

# Pupil premium strategy statement: Knowles 2018-2019

1. Summary information					
School	Knowles Primary School				
Academic Year	2018/2019	Total PP budget	149,160	Date of most recent PP Review	Summer 2016
Total number of pupils	436	Number of pupils eligible for PP	113	Date for next internal review of this strategy	July 2019

2. Current attainment July 2018 (23 pupils progress / 25 pupils attainment)			
	<i>Pupils eligible for PP (Knowles)</i>	<i>All pupil (Knowles)</i>	<i>All pupils (National)</i>
% achieving in reading, writing and maths	52%	63%	64%
% achieving the expected standard in reading	67%	69% (73%)	75%
Average score in reading	101.0	102.8	105.0
Reading progress	-1.52	-0.74	
% achieving the expected standard in writing	71%	79% (83%)	78%
Writing progress	-1.09	0.16	
% achieving the expected standard in maths	75%	77% (81%)	76%
Average score in maths	100.4	102.2	104.4
Maths progress	-1.57	-0.98	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
<p><i>Pupil premium children within our school can face a variety of barriers to learning. Some children have additional welfare needs and may be working with agencies such as social care, CAMHS and other emotional and behavioural support services. Some pupils may have issues with attendance and punctuality. Some children will have specific learning needs or complex needs which require additional provision both in and out of class. For those children identified as having no significant issues and barriers to learning, we aim to enrich their experiences in school with opportunities to learn beyond the classroom. We aim to minimise barriers to learning on an individual basis.</i></p>

<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	<p><b>Key Stage One</b> Children eligible for PP perform below all children nationally at the expected standard in Reading (64% Knowles PP / 75% National All) and significantly below in Writing (50% Knowles PP / 70% National all) at the end of Key Stage One. This slows reading and writing progress down in Key Stage Two.</p> <p><b>Key Stage Two</b> Children eligible for PP perform below all children nationally at the expected standard in Reading (67% Knowles PP / 75% National all) and Writing (71% Knowles PP / 78% National all) at the end of Key Stage Two.</p>	
<b>B.</b>	<p><b>Key Stage One</b> Children eligible for PP perform significantly below all children nationally at the expected standard in Maths (43% Knowles PP / 76% National All) at the end of Key Stage One. This slows maths progress down in Key Stage Two.</p> <p><b>Key Stage Two</b> Children 'catch up' in maths by the end of Key Stage Two (75% Knowles PP / 76% National all)</p>	
<b>C.</b>	Children eligible for PP perform significantly below all children nationally at the expected standard in phonics at the end of Year 1 (Knowles PP: 56%) (National 2018: 82%)	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance rates for pupils eligible for PP are 93.38% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.	
<b>E.</b>	34% of families with children eligible for PP are experiencing short or long term difficulties through their home lives that act as barriers to children's learning.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Higher rates of attainment for pupils eligible for PP at the end of KS1 in Reading and Writing.	Pupils eligible for PP in Year 2 make rapid progress across KS1 so that they meet age related expectations (in line with National)
<b>B.</b>	Higher rates of attainment for pupils eligible for PP at the end of KS1 in Maths.	Pupils eligible for PP in Year 2 make rapid progress across KS1 so that they meet age related expectations (in line with National)
<b>C.</b>	Higher rates of attainment for pupils eligible for PP reaching the expected standard in Phonics by the end of Year 1	Pupils eligible for PP in Year 1 make rapid progress in phonics so that they meet the expected standard by the end of Year 1 (in line with National)
<b>D.</b>	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 93.38% to 95% in line with 'other' pupils.
<b>E.</b>	Early help needs for vulnerable families addressed	Fewer families needing long term support from Family Support

