Pupil premium strategy statement – Cheshire Studio School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	54
Proportion (%) of pupil premium eligible pupils	44.4%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-23
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	K. Key (Headteacher)
Pupil premium lead	J. Lawes (Senior Deputy Headteacher)
Governor / Trustee lead	Catriona Millson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,700
Recovery premium funding allocation this academic year	£6,000
Pupil premium (and recovery 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*	£26,700

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and have high levels of attainment across all areas of the curriculum.

The focus of our Pupil Premium strategy is to ensure that Knutsford Academy can provide high quality teaching and learning, rigorous and effective assessment and an ambitious curriculum for all, to ensure that our students, especially those who are disadvantaged can make good progress and fulfil their potential.

We recognise that 'disadvantage' does not equate to a lower academic profile and that our strategy should also take into consideration prior attainment, challenges faced, barriers, raising aspirations of all and securing self-esteem and confidence to achieve continued success upon leaving Knutsford Academy.

We will embrace research that has been carried out by the Education Endowment Foundation (EEF) and the Sutton Trust and therefore, we will adopt a tiered approach to PP (Pupil Premium) spending with the greatest focus being placed on high quality teaching and learning, then supported by targeted academic support and wider strategies.

Knutsford Academy intends to have a whole school approach to securing the best outcomes for all our pupils, taking into the consideration the additional barriers faced by disadvantaged pupils. This will ensure that meeting the learning needs of our disadvantaged learners is a whole school priority and staff (teaching, support, non-teaching) recognise the significant role they must play in securing the best possible outcomes for these learners.

Key Principles include:

- Having high expectations for all learners
- Securing high quality teaching and learning to maximise the potential for students to achieve the very best outcomes
- Providing additional support to remove barriers that students may face which prevent them from accessing the curriculum, learning and achieving positive outcomes.

Challenges

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

Challenge number	Detail of challenge
1	**Disadvantaged students do not achieve as highly as their non-disadvantaged peers.** KS4 Summer 2023 data:

	Total P8 = -1.58, PP P8 = -2.53 (non-PP -1.10) Students Achieving 9-4 in English and Maths: 25% (non-PP) and 0% of PP
2	**Disadvantaged students' reading ages are, on average, below that of their non-disadvantaged peers.**
3	**Disadvantaged students' attendance, on average, is below that of their non-disadvantaged peers both in school and compared nationally.** Attendance - Average PP attendance for 22/23 was 78% compared to a national average for all students of 92.5% and a school average of 80.3%.

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 attainment among disadvantaged pupils across the curriculum, at the end of KS4.	Continue to reduce the gap between PP and non-PP students in progress and attainment data of Summer 2023. An increase in the % of PP students achieving highest grades in Eng/Ma. QA measures in place including work sampling, lesson visits and pupil voice indicate that PP students are being appropriately challenged and monitored to secure good progress. Analysis of impact of any interventions put in place to narrow any subject/faculty specific gaps.
Embed whole-school reading programme to ensure that we can identify the specific reading needs of pupils and target intervention appropriately.	Continued embedding of whole-school reading assessments to identify low-levels of reading comprehension/literacy. Analysis of reading ages/ability to determine gap between PP and non-PP pupils.

	Targeted intervention provided to support weakest readers. Post intervention data to determine effectiveness of intervention. QA measures in place will determine the impact of whole-school literacy initiatives.
To achieve and sustain improved wellbeing for all, including those who are disadvantaged. Increase self-esteem, resilience and ambition.	Future resilience surveys and pupil voice provide evidence for the fact that levels of anxiety, self-esteem and depression has decreased. Resilience surveys and pupil voice indicate higher levels of confidence and independence. Embedding character values of LORIC across the curriculum to develop qualities such as resilience. Increased participation in enrichment activities - analysis of the impact of this participation. Facilitation and analysis of workshops/programmes to build self-esteem, resilience and ambition. Analysis of data from student counseling services such as 'Just Drop In'.
To achieve and sustain improved attendance for all, especially those who are disadvantaged.	The gap in attendance between PP and non-PP is reduced. Analysis of attendance data intervention provides evidence of the impact.

