



Knutsford Primary Academy

Academy Improvement Plan

2019 – 2020



Contents

Page 4	Vision, Mission and Aims
Page 5	Self-evaluation
Page 6	Priority 1: Improving writing throughout the school
Page 8	Priority 2a: Aspire reading plan
Page 10	Priority 2b: Knutsford reading plan - improving reading throughout the school
Page 12	Priority 3: Quality of teaching and learning - implementation of the curriculum
Page 14	Priority 4: Subject leadership - measuring impact
Page 15	Pupil Premium Report
Page 19	PE and Sport Premium Plan

Vision

Inspiring our children to be happy, successful learners and responsible citizens.

Mission

To create a safe and challenging learning environment where our children can be the best they can be.

Aims

Helping our children to be the best they can be by:

- Encouraging positive feelings of self-worth, allowing children to develop the confidence to fulfil their potential and be successful in an ever changing world.
- Providing a culture where children are excited by their learning and challenged to take risks, safe in the knowledge that making mistakes is part of the learning process.
- Ensuring that children achieve high standards of behaviour and achievement by encouraging responsibility, independence, resilience, self-discipline and respect for others.
- Providing a safe, nurturing community that promotes the spiritual, moral, social and cultural development of all children.
- Promoting the values our children have identified as essential to being a good citizen: kindness, integrity, honesty, teamwork, working with the community, equal rights for all, consideration, fairness and respect for each other.
- Promoting British values of democracy, the rule of law, individual liberty and mutual respect for those with different faiths and beliefs.

Self Evaluation

The priorities in this plan have been informed by the Ofsted inspection of April 2017 in which the school was judged to require improvement, as well as pupil attainment and progress data and information from the annual pupil and parent surveys.

	Strengths	Areas for development
Data: throughout EYFS	<ul style="list-style-type: none"> Attainment at the end of the EYFS has been higher than attainment nationally for many years. High proportions of pupils across all groups make at least typical progress. 	<ul style="list-style-type: none"> Fewer pupils leave the EYFS achieving the higher standard than leave KS1 and KS2 achieving the higher standard. Are we doing enough to identify and provide for the most able EYFS pupils?
Data: end of KS1 (3 years)	<ul style="list-style-type: none"> Attainment has been consistently higher than national data for many years. Progress has been consistently at least good. 	<ul style="list-style-type: none"> Although overall progress is good, in previous years there had been many areas of Sig+. We need to ensure every child makes good progress.
Data: throughout KS1 (July 2019)	<ul style="list-style-type: none"> Y2: overall attainment was higher than national attainment at the expected standard in reading and maths but slightly below in writing. Attainment was higher at the greater depth standard. Y1: overall attainment was securely within age-related expectations in reading, writing and maths. Overall progress was good in reading, writing and maths. Y1 and Y2: attainment in phonics was higher than national data. 	<ul style="list-style-type: none"> Y2: attainment of PPG pupils was lower than expected. This will need careful planning and monitoring as these pupils move through key stage 2.
Data: end of KS2 (3 years)	<ul style="list-style-type: none"> Overall attainment is generally higher than national attainment. At the higher standard, attainment is often significantly higher than national data. 	<ul style="list-style-type: none"> Progress is generally average and our aim is to improve on this.
Data: throughout KS2 (July 2019)	<ul style="list-style-type: none"> Overall attainment is mostly securely within age-related expectations in Y3, Y4 and Y5. Progress is mostly positive including for PPG pupils. Progress in Y4 is very strong. 	<ul style="list-style-type: none"> Y5 (Y6 in 2019/20): overall progress in writing since the end of KS1 Continue to narrow the attainment and progress gap between PPG and non-PPG pupils, particularly in Y5 (Y6 in 2019/20).
Quality of teaching, learning and assessment	<ul style="list-style-type: none"> The overall quality of teaching, learning and assessment is good. The climate for learning is outstanding. Pupils with SEND are well supported. The use of evidence-based interventions and improvements to the way support staff work have contributed to recent improvements. 	<ul style="list-style-type: none"> Reading fluency: these strategies have proved successful and now need to be rolled out across the school. The teaching of writing: the emphasis needs to be on quality rather than quantity.
Feedback from parents 72 responses	Feedback was generally very positive: friendly, children are happy, good community spirit & positive comments about teachers/staff.	There were no common issues. A few comments (less than 5) on each of: improved ICT, more help with 11+, more focus on English and maths, more interesting activities, homework guidance for parents, half-yearly reports, more individualised feedback to parents
Feedback from pupils (survey: summer 2018)	<ul style="list-style-type: none"> They learn a lot in lessons Kind and friendly teachers and other staff Interesting school trips Pupils in Y5 and Y6 enjoy having extra responsibilities University afternoons (KS2 pupils). 	No significant issues, a few comments such as: <ul style="list-style-type: none"> replace old and torn reading books children should stop swearing MSAs don't do enough to solve problems children make a mess in the toilets (e.g. paper towels on the floor)

