

Knutsford Multi Academy Trust Pupil Premium strategy statement 2018 - 2019

| 1. Summary information | | | | | |
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| School | Knutsford Multi Academy Trust | | | | |
| Academic Year | 2018-2019 | Total PP budget | To be confirmed | Date of most recent PP Review | Sept 2018 |
| Total number of pupils Year 7 - 11 | 909 | Number of pupils eligible for PP | 159 | Date for next internal review of this strategy | Sept 2019 |

| 2. Current attainment | | |
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| | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| Progress 8 score average (KMAT Y11 2018) | -0.277 | tbc |
| Attainment 8 score average (KMAT Y11 2018) | 43.71 | tbc |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| 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 |

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| 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, Lexonic and Lexonic Leap 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. Whole staff INSET from Maths Faculty planned to increase confidence and consistency across subject areas. | 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 further developed in 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 | LML 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 | | |

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| Academic year | 2018-2019 | | | | |
| 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 | Whole school | Key areas for staff development are identified by Faculties based on analysis of exam data. Whole school focus on Closing the Vocabulary Gap. 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. | KKY | Dec, March, July |
| 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. Peer mentoring | Targeted revision based on weakness demonstrated in assessments | Monitor impact by measurement of pre and post intervention data | AST | 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. Peer mentoring of Year 11 students by sixth formers. | Progress Point data | Heads of Faculty | After each progress point (4 times a year). |

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| Key Stage 3 Interventions for students with the lowest scores for English and Maths. | Speech and Language therapy, Catch-up English, Catch-up Maths. Lexonic and Lexonic leap training for weakest readers in Year 7. 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 |
| 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 Lead Mentoring co-ordinator and a Mentoring Co-ordinator. Further develop the whole school mentoring and coaching programme – Years 7 -11 | Peer and group mentoring last year very successful. | Pre and post intervention data – soft data (pupil surveys) and PP data | AST | Termly |
| Improve parental engagement | More contact home. Parents telephoned before all school events to invite them to event. Taxi provided where necessary. Introduce KS3 and KS4 revision evenings for parents and students, | Previous Heads of Year have used this approach successfully. It is therefore now rolled out whole school. | Monitor attendance at all parents evenings and events. | CLH / Heads of Faculty | After each parents evening and half termly. |

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| | Introduce core subject revision evenings (start with Maths) | | | | |
| Provide wider learning opportunities for all year groups | Ensure all years have high quality information and guidance on careers, apprenticeships, job market, The Studio. Careers teacher (0.6) to prioritise PP students for interviews, visits and talks. Ensure that a third of students chosen to attend STEM club, Duke of Edinburgh and Brilliant club are PP. | 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, April, June |
| Ensure that PP students are not disadvantaged due to having insufficient equipment to make progress | Ensure that stationery, uniform, sports kit, provided where needed. Educational trips and visits to be subsidised. Food technology, art and design materials to be paid for where needed. | Worked well last year | HOY will monitor | KKY | Termly |
| Ensure there is no gap between completion rates of homework for PP and non PP students | Heads of year to monitor merits and demerits. Information to go to Form tutors weekly to share with students. Provide homework club and The Hub. | 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 |