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: £ 13,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke CPD programme to meet the training needs of teaching staff in line with school priorities.	'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'. EEF Toolkit 2019. 'great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children' EEF Guide to the Pupil Premium, 2020. CPD includes targeting MA students, behaviour and Home Learning.	1, 2
Bespoke CPD programme to meet the needs of learning support staff in line with school priorities.	According to EEF 'Making the best use of teaching assistants.' there are a number of recommendations including ensuring that TA's are fully prepared for their role in the classroom, this will include appropriate training in order for them to be able to do this.	1, 2
Recruitment of teaching staff and learning support staff to meet the needs of all students.	As above.	1, 2
Supporting the professional development of staff through National Professional Qualifications.	Maintain ambition of staff and wellbeing. Further training leads to more skilled/experienced staff and therefore an improved quality of teaching and learning.	1, 2
Retention of whole-school literacy coordinator	EEF Toolkit - Reading comprehension =+6 months progress. EEF Toolkit - Oral language interventions = + 6 months progress.	1, 2
Appointment of reading intervention support staff.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF EEF Guidance reports on improving literacy to apply across a range of subjects. Disadvantaged pupils nationally have more limited vocabulary and exposure to reading at home. Embedding best practice to model	1, 2

	reading skills in subjects across the school and create an engagement and enthusiasm for reading is another key component to make successful leaners. Best practice in reading strategies and tools outlined in the National Strategy pedagogy pack.	
Whole-School initiatives on study skills and memory.	Ofsted highlights that : Learning is at least in part defined as a change in long-term memory. As Sweller and others have pointed out, 'if nothing in the long-term memory has been altered, nothing has been learned', although there are, of course, other aspects to learning. It is, therefore, important that we use approaches that help pupils to integrate new knowledge into the long-term memory and make enduring connections that foster understanding.	1, 2

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

Budgeted cost: £ *6,675*

Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Reading intervention strategies to meet the needs identified through assessment.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies	Toolkit Strand	Education Endowment Foundation	**EEF** EEF Guidance reports on improving literacy to apply across a range of subjects. Disadvantaged pupils nationally have more limited vocabulary and exposure to reading at home. Embedding best practice to model reading skills in subjects across the school and create an engagement and enthusiasm for reading is another key component to make successful leaners. Best practice in reading strategies and	1, 2

	tools outlined in the National Strategy pedagogy pack.	
Out of hours' study support for KS3 and KS4 students. Providing all students, especially those who are disadvantaged the opportunity to complete homework/extra study at school with the support from specialist staff.	**EEF** - extending the school day = + 3 months progress. **EEF** - Homework has a positive impact on average(+ 5 months), particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning - it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).	1, 2
Improved whole-school approach to home-learning.	Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work	1, 2
Appointment of student engagement officer	To improve the attendance of students at risk of school refusal and help improve attendance.	3

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

Budgeted cost:£ *6,675*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment activities including rowing and boxing opportunities	**EEF** Toolkit - Social and emotional learning= +4 months progress.	1
Work with external agencies to provide support for students suffering from mental health issues including anxiety/depression	ACE and mental health are key indicators of underachievement where progress gaps widen and pupils and families need support.	3
Whole-school approach to improving standards of behaviour, attendance and punctuality to maximise learning opportunities and rewarding this behaviour accordingly.	Higher standards of behaviour meaning more effective learning environments and supports quality first teaching	3

Total budgeted cost: £26,700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Improved attainment among disadvantaged pupils across the curriculum, at the end of **KS4.**	**This continues to be a priority:** **KS4 Summer 2023 data:** KS4 Summer 2023 data: Total P8 = -1.58, PP P8 = -2.53 (non-PP -1.10)
Embed whole-school reading assessment and initiatives to ensure that we can identify the specific reading needs of pupils and target intervention appropriately.	**This continues to be a priority:** Appointment of whole-school literacy co-ordinator. Appointment of reading intervention. Introduction of whole-school reading assessment. Introduction of whole-school approach to support reading.
Improved assessment at Ks3 and Ks4 to ensure that all students receive refined feedback which explicitly identifies what they know and remember to support future learning.	A focus fortnight initiative was introduced across the school to QA the T&L that was taking place in each faculty. This included lesson visits, book sampling and pupil voice. Assessments were also sampled to determine appropriate link to learning and knowledge required and acquired.
To achieve and sustain improved wellbeing for all, including those who are disadvantaged. Increase self-esteem, resilience and ambition.	Introduction of school values, Ambition, Respect and Kindness. Focus on resilience embedded in PSHCE and curriculum documentation. Celebrated in rewards and assemblies. Resilience survey data.

To achieve and sustain improved attendance for all, especially those who are disadvantaged.	**This outcome continues to be a priority:** Introduction and embedding of whole-school PP attendance tracker. The attendance of PP students is closely monitored each half term with form tutors and pastoral team intervening where necessary.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider