

Pupil Premium Strategy Statement

Knutsford Academy 2025-26

This statement details our school's use of Pupil Premium funding to help improve the attainment of our Pupil Premium pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for Pupil Premium pupils last academic year.

School overview

Detail	Data
Number of pupils in school (not including Sixth Form)	1,123
Proportion (%) of pupil premium eligible pupils	16% (178 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	K. Key (Headteacher)
Pupil premium lead	C. Parr (Assistant Headteacher)
Governor / Trustee lead	Deborah Nicholl-Timmins (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,820
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>	£196,820

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and have high levels of attainment across all areas of school life when compared to their peers. The number of Pupil Premium pupils at the Academy is well below the national average.

Year	PP Pupils	Non-PP Pupils
Year 7	34	194
Year 8	34	196
Year 9	38	182
Year 10	40	191
Year 11	32	182

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 pupils, especially those who are Pupil Premium 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 are delighted and proud that the outcomes for our disadvantaged pupils were amongst the highest nationally as recognised by the DFE.

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 has a whole school approach to securing the best outcomes for all our Pupil Premium pupils, taking into the consideration the additional barriers which they face.

This 'Beehive' Strategy ensures that meeting the learning needs of our Pupil Premium learners is a whole school priority and staff (teaching, support, non-teaching) recognise

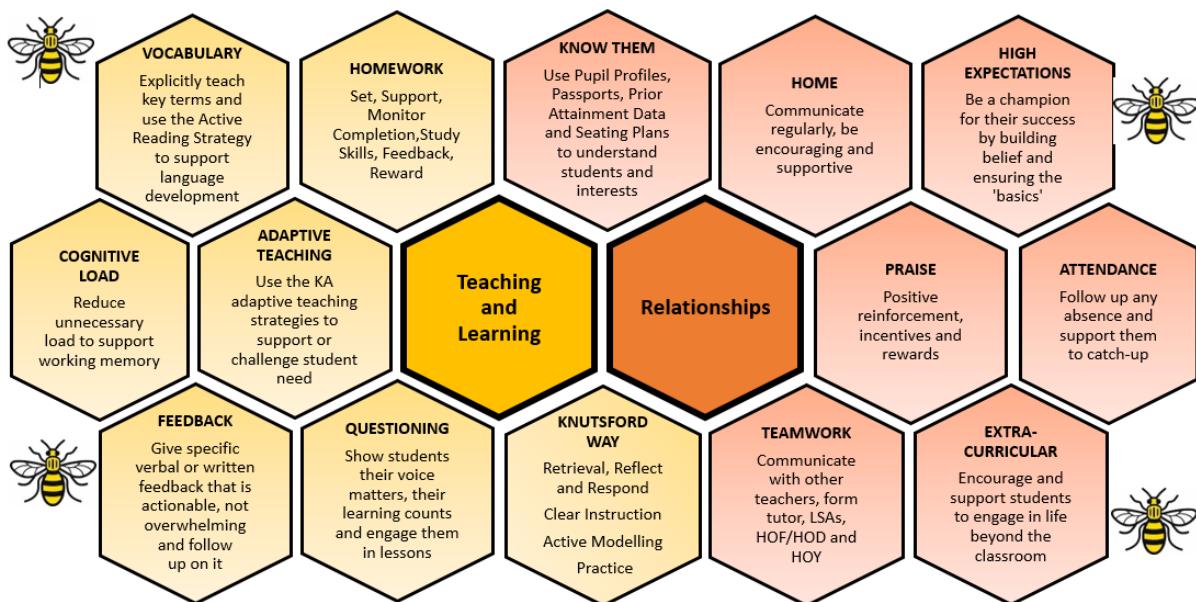
the significant role they must play in securing the best possible outcomes for these pupils and the strategies which they can use to do so.

Key principles include:

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

These principles are underpinned by our school values of Ambition, Respect and Kindness.

