

Knutsford Multi Academy Trust Pupil Premium strategy statement 2017 - 2018

1. Summary information					
School	Knutsford Multi Academy Trust				
Academic Year	2017-2018	Total PP budget	To be confirmed	Date of most recent PP Review	Sept 2017
Total number of pupils Year 7 - 11	1070	Number of pupils eligible for PP	178	Date for next internal review of this strategy	Sept 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)		
% achieving expected progress in English / Maths (2015-16 only)	/	
Progress 8 score average		
Attainment 8 score average		

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	The barrier to improving attainment is the high numbers of students with less than 95% attendance.
B.	The barrier to improving attainment for PP students is the gap between the current levels of literacy and the requirements of the new GCSE specifications
C.	The barrier to improving attainment for PP students is the gap between the current levels of numeracy and the requirements of the new GCSE specifications
D.	The barrier to improving attainment is the ability to offer wider learning opportunities for Yr 7-11

E.	The barrier to improving attainment in some PP students is their current learning attitudes, low aspiration, engagement with education, including completion and quality of homework	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Many students get the bus from out of area: unable to attend after school for revision / catch up	
G.	Parental engagement of some families is poor	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	PP attendance is in line with non PP attendance	Attendance data shows gap reduced to 0% (both above 95%)
B.	The literacy levels of PP students and in particular, those PP who also have SEND, will improve. Internal assessments in literacy based subjects will prepare students fully for linear GCSE exam. Step-up-to-English and Sound training to be provided for weakest readers. Intervention to start in Year 7.	Progress point assessments will show closing of gap. Work Scrutiny will evidence new literacy skills, including early assessment and feedback.
C.	The numeracy levels of PP students will improve, particularly in Science, Geography and other new GCSE's with increased numeracy content.	Progress point assessments will show closing of gap. Work Scrutiny will evidence new numeracy skills, including early assessment and feedback.
D.	Strategies used at KS4 to be rolled down to KS3- careers, studio input, careers information and SMSC / PSHCE all to reflect wider learning opportunities, from Year 7	PSHCE audit, Careers audit, SMSC audit, student voice.
E.	The number of sanctions for non-completion of homework is no greater than for the non-PP cohort	Demerit scores for homework for PP and non PP
F.	The number of PP students attending revision classes will equal the number of non PP students	There will be no gap between attendance of PP and non PP students at after school classes
G.	Parental engagement will improve: All PP families will attend parents evenings	All PP students will have a parent / guardian attending parents evening.

5. Planned expenditure					
Academic year		2016-2017			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
High Quality T and L INSET and coaching Guest speakers and trainers.	Whole school	Key areas for staff development are identified by Faculties based on analysis of exam data. Staff below the expected standard to be given coaching. All staff to attend specialist training with a focus on improving the quality of teaching and learning for all students.	Staff surveys and feedback. Staff appraisals.	PKM	Dec, March, July
Total budgeted cost					
ii. Targeted support – catch up and intervention					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Addressing underperformance in all subject areas.	Private tutoring, revision classes after school, coaching, study groups	Targeted revision based on weakness demonstrated in assessments	Monitor impact by measurement of pre and post intervention data	Heads of Faculty	Half termly

Catch-up and Intervention	Department led	Individual and small group targeted intervention – data driven: specifically targeted at students' area of need. This will have a particular focus on literacy and numeracy.	KS2 data, Progress Point data	Heads of Faculty	After each progress point (5 times a year).
Key Stage 3 Interventions for students with the lowest scores for English and Maths.	Speech and Language therapy, Catch-up English, Catch-up Maths Sound training for weakest readers in Year 7. MySpace, TA support and breakfast and homework club (on both sites) to be used to support students	All strategies are 1 to 1 and small groups. Impact measured before and after to demonstrate progress.	Pre and post intervention data (eg WRAT tests)	MMY and SRY	Half termly
Total budgeted cost					
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve learning attitudes, challenge low aspiration and promote engagement with education	Appointment of a Mentoring Co-ordinator (TLR3) and whole school mentoring and coaching programme – Years 7,8,11.	Trialled this with year 7 last year – it was very successful.	Pre and post intervention data – soft data (pupil surveys) and PP data	KKY, ATH	Termly
Improve parental engagement	More contact home. Parents telephoned	Previous Heads of Year have used this approach successfully. It is therefore now	Monitor attendance at all parents evenings and events.	CLH / Heads of Faculty	After each parents evening and half termly.

	<p>before all school events to invite them to event. Taxi provided where necessary. Introduce KS3 and KS4 revision evenings for parents and students, Introduce core subject revision evenings (start with Maths)</p>	rolled out whole school.			
Provide wider learning opportunities for all year groups	<p>Ensure all years have high quality information and guidance on careers, apprenticeships, job market, the studio school. Careers teacher (0.6) to prioritise PP students for interviews, visits and talks. Ensure that a third of students chosen to attend STEM club and brilliant club are PP.</p>	This is effective when used in KS4. We will roll this down to KS3 to have the same impact	Observations by Head of PSHCE, SLT	JWR	December 2016, April 2016 and SEPT 2017
Ensure that PP students are not disadvantaged due to having insufficient equipment to make progress	<p>Ensure that stationery, uniform, sports kit, music lessons provided. Educational trips and visits to be subsidised. Food technology, art and design materials to be paid for where needed.</p>	Trialled this approach (limited format)	HOY will monitor	KKY	Termly
Ensure there is no gap between completion rates of homework for PP and non PP students	<p>Heads of year to monitor merits and demerits. Information to go to Form tutors weekly to share</p>	Trialled the approach and this works well	Observations of form time by Heads of Year. CLH to receive fortnightly reports from SHD	JWR / CLH / Heads of Year / tutors	Half termly

	with students. Provide homework club and myspace.				
Improve KS2 – KS3 transition for all students with a close emphasis on PP students	KKY to work with primary Heads to improve academic transition	'Making KS3 Count' – Matt Bromley; early discussions with Primary heads, parents and students show that this would be welcomed.	Complete a transition review and action plan areas for improvement	KKY	Termly
Total budgeted cost					