Priority 1 - Plan Title: Improving writing throughout the school

Problem: Pupils make less progress in writing than in reading and maths		
<p>Teachers' Perspective: Subject knowledge: some teachers are asking pupils to write too much; there needs to be more focus on quality over quantity. Some teachers are not ensuring the basic structure is secure before moving on. Some teacher assessment is not consistent. Some teacher and teaching assistant subject knowledge of grammar and punctuation needs to be improved.</p>	<p>Pupils' Perspective: In the early years there are not enough opportunities for free writing. Too many pupils remain consistently poor spellers across their time at school and have weak spelling knowledge. Too many pupils have poor sentence structure. They need to understand that it's quality over quantity. Pupils don't always understand the purpose of writing.</p>	<p>Attainment/Progress: Narrow the attainment gap between PPG and non PPG pupils in each year group. Improve the attainment of SEND pupils across the school and accelerate the progress of pupils in Y5 and Y6. Improve levels of attainment at both the expected and greater depth standard in each year group.</p>

Intervention Description	Implementation Activities	Implementation Outcomes	Pupil Outcomes	Review of Progress Towards Outcomes
<p>High quality speech to be used by all adults and pupils in the academy.</p>	<ul style="list-style-type: none"> Teachers model high quality sentence structure in all of their speech with pupils. Pupils expected to contribute in full sentences with sentences modelled and scaffolded for those having difficulty. 	<ul style="list-style-type: none"> High quality speech observed during any monitoring of teaching. 	<ul style="list-style-type: none"> Pupils' speech is high quality English in the classroom. 	
<p>Wellcomm Pupils with EAL, SEND or other language barriers have access to this evidence based intervention.</p>	<ul style="list-style-type: none"> Sally to disseminate to other teaching assistants. Cat to organise training from Central. Purchase more assessment packs Teachers to be provided with an overview by Katie during a staff meeting in the autumn term. 	<ul style="list-style-type: none"> The Wellcomm scheme will be further cascaded to support pupil progress in speaking. 	<ul style="list-style-type: none"> Pupils will make good progress with their spoken language so that they will be able to transfer good structure into their writing. 	
<p>EYFS independent writing EYFS teachers to plan for a wider range of free writing opportunities both for outdoor and indoor learning.</p>	<ul style="list-style-type: none"> EYFS staff to ensure this is done. EYFS teachers to visit other Aspire settings to look at the opportunities they provide for writing. 	<ul style="list-style-type: none"> EYFS pupils will demonstrate a wider range of free writing and an increased enthusiasm for writing. 	<ul style="list-style-type: none"> Increased evidence in learning journals. Increased levels of pupil enthusiasm for writing. 	

<p>Quality writing across the curriculum</p> <ul style="list-style-type: none"> • Writing to be explicitly taught. • All teachers to develop consistency of procedure of proof reading and editing. 	<ul style="list-style-type: none"> • Nicola B to lead termly staff meetings on key areas of 'The Writing Revolution'. • Teachers to implement agreed areas. 	<ul style="list-style-type: none"> • All pupils will be writing in well-structured sentences according to the expectations of their year group. 	<ul style="list-style-type: none"> • Increased numbers of pupils will be at EXS and GDS in every year group 	
<p>Spelling</p> <ul style="list-style-type: none"> • Ensuring that gaps do not develop, or if they have, are filled in a timely manner. • KS2 teachers and all TAs to be confident with the phonics and spelling strategies used at KS1. • Ensuring focussed teaching of spelling in KS2 	<ul style="list-style-type: none"> • Helen and Katie lead staff meetings to disseminate KS1 phonics to KS2 teachers and TAs. • KS2 staff have opportunities to observe KS1 staff teaching phonics. • Helen and Nicola D to create assessment sheets - autumn term. 	<ul style="list-style-type: none"> • Pupils who have gaps or problems are identified quickly and have suitable intervention, short and often, which will enable them to make accelerated progress. • When needed, KS2 pupils are using sound buttons and other KS1 strategies to support their spelling. 		
<p>Grammar with EAL focus</p> <ul style="list-style-type: none"> • Teachers to ensure grammar coverage for their year group. • Teachers and TAs to have improved subject knowledge for year group and what comes before. • Teachers to confidently know how to plug gaps. 	<ul style="list-style-type: none"> • A suitable grammar scheme possibly based on 'Grammar for Writing' or HfL materials to be presented during a staff meeting in the autumn term by Helen and Nicola D. • Cat to deliver staff meeting on EAL grammar. 	<ul style="list-style-type: none"> • Ensure all pupils are using correct grammar, relevant to their year group. • Stand-alone grammar lessons inform and are referred to explicitly during writing opportunities across all subjects, using the correct vocabulary. • Timely and frequent intervention for pupils not using correct grammar. 		
<p>Assessment – timely and accurate feedback for writing</p> <p>All teachers to be reminded of and following the Feedback Policy for writing.</p>	<ul style="list-style-type: none"> • Reminder in a staff meeting at the beginning of the year and monitoring by SLT. <p>Monitoring (for all of the above activities)</p> <ul style="list-style-type: none"> • By SLT during 2-day reviews. • At PPMs by looking at the writing of pupils falling behind. 	<ul style="list-style-type: none"> • Pupils take notice of and are confident to respond to their teacher's feedback in order to effectively move their writing on. 		

