

# 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   | 35%                                   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-23                               |
| Date this statement was published   | December 2022                         |
| Date on which it will be reviewed   | December 2023                         |
| Statement authorised by   | J. Whittaker<br>(Headteacher)         |
| Pupil premium lead  | Thatcher (Assistant Headteacher)      |
| Governor / Trustee lead   | Catriona Millson (Chair of Governors) |

## Funding overview

| Detail  | Amount           |
|---|------------------|
| Pupil premium funding allocation this academic year   | £ 13, 790        |
| Recovery premium funding allocation this academic year  | £ 1, 500         |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )<br><br><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0               |
| <b>Total budget for this academic year</b>  | <b>£ 15, 290</b> |

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| <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> |  |
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## 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                | <b>Outcomes at Key Stage 4</b><br><b>KS4 Summer 2022 data:</b><br>Average total P8 -1.90 |

|   |   |
|---|---|
|   | <p>50% of students not achieving 9-4 in Eng or Ma</p> <p>Students have positive residual in Textiles/H&amp;S care/BTEC PE/Eng Lang/Geog/Hist.</p> <p>Average grade 4 or above in H&amp;S care, combined science, BTEC PE, Textiles, History.</p> <p><b>Progress Point 1 Data indicates:</b></p> <p><b>Year 11:</b></p> <p>P8 score of -1.95</p> <p>72% students not achieving 9-4 in Eng/Ma</p> <p>Average grade 4 or above in H&amp;S care, construction, textiles</p> |
| 2 | Reading assessments are in place for students on entry into the Studio. Test data indicates: 93% of students are working at a reading age below age appropriate.  |
| 3 | Attendance of PP students in term 1 2022-23 is 81.7% compared to national average for PP students of 86.8%.   |
| 4 | Low levels of participation/engagement in enrichment activities offered to students.  |

## 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.                                  | <p>Reduce the gap between PP and non-PP students in progress and attainment data of Summer 2023.</p> <p>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.</p> <p>Analysis of impact of any interventions put in place to narrow any subject/faculty specific gaps.</p> |
| To achieve and sustain improved reading strategy to improve the levels of literacy and reading fluency and comprehension. | <p>Implementation and embedding of whole-school reading strategy and approach to reading.</p> <p>QA the whole-school reading strategy</p> <p>Data from future reading assessments.</p>   |

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|  | Pupil voice indicate higher levels of confidence and independence with reading.  |
| To achieve and sustain improved attendance for all, especially those who are disadvantaged.  | The gap in attendance between PP and non-PP is reduced.<br>Analysis of attendance data intervention provides evidence of the impact.   |
| To continue to improve and embed a work experience programme of work which provides pupils with meaningful work experience placements and the opportunity to develop employability skills. | Analysis of attendance and engagement in work experience placement.<br><br>QA of the documentation completed by students and employers.<br><br>Pupil voice to determine learning and meaningfulness of work experience placement.<br><br>Assessment of employability skills to determine readiness for next education/career stages. |

## 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: £ 7, 645

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Bespoke CPD programme to meet the training needs of teaching staff in line with school priorities.</i> | '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 | 1, 2                          |

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|  | <p>impact on the outcomes of disadvantaged children' EEF Guide to the Pupil Premium, 2020.</p> <p>CPD includes improving career knowledge of staff to improve the CEIAG that is offered to students.</p>  |         |
| <i>Bespoke CPD programme to meet the needs of learning support staff in line with school priorities.</i> | <p>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.</p>  | 1, 2    |
| <i>Recruitment of teaching staff and learning support staff to meet the needs of all students.</i>       | As above.   | 1, 2, 4 |
| <i>Supporting the professional development of staff through National Professional Qualifications.</i>    | <p>As above.</p> <p>Maintain ambition of staff and wellbeing.</p> <p>Further training leads to more skilled/experienced staff and therefore an improved quality of teaching and learning.</p>   | 1, 2    |
| <i>Retention of whole-school literacy coordinator</i>  | <p>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:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>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 learners. Best practice in reading strategies and tools outlined in the National Strategy pedagogy pack.</p> | 1, 2    |