5. Planned expenditure					
Academic year		2018-2019			
<p><b>Target: To effectively narrow the gap in attainment for children in receipt of the Pupil Premium funding, so they are in line with their non-Pupil Premium peers.</b></p> <p><i>We aim to support all eligible pupils to make good progress and overcome barriers to learning through effective programmes of intervention in teaching and learning, enrichment and pastoral provision.</i></p>					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Interventions programmes aimed at overcoming academic barriers to learning ensure an increasing number of children are working at age related expectations	Literacy and Maths Support Programmes to ensure all children achieve their potential e.g. Boost Reading, Rapid Phonics, Rapid Writing, Numicon, First Class Number	Some children have gaps in their learning, are underachieving or are not making the expected progress (for various reasons) despite Quality First Teaching provision, so need additional targeted support to meet age related expectations	All TLSPs and HLTAs at Knowles Primary School are trained to deliver specific, well-researched and targeted interventions to all pupils. Curriculum Interventions are offered to help 'close the gap' in attainment. These interventions are reviewed regularly and changed if no visible progress is made within a cycle. TLSPs and HLTAs keep records of all interventions run and share these with the class teacher at team meetings to ensure that learning during interventions is followed up in the classroom.	Assistant Headteacher  Inclusion Manager  TLSPs  HLTAs	Termly impact reports
Highly skilled TLSPs and HLTAs trained to deliver specific, well-researched and targeted interventions to all pupils	We recognise the importance of making sure our Teaching and Learning Support Practitioners are highly trained to deliver interventions: <b>Fischer Family Trust Trust Wave 3, Better Reading Partners, Mindspace, Rapid Reading and Writing</b>	Professional development for staff (TLSPs, HLTAs and Teachers) will enable standards for all pupils to be further raised.	Impact overseen by Assistant Headteacher and Headteacher	Assistant Headteacher  TLSPs  HLTAs	

<b>Total budgeted cost</b>					£41,853 Intervention Projects and Intervention TLSPs
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Lowest achieving children in Year 2 reach age related expectations in Reading	Boost Reading intervention programme and Reading Recovery intervention programme for individual children in Years 1 and 2 with Reading Recovery Teacher.	Some children need targeted support to catch up. Reading Recovery children are shown to reduce the attainment gap to less than 5% in reading and writing between those from economically disadvantaged homes compared with their peers. Reading Recovery allows almost all children to succeed and has the positive potential to permanently close the attainment gap for children living in poverty. Research has shown that over 85% of children who have undertaken the programme have: <ul style="list-style-type: none"> <li>• Developed fluency and stamina and that enables them to read longer texts</li> <li>• Learned to use rich language, develop complex sentences and have the ability to carry multiple ideas in their minds.</li> </ul> This is a programme which has been independently evaluated and shown to be effective in other schools.	Reading Recovery Teacher has dedicated time to read with targeted individuals. Reading Recovery Teacher to start from what each child knows and what he/she needs to learn next	Reading Recovery Teacher	Termly / July 2019
Lowest achieving children in Year 1 reach the expected standard in Phonics	Phonics intervention programme for groups of Year 1 children with Reading Recovery Teacher.	Extra support for lowest achieving children in Year 1 to raise attainment in phonics. Small group interventions with highly qualified staff have been shown to be effective.	Impact overseen by Deputy Headteacher	Reading Recovery Teacher	Termly / June 2019
<b>Total budgeted cost</b>					£46,580 Reading Recovery Teacher
<b>iii. Other approaches</b>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Increased attendance rates	Family Support Workers lead on attendance; monitor pupils and follow up quickly on absences. First day response provision.	Lost days at school mean lost opportunities for learning. Addressing attendance will improve children's chances.	Role of the Family Support Worker is monitored and supported by the Director of Family Support from the LAT. Regular meetings with Family Support, Head and Deputy to review families.	Headteacher Family Support Workers	Termly July 2019
Early help support for families who need additional practical help and emotional support to break down barriers to children's learning. Engage with parents.	Family Support Workers support families who may be experiencing short or long term difficulties e.g. family breakdowns, housing issues, parenting, behaviour issues  Social / emotional interventions to raise well-being, self-esteem and confidence	Children may need to develop emotional strategies so that their experience of school is positive and successful. Interventions aim at overcoming social/emotional barriers to learning, thus ensuring that even the most vulnerable children achieve their potential.	Clear referral system for families working with Family Support Impact of interventions reviewed regularly.  Identification of children struggling to engage in learning due to trauma, low self-esteem, anger etc.	Headteacher / Deputy Headteacher  Family Support Workers	Termly July 2019
100% of pupils participate in trips and enrichment activities Breakfast club places accessible for all children. Access to resources for all	Subsidise / fund breakfast club, enrichment activities, trips Fund places at breakfast club to ensure the best possible start to the school day	To raise aspirations through wider opportunities and provide exciting opportunities for all children to enrich their curriculum.	Financial support managed and monitored by Office Administrator	Headteacher Administrator	Termly July 2019
<b>Total budgeted cost</b>					£52,084 Family Support Workers £4,000 Enrichment opportunities / breakfast club £11,326 social/emotional interventions