Priority 2a - Plan Title: ASPIRE reading plan

<p>FOCUS: To develop and embed fluency and confidence in reading for all pupils. To achieve consistency in our approach to teaching reading for learning. To ensure pupils have access to challenges through reading, in all curriculum subjects. For pupils to acquire a deep, extensive vocabulary, enabling them to access all areas of the curriculum and to make good progress in their learning.</p>		
<p>Aspire Perspective: Through this plan, in our schools, we aim to develop a deep focus on both the mechanics of reading, as well as the passion for and love of reading we hope all pupils will achieve.</p>	<p>Academy Perspective: Individual academies should build on this Aspire plan, to develop a bespoke plan tailored to their specific contexts and needs (see pages 10 and 11 for Knutsford's plan).</p>	<p>Attainment/Progress: All pupils to achieve at least age-related expectations at the end of KS1 and KS2 and to pass the phonics screening assessment in Year 1.</p>

Intervention Description	Implementation Activities	Implementation Outcomes	Pupil Outcomes	Review of Progress Towards Outcomes
<p>All teachers and support staff to be proficient in the pedagogy of reading in:</p> <p>a) Decoding b) The Language of Comprehension</p> <p>All schools to develop a strong culture and rich environment which reflect the high value we place on reading and oracy.</p> <p>Key leaders to identify gaps / areas of weakness with a particular focus on vulnerable groups; SEN, PPG, EAL, FSM.</p> <p>Schools to plan and monitor targeted support and interventions, appropriate to need.</p> <p>Schools to explore multi-sensory approaches to reading.</p>	<ul style="list-style-type: none"> • Provide high quality CPD and INSET to give staff explicit training in the teaching of reading. • Make best use of existing partnerships and expertise, share best practice and support others; eg. PLPs • Strong and consistent communication in and across schools, relating to reading and oracy. • Identify, train and support Reading Champions in each school. • Teachers to teach phonics explicitly, making use of quality resources to do so systematically. • Robust internal and external monitoring systems. • Accurate procedures to assess pupils' reading and to diagnose concerns. • Employ Helen Jones to 	<ul style="list-style-type: none"> • Staff attend CPD and INSET, both in-school and joint. • Increased staff confidence at all levels. • 'Keystone vocabulary' is identified in plans and taught in all subjects; staff are aware of and understand vocabulary demands in the curriculum; they are increasingly confident to prepare for vocabulary instruction. • Staff develop a better understanding of Decoding and Language Comprehension. • The teaching of reading is well planned and structured. • Quality of teaching improves and is consistent. • Reading books are sequenced to show a cumulative progression in 	<ul style="list-style-type: none"> • Improved fluency. Increasingly strategic use of language comprehension skills and increasingly automatic use of decoding skills. • Increased levels of pupil motivation, engagement and confidence, in school and at home. • Improved use of specific vocabulary across all subjects. • Pupils' levels of independence increase. • Increased levels of parental engagement. • All pupils achieve at least age-related expectations at the end of KS1 and KS2 and to pass the phonics screening assessment in Year 1. 	

	<p>carry out 'deep dives' in reading, in each school.</p> <ul style="list-style-type: none"> • Carry out full audits of all resources relating to reading and share the results. • Ensure early readers have fully decodable texts to read. • Ensure reading books, for independent readers, offer progression. • Improve oracy to develop language. • Ensure 'keystone vocabulary' is known and embedded within all curriculum areas. • Improve levels of parental engagement. 	<p>phonics knowledge, closely matched to the school's phonics programme.</p>		
--	---	--	--	--

Priority 2b - Plan Title: Knutsford Primary Academy reading plan - Improving reading throughout the school. Our aim is for all pupils to achieve their potential in reading and to acquire a love of reading which will encourage them to become lifelong readers.

