



## Pupil Premium Grant (PPG) Expenditure Report 2017-2018

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 figure

### Overview of the school

Total number of pupils on roll	419
Total number of pupils currently eligible for PPG	109
Percentage of children currently eligible for PPG	26%
Amount of PPG received per pupil	£1,320 (CLA: £1,900)
Total amount of PP received	£165,000

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.

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 or one of our Family Support Workers.

Please consider claiming for your child if you are eligible.

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

Support 2017-2018

### Reading Recovery Teacher

**Focus: Identify children with literacy difficulties early and offer a means of resolving them**

**Focus: Ensuring that the lowest attaining children will succeed in literacy**

**Focus: No children leaving Key Stage One who cannot read and write**

**Focus: Highly skilled literacy expert leading professional development with the whole school staff**

Reading Recovery is an accredited school-based literacy programme for the lowest achieving children aged five or six that enables them to reach age-expected levels within 20 weeks.

It involves a short series of one-to-one lessons for 30 minutes every day with a specially trained teacher. The programme is different for every child, starting from what the child knows and what he/she needs to learn next. The focus of each lesson is to comprehend messages in reading and construct messages in writing, learning how to attend to detail without losing focus on meaning

Phonics intervention groups for Year 1 children

Reading intervention groups for Year 2 children

### Teaching and Learning Support Practitioner led Specialist Intervention Programmes:

**Focus: A wider delivery of interventions matched to children's needs**

**Focus: Specific Literacy and Numeracy Interventions**

**Focus: Developing language and communication skills**

**Focus: Investing in phonics to support the development of early reading skills.**

### Fischer Family Trust Wave 3 (FFT Wave 3) training for Teaching and Learning Support Practitioners

An early intervention for children primarily in Year 1 and 2 who have difficulties learning to read and write. FFT Wave 3 is aimed at children who are unable to access a scripted group intervention, but who do not have the depth of need that would require the support of a Reading Recovery programme. It is based on the pedagogy and practice of Reading Recovery.

#### Aims

The aim with FFT Wave 3 is to accelerate learning so that each child makes enough progress in reading and writing in order to access a group intervention and/or continue to progress through whole class /group teaching. At Year 1 the gap between a targeted child and the rest of the class will be relatively small, so it is easier to use an effective intervention to accelerate their learning in order to close the gap with their peers.

### **Better Reading Partners** training for Teaching and Learning Support Practitioners

An intervention programme that develops phonic and comprehension skills and promotes engagement and enjoyment of reading enabling children to make rapid progress in reading.

A trained Better Reading Support Partner provides a 10-week programme of three 15-minute one-to-one sessions per week for pupils who have fallen behind at reading. The Partner uses simple assessments to select three texts for each pupil to read in each session. They provide a relaxed environment that gives pupils the time and space to practise and apply the skills taught by their teachers and to talk about their reading with an interested adult.

### **Mindspace** training for Teaching and Learning Support Practitioners

Mindspace has been developed to support children's mental health and well-being. As educators we have a duty of care to protect our children and to remove any barriers to learning. Mental Health and well-being can be a barrier to learning.

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

Daily Mindspace at the start of each day and intervention groups aims to remove barriers to learning through enabling children to; raise their own self-esteem, build confidence, bring about inner peace and balance, bring about positive changes in behaviour, bring about emotional strength and immunity to criticism and hurt, change how children feel about themselves, change how children feel about others and change how children feel about the world and their place in it.

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

Pupil Premium funding is used to fund a percentage of our Teaching and Learning Support Practitioners hours to enable them to deliver specialist intervention programmes (in the afternoons). Class teachers will identify children who have fallen behind their peers or need some additional support 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 and Learning Support Practitioners are highly trained to deliver interventions.

### **Family Support Workers:** **Focus: Raise attendance** **Focus: Engage with parents** **Focus: Remove barriers to children's learning**

### **Early Help**

Knowles employs two Family Support Workers who will support families to break down barriers to children's learning such as attendance and home life. Family Support Workers will offer practical help and emotional support to families experiencing various problems. The primary concern of the Family Support Worker is the care of the children, whose parents might be experiencing short or long-term difficulties.

**Breakfast Club:**

**Focus: Improved learning, attendance and behaviour at school**  
**Focus: Improved punctuality, healthy eating and social development**

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 (9 children)

**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.)