

Pupil premium strategy statement 2025-2026

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Knighton Mead Primary Academy
Number of pupils in school	235 (PAN: 236)
Proportion (%) of pupil premium eligible pupils	45.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Sarah Ridley
Pupil premium lead	Rebecca Smith, Principal
Governor / Trustee lead	Jill Grey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138, 180 + EYFS PP
Recovery premium funding allocation this academic year	£0
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	£138,180+ EYFS PP

Part A: Pupil premium strategy plan

Statement of intent

At Knighton Mead, our aim is to improve the life chances of all of our children. Being located in an inner-city area, there are many factors contributing to the disadvantage of our children's experience. The community which the academy serves has long term socio-economic challenges and has an increasing EAL community (45.9%). It also has a significant number of low-income/single parent families and has a higher proportion of SEND (16.7%).

Our objectives are to:

- Ensure a high-quality provision which enables all children to flourish.
- Accelerate the progress of all students, closing gaps and ensuring all children are well prepared for their next stage of learning.
- Implement and evaluate whole school approaches, targeted approaches and wider strategies to ensure a relentless drive for the best possible outcomes for all children regardless of starting points.

Through our Pupil Premium strategy, we:

- Prioritise the enhancement of positive, trusting relationships between children, staff and all stakeholders.
- Create a culture of collective responsibility and aspiration.
- Offer a curriculum rich in language development, where practitioners are knowledgeable of the progression of learning to talk and learning through talk (e.g. Votes4Schools).
- Provide a Removing Barriers to Learning Team (RB2L) which actively seeks to build trusting relationships with children and families, identify barriers and support children and families to overcome them, resulting in improved outcomes for children. Focus on attendance, behaviour and support.
- Use rigorous and accurate assessment systems & quality assurance to ensure effective strategic planning and targeting of children.
- Provide personalised interventions to accelerate the learning of children eligible for PP/disadvantaged children to close gaps.
- Review, implement & embed a well sequenced & systematic, validated phonics programme (RWI).
- Utilise the expertise of staff to support and the improvement in the teaching of Early Reading.
- Embed an ambitious, coherent and well-sequenced curriculum prioritising cultural capital, inclusion and local priorities.
- Develop teachers and children's understanding of meta-cognition strategies and embed them into the daily life of the classroom.
- Ensure all children have equal access to enrichment opportunities to promote cultural capital and immerse them in learning.
- Develop strategies to support families in ensuring children are in school and on time each day so that missed learning opportunities are limited.

Key Principles:

- Foster exceptional relationships to ensure that every child can meet their potential academically, socially and emotionally.
- Foster outstanding classroom practice to provide a rich and authentic curriculum resulting in high levels of engagement and achievement.
- Provide evidence-based interventions based on reliable data ensuring we target the individualised needs of our children eligible for Pupil Premium, securing outcomes which are in line with their peers.
- The Pupil Premium Strategy has been well thought out using data analysis, research and evidence to make decisions about how best to support our pupils. The identified needs of our pupils drive our strategic planning of staff CPD.

Challenges

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

Challenge number	Detail of challenge
1	Closing gaps for disadvantaged learners require bespoke approaches and coaching to narrow deficits through high levels of Quality First Teaching.
2	Low attainment on entry to the EYFS in all areas with a specific focus on communication and language. In the 2025 Nursery cohort, 76% of pupils are below expected levels for communication and language; in the 2025 Reception cohort 50% of pupils are below the expected levels for communication and language.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics acquisition and early reading in comparison to their non-disadvantaged peers.
4	Of the pupils receiving pastoral support, a disproportionate number are DA pupils who have faced many adverse experiences, including domestic violence, substance misuse, homelessness, poverty, social care involvement and exposure to crime.
5	In the IDSR 2025, both the pupil base deprivation and school location deprivation are both well below average. Due to this socio-economic deprivation of the area, many pupils have limited access to opportunities for enrichment outside of school, impacting on their experiences and vocabulary.
6	Lower attendance, Persistent Absenteeism and lateness are all more prevalent in our DA pupils. The attendance of DA children remains 2% below that of the wider school cohort (91.6% against 93.6%). 68% of the lowest attending pupils (below 90%) are pupil premium.