PROBLEM: Whilst most pupils achieve well at reading, some make slower progress.		
<p>Teachers' Perspective: Subject knowledge: not all staff are knowledgeable enough about the range of questions they need to ask pupils in order to develop pupils' comprehension effectively.</p> <p>Lack of consistency of practice: secure development of guided reading sessions as the pupils become older.</p> <p>Lack of consistency of practice: practice within the guided reading sessions is not completely understood by all teachers.</p>	<p>Pupils' Perspective: Some pupils in KS1 lack fluency because they over rely on segmenting.</p> <p>Vocabulary knowledge and understanding needs to be improved.</p> <p>Pupils not being precise enough when answering questions about texts – the development from what they think rather than what's in the text.</p> <p>To develop the ability to write answers succinctly.</p> <p>To develop reading stamina.</p> <p>All early readers should have access to phonics books applicable to their stage.</p>	<p>Attainment/Progress: Narrow the attainment gap between PPG and non PPG pupils in all key stages.</p> <p>Continue to improve attainment and progress throughout the school.</p>

Intervention Description	Implementation Activities	Implementation Outcomes	Pupil Outcomes	Review of Progress Towards Outcomes
<p>Reading fluency All teachers to be knowledgeable about the Reading Fluency Intervention Project and use relevant strategies from it.</p>	<ul style="list-style-type: none"> Debbie and Nicola D to deliver training for teachers and TAs to impart knowledge of this evidence based intervention. Teachers and TAs observe Debbie or Nicola D leading fluency sessions with their own classes. <p>Monitoring</p> <ul style="list-style-type: none"> Debbie and Nicola D to observe teachers delivering fluency sessions Monitoring by SLT during 2-day reviews and by Helen Jones during Aspire reading review. 	<ul style="list-style-type: none"> Fluency sessions or strategies are used according to the needs of groups within the class. Fluency strategies used within guided and class reading within all subjects. 	<ul style="list-style-type: none"> Increased engagement and confidence in reading. Increased fluency leading to increased comprehension. Data will show all groups of pupils making appropriate progress. 	
<p>Guided reading All pupils having good quality guided reading sessions</p>	<ul style="list-style-type: none"> Helen and Nicola D to develop guided reading guidance (sample questions 	<ul style="list-style-type: none"> Guided reading sessions will be following school guidelines. 	<ul style="list-style-type: none"> Pupils will have improved fluency and comprehension skills. 	

<p>according to school requirements.</p>	<p>based on domain headings, structure and planning, implementation, assessment) and share with teachers and TAs.</p> <ul style="list-style-type: none"> • Modelled staff meeting and TA meetings. 	<ul style="list-style-type: none"> • Questioning will be high quality. 		
<p>Class reading</p>	<ul style="list-style-type: none"> • All classes to have daily reading from an appropriate and challenging class text. Over the year this should include at least one substantial text in upper KS2. This should primarily be fiction but should also include poetry and non-fiction as appropriate. • Pupils are exposed to high quality texts, reading aloud in order to enthuse and create a love of reading and literature. <p>Monitoring of guided and class reading By SLT during 2-day reviews with Helen and Nicola D providing further support where required.</p>	<ul style="list-style-type: none"> • Teachers will be advised as to this requirement and the sessions should be part of the class timetable. • SLT to monitor timetabling. 	<ul style="list-style-type: none"> • Pupils are more enthusiastic and keen to read independently. • Pupils will develop their individual reading stamina. 	
<p>Vocabulary All pupils to develop an ever expanding, wide vocabulary across the curriculum to support their reading and inference.</p>	<ul style="list-style-type: none"> • Curriculum plans are developed with key vocabulary which should be displayed, referred to and discussed throughout each topic. • Teachers should identify words pupils may be unfamiliar with before the reading occurs and share these with the pupils. <p>Monitoring</p> <ul style="list-style-type: none"> • SLT and all subject leaders during observations, pupil voice and work scrutiny. 	<ul style="list-style-type: none"> • Teachers consistently identify and explain vocabulary. 	<ul style="list-style-type: none"> • Pupils will have improved understanding of texts. • Pupils will have a wider, more comprehensive understanding of vocabulary across the curriculum. Their reading will be more fluent. 	

Priority 3 - Plan Title: Quality of teaching and learning – implementation of the curriculum

PROBLEM/ Development needed: To develop teachers’ pedagogy to allow pupils to effectively learn and retain information		
Teachers’ Perspective: We need to revise and refresh teachers’ understanding of how pupils learn effectively.	Pupils’ Perspective: Pupils need to have a consistency of approach so that they can learn more effectively and make links.	Attainment/Progress: We currently have insufficient evidence to show progress and attainment across all areas of the curriculum.

