



## **Knutsford Multi-Academy Trust**

### **Pupil Premium Policy**

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<b>Next Review Date:</b>	October 2019
<b>Approval Needed by:</b>	Full Governing Body

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## KNUTSFORD MULTI-ACADEMY TRUST

### PUPIL PREMIUM POLICY

#### PURPOSE

The purpose of this policy is to:

- Ensure that the needs of all disadvantaged pupils are effectively met
- Describe some of the key intervention strategies which will be used
- Outline how Knutsford Multi-Academy Trust will allocate its Pupil Premium funding
- Detail the monitoring and evaluation processes we will use to ensure impact
- Identify the roles and responsibilities of key staff involved in our Pupil Premium provision
- Meet the required statutory obligations

Pupil premium funding is aimed to support those pupils who are:

- Eligible for free school meals (FSM) now or in the last 6 years
- Looked after or adopted
- Children of Armed Forces personnel

Additional Catch-Up funding is available for Year 7 pupils failing to make the required age-related progress at Key Stage 2.

This policy has been developed in consultation with our students, staff, governors, parents and carers.

#### PUPIL PREMIUM STRATEGY – HOW WE MEET THE NEEDS OF ‘DISADVANTAGED’ PUPILS

Knutsford Multi-Academy Trust focuses on ‘raising the achievement of disadvantaged children’ as part of its commitment to ensuring that all of its pupil premium pupils receive the best teaching, engage safely in school life and make comparable progress to their peers.

The allocation of Pupil Premium funding should allow all students to succeed, removing any barriers that they may have experienced. They should have the same opportunities, whether sporting, extra-curricular or stretch and challenge as their more advantaged peers, enabling them to have high aspirations.

Disadvantaged students may need support across different dimensions of their school life including:

1. **Academic**
2. **Social and emotional / behavioural development**
3. **Engagement in school life / raising aspirations**
4. **Attendance**

By allocating money within the four key areas described above, we believe that we can do this fairly and effectively.

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Provision for disadvantaged students at Knutsford Multi-Academy Trust is therefore focused upon four strategic areas:

### 1. Academic

- (i) **High Quality Teaching and Curriculum Provision** – We will ensure that all disadvantaged students receive high-quality, challenging teaching which allows them to make better progress, raises their aspirations, draws on a strong evidence base, such as the Sutton Trust’s research with the Education Endowment Fund, and is effective in terms of both cost and impact. We will develop a curriculum which meets the needs, engages the interests and supports the aspirations of those disadvantaged students who have been identified as vulnerable through the Pupil Premium:
- All staff will have equally high expectations of both disadvantaged children and of their more advantaged peers
  - All teaching staff are aware of who their disadvantaged students are, adapting classroom strategies, resources and interventions to ensure maximum progress
  - All staff will have tailored seating plans to ensure maximum progress for PP students □ All staff will ensure that high quality feedback is regularly given to disadvantaged students
- (ii) **Development of Core Literacy and Numeracy Skills:**
- Year 7 Catch-Up Premium used to support identified students at transition in to Year 7, through programmes such as Back-to-Basics Maths, Lexonik and Lexonik Leap
  - Targeted intervention in all subjects, within link time, breaks or lunch time and after school
- (iii) **Mentoring** - Two Mentoring co-ordinators have been appointed for Pupil Premium students in Key Stages 3 and 4, to provide additional academic support in school and to engage parents.

### 2. Social and Emotional Development

- (i) **Welfare and Wellbeing** – Where necessary, we will provide the additional care and support necessary to enable students to engage purposefully with school life. This may include:
- development of catering provision, including breakfast clubs, for easier access to food and drink
  - support with school uniform, PE kit and basic equipment costs
  - support for attendance initiatives with additional interventions targeted on need
  - financial support for transport where students are participating in off-site study
- (ii) **Behaviour and Emotional Development** – providing specialist staff with additional time to enable them to give extra support to students who need it.
- Pastoral support programme delivered by Student Services
  - Provision of art therapy for vulnerable girls in Years 7 and 8
  - Liaison with external agencies such as Virtual School Heads and Social Services
- (iii) **A Lead Mentoring co-ordinator** has been appointed to co-ordinate mentoring for pupil premium students in Key Stage 3. The aim of this is to provide additional pastoral support in school.

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**3. Engagement in school life / Raising Aspirations** – We will enable all disadvantaged students to participate fully as engaged citizens in school life and access the additional opportunities on offer so that they can develop as learners and achieve their full potential.

