

Pupil premium strategy statement – Knutsford Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1,328
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	K. Key (Headteacher)
Pupil premium lead	J. Lawes (Senior Deputy Headteacher)
Governor / Trustee lead	Deborah Nicholl-Timmins (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£167,980

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 school life.

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 students, taking into the consideration the additional barriers faced by disadvantaged students. 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.

These principles are underpinned by our school values of ambition, respect and kindness.

Challenges

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

Challenge number	Detail of challenge
1	<p>Disadvantaged students do not achieve as highly as their non-disadvantaged peers.</p> <p><i>Summer 2024 Data (Year 11)</i> <u>Average Progress 8</u> Non-disadvantaged students 0.06 and disadvantaged students -0.62.</p> <p><u>Students Achieving 9-4 in English and Maths</u> Non-disadvantaged students 87.3% and disadvantaged students 77.3%.</p> <p><u>Students achieving 5 Standard Passes (including English and Maths)</u> Non-disadvantaged students 83% and disadvantaged students 68.2%.</p>
2	<p>Disadvantaged students' reading ages are, on average, below that of their non-disadvantaged peers.</p> <p>38% of students targeted for intensive reading intervention in Year 7 are disadvantaged students, even though only 13% of the Year 7 cohort are disadvantaged.</p> <p>26% of disadvantaged students in Year 8 started Year 7 below their age-appropriate reading level.</p>
3	<p>Disadvantaged students' attendance, on average, is below that of their non-disadvantaged peers both in school and compared nationally.</p> <p><u>2024 / 2025 (end of November 24)</u> 95.3% attendance of all students, 90.4% for disadvantaged students (compared to 93% nationally).</p> <p><u>2023 / 2024</u> 93.1% attendance of all students, 86.2% for disadvantaged students (compared to 90.9% nationally).</p>

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
<p>Improved attainment amongst disadvantaged students across the curriculum, at the end of KS4.</p>	<p>Continue to reduce the gap between PP and non-PP students in progress and attainment data of Summer 2025.</p> <p>An increase in the % of PP students achieving highest grades in Eng/Ma.</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>
<p>Embed whole-school literacy strategy and intervention to ensure that we identify the specific needs of students and target intervention appropriately.</p>	<p>Continued embedding of whole-school reading assessments to identify low-levels of reading comprehension/literacy.</p> <p>Analysis of reading ages/ability to determine gap between PP and non-PP pupils.</p> <p>Targeted intervention provided to support weakest readers, with post-intervention data to determine effectiveness of intervention.</p> <p>QA measures in place will determine the impact of whole-school literacy initiatives at a faculty/department level.</p>
<p>To achieve and sustain improved wellbeing for all, including those who are disadvantaged.</p> <p>This will increase self-esteem, resilience and ambition of all learners.</p>	<p>Future resilience surveys and student voice provide evidence that levels of anxiety and low-mood have decreased and resilience and self-esteem have increased.</p> <p>Embedding the school values of ambition, respect and kindness across the curriculum develops qualities such as resilience, evidence through interim report data, outcomes, attendance and behaviour data.</p> <p>Increased participation in enrichment activities, particularly across our disadvantaged cohort.</p> <p>Facilitation and analysis of workshops/programmes to build self-esteem, resilience and ambition. Impact measured through Provision Maps.</p>

	Analysis of data from safeguarding intervention, including student counselling services such as 'Just Drop In', indicates a reduction in safeguarding concerns.
To achieve and sustain improved attendance for all, especially those who are disadvantaged.	<p>The gap in attendance between PP and non-PP is reduced. PP attendance data is in-line with all students nationally.</p> <p>Analysis of attendance data intervention provides evidence of the impact.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £83,990

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.	<p>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'. EEF Toolkit 2019.</p> <p>'great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children' EEF Guide to the Pupil Premium, 2020.</p> <p>CPD includes targeting MA students, behaviour and Home Learning.</p>	1, 2
Bespoke CPD programme to meet the needs of learning support staff in line with school priorities.	<p>According to EEF 'Making the best use of teaching assistants.' there are a number of recommendations including ensuring that TAs 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