Intervention Description	Implementation Activities	Implementation Outcomes	Pupil Outcomes	Review of Progress Towards Outcomes
Use Rosenshine’s ‘Principles of Instruction’ and the EEF ‘Metacognition and Self-regulated Learning’ publications to improve teachers’ understanding of how pupils learn.	<ul style="list-style-type: none"> • Nicola B to deliver staff meetings to disseminate strategies from the Principals of Instruction and the EEF - September INSET and first staff meeting. • Review in October / November and then develop effective ‘children’s speak’ versions which will be delivery in assembly and monitored in the summer term using pupil voice. • Staff meeting on ‘Appreciative Inquiry’ and positivity. Last meeting of autumn term. <p>Monitoring</p> <ul style="list-style-type: none"> • Teachers will be observed using these strategies during formal and informal observations, including during SLT 2-day reviews and Aspire reviews • Pupil voice by subject leaders will investigate whether pupils know more, remember more and are able to do more. 	<ul style="list-style-type: none"> • Teachers will use the strategies to enable pupils to make good progress across the curriculum. 	<ul style="list-style-type: none"> • Pupils are able to learn more effectively and therefore make enhanced progress. They are able to articulate links between areas of learning. 	

<p>The continued development and improvement of a spiral curriculum.</p>	<p>Review curriculum content and sequencing in:</p> <ul style="list-style-type: none"> • Art: October completion • D&T (including food technology): December completion • Music: April completion • Spanish: July completion 	<ul style="list-style-type: none"> • Pupils will have access to a good quality curriculum. 	<ul style="list-style-type: none"> • Pupils are able to learn more effectively and therefore make enhanced progress. They are able to articulate links between areas of learning. 	
<p>To monitor the quality and impact of teaching.</p>	<ul style="list-style-type: none"> • SLT members to release subject leaders during SLT afternoons to carry out monitoring. Subject leaders articulate their findings to EA or NB (script: I know this because, but and so ...) before providing feedback to teachers and updating their subject leadership logs. 	<ul style="list-style-type: none"> • Subject leaders will be informed about the progress pupils are making. 	<ul style="list-style-type: none"> • Pupils are able to learn more effectively and therefore make enhanced progress. They are able to articulate links between areas of learning. 	
<p>To embed the characteristics of effective learning in the EYFS.</p>	<ul style="list-style-type: none"> • Katie to introduce Learning Heroes to EYFS staff in staff meeting time at the end of the Autumn term. • EYFS staff to refer to and use the Learning Heroes to support specific teaching of growth mind set and learning behaviours during AL and CIL learning activities. 	<ul style="list-style-type: none"> • Staff will have a tool to use to support specific teaching of these skills in an age appropriate way to EYFS children. 	<ul style="list-style-type: none"> • Pupils will develop a growth mind set approach to learning and challenge. 	
<p>To keep up to date with latest educational developments through reading and attendance at courses.</p>	<ul style="list-style-type: none"> • For staff to attend training from different providers and feedback to staff at school. 	<ul style="list-style-type: none"> • Staff members are informed and aware of current pedagogical thinking. 	<ul style="list-style-type: none"> • All pupils will have access to effective teaching methods and strategies. 	

Priority 4 - Plan Title: Subject Leadership – measuring impact

<p>PROBLEM/Development needed: Subject leaders need further support to be able to confidently discuss the progress pupils make (impact of our curriculum), alongside the intent and implementation, for their subject.</p>		
<p>Teachers’ Perspective: We currently have no consistent approach to assessment for foundation subjects.</p>	<p>Pupils’ Perspective: The curriculum will be improved and developed based on assessments of pupils’ learning.</p>	<p>Attainment/Progress: Subject leaders need further support to be able to confidently articulate what they know about pupil attainment and progress.</p>

Intervention Description	Implementation Activities	Implementation Outcomes	Pupil Outcomes	Review of Progress Towards Outcomes
<ul style="list-style-type: none"> Curriculum topic sheets are developed so that they include an assessment grid to record pupils who are GDS and WTS For assessment to inform subject leaders’ knowledge of attainment and progress to enable them to monitor the impact of the curriculum: <ul style="list-style-type: none"> - book scrutiny - pupil voice - lesson observation - monitoring of teachers’ assessment procedures 	<ul style="list-style-type: none"> SLT to develop topic sheets to also show assessment and single page assessment sheets for all other subjects so that all subjects are covered. SLT members to release subject leaders during SLT afternoons to carry out monitoring. Subject leaders articulate their findings to EA or NB (script: I know this because, but and so ...) before providing feedback to teachers and updating their subject leadership logs. 	<ul style="list-style-type: none"> Teachers assess their pupils and make decisions about whether they are working at or above EXS. Subject leaders have the required information to inform their judgements on impact. Subject leaders are therefore confident to discuss impact as intent and implementation. They are informed as to their next steps in both the short and the long term. 	<ul style="list-style-type: none"> Subject leaders are able to articulate their evidence to show that pupils know more, remember more and are able to do more. 	