BEEHIVE for Disadvantaged Students



Create a BUZZ around T&L



BEE-lieve in them

This strategy is informed by the following research:

- EEF Toolkit 2019 and EEF Guide to Pupil Premium 2020
- EEF's **'Effective Professional Development'**
- **The importance of reading to the school curriculum Press 4 6 Release (GL assessment)**
- Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF
- **Working together to improve school attendance (DfE)**

- **An Unequal Playing Field, Social Mobility Commission**
- **Positive relationships in schools (Research Gate)**

Challenges

The key challenges to achievement and progress that we have identified among our Pupil Premium pupils are:

Challenge number	Detail of challenge
1	<p>Pupil Premium pupils do not achieve as highly as their non-Pupil Premium peers despite improvements in the number of Pupil Premium students attaining 5 standard passes including English and Maths</p> <p>Summer 2025</p> <p><u>Average Progress 8</u></p> <p>2025*: Non-Pupil Premium pupils 0.69 and Pupil Premium pupils – 0.39 (*value added data uses CAT4 testing to establish a KS2 baseline and exams are published against the 2024 national data set.)</p> <p><u>Pupils Achieving 9-4 in English and Maths</u></p> <p>2025: Non-Pupil Premium pupils 86.8% and Pupil Premium pupils 73.9%</p> <p><u>Pupils achieving 5 Standard Passes (including English and Maths)</u></p> <p>2025: Non-Pupil Premium pupils 84.7% and Pupil Premium pupils 73.9%</p> <p>ISDR shows that Attainment 8 for PP pupils has been above average for the last two years but Progress 8 for PP pupils has only been close to average up to 2024.</p> <p>However, the Academy's 2025 outcomes for disadvantaged pupils have been recognised by the Department for Education as being amongst the best nationally.</p> <p>We will continue to champion the attainment and progress of our Pupil Premium pupils.</p>
2	<p>Pupil Premium pupils' reading ages are, on average, below that of their non-Pupil Premium peers.</p> <p>46% of pupils in reading intervention are Pupil Premium compared to only 15% Pupil Premium pupils across the school.</p> <p>Year 7 Reading Intervention Cohort Profile shows that 29 of the 34 PP pupils are below the mean reading SAS. This pattern is broadly like that of Year 8 and Year 9.</p>

3	<p>Pupil Premium pupils' attendance, on average, is below that of their non-Pupil Premium peers both in school and compared nationally.</p> <p><u>2025 / 2026 (end of November 25)</u></p> <p>95.3% attendance of all pupils, 85.7%* for Pupil Premium pupils (compared to 88.1% nationally).</p> <p>2023-24 attendance for PP pupils was 89.9% so there is a lot of work to do with the current PP cohort.</p> <p>*This tracking figure is distorted somewhat by a minority of complex individual cases.</p>
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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
<p>Attainment</p> <p>Further improvement in the attainment of Pupil Premium pupils and narrowing of the gap in progress and 5 standard passes including English and Maths measures in relation to non-PP pupils.</p>	<p>Further reduce the gap between PP and non-PP pupils in attainment AND data of Summer 2026.</p> <p>An increase in the % of PP pupils achieving highest grades in Eng/Ma.</p> <p>MEV measures in place including work sampling, lesson visits and pupil voice indicate that PP pupils 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>Data analysis and QA of teaching and learning reveals thorough use of Beehive strategies and thorough staff knowledge of PP pupils' barriers to learning.</p>
<p>Reading</p> <p>Consolidate whole-school literacy strategy and academic interventions to ensure that we identify the specific needs of pupils 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>Attendance, Participation and Wellbeing</p> <p>To achieve and sustain improved attendance for all, especially for those who are Pupil Premium.</p>	<p>The gap in attendance between PP and non-PP is reduced. PP attendance data is above that of PP pupils nationally and above the KA figure for 24-25</p> <p>Analysis of attendance data intervention provides evidence of the impact.</p> <p>Increased tracking of PP pupils to identify barriers to learning and deploy impactful intervention strategies.</p>
<p>To increase the levels of participation in extra-curricular activities with a specific KS3 focus.</p>	<p>New attendance protocols and reporting in operation within ARBOR MIS.</p> <p>Trust Wide Attendance Focus such as the Golden Hour, Not Off November and 'Countdown to Christmas' Challenge</p> <p>Increased accuracy of PP extra-curricular tracking and increased numbers of participation. In particular, implement strategies to ensure at least 15% of pupils on residential activities eg Duke of Edinburgh, are PP. For example, by giving their applications priority and funding entry fees.</p>
<p>To achieve and sustain improved wellbeing for all, including those who are Pupil Premium.</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, evidenced through interim report data, outcomes, attendance and behaviour data.</p> <p>Facilitation and analysis of workshops/programmes to build self-esteem, resilience and ambition. Impact measured through Provision Maps.</p>