6. Review of expenditure				
Academic Year ( July 2019)				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Interventions programmes aimed at overcoming academic barriers to learning ensure an increasing number of children are working at age related expectations</p> <p>Highly skilled TLSPs and HLTAs trained to deliver specific, well-researched and targeted interventions to all pupils</p>	<p>Literacy and Maths Support Programmes to ensure all children achieve their potential e.g. Boost Reading, Rapid Phonics, Rapid Writing, Numicon, First Class Number</p> <p>We recognise the importance of making sure our Teaching and Learning Support Practitioners are highly trained to deliver interventions: <b>Fischer Family Trust Trust Wave 3, Better Reading Partners, Mindspace, Rapid Reading and Writing</b></p>	<p><b>TSLPs are trained to deliver specific planned interventions throughout the school</b></p> <ul style="list-style-type: none"> <li>• Mindspace</li> <li>• Write from the Start</li> <li>• Numicon</li> <li>• Sandwell</li> <li>• Phonics</li> <li>• Rapid Phonics</li> <li>• Boost Reading</li> <li>• First Class Number</li> </ul> <p><u>Expected standard at the end of Key Stage Two: July 2019</u></p> <p><b>Due to quality first teaching, accurate assessment and accelerated progress an increasing number of children in receipt of pupil premium funding are working <b>securely</b> at the expected standard in reading, writing and maths combined in July 2019 compared to the July 2018:</b></p> <p><b>July 2019 PP Combined: 55% / July 2018 PP Combined 52%</b></p> <p><b>Reading – Children in receipt of pupil premium funding attain broadly in line with (+ 3%) all children nationally at the expected standard. (Knowles PP 2019: 76% / National 2019:73%)</b></p> <p><b>PP attainment in Reading at the end of Key Stage 2 continues to rise (Knowles PP 2018: 67% / National 2018: 75%)</b></p>	<p>Children who are eligible for pupil premium funding 'catch up' well from their low starting points in EYFS and KS1 by the time they reach the end of Key Stage 2 with us, especially in Reading and Writing.</p> <p>The gap is closed between outcomes in Key Stage 1 and outcomes in Key Stage 2. A big focus is on early intervention in Key Stage One, especially ensuring all children have the skills necessary to pass their phonics screening tests and are able to read age appropriate texts by the time they leave Key Stage 2.</p> <p>Interventions are successful where they are delivered consistently by a skilled adult.</p>	