Aspire Academies Pupil Premium Report

Academy	Knutsford Primary Academy				
Academic Year	2019/20	Total PP budget	£47,960	Date of most recent PP Review	July 2019
Total number of pupils	448	Number of pupils eligible for PP	33	Date for next internal review of this strategy	July 2020

2. Current attainment

<i>End of KS2 July 2019</i>	<i>Pupils eligible for PP (4 pupils)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	75%	72%
% making expected progress in reading (as measured in the school)	50%	80%
% making expected progress in writing (as measured in the school)	50%	83%
% making expected progress in mathematics (as measured in the school)	75%	82%

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

1. Difficult early childhood experiences for some PPG pupils mean the pupils start school at levels below that expected for their age.
2. Social, emotional and behavioural difficulties have a detrimental impact on the educational achievement of some PPG pupils.
3. Financial circumstances lead to limited opportunities and life experiences for some PPG pupils.
4. Some of our PPG pupils have high level special educational needs for which the school receives Exceptional Needs Funding (ENF) from the local authority.
5. A small number of our PPG pupils have medical conditions which result in low attendance because of the number of medical appointments they must attend. These conditions also have an emotional impact on the pupils.
6. Attendance rates for a very small minority of PPG pupils are below 90%.

Current academic year provision 2019-20		Reasons for approach	How this will be measured?	Cost
<p>Personalised (e.g trips, music lessons, art therapy etc.)</p>	<p>Pupils with social, emotional and behavioural difficulties and pupils with medical conditions receive one to one and small group support from the school's Inclusion Support Worker (ISW) to improve their social skills and emotional well-being.</p>	<p>Social, emotional and behavioural difficulties are barriers to learning. PPG pupils are prioritised for support from our ISW.</p>	<p>SDQs completed by class teachers and parents pre and post intervention. Individual targets are set and monitored. Meetings between ISW and parents.</p>	<p>£12,420</p>
	<p>The Family Support Worker (FSW) works with families on a variety of issues such as behaviour management, establishing routines, financial management and access to specialist services.</p>	<p>Consistent behaviour management in the home, good bedtime routines etc support pupils in being more ready to learn when they are in school.</p>	<p>Pre and post support meetings where targets and outcomes are discussed and monitored.</p>	<p>£1,233</p>
	<p>Financial support for school trips, extra-curricular activities, instrumental tuition and school uniform.</p>	<p>To enable PPG pupils to access some of the wider curricular opportunities experienced by many of our 'other' pupils.</p>	<p>The Principal ensures financial barriers do not prevent pupils attending school visits, particularly residential visits.</p>	<p>£759</p>
	<p>PPG and ENF are used to tailor specific support for pupils with high levels of special educational needs, e.g. to employ 1 to 1 teaching assistants and purchase resources.</p>	<p>Some of our PPG pupils have high levels of SEND that require a highly differentiated and personalised curriculum. Although these pupils will not achieve age-related expectations, it is our aim to enable them to make the best progress they can so that we do not limit their opportunities in life.</p>	<p>Progress in reading, writing and maths is measured through BARICS.</p>	<p>£3,000</p>

<p>Intervention (e.g. small group interventions)</p>	<p>Additional staff in the EYFS provide additional support and experiences for PPG pupils who start school at levels below that expected for their age, e.g. Wellcomm, social skills group and one to one support to develop early reading, writing and maths skills.</p>	<p>Early intervention to reduce barriers to learning and to enable EYFS pupils to catch up with their 'other' peers.</p>	<p>Half termly pupil progress meetings between class teacher, Inco, Deputy Principal and Principal.</p>	<p>£7,648</p>
	<p>One to one and small group interventions from teachers and teaching assistants to support progress in reading, writing and maths.</p>	<p>Our experience from the 'Diminishing the Difference' project shows that pupils make better progress when their 1 to 1 support is provided by their class teacher therefore this is one of the intervention methods we use. In addition, PPG pupils receive 1 to 1 and small group support from TAs, e.g. to pre-teach new concepts, work on targets from pupil progress meetings or ongoing support with key skills such as spellings and multiplication tables.</p>	<p>Half termly pupil progress meetings between class teacher, Inco, Deputy Principal and Principal.</p>	<p>£22,900</p>
<p>Universal (e.g. teaching assistant support)</p>	<p>Classroom support from teaching assistants to support progress in reading, writing and maths.</p>	<p>To support pupils with organisational skills to enable them to settle down to work quickly. To provide immediate support during lessons.</p>	<p>Half termly pupil progress meetings between class teacher, Inco, Deputy Principal and Principal.</p>	<p>(included in the £22,900 above)</p>
	<p>The Principal monitors attendance each week and writes to and/or meets with parents of all pupils with low attendance or regular patterns of absence.</p>	<p>Poor attendance is a barrier to educational achievement.</p>	<p>Improvements in attendance for individual pupils.</p>	<p>None</p>