	<p>Reduce the PP pupil % of all suspensions and exclusions to below 30%.</p> <p>Analysis of data from safeguarding intervention, including student counselling services such as 'Just Drop In', indicates a reduction in safeguarding concerns.</p>
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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 and Learning (for example, CPD, recruitment and retention)

Budgeted cost: £98,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bespoke CPD programme to meet the training needs of teaching staff including:</p> <ul style="list-style-type: none"> • The Knutsford Way implementation • Whole school CPD focus on the 'Beehive' Strategy, Adaptive Teaching and SEND <p>PP Focused MEV of Teaching and Learning and Homework</p> <p>PP Focus in Data Analysis and Progress Meetings</p> <p>Development of improved tracking system to identify barriers and employ impactful Beehive strategies</p>	<p>'Good teaching is the most important lever schools have to improve outcomes for Pupil Premium pupils'. EEF Toolkit 2019.</p> <p>'great teaching and careful planning can make a huge impact on the outcomes of Pupil Premium children' EEF Guide to the Pupil Premium, 2020.</p> <p>CPD includes targeting MA pupils, behaviour and Home Learning.</p>	1, 2

Bespoke CPD programme to meet the needs of learning support assistants 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 LSAs 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 pupils.	<p>The EEF's 'Effective Professional Development' guidance report offers advice around recruitment and retention of staff.</p>	1, 2, 3
Supporting the professional development of staff through National Professional Qualifications.	<p>Maintain ambition of staff and wellbeing. Further training leads to more skilled/experienced staff and therefore an improved quality of teaching and learning.</p> <p>The EEF's 'Effective Professional Development' guidance report.</p>	1, 2
Retention of whole school literacy Coordinator and consolidation of the Active Reading Strategy across the school	<p>EEF Toolkit - Reading comprehension =+6 months progress.</p> <p>EEF Toolkit - Oral language interventions = + 6 months progress.</p> <p>Reading age correlates to academic success.</p> <p>The importance of reading to the school curriculum Press 4 6 Release (GL assessment)</p>	1, 2
Retention of reading intervention support staff.	<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. Pupil Premium pupils nationally have more limited vocabulary and exposure to reading at home.</p> <p>Reading age correlates to academic success.</p> <p>The importance of reading to the school curriculum Press 4 6 Release (GL assessment)</p>	1, 2, 3

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

Budgeted cost: £49,205

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. Pupil Premium 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.</p> <p>Best practice in reading strategies and tools outlined in the National Strategy pedagogy pack.</p>	1, 2
<p>Breakfast Clubs, study support clubs during school and after school to provide all pupils, particularly those who are Pupil Premium, with a space to study and complete homework.</p> <ul style="list-style-type: none"> • Tracking of PP attendance at such clubs. • Identification and support for PP pupils who would benefit from such support. • MEV and Tracking data used to supportively enforce bespoke attendance at revision and homework clubs 	<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>	1, 2, 3

<p>Review and development of pastoral structure, including roles and responsibilities, to ensure that there is a maintained focus on PP pupils, particularly when it comes to attendance intervention.</p> <ul style="list-style-type: none"> • Form teachers and AHOYS focus upon PP pupils as routine part of their intervention work 	<p>Use the following guidance to ensure that all aspects of the Attendance Improvement System work effectively Working together to improve school attendance (DfE)</p>	<p>3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £49,205