		<p>Writing – Children in receipt of pupil premium funding attain broadly in line with (+ 2%) all children nationally at the expected standard. (Knowles PP 2019: 80% / National 2019:78%)</p> <p>PP attainment in Writing at the end of Key Stage 2 continues to rise (Knowles PP 2018: 71% / National 2018: 78%)</p> <p>Maths - Children in receipt of pupil premium funding attain below (-13%) all children nationally at the expected standard (Knowles PP 2019: 66% / National All 2019: 79%)</p> <table border="1" data-bbox="674 438 1547 1225"> <tr> <td colspan="2" data-bbox="674 438 1547 655"> <p style="text-align: center;">% of Pupil Premium attaining the expected standard: July 2019</p> <ul style="list-style-type: none"> <li>● <b>29 PP children in Year 6 (52% of cohort)</b></li> <li>● <b>16 PP children have been with us since Year 4 or before</b></li> <li>● <b>13 PP children have joined us since Year 5</b></li> </ul> </td> </tr> <tr> <td data-bbox="674 655 842 799">           Reading (National 2019: 73%)         </td> <td data-bbox="842 655 1547 799"> <p style="text-align: center;"><b>76%</b></p> <p style="text-align: center;">88% PP children who have been with us since Year 4 or before 63% PP children who have joined us since Year 5</p> </td> </tr> <tr> <td data-bbox="674 799 842 943">           Writing (National 2019: 73%)         </td> <td data-bbox="842 799 1547 943"> <p style="text-align: center;"><b>80%</b></p> <p style="text-align: center;">94% PP children who have been with us since Year 4 or before 62% PP children who have joined us since Year 5</p> </td> </tr> <tr> <td data-bbox="674 943 842 1086">           Maths (National 2019: 73%)         </td> <td data-bbox="842 943 1547 1086"> <p style="text-align: center;"><b>66%</b></p> <p style="text-align: center;">81% PP children who have been with us since Year 4 or before 38% PP children who have joined us since Year 5</p> </td> </tr> <tr> <td data-bbox="674 1086 842 1225">           Combined (National 2019: 73%)         </td> <td data-bbox="842 1086 1547 1225"> <p style="text-align: center;"><b>55%</b></p> <p style="text-align: center;">77% PP children who have been with us since Year 4 or before 25% PP children who have joined us since Year 5</p> </td> </tr> </table>	<p style="text-align: center;">% of Pupil Premium attaining the expected standard: July 2019</p> <ul style="list-style-type: none"> <li>● <b>29 PP children in Year 6 (52% of cohort)</b></li> <li>● <b>16 PP children have been with us since Year 4 or before</b></li> <li>● <b>13 PP children have joined us since Year 5</b></li> </ul>		Reading (National 2019: 73%)	<p style="text-align: center;"><b>76%</b></p> <p style="text-align: center;">88% PP children who have been with us since Year 4 or before 63% PP children who have joined us since Year 5</p>	Writing (National 2019: 73%)	<p style="text-align: center;"><b>80%</b></p> <p style="text-align: center;">94% PP children who have been with us since Year 4 or before 62% PP children who have joined us since Year 5</p>	Maths (National 2019: 73%)	<p style="text-align: center;"><b>66%</b></p> <p style="text-align: center;">81% PP children who have been with us since Year 4 or before 38% PP children who have joined us since Year 5</p>	Combined (National 2019: 73%)	<p style="text-align: center;"><b>55%</b></p> <p style="text-align: center;">77% PP children who have been with us since Year 4 or before 25% PP children who have joined us since Year 5</p>	<p>We will continue to focus on developing early reading skills and developing a love of reading</p> <p>There is a noticeable difference in the outcomes for Pupil Premium children who have been with us throughout their career with us at Knowles and those who join us in Years 5 and 6 where we have had less time to impact on these children.</p> <p>A focus for next years SDP is our mobile children (who may also be on the SEND register and eligible for pupil premium funding) to ensure the earliest possible assessment and identification of gaps / support needed.</p> <p>We have used our SEND funding to recruit three additional Inclusion teaching and learning support practitioners who can deliver targeted interventions for those children with additional needs / identified gaps etc.</p> <p>It is also important to us that children who are new to us settle quickly and build strong relationships to ensure high well being.</p>	
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<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b>	<b>Cost</b>										