Recruitment of teaching staff and learning support staff to meet the needs of all students.	The EEF's ' Effective Professional Development ' guidance report offers advice around recruitment and retention of staff.	1, 2, 3
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. The EEF's ' Effective Professional Development ' guidance report.	1, 2
Retention of whole school literacy coordinator	EEF Toolkit - Reading comprehension = +6 months progress. EEF Toolkit - Oral language interventions = + 6 months progress. Reading age correlates to academic success. The importance of reading to the school curriculum Press 4 6 Release (GL assessment)	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. Reading age correlates to academic success. The importance of reading to the school curriculum Press 4 6 Release (GL assessment)	1, 2, 3

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

Budgeted cost: £41,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading intervention strategies to meet the needs identified through assessment.</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>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.</p> <p>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>Breakfast Clubs, study support clubs during school and after school to provide all students, particularly those who are disadvantaged, with a space to study and complete homework.</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</p>
<p>Review and development of pastoral structure, including roles</p>	<p>Use the following guidance to ensure that all aspects of the Attendance Improvement</p>	<p>3</p>

and responsibilities, to ensure that there is a maintained focus on PP students, particularly when it comes to attendance intervention.	System work effectively Working together to improve school attendance (DfE)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £41,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support available for PP students to engage in enrichment activities (including Duke of Edinburgh, rowing, etc).	This report considers the significant of extra-curricular activities within contemporary debates around social mobility An Unequal Playing Field, Social Mobility Commission	1, 3
Wide range of enrichment opportunities and trips provided to capture the interest of PP students (including girls football, etc.)	This particularly supports disadvantaged students who are high performing at KS2 Subject to Background - What promotes better achievement for bright but disadvantaged students? Sutton Trust.	1, 3
Engagement with external agencies to provide support for students suffering from mental health issues including anxiety and depression.	ACEs and mental health are key indicators of underachievement where progress gaps widen and pupils and families need support. Good impact in ensuring students are ready-to-learn and can self-manage their emotions. EEF Toolkit, Social and Emotional learning	1, 3
Supporting students' social, emotional and behavioural needs, through our expert. pastoral team and targeted support.	Positive relationships in schools are central to the well-being of both students and teachers and underpin an effective learning environment. Positive relationships in schools (Research Gate)	1, 3
Supporting students to be ready for learning, including making sure they have the correct uniform.	Evidence from EEF. School Uniform, EEF.	3

Total budgeted cost: £167,980

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Outcomes for disadvantaged students (2023/2024)
<p>Improved attainment amongst disadvantaged students across the curriculum, at the end of KS4.</p>	<p><i>Summer 2024 Data (Year 11)</i> <u>Average Progress 8</u> Non-disadvantaged students 0.06 and disadvantaged students -0.62.</p> <p><u>Students Achieving 9-4 in English and Maths</u> Non-disadvantaged students 87.3% and disadvantaged students 77.3%.</p> <p><u>Students achieving 5 Standard Passes (including English and Maths)</u> Non-disadvantaged students 83% and disadvantaged students 68.2%.</p> <p>This remains a priority.</p>
<p>Embed whole-school literacy strategy and intervention to ensure that we identify the specific needs of students and target intervention appropriately.</p>	<p>38% of students targeted for intensive reading intervention in Year 7 are disadvantaged students, even though only 13% of the Year 7 cohort are disadvantaged.</p> <p>26% of disadvantaged students in Year 8 started Year 7 below their age-appropriate reading level.</p> <p>This remains a priority.</p>
<p>To achieve and sustain improved wellbeing for all, including those who are disadvantaged.</p> <p>This will increase self-esteem, resilience and ambition of all learners.</p>	<p>There are examples of individual disadvantaged students who have benefited from targeted support from professionals, in terms of their wellbeing and resilience which is evidenced in behaviour, attendance and progress data.</p> <p>We track 'vulnerabilities' across year groups and the average number of vulnerabilities for disadvantaged students remains higher than that of their non-disadvantaged peers. In Year 7, the average number of vulnerabilities for PP students is 3.57 and for Non-PP 1.11. In Year 8 it is 5.09 for PP and 0.83 for Non-PP.</p> <p>This remains a priority.</p>
<p>To achieve and sustain improved attendance for all, especially those who are disadvantaged.</p>	<p><u>Academic Year 2023 / 2024</u> 93.1% attendance of all students, 86.2% for disadvantaged students (compared to 90.9% nationally).</p> <p>This remains a priority.</p>

Externally provided programmes

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

Programme	Provider
EP Service	Cheshire East