



## **Pupil Premium Grant (PPG) Expenditure Report 2016 - 2017**

**1<sup>st</sup> April 2016 – 31<sup>st</sup> March 2017**

The Pupil Premium Grant (PPG) is an allocation of additional funding provided to schools to raise the achievement of disadvantaged pupils and close the attainment gap between them and their peers. Pupil Premium funding is allocated to schools according to numbers of pupils in the school who are eligible for Free School Meals (FSM). PPG benefits those children on Free School Meals and Looked after children (LAC), who might otherwise be disadvantaged in learning.

All schools are required to report on the amount of funding received and how this is being used

The percentage of children eligible for Free School Meals (FSM) at Knowles is above average compared to national figures.

### **Overview of the school**

Total number of pupils on roll	481
Total number of pupils currently eligible for PPG	152 (FSM 151) (LAC 1)
Percentage of children currently eligible for PPG	31%
Amount of PPG received per pupil	£1,320
Total amount of PP received	£201,220

We receive pupil premium funding for each pupil registered for a free school meal at any time in the last 6 years. The funding is currently £1,320 per pupil. This money enables us to support these pupils in any way necessary to improve their education.

If you register your child for free school meals, your child would be entitled to a daily meal currently worth £2.20 but they would not have to take it for the school to receive the Pupil Premium funding.

Entitlement to free school meals is kept confidential and the pupils having the meals all receive them together and in the same way, regardless of whether their parents have paid for them or not.

You are entitled to claim free school meals for your child if you are in receipt of any of the following benefits:

- Income Support
- Child Tax Credit (not Working Tax Credit) – provided your annual income, assessed by the Inland Revenue does not exceed £16,190
- Employment Support Allowance (income related)
- Income-based Job Seekers Allowance (NOT Contribution Based JSA)
- The guaranteed element of State Pension Tax Credit
- Support under Part 6 of the Immigration and Asylum Act 1999
- Universal Credit (when introduced in MK)

If you are entitled, please collect a form at the school office. If you would like to talk to us in confidence about how to claim or have any other questions, please do not hesitate to come and see a member of the office staff.

Please consider claiming for your child if you are eligible.

## The key ways that Pupil Premium is spent is summarised below

Support 2016-2017

### **Intervention Higher Level Teaching Assistants (HLTAs):**

**Focus: Getting the basics of spoken language, literacy and numeracy right as early as possible**

#### Intervention HLTAs

We employ three additional HLTAs to deliver intervention programmes across the school and offer enrichment activities

Recruitment of additional HLTAs will allow the following interventions to be delivered:

- Talking Partners
- Talking Maths
- Catch up / booster writing groups – across the school
- Reading comprehension interventions – across the school
- Individual readers
- Enrichment clubs – Engineering, programming
- Fischer Family Trust

### **Lead teacher in Maths**

**Focus: Raise standards**

Our lead teacher in Mathematics is able to deliver catch-up intervention programmes, booster groups and one to one tutoring. This enables us to offer greater feedback from the teacher, more sustained engagement in smaller groups and work that is more closely matched to learners' needs.

Our lead teacher continues to run a programme of CPD to ensure that all staff are highly trained to meet the requirements of the National Curriculum 2014

### **SEN Teaching Assistants:**

**Focus: Individualised programmes to accelerate progress and meet individual needs**

We recruit two SEN teaching assistant to deliver both catch up interventions and individualised programmes of support across the school

We recruit a Level 1 teaching assistant to support individual children with well-being and personal care as they settle into school

**Teaching Assistant led Specialist Intervention Programmes:**  
**Focus: A wider delivery of interventions matched to children's needs**

Pupil Premium is used to fund some additional hours for TAs to deliver specialist intervention programmes (in the afternoons). Class teachers will identify children who have fallen behind their peers and ensure provision is made for them to 'catch up' through targeted intervention programmes in the afternoons. We recognise the importance of making sure our teaching assistants are highly trained to deliver interventions.

**Specialist Training /CPD:**

**Focus: Developing personal and social skills, especially the sense children have of being in control of their lives**

**Focus: Developing responsibilities for our own behaviours**

**Focus: Developing language and communication skills**

**Focus: Developing understanding of number concepts**

*"When compared to their peers, disadvantaged pupils **on average** have weaker language and communication skills"*

**Restorative Practice** training for all staff.

As a school we train all staff to use restorative approaches also known as restorative practice to create a harmonious learning environment where pupils are able to self-regulate their own behaviour and learning. Restorative approaches have been found very effective in improving behaviour where implemented as a whole school approach.

Restorative approaches are based on four key features:

- **RESPECT:** for everyone by listening to other opinions and learning to value them
- **RESPONSIBILITY:** taking responsibility for your own actions
- **REPAIR:** developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **RE-INTEGRATION:** working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

**Talk for Writing** training with Pie Corbett for all staff

Talk for Writing is an approach to teaching writing that emphasises three teaching methods:

*'imitation'* (where pupils learn texts by heart, so they can discuss and dissect them),

*'innovation'* (where pupils adapt stories to create their own versions)

*'invention'* (where teachers help pupils to create original stories)

These tasks aim to improve writing ability by giving pupils an understanding of the structure and elements of written language.

**Drawing and Writing** training for Learning Mentors.

A twelve week programme supporting children to deal with distress and trauma in the unconscious brain. The programme supports children to express old hurts and present worries through drawing.

**Marking and Feedback** training for all staff

On-going training for both teachers and teaching assistants to improve the use of feedback and marking in whole class, small group and individual lessons.

**Learning Mentor:**

**Focus: Developing personal and social skills, especially the sense children have of being in control of their lives**

**Focus: Developing responsibilities for our own behaviours**

**Focus: Raise attendance**

**Focus: Improving confidence and self-esteem**

**Focus: Engage with parents**

*“When compared to their peers, disadvantaged pupils **on average** experience more frequent behaviour difficulties”*

*‘More than one in four young people from poor backgrounds feel that “people like them don’t succeed in life”*  
7 Key Truths about Social mobility

We continue to use Pupil Premium to fund our Learning Mentors. Helping in areas such as attendance, pupil motivation, self-esteem, social skills and developing partnerships with parents. This support all helps to ensure children’s readiness to learn when they are at school.

Funding for staff to run Breakfast club (invited children: poor attendance and SATs week)

Providing places at breakfast club to ensure the best possible start to the school day (6 children)

Funding for a Play worker for the playground to improve social interaction

**PE Specialist Teaching Assistant:**

**Focus: Individualised programmes to accelerate progress and meet individual needs**

To provide access to PE/sports lessons and clubs for those children needing supported provision who tend not to access opportunities from home.

**Quality Resources:**

**Focus: Access to resources for all**

**Focus: To raise aspirations through wider opportunities**

**Focus: To provide exciting opportunities for children**

Enabling all children to access enrichment activities

“Hardship” Fund (trips, uniform, visiting theatres, clubs, etc.)

