



Pupil Premium Grant (PPG) Expenditure Report 2018-2019

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	436
Total number of pupils currently eligible for PPG	113
Percentage of children currently eligible for PPG	26%
Amount of PPG received per pupil	£1,320
Total amount of PP received	£149,160

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 2018-2019

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

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: Developing confidence and self-esteem

Rapid Writing Intervention Programme: training for Teaching and Learning Support Practitioners

Rapid Writing is a writing catch-up intervention used with small groups or for one-to-one support aimed at closing the attainment gap in writing.

Ride High Intervention Programme: (aimed for children aged 8 and above)

6 week sensory programme

12 week school intervention

Ride High offers a programme for schools. Using horses and associated clubroom activities, the programme promotes confidence and self-esteem which in turn enhances educational achievement. Ride High creates a targeted learning plan for each group depending on the children's needs as identified by the school.

The programme aims for:

- Improved communication skills.
- Greater engagement in school activities.
- Improved behaviour in and out of the classroom.
- Improved peer relations.
- Improved self-control and strategies for managing anger and emotional issues.
- A willingness to challenge themselves and try new activities.
- The ability to transfer new skills to different areas of their lives

Ride High uses a programme called Outcomes Star to measure the children's wellbeing and progress. Outcomes Star captures the voice of the children, their needs and their perspective on various areas in their lives including feelings

and behaviour, friends, confidence and self-esteem and education and learning. In collaboration with the school we use a ladder scale to help the children identify where they are at the beginning and end of their Ride High journey to track their progression.

Rock Steady

By breaking down the traditional barriers and costs of traditional musical tuition, Rock Steady makes music more accessible to more pupils. Rehearsing by listening, copying and playing together, children experience the benefits of group learning in every sense. The teamwork, listening and social skills required to master songs significantly increases memory, numeracy and confidence. Rehearsing for 30 minutes a week for a live performance is a fun way for children to build their self-confidence, develop life skills and show the people that matter to them just what they're capable of.

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

Providing places at breakfast club to ensure the best possible start to the school day (10 children)

Quality Resources:

Focus: Access to resources for all

Focus: To raise aspirations through wider opportunities

Focus: To provide exciting opportunities for children

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