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| <p><i>Appointment of reading intervention support staff.</i></p>   | <p>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:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>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 learners. Best practice in reading strategies and tools outlined in the National Strategy pedagogy pack.</p> | <p>1, 2</p>       |
| <p><i>Whole-School initiatives on study skills and memory.</i></p>   | <p>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:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>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 learners. Best practice in reading strategies and tools outlined in the National Strategy pedagogy pack.</p> | <p>1, 2</p>       |
| <p><i>Recruitment and retention of staff to lead work experience opportunities in CSS. To monitor and evaluate the work experience</i></p> | <p>According to UCAS a recent survey showed two thirds of employers look for graduates with relevant work experience because it helps them prepare for work and develop general business awareness.</p>   | <p>1, 2, 3, 4</p> |

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| <i>programme and provide increased opportunities to develop employability skills in curriculum time.</i> |  |  |
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 3, 822.50

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Reading intervention strategies to meet the needs identified through assessment.</i>   | <p>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:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>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 learners. Best practice in reading strategies and tools outlined in the National Strategy pedagogy pack.</p> | 1, 2                          |
| <i>Out of hours' study support for KS4 students. Providing all students, especially those who are disadvantaged the opportunity to complete homework/extra study at school with the</i> | <p>EEF – extending the school day = + 3 months progress.</p> <p>EEF - Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning</p>  | 1, 2                          |

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|---|--|------|
| <i>support from specialist staff.</i>                   | <p>can be supported (e.g. through providing homework clubs for pupils).</p> <p>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.</p> <p>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).</p> |      |
| <i>Improved whole-school approach to home-learning.</i> | 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 |

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

Budgeted cost: £ 3, 822.50

| <b>Activity</b>   | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|---|---|--------------------------------------|
| <i>Increased opportunities to take part in enrichment activities to further support learning and life experiences.</i>              | <p>Increase in the participation in enrichment activities.</p> <p>EEF Toolkit – Social and emotional learning = +4 months progress.</p> | 4                                    |
| <i>Work with external agencies to provide support for students suffering from mental health issues including anxiety/depression</i> | ACE and mental health are key indicators of underachievement where progress gaps widen and pupils and families need support.            | 1, 2, 3, 4                           |



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| <i>Whole-school approach to improving standards of behaviour, attendance and punctuality to maximise learning opportunities and rewarding this behaviour accordingly.</i> | Higher standards of behaviour meaning more effective learning environments and supports quality first teaching | 1,2, 3 |
| <i>Establishment of breakfast club to promote attendance, wellbeing and learning of students.</i>   |  | 1, 3   |
| <i>Appointment of School Engagement practitioner</i>  | To re-engage students at risk of school refusal and help improve the attendance of students.                   | 3      |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## 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.  | <p><b>This outcome continues to be a priority:</b></p> <p><b>KS4 Summer 2022 data:</b></p> <p>Average total P8 -1.90</p> <p>50% of students not achieving 9-4 in Eng or Ma</p> <p>Students have positive residual in Textiles/H&amp;S care/BTEC PE/Eng Lang/Geog/Hist.</p> <p>Average grade 4 or above in H&amp;S care, combined science, BTEC PE, Textiles, History.</p> <p>PP data was analysed after each internal progress point, shared with HOF and intervention carried out.</p> |
| Improved assessment at 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   |

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|  | also sampled to determine appropriate link to learning and knowledge required and acquired.   |
| To achieve and sustain improved attendance for all, especially those who are disadvantaged.  | <p><b>This outcome continues to be a priority:</b></p> <p>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.</p>   |
| To improve and embed a work experience programme of work which provides pupils with meaningful work experience placements and the opportunity to develop employability skills. | <p><b>This outcome continues to be a priority:</b></p> <p>All students embarking on Work experience received a bespoke conversation with careers team, a programme of employability was introduced to provide students with the opportunity to visit various careers and businesses. Introduction of ASDAN qualification on short course 'careers and experiencing work.'</p> |

## 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 |
|-----------|----------|
|           |          |
|           |          |