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
1. Disadvantaged pupils will achieve Good Levels of Development at the end of EYFS	<ul style="list-style-type: none"> - Attainment gap between disadvantaged and non-disadvantaged will reduce. - GLD expected will be in line with national average.
2. Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> - End of Key Stage data in reading, writing and maths will show that gaps in attainment between disadvantaged and non-disadvantaged is reducing. - M&E shows that disadvantaged pupils are making good progress and the attainment gap between disadvantaged and non-disadvantaged will reduce.
3. Families access the support they need to reduce barriers to learning.	<ul style="list-style-type: none"> - Families will engage with school-based Family Support Worker and Pastoral workers leading to a reduction in social care intervention. - Families will be identified and supported in accessing external agencies.
4. Disadvantaged children have equal access to enrichment opportunities	<ul style="list-style-type: none"> - All disadvantaged pupils attend all external trips. - All disadvantaged pupils access in school enrichment opportunities provided through visitors into school. - All disadvantaged pupils have access to the wide off of extra-curricular clubs.
5. Attendance of Disadvantaged pupils will have improved.	<ul style="list-style-type: none"> - Attendance gap between disadvantaged and non-disadvantaged will reduce. - Attendance of disadvantaged pupils will be at least in line with the national average.
6. To support disadvantaged pupils to achieve combined results at KS2 that are at least in line with national figures.	<ul style="list-style-type: none"> - improved ARE outcomes for disadvantaged learners - improved GDS outcomes for disadvantaged learners - improved combined outcomes for disadvantaged learners

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: £61,291

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of teacher for small year 6 group (£42,523)	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	6
<p>Embed principles of SHREC to enable language facilitation and acquisition.</p> <p>Employment and deployment of additional staff member to facilitate early language development and oracy interventions in the EYFS (£16,383)</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2 3
<p>TLR for Phonics Lead undertake bespoke phonics training, carryout phonics review and disseminate training so to ensure synthetic phonics approach enhances early reading offer (coaching new members to the team and establishing school wide approach) (£3,385)</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2 3

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

Budgeted cost: £13,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
Votes 4 Schools (£525)	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1 5
Subsidised School Trips & Residentials (£8500)	<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>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	4 5
Subscriptions to resources and online interventions (CLS £3150, Accelerated Reader £2040)	<p>Well-evidenced interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p>Schools should carefully monitor interventions to ensure they are well-delivered, so that pupils receive the large benefits of structured interventions.</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	1 2 3 5

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

Budgeted cost: £49,936

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rewards – Hot Chocolate with the Head (£300)	To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	5 6
Lunchtime (£200) Sustained high levels of staffing across lunchtimes to support regulation and language acquisition (£5000)	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): Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4 5
Nurture and belonging events building a sense of identity (£500)	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): Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4 5
Breakfast Club and Magic Breakfast (£1675) Staffing (£6614)	https://www.magicbreakfast.com/Default.aspx A study by the Institute for Fiscal Studies has evaluated the impact of the Magic Breakfast model of school breakfast provision on Key Stage 1 academic results (for children aged 6 or 7). Our study looks at longer-term economic benefits, drawing on established literature to examine what these academic impacts mean for reduced costs incurred for special educational needs, truancy and exclusions as well as improvements in earnings from employment up to the age of 60.	4 5 6
After School Clubs (£7616)	Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. When considering hosting sports activities that may require contributions from parents, schools should consider whether places could be provided free of charge or subsidised for disadvantaged pupils. Physical activity EEF (educationendowmentfoundation.org.uk)	4 5 6
Office administrator to focus on improving attendance (£15,000) Attendance Rewards (£800)	Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) <i>ImpactEd – Understanding Attendance</i> impactedgroup.uk/research-campaigns-and-resources/understanding-attendance-report-2-e5bae	6
Pastoral Support 60% (£26,593)	Parental engagement has a positive impact on average of 4 months' additional progress. Our family support worker is able to consider how to engage with all parents to avoid widening attainment gaps https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement 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):	4 6

	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	
Moving Together Dance Project (£900)	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	

Total budgeted cost: £138,180

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 to 2025 academic year.

Closing gaps for disadvantaged learners require bespoke approaches and coaching to narrow deficits through high levels of Quality First Teaching.	KS2 SATs RESULTS		2025		2024		2023		
			School	National	School	National	School	National	
	Reading	ARE	70	75	80	74	83	73	
		GD	23	29	23	28	23	29	
	Writing	ARE	73	72	63	72	77	71	
		GD	7	13	3	13	23	13	
	Maths	ARE	70	74	73	73	77	73	
		GD	17	24	7	24	10	24	
	GPS	ARE	70	73	80	72	77	72	
		GD	17	32	20	30	17	30	
	Combined	ARE	63	62	50	61	73	59	
		GD	0	8	0	8	3	8	
	Science	ARE	77	80	90	80	73	80	
	<hr/>								
	<p>Pupil Premium Outcomes KS2:</p> <p>20 out of 30 children in this cohort were PP = 67%</p> <p>Reading – pupil premium at or above EXS = 70% compared to 86% non-PP.</p> <p>Writing - pupil premium at or above EXS = 80% compared to 86% non-PP.</p> <p>Maths - pupil premium at or above EXS = 63% compared to 91% non-PP.</p> <p>GAPS - pupil premium at or above EXS = 80% compared to 71% non-PP.</p> <p>Combined - pupil premium at or above EXS = 70% compared to 71% non-PP.</p>								
<p>Low attainment on entry to the EYFS in all areas with a specific focus on communication and language. In the 2024 Nursery cohort, 69% of pupils are below expected levels for communication and language; in the 2024 Reception cohort 45% of pupils are below the expected levels for communication and language with a disproportionate number being DA.</p>			<p>At the start of the year, 31% of children were expected for Communication and Language in the Nursery cohort. At the end of the year, 46% of children were expected for Communication and Language.</p> <p>At the start of the year, 55% of children were expected for Communication and Language in the Reception cohort. At the end of the year, 76% of children were expected for Communication and Language.</p> <p>The EYFS Good Level of Development was 69% at the end of the year assessments, an increase from 12% at age related at the start of the year.</p>						
<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics acquisition and early reading in comparison to their non-disadvantaged peers.</p>			<ul style="list-style-type: none">79% of pupils passed the phonics screening check compared to a national percentage of 82%.100% of pupils passed the Year 2 phonics retakePurchasing of specific phonics scheme & associated resources to promote strong practice (Read, Write, Inc).Purchasing of additional reading resources (Oxford Owls) to promote early readingRunning of early reading sessions for parents/carers.Targeted support and intervention through reading interventions – using spotlight children identified using phonics data assessmentTargeted interventions as evidenced through provision maps and intervention timetables through ongoing monitoring– Year 3 keen focus on phonics (trackers and progress)Continuation of phonics lead (MD),						
<p>Of the pupils receiving pastoral support, a disproportionate number are DA pupils who have faced many adverse</p>			<p>Pastoral support and intervention led to an increased participation in learning and to greater outcomes for the children (see KS2 data)</p>						

experiences, including domestic violence, substance misuse, homelessness, poverty, social care involvement and exposure to crime.	
In the IDSR 2025, both the pupil base deprivation and school location deprivation are both well below average. Due to this socio-economic deprivation of the area, many pupils have limited access to opportunities for enrichment outside of school, impacting on their experiences and vocabulary.	<p>The enrichment opportunities enabled all disadvantaged children the opportunity to access high quality experiences at a heavily subsidised rate. Having the opportunity to connect with their local environment and those further afield enabled them to understand that green spaces and adventurous activities are open to all, now and in the future. Wider enrichment opportunities have equipped the children with awareness of the theatre and career opportunities (breaking down barriers with emergency services). Projects enabled children to develop awareness about pertinent issues such as self-respect, self-worth and the ability to recognise danger and have the confidence to seek help.</p> <ul style="list-style-type: none"> • Year 6 pupils participated in a school sleepover • Y Comedy Festival • Space Centre • New Walk Museum Visit • Stonehurst Farm • King Richard III Visitor Centre • Florence Nightingale Workshop • Viking Workshop • Roman Workshop • Ancient Egypt Workshop • Ancient Greece Workshop • Remembrance Workshop • Emergency Service Visits • Pantomime • Year 6 Warning Zone • Bespoke Y6 Transition Programme • Places of worship – mosque, mandir, gurdwara, church • Newarke House Museum • Botanic Gardens • Curve Theatre
Lower attendance, Persistent Absenteeism and lateness are all more prevalent in our DA pupils. The attendance of DA children remains 2% below that of the wider school cohort (91.6% against 93.6%). 68% of the lowest attending pupils (below 90%) are pupil premium.	<ul style="list-style-type: none"> • Bespoke attendance analysis & Identification of barriers contributing to absenteeism have been addressed through Attendance Graduated Response; ranging from the establishment of routines, in school support, to escalation of Education Welfare Support. • For the academic year 2024/2025, 91.6% compared to a school average of 93.6%. National Pupil premium attendance stood at 92.1%. • For the year 2024-2025, 38 pupils finished the year as PA with a disproportionate number of these being eligible for PP (26/38 = 68% of all PA pupils). • Despite specific intervention and escalation, 8 out of the top 10 PA pupils with the lowest attendance in the school are PP pupils. For each of these pupils, there is a clear record of escalation and intervention. These interventions have led to some notable improvement. • 26 out of 38 pupils identified as Persistent Absentees as PP • Bespoke support for identified pupils; utilising in house tiers to remove barriers – Supportive Signposting Session