(i) **Parental and Community Engagement** – working to secure parental relationships with hard to reach families in settings where they feel happiest to engage. For example:

- transparent communication with parents of disadvantaged students on and off-site
- communications and parental information evenings
- Monitoring of parents’ evening attendance and follow up by Heads of Year

(ii) **Extra-curricular Participation**

- Removing barriers limiting participation in educational visits / activities with school-funded financial support
- GCSE revision support with GCSE Pod and laptop loan scheme
- Profiling the current level of engagement in extra-curricular activities and incentivising further
- Priority access to the Year 7 and 8 Science, Technology, Engineering & Mathematics (STEM) clubs, Year 10 Scholars ‘Brilliant Club’ and Year 9 Duke of Edinburgh Award programmes

#### **4. Attendance**

Form Tutors and Heads of Year will monitor the attendance of all students. With a particular emphasis on disadvantaged students, they will:

- Produce half termly reports for SLT, detailing targeted intervention strategies for students with lower than acceptable attendance
- Incentivise students in providing strategies and support to raise attendance

#### **HOW DECISIONS REGARDING THE USE OF THE PUPIL PREMIUM FUNDING WILL BE MADE**

In making decisions on the use of the Pupil Premium funding we will:

- Ensure that Pupil Premium funding allocated to our school is used primarily for its intended purpose.
- Adapt evidence-based research<sup>1</sup> on proven strategies which narrow the attainment gaps
- Be transparent in our reporting of how we have used the Pupil Premium
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM
- Recognise that eligibility and take up of FSM does not equate with ‘low ability’ and adapt interventions to suit individual needs
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium
- Use high quality teaching and learning as the main way to narrow the gaps in attainment in the first instance
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year

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<sup>1</sup> Such as *The Sutton Trust - Education Endowment Foundation, Teaching and Learning Toolkit* <http://educationendowmentfoundation.org.uk/toolkit/> which is regularly updated & The Institute of Effective Education at University of York, <https://www.york.ac.uk/iee/>, which researches ‘what works’ in teaching and learning and promotes the use of evidence in education policy and practice. The two Ofsted reports – ‘Pupil Premium’, 20th September 2012, <http://www.ofsted.gov.uk/resources/pupil-premium> and the latest 11th February 2013, ‘The Pupil Premium: How schools are spending the funding successfully to maximise achievement’ [www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement](http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement) are examples of the research evidence and case studies of best practice which we use.

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Decisions about spending will be judged on the following criteria:

- Are the students in question at risk of underachieving at school or in life as a result of deprivation?
- Are the planned interventions / resources effective and good value for money?
- Does spending support development of students' self-confidence, ability to cope with challenge, personal and vocational skills, relationship skills, financial awareness, academic achievement and life chances?
- Does the planned spending help students develop positive career ambitions and clarity about how they can achieve them?
- Does the planned spending support the growth of a school culture which enables all to achieve their best in a school where all children are of equal value?
- Does the planned spending impact on students' academic performance?

The Pupil Premium lead will include the following information in the annual report for Governors:

- the progress made towards narrowing the gap, by year group, for disadvantaged pupils
- an outline of the provision that has been made since the last annual report
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

The Pupil Premium lead, has day to day responsibility for co-ordinating the implementation of this policy and monitoring outcomes. The KMAT's financial manager, will monitor the use of the Pupil Premium on an annual basis to track the allocation and use of Pupil Premium funding, ensuring that it is providing value for money.

#### **Teaching and Support Staff will:**

- maintain high expectations of all pupils and not equate disadvantage of circumstance with 'low ability'
- promote an inclusive and collaborative ethos in their classrooms
- plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained
- record any interventions and impact on progress
- support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind
- keep up-to-date with teaching strategies and research, which have a proven track record in narrowing the gap between attainment and achievement

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

#### **Governing body**

A nominated Governor is responsible for monitoring the implementation of this policy. Our governing body will, at least termly, review the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys, etc.) data as evidence of impact.

**MONITORING AND REVIEWING THE POLICY**

We will use the following data to monitor and review the impact of our Pupil Premium (PP) provision. The Pupil Premium Lead and respective Head Teacher will retain a strategic overview in each category.

<b>Data</b>	<b>Measure</b>	<b>Monitoring point</b>	<b>Staff</b>
Progress and attainment in summative assessments and qualifications	Age related progress levels or grades achieved in national qualifications	End of year exams in of Years 7 – 10: GCSE outcomes for Year 11	Heads of Faculty/Department > Head Teachers of Units / JWR / KKY
Progress in knowledge and understanding of the curriculum	Progress towards end of year targets / grades and from Key Stage 2	Teacher marking Progress Point cycle x 4 and PP analysis	Classroom Teacher > Key Stage Co-ordinators & Heads of Faculty / Heads of Department JWR / KKY
Attendance at school	SIMS attendance data	Daily/weekly/termly/annually	Heads of Year / CLH
Incidents of inappropriate behaviour	Lesson monitor level 1	Daily/weekly/termly/annually	Form Tutors > Heads of Year / CLH
Student Services awareness of potential challenges	Pastoral concern levels	Daily/weekly/termly/annually	Heads of Student Services and/or Year CLH