. "There's a clear need for schools to have consistent and clear behaviour policies that promote positive behaviour in lessons." (EEF, Improving Behaviour in Schools Guidance Report)	3 - 6
Subsidies for enrichment activities (including residentials) , extracurricular	The EEF Teaching and Learning Toolkit showed social and emotional learning and outdoor adventure learning had an impact score of +4 and arts and	1-6

clubs & music lessons, uniform assistance where there are financial difficulties.	sports participation had an impact score of +2.	
Close monitoring of attendance of children eligible for and liaison with families to support. Attendance of SLT member at attendance network briefings. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school. Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.	Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).(Source - EEF)	5-6
Continue to offer SENCO/Nurse/Parent drop ins and workshops we will prioritise and target parents of those children eligible for pupil premium.	"Training and engagement with families can have a bigger impact than resources" (EEF).	1-6

Total budgeted cost: £33,000

Monitoring and evaluation

We will evaluate the impact of the strategy through:

- Statutory assessments and internal assessment data
- Progress against age-related expectations
- Reading age and fluency assessments
- Intervention group tracking data (every 6–8 weeks)
- Pupil voice and engagement measures

- Lesson observations and book scrutiny
- Attendance dashboard/data for disadvantaged pupils
- Governor reports - Inclusion report

Monitoring responsibilities:

- **PP Lead:** overall strategy, data analysis
- **SENCo:** SEND outcomes, intervention quality
- **Phase Leaders:** teaching quality, curriculum impact
- **Pastoral Lead:** well-being, attendance, family engagement
- **Governors:** ensuring accountability and compliance

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year. This is a broad indicator as with small cohorts children could be identifiable.

Our evaluation of the approaches delivered last academic year indicates that:

- 73% of children eligible for pupil premium in Years 1 - 6 were working at age related expectations for reading (14 out of 19 pupils) **This shows an improvement from 57% the previous year 2023/24 (8 out of 14 pupils)**
- 50% of children eligible for pupil premium in Years 1 - 6 are working at age related expectations for writing (12 out of 18 pupils) **This shows an improvement from 14% the previous year 2023/24 (2 out of 14 pupils)**
- 53% of children eligible for pupil premium in Years 1 - 6 were working at age related expectations for maths (10 out of 19 pupils) **This shows an improvement from 29% the previous year 2023/24 (4 out of 14 pupils)**
- 21% received ELSA, TALA or Thrive support over the year enabling them to make progress, enjoy and succeed at school.
- 66% (2 out of 3) children eligible for pupil premium met the phonics screening threshold.
- All children eligible for pupil premium were able to access residential and curriculum visits due to subsidies.
- Participation in extra curricular clubs has been encouraged and signposting has helped to some degree. On average 45% of children eligible for pupil premium attended an after school sports club.
- All ks2 pupil premium pupils offered music tuition - uptake of three.

2025 KS2 IDSR Outcomes for disadvantaged children: *In the Ofsted School*

Inspection Data Summary Report (IDSR), "disadvantaged" pupils are primarily defined as those eligible for free school meals (FSM) at any point in the last six years (FSM6) and children looked after (CLA) or adopted from care. This group is monitored to analyze the attainment gap compared to non-disadvantaged

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (3 term)	18	92.0%	92.3%	Close to average	Relative decline	-
2023/24 (3 term)	14	92.7%	92.0%	Close to average	Relative improvement	-
2022/23 (3 term)	19	92.1%	91.6%	Close to average	Relative decline	-

FSM - Attendance

Year	Cohort	School	National	National distribution banding
2025/26 (3 half terms)	22	93.1%	92.2%	Close to average

Disadvantaged pupils - Reading, writing and maths expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	13	46%	46%	Close to average (non-sig)	68%	-21	Not applicable	Not applicable
2025	5	20%	47%	Small cohort	69%	-49	Suppressed	-
2024	1	0%	46%	Small cohort	67%	-67	Suppressed	-
2023	7	71%	44%	Above (non-sig)	66%	5	Positive gap	-

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	13	85%	62%	Above (non-sig)	80%	5	Not applicable	Not applicable
2025	5	80%	63%	Small cohort	81%	-1	Suppressed	-
2024	1	100%	62%	Small cohort	80%	20	Suppressed	-
2023	7	86%	60%	Above (non-sig)	78%	7	Positive gap	-

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	13	69%	59%	Above (non-sig)	78%	-9	Not applicable	Not applicable
2025	5	60%	59%	Small cohort	78%	-18	Suppressed	-
2024	1	0%	58%	Small cohort	78%	-78	Suppressed	-
2023	7	86%	58%	Above (non-sig)	77%	8	Positive gap	-

Disadvantaged pupils - Maths expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	13	54%	60%	Close to average (non-sig)	80%	-26	Not applicable	Not applicable
2025	5	20%	61%	Small cohort	81%	-61	Suppressed	-
2024	1	100%	59%	Small cohort	79%	21	Suppressed	-
2023	7	71%	59%	Close to average (non-sig)	79%	-8	Not available	-

Disadvantaged pupils - EGPS expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	13	69%	59%	Above (non-sig)	78%	-9	Not applicable	Not applicable
2025	5	60%	60%	Small cohort	79%	-19	Suppressed	-
2024	1	100%	59%	Small cohort	78%	22	Suppressed	-
2023	7	71%	59%	Above (non-sig)	78%	-7	Not available	-