Total Planned Expenditure for 2019-2020: £47,960

Previous academic year provision 2018-2019		Impact on PP eligible pupils and non-PP pupils
<p>Personalised (e.g trips, music lessons, art therapy etc.)</p>	<p>Pupils with social, emotional and behavioural difficulties and pupils with life-long medical conditions receive one to one and small group support from the school's Inclusion Support Worker (ISW) to improve their social skills and emotional well-being.</p> <p>The Family Support Worker (FSW) works with families on a variety of issues such as behaviour management, establishing routines, financial management and access to specialist services.</p> <p>Financial support for school trips, extra-curricular activities, instrumental tuition and school uniform.</p>	<p>Feedback from parents continued to be very positive - their children are happier and in a better position to access learning at school. In school data in reading, writing and maths shows the attainment gap is narrowing or has been eliminated in all year groups.</p> <p>Feedback from all families supported by the FSW, including families of PPG pupils, continues to be very positive. In school data shows most of the pupils are making at least expected progress.</p> <p>All PPG pupils attended all school trips, including residential visits. Feedback from parents shows they are grateful for the opportunities their children have had to attend after school clubs.</p> <p>Where BARICS is used for setting targets and monitoring progress, all pupils, including PPG pupils, are making at least good, and in many areas very good, progress.</p>
<p>Intervention (e.g small group interventions)</p>	<p>Additional staff in the EYFS provide additional support and experiences for PPG pupils who start school at levels below that expected for their age, e.g. nurture group, social skills group and one to one support to develop early reading, writing and maths skills.</p> <p>One to one and small group interventions from teachers and teaching assistants to support progress in reading, writing and maths.</p>	<p>In the nursery, progress in programmes such as Wellcomm was very strong and put the pupils in a better position to access the next stage in their education.</p> <p>Reception: 75% of PPG pupils achieved a Good Level of Development. 75% of non-PPG pupils also achieved GLD.</p> <p>Y1: 100% of PPG pupils achieved the required standard in the phonics screening. 93% of non-PPG pupils achieved the standard.</p> <p>Y2: The gap between PPG and non-PPG pupils in Y2 is too large and this needs to be a focus as these pupils move through KS2. Only 1 of the 4 pupils achieved the expected standard in reading, writing and maths. 64% of non-PPG pupils achieved this.</p> <p>Y6: 75% (3 of the 4 pupils) achieved the expected standard in reading, writing and maths. 80% of non-PPG pupils achieved this.</p>
<p>Universal (e.g teaching assistant support)</p>	<p>Classroom support from teaching assistants to support progress in reading, writing and maths.</p> <p>The Principal monitors attendance each week and writes to and/or meets with parents of all pupils with low attendance or regular patterns of absence.</p>	<p>As above.</p> <p>Whole school attendance: 96.4% Attendance for PPG pupils: 94.8% Good improvement in attendance from some PPG pupils from 2017/18 - 2018/19 includes: Y5 child 91% - 97%; Y5 child 89% - 95%</p>



Aspire Academies PE and Sport Premium Report

Knutsford Primary Academy			
Academic Year	2019/20	Total Allocation	£19,880
		Date of most recent review	July 2019

Key Achievements to date:	Areas for further improvement:
<p>Awarded with the School Games Silver Mark Award: this a Government led award scheme launched in 2012, facilitated by the Youth Sport Trust, to reward schools for their commitment to the development of competition across their school and into the community.</p> <p>Teachers are more confident about teaching PE and sport as a result of the support they have had from Premier Education coaches.</p> <p>Feedback from pupils about the festivals they have participated in has been very positive. After concerns about poor organisation resulting in pupils spending too much time waiting around and not being physically active, teachers report these events have been very well organised during 2018/19, resulting in pupils being more physically active.</p> <p>Another successful year for our football team who won the Premier Education football league.</p> <p>Improved fitness levels for targeted pupils.</p> <p>A wider range of sports has been available, e.g. fencing and archery have been introduced in 2018/19. Cheerleading club is very popular and is oversubscribed.</p> <p>Positive feedback from parents of PPG pupils as their children were able to attend clubs because of the school funding the places.</p>	<p>Begin working towards the School Games Gold Mark Award by increasing the amount of weekly timetabled physical exercise and increasing the proportion of pupils engaged in extracurricular sporting and physical activity every week.</p> <p>Introduce pupil sports ambassadors. One of their key roles will be organising intra school competitions.</p> <p>Develop links across Aspire by providing opportunities for pupils to participate in inter school competitions.</p>

