

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Knutsford Academy
Number of pupils in school	1004
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22/23
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr J. Whittaker, Head Teacher
Pupil premium lead	A. Thatcher, Assistant Headteacher
Governor / Trustee lead	Robert Taylor, Valerie Young

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134, 655
Recovery premium funding allocation this academic year	£21, 025
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	£155.680

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 is able to 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.

Challenges

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

Challenge number	Detail of challenge
1	<p>Progress data for 19-20: P8 score for PP was 0.19 compared to 0.35 for non-PP, a gap of 0.16.</p> <p>Progress data for 20-21: P8 score for PP was -0.40 compared to 0.47 for non-PP, a gap of 0.87.</p>

	<p>Therefore, although a positive P8 score overall the gap in progress between PP and non-PP has increased.</p> <p>December 2021 Data entry point (Year 11) indicates that: P8 gap between PP and non-PP overall is 0.18 but PP still have an overall positive progress 8 score of 0.09.</p> <p>Students achieving 9-5 in English – Gap of 2.6% between PP and non-PP.</p> <p>Students achieving 9-5 in Maths – Gap of 29.5% between PP and non-PP.</p> <p>The following subjects have a gap of a grade between PP and non-PP: A&D, Business, Chemistry, Computing, Drama, Geography, German, Spanish, PE, Physics, Psychology.</p>
2	<p>Currently no whole-school data on reading ability – not currently tested on entry at Year 7.</p>
3	<p>National studies, observations and pupil discussions indicate that our disadvantaged learners have been impacted upon by partial school closures to a greater extent than other pupils.</p> <p>The school has seen an increase in the number of students who are reporting anxiety, depression and low self-esteem.</p> <p>Analysis of our resilience survey data indicates that the area of greatest concern affecting our student's resilience is their participation in school life and extra-curricular opportunities.</p> <p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
4	<p>Pupil feedback (KS4) indicated pupils are facing challenges in accessing the Science curriculum.</p> <p>Data supports this with value added gap of a grade in 2020-21. Based on December progress data for Year 11. Average value added in Science is -0.011 for non-PP and -0.079 for PP.</p> <p>Based on December progress data for Year 11 – In Physics and Chemistry there is a gap of approximately 1 grade.</p>
5	<p>Attendance data of PP students.</p> <p>For 2020-21: The attendance for PP students was 88%, the national target for attendance is 94.5%, therefore a gap of 6.5%.</p> <p>For Term 1 2021: The attendance data for PP students is 86.3%, the national target for attendance is 94.3%, therefore a gap of 8%. However, it is important to</p>

	acknowledge that the Covid-19 pandemic has impacted upon overall attendance.
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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.	<ul style="list-style-type: none"> • Reduce the gap between PP and non-PP students in progress and attainment data of Summer 2022. • 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 assessment and initiatives to ensure that we can identify the specific reading needs of pupils and target intervention appropriately.	<ul style="list-style-type: none"> • Introduction of whole-school reading assessment 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.
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.	<ul style="list-style-type: none"> • QA measures in place will evaluate the effectiveness of the assessments taking place across the curriculum. QA should determine if assessment is linked to intended learning across the curriculum and faculties should respond accordingly. • QA measures will ensure subject plans are clear about the 'important' knowledge that pupils should know and remember. This should form the basis for assessment. • Book sampling provides evidence for the assessment and feedback that has taken place.
To achieve and sustain improved wellbeing for all, including those who are disadvantaged.	<ul style="list-style-type: none"> • Future resilience surveys and pupil voice provide evidence for the fact that levels

<p>Increase self-esteem, resilience and ambition.</p>	<p>of anxiety, self-esteem and depression has decreased.</p> <ul style="list-style-type: none"> • 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. • Analysis of data from student counseling services such as 'Just Drop In'.
<p>To achieve and sustain improved attendance for all, especially those who are disadvantaged.</p>	<ul style="list-style-type: none"> • 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: £ 77, 840

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Bespoke CPD programme with a specific focus on 'The Knutsford Way'. A 3-part approach to teaching a lesson which includes a 'retrieval starter', acquiring new knowledge and production/task completion.</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 impact on the outcomes of disadvantaged children' EEF Guide to the Pupil Premium, 2020.	1, 4
<i>CPD to improve and embed assessment policies to reflect the 'important' knowledge that pupils need to know and remember.</i>	Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	1, 4
<i>Professional Development Programme implemented to provide further career support for staff.</i>	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, 4, 5
<i>Purchase of whole-school baseline testing for reading abilities.</i>	The EEF's science literature review found that students reading capability was the best predictor of later science achievement. EEF - The evidence suggests that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can	2, 4

	help to identify priorities and focus teaching to ensure that it is efficient.	
<i>Retention of whole-school literacy coordinator</i>	EEF Toolkit – Reading comprehension =+6 months progress. EEF Toolkit – Oral language interventions = + 6 months progress.	2, 1, 4, 3

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

Budgeted cost: £ 38.920

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>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</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>	2, 1
<i>Tutoring/Intervention programme for under-achieving pupils</i>	<p>EEF: On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>	1, 2, 4

<p><i>'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.</i></p>	<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 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>	<p>1, 2, 3, 4</p>
<p><i>Improved whole-school approach to home-learning.</i></p>	<p>Research external providers such as 'Show My homework'</p> <p>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 (see Feedback).</p>	<p>1, 2, 4</p>

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

Budgeted cost: £38.920

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Enrichment activities including rowing and boxing opportunities</i></p>	<p>EEF Toolkit – Social and emotional learning = +4 months progress.</p>	<p>3, 5</p>
<p><i>Work with external agencies to provide support for students</i></p>	<p>ACE and mental health are key indicators of underachievement where</p>	<p>3, 5</p>

<i>suffering from mental health issues including anxiety/depression</i>	progress gaps widen and pupils and families need support.	
<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, 4, 5

Total budgeted cost: £ 155,680

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. The Academy generated 'Centre Assessed Grades' (CAGs) which were submitted to exam boards. Using these as an indication, the attainment gap widened by half a grade when compared to the previous year.

In 2021, the progress gap between PP and non-PP students was 0.87. We can attribute this to the long periods of remote learning that took place during this period. Some of the disadvantaged students struggled to access on-line learning, even though the school provided laptops and dongles. Student mental health and motivation were negatively impacted during this period, both having an effect on student attainment and progress. Wider educational opportunities, provided by the PP strategy, did not take place (eg trips and visits), further impacting the engagement and motivation of some of our disadvantaged students.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
None	