



Pupil Premium Grant (PPG) Expenditure Report 2019-2020

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 | 393 |
|---|----------|
| Total number of pupils currently eligible for PPG | 129 |
| Percentage of children currently eligible for PPG | 33% |
| Amount of PPG received per pupil | £1,320 |
| Total amount of PP received | £180,800 |

The Pupil Premium for 2019 to 2020 includes pupils recorded in the January 2019 school census who are known to have been eligible for Free School Meals since May 2013, as well as those first eligible in January 2019. Pupils in year groups Reception to Year 6 recorded as Ever 6 free school meals (FSM) received £1,320 per pupil. This money enables us to support these pupils in any way necessary to improve their education.

Looked-after children (LAC) defined in the Children Act 1989 receive £2,300 per pupil.

Children who are no longer looked after by the local authority in England and Wales because of adoption, a special guardianship order, a child arrangement order or residence order receive £2,300 per pupil.

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 2019-2020

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 Teacher

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

Phonics intervention groups for Year 2 children

Reading intervention groups for Year 2 and 3 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

Forest Schools

Forest Schools is an intervention based in nature which aims to lead children to build their confidence and helps them to appreciate and understand nature. Outdoor based learning through forest schools can help promote resilience, good mental and physical well being, emotional intelligence, team working, and social skills. Giving vulnerable children the opportunity to experience 'wild time' in a life that is too often filled with technology, social media and screen time

Ride High - Sensory Programme (6 - 12 week block)

Session open for up to 5 children. Ride High is a programme designed to support children with a wide range of emotional and developmental needs. It is designed to develop engagement, speaking

and listening skills and to help with behaviour management. Specialists work with children with complex needs, including ASD. Equine Therapy provides a calm, quiet, non-judgemental environment where children learn more about their own emotions. The impact of this is beneficial on their ability to regulate their behaviour and communicate with others.

Children are given a tactile experience of interacting with a horse, children gain positive reinforcement and a sense of pride when a horse responds to their direct commands. Through equine facilitated learning children learn the importance of communication skills, they learn how to read and convey non-verbal social cues.

Ride High - 12 weeks school programme.

Open to up to 12 children in a school group (ages 4 - 8)

Ride High is a programme designed to support children with a wide range of needs, they provide a supportive, nurturing and high-quality environment to deliver positive education outcomes. Children spend time with horses through equine therapy, this promotes confidence, responsible behaviour, respect and trust. Ride High supports children to overcome challenges and develop a sense of pride. Children spend time with both horses and within a classroom environment with qualified teachers. They are taught life skills required to go out into this world and participate fully in life. It supports children to develop team work, with consideration for others and caring for horses encourages responsible behaviour. Riding helps to improve the children's attention and concentration, leading to better performance at school. It is therapeutic and helps children to manage negative feelings relating to anxiety and depression. Ride High is aimed at children who have low attendance, underperforming, poor attitudes to learning, behavioural concerns or trauma in their life.

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.

ELKAN training Reception Staff (two members of staff)

20 week intervention proven by research (Education Endowment Foundation and Nuffield Foundation) to help young people overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered and trained by teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness. The intervention is effective for improving children's oral language skills as well as promoting longer-term progress in reading comprehension

Wow Therapy - Counselling

Wow Therapy provide a service which is a whole approach to therapeutic support working alongside school staff to ensure joined up working. They provide 1:1 counselling and therapeutic support which is underpinned by dynamic and vibrant approaches to psychoeducation of pupils, families and teachers.

The provision for the school is as follows: reflective practice, dynamic interventions, group counselling, intervention mapping, psychoeducation, 1:1 counselling, crisis hub for families, staff training and staff support. Wow therapy works to improve mental health and well-being, increase children's participation in lessons and remove barriers to learning.

Artis (0.5 day with after school club)

Artis is a holistic Learning Framework, that helps children achieve by integrating performing arts across their learning. it focuses on developing the following core skills: Character awareness, body awareness, dynamics and timbre awareness, language development, awareness of quality of movement, pitch discrimination, rhythmic and pulse internalisation and spatial awareness. The learning goals it develops are: resilience, confidence, reflection, creative thinking, enquiry,

communication, leadership, participation, teamwork and motivation. It comes of the framework is to develop children to have a growth mindset, prepare for future learning opportunities and to foster active and responsible citizenship. Artis focuses on Literacy, Maths and other strands of the curriculum that ensures children acquire relevant skills and knowledge to make progress towards becoming flexible, integrated thinkers

Bletchley Library Service

Bletchley Library offer reading and book discovery with children for an hour a week. Staff at the library lead stories, songs and rhymes to develop children's language skills, early reading and comprehension. The library encourages children to have a passion for reading and teaches them about selecting and finding books

Rock Steady

Rock Steady is an inclusive approach to learning music, it breaks down the barrier of traditional music tuition. Rock Steady supports children by rehearsing their listening, copying and playing together, they experience the benefits of group learning. It supports children's teamwork, listening skills and social skills, which is required to master songs, this significantly increases memory, numeracy and literacy. Evidence has showed an 11% improvement in academic grades.

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 afternoon). 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

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.)