INTENT Key Priority Area 1		To support teachers in delivering high quality PE and sports lessons through training and support from qualified coaches.					
INTENT Desired Outcomes	IMPLEMENTATION Actions / Strategies	Intended Sustainability	Cost	Who benefits?	By when?	By whom?	IMPACT Outcomes and evidence
<p>All pupils participate in high quality PE lessons.</p> <p>Teachers improve their knowledge and skills in teaching specific areas of the PE curriculum.</p>	<p>Teachers will select the areas of the curriculum in which they feel they would benefit from the most support in order to deliver high quality PE lessons. PE coaches will work alongside teachers in these selected areas.</p>	<p>Teachers have improved their skills therefore, even if the funding was to cease in the future or if we chose to spend the funding on other PE and sports priorities, our pupils would continue to receive high quality PE lessons.</p>	<p>£7,000</p>	<p>Pupils</p> <p>Teachers</p>	<p>July 2020</p>	<p>Organised by PE subject leaders.</p>	

INTENT Key Priority Area 2		To enable targeted pupils, e.g. those with low fitness levels and those eligible for PPG, to access sports clubs.					
INTENT Desired Outcomes	IMPLEMENTATION Actions / Strategies	Intended Sustainability	Cost	Who benefits?	By when?	By whom?	IMPACT Outcomes and evidence
<p>Improved levels of participation and fitness.</p> <p>Positive feedback from pupils - they enjoy and want to continue with the activities.</p>	<p>Actively promote extra-curricular opportunities, focussing particularly on pupils with low fitness levels as identified through the fitness test.</p> <p>Provide PPG pupils with the opportunity to attend extra-curricular sports clubs.</p> <p>All pupils engage in 15 minutes of timetabled physical activity on days when they do not have a PE lesson.</p>	<p>Identified pupils continue to attend at least one extra-curricular activity per term.</p> <p>Pupils recognise the benefits of physical activity, e.g. improved fitness, enjoyment, improved mental health, and want to continue to be physically active.</p>	<p>£450 (fitness test day)</p> <p>£100 (funding for PPG pupils)</p> <p>None</p>	<p>Pupils</p>	<p>July 2010</p>	<p>PE subject leaders</p> <p>Principal</p> <p>Class teachers</p>	

INTENT Key Priority Area 3		To provide opportunities for pupils to participate in inter and intra sporting events.					
INTENT Desired Outcomes	IMPLEMENTATION Actions / Strategies	Intended Sustainability	Cost	Who benefits?	By when?	By whom?	IMPACT Outcomes and evidence
<p>Y5 and Y6 pupils receive high quality football and netball coaching.</p> <p>Pupils are involved in inter and intra competitive sports against pupils from local and Aspire schools and through House and year group competitions.</p> <p>All pupils have an opportunity to try new sports and to be involved in competitions.</p>	<p>Weekly football and netball coaching provided after school for Y5 and Y6 pupils who wish to participate.</p> <p>Football and netball teams participate in local leagues. PE subject leaders work with PE leaders from across Aspire to organise competitions for pupils. PE leaders work with pupil sports ambassadors to organise competitions in school.</p> <p>Pupils across the school participate in local sports festivals and competitions organised by the Watford and Hertsmere School Sports Partnership.</p>	<p>We will continue to provide this opportunity for as long as the funding is in place. If the funding came to an end we would investigate other sources of funding / coaching.</p>	<p>£3,000 (coaching)</p> <p>£2,380 (travel)</p> <p>£1,650 (Sports Partnership)</p>	Pupils	July 2020	Organised by PE subject leaders	

INTENT Key Priority Area 4		Provide opportunities for pupils to participate in physical activity.					
INTENT Desired Outcomes	IMPLEMENTATION Actions / Strategies	Intended Sustainability	Cost	Who benefits?	By when?	By whom?	IMPACT Outcomes and evidence

All KS2 pupils have the opportunity to participate in physical activity such as cycling, golf, gymnastics and dance.	Continue to provide opportunities for pupils to be physically active through the Knutsford university programme.	With the support of the PTA, funding Knutsford university courses will continue to be a priority for the school.	£3,300	Pupils	July 2010	Deputy principal	
--	--	--	--------	--------	-----------	------------------	--

In addition to the costs allocated above:

- £1,000 to top-up or replace PE resources
- £1,000 for PE leaders to be released to organise activities and monitor the quality of teaching, learning and assessment in PE

Swimming – Number of Year 6 pupils who can:		
Swim competently, confidently and proficiently over a distance of at least 25 metres	Use a range of strokes effectively	Perform safe-rescue in different water-based situations
57/60 95%	33/60 55%	57/60 95%