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Financial support available for PP pupils to engage in enrichment activities (including Duke of Edinburgh, music tuition, alternative provision, rowing, etc).</p> <ul style="list-style-type: none"> • Improve the % of PP pupils engaged in the Duke of Ed Award (less than 10% for the last three years) 	<p>This report considers the significant of extra-curricular activities within contemporary debates around social mobility An Unequal Playing Field, Social Mobility Commission</p> <p>Inclusion Tracking to prioritise Y7 & Y8 pupils who are not accessing extra-curricular activities.</p>	<p>1, 3</p>
<p>Wide range of enrichment opportunities and trips provided to capture the interest of PP pupils (including girls football, etc.)</p> <ul style="list-style-type: none"> • Improve the % of PP pupils engaged 	<p>This particularly supports Pupil Premium pupils who are high performing at KS2 Subject to Background - What promotes better achievement for bright but Pupil Premium pupils? Sutton Trust.</p>	<p>1, 3</p>

in Extra-Curricular activities (less than 10% for the last three years)		
Engagement with external agencies to provide support for pupils suffering from mental health issues including anxiety and depression.	<p>ACEs and mental health are key indicators of underachievement where progress gaps widen and pupils and families need support.</p> <p>Good impact in ensuring pupils are ready-to-learn and can self-manage their emotions.</p> <p>EEF Toolkit, Social and Emotional learning</p>	1, 3
Supporting pupils' social, emotional and behavioural needs, through our expert pastoral team and targeted support.	<p>Positive relationships in schools are central to the well-being of both pupils and teachers and underpin an effective learning environment.</p> <p>Positive relationships in schools (Research Gate)</p>	1, 3
Supporting pupils to be ready for learning, including making sure they have the correct equipment and uniform.	<p>Evidence from EEF.</p> <p>School Uniform, Equipment Kits, EEF.</p>	3

Total budgeted cost: £167,980

Part B: Review of the previous academic year

Outcomes for Pupil Premium pupils

Intended outcome	Outcomes for Pupil Premium pupils (2024/2025)
Improved attainment amongst Pupil Premium pupils across the curriculum, at the end of KS4.	<p>Summer 2025</p> <p><u>Average Progress 8</u></p> <p>2025*: Non-Pupil Premium pupils 0.69 and Pupil Premium pupils – 0.39 (*value added data uses CAT4 testing to establish a KS2 baseline and exams are published against the 2024 national data set.)</p> <p><u>Pupils Achieving 9-4 in English and Maths</u></p> <p>2025: Non-Pupil Premium pupils 86.8% and Pupil Premium pupils 73.9%</p> <p><u>Pupils achieving 5 Standard Passes (including English and Maths)</u></p> <p>2025: Non-Pupil Premium pupils 84.7%</p> <p>Pupil Premium pupils 73.9%</p> <p>2024: Non-Pupil Premium pupils 83%</p> <p>Pupil Premium pupils 68.2%</p>

Embed whole-school literacy strategy and intervention to ensure that we identify the specific needs of pupils and target intervention appropriately.	72% of PP pupils involved in reading intervention progressed 2+ reading years compared to 92% Non-PP pupils. Active Reading and Adaptive Teaching Strategies
To achieve and sustain improved attendance for all, especially those who are Pupil Premium. To achieve and sustain improved wellbeing for all, including those who are Pupil Premium. This will Increase self-esteem, resilience and ambition of all learners.	<u>2024 / 2025</u> 93.9% attendance of all pupils, 89.9% for Pupil Premium pupils (compared to 88.9% nationally). This remains a priority at the Academy and Trust level. Bespoke Pastoral support, whether it be focused on behaviour, attendance or wellbeing, is in place for all PP pupils who have need. One Pupil Premium student was accessing a tailored Alternative Provision programme.

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