			(and whether you will continue with this approach)	
<p>Lowest achieving children in Year 2 reach age related expectations in Reading</p> <p>Lowest achieving children in Year 1 reach the expected standard in Phonics</p>	<p>Boost Reading intervention programme and Reading Recovery intervention programme for individual children in Years 1 and 2 with Reading Recovery Teacher.</p> <p>Phonics intervention programme for groups of Year 1 children with Reading Recovery Teacher.</p>	<p><u>Year 2 Reading</u></p> <p><b>'Boost Reading'</b> 8 week intervention programmes for our lowest Year 2 readers 'Boost Reading' ran throughout the year. 12 children accessed the boost reading intervention programme this year. 17% of the children were in receipt of pupil premium funding. <b>67% of the children reached age related expectations by the end of Key Stage 1. Children made good progress from their EYFS starting points,</b></p> <p><b>'Reading Recovery' (20 week intervention programme)</b> 9 year 2 children accessed the reading recovery intervention programme this year. Children typically entered the intervention programme with a reading age below 4 years 10 months (5 SEND children) - 5 years 10 months. Children typically made between 1 year 6 months progress to 2 years 3 months progress.</p> <p>Attainment (Knowles All 2019: 74% / National All 2018: 72%) <b>Attainment in Reading is broadly in line with national</b> (+2%) (2018)</p> <p>Girls, EAL and stable children perform well in line with their peers and National</p> <p>Attainment of Pupil Premium children in Reading (58%) is below the National Average. We are however closing the gap between vulnerable groups and their peers: Mobile: 2018 (50%) 2019 (58%) SEND: 2018 (23%) 2019 (56%)</p> <p><u>KS1 phonics screening</u> <b>Year 1</b> (Knowles 2019: 83% / National 2018: 82%) <b>The percentage of children achieving the expected standard in phonics by the end of Year 1 continues to improve and continues to be broadly in line with National</b> (2017: 82%, 2016: 67%, 2017: 71%)</p> <p>Children eligible for PP perform below all children nationally at the expected standard in phonics at the end of Year 1: Knowles PP 2019: 75% / National All 2018: 82% <b>This however, has improved significantly from last year due to continued targeted intervention:</b> Knowles PP 2018: 56% / National All 2018: 82%)</p>	<p>We need to continue to focus on early reading interventions especially for our vulnerable groups: low attainers in EYFS, pupil premium, SEND and mobile.</p> <p>Ideally we need to start more children in Year 1 on the Reading Recovery Programme, however we have too many children in Year 2 who need to catch up from their low starting points.</p> <p>Difficulties in recruitment of permanent TLSPs meant that not as many children were able to access Boost Reading as we would have liked and the programme was not always able to be delivered consistently due to staff absence / cover.</p> <p>We are not fully recruited for TLSPs in Key Stage One, training of 2 new TLSPs is a priority for September.</p>	
<p><b>ii. Other approaches</b></p>				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased attendance rates	Family Support Workers lead on attendance; monitor pupils and follow up quickly on absences. First day response provision.	<p><b>We have very clear daily procedures for morning registers / lateness / absences in place. The monitoring of and following up on absences is robust</b></p> <p><b>Attendance for all shows improvement over time</b> June 2016: 93.92% - July 2018: 94.2% - July 2019: 94.8%</p> <p><b>The percentage of children who are persistently absent is decreasing</b> 80% or under June 2016: 4.3% - July 2019: 1.53% 90% or under June 2016: 19% - July 2019: 11.73%</p> <p><b>Attendance for pupil premium children shows improvement over time</b></p> <p><b>July 2017 93.16% - July 2018: 93.38% - July 2019: 93.97%</b></p>	<p>Two of the biggest factors affecting absence at Knowles are term time holidays and sickness.</p> <p>Term time holidays will continue to be unauthorised and if 5 days or more subject to FPN</p> <p>Illness will not be authorised for children whose attendance falls below 96% unless they can provide medical evidence</p>	
Early help support for families who need additional practical help and emotional support to break down barriers to children's learning. Engage with parents.	<p>Family Support Workers support families who may be experiencing short or long term difficulties e.g. family breakdowns, housing issues, parenting, behaviour issues</p> <p>Social / emotional interventions to raise well-being, self-esteem and confidence</p>	<p>The Family Support team offers early intervention (early help) to support identified families before they get to crisis point; prevention rather than cure! Their primary aim is to remove children's barriers to learning. The Family Support team will build links with parents and carers of children to enable us to understand more about children's home lives and the impact this may have on them in school.</p> <p>See 'Early Help' reports</p> <p>Families and children have accessed support that has had a positive impact on confidence, emotional well-being, increased attendance and attainment.</p>	<p>We will continue to measure the impact that interventions have on outcomes for children.</p> <p>This continues to be a priority for us, well being and mental health is high on our agenda and we are looking to offer a greater range of activities which develop children's social skills, well being, mental-health and self confidence.</p> <p>We are looking into buying in external services to support with mental health e.g. counselling</p>	
100% of pupils participate in trips and enrichment activities Breakfast club places accessible for all children.	<p>Subsidise / fund breakfast club, enrichment activities, trips</p> <p>Fund places at breakfast club to ensure the best</p>	<p>All children have been able to experience a range of school visits and visitors building teamwork, social skills and levels of enrichment. All educational visits are subsidised or paid for for those children in receipt of pupil premium funding.</p> <p>All children have been able to access breakfast club if required.</p>	<p>This continues to be a priority for us as we move into September 2018 and launch our new curriculum with more enrichment opportunities. We are broadening our offer of after school clubs and</p>	

Access to resources for all	possible start to the school day	Breakfast club available to all children in Year 6 during SATS week offering a positive start to each day with a healthy breakfast.	extracurricular activities and are developing an enrichment hour once a week where children have the opportunity to learn new skills and experience different activities outside of the curriculum.	
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