

Pupil premium strategy statement: Knowles 2019-2020

1. Summary information					
School	Knowles Primary School				
Academic Year	2019/2020	Total PP budget	180,800	Date of most recent PP Review	Summer 2016
Total number of pupils	393	Number of pupils eligible for PP	129	Date for next internal review of this strategy	July 2020

2. Current attainment July 2019			
<ul style="list-style-type: none"> 29 PP children in Year 6 (52% of cohort) 16 PP children have been with us since Year 4 or before / 13 PP children have joined us since Year 5 			
	<i>Pupils eligible for PP (Knowles)</i>	<i>All pupil (Knowles)</i>	<i>All pupils (National)</i>
% achieving in reading, writing and maths	54% 77% PP children who have been with us since Year 4 or before 25% PP children who have joined us since Year 5	63%	65%
% achieving the expected standard in reading Average score in reading Reading progress	77% 88% PP children who have been with us since Year 4 or before 63% PP children who have joined us since Year 5 -0.15	75% 0.02	73%
% achieving the expected standard in writing Writing progress	81% 94% PP children who have been with us since Year 4 or before 62% PP children who have joined us since Year 5 -0.50	79% 0.06	78%
% achieving the expected standard in maths Average score in maths Maths progress	65% 81% PP children who have been with us since Year 4 or before 38% PP children who have joined us since Year 5 -2.32	73% -1.67	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

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, children's family practice, Inclusion and Intervention Team, 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.

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	<p>Key Stage One Children eligible for PP perform below all children nationally at the expected standard in Reading (61% Knowles PP / 75% National All) and in Writing (61% Knowles PP / 69% National all) at the end of Key Stage One. This slows reading and writing progress down in Key Stage Two.</p> <p>Key Stage Two Children eligible for PP 'catch up' in Reading and Writing by the end of Key Stage Two - Reading: 77% Knowles PP / 73% National All - Writing: 81% Knowles PP / 78% National All</p>
B.	<p>Key Stage One Children eligible for PP perform below all children nationally at the expected standard in Maths (67% Knowles PP / 76% National All) at the end of Key Stage One. This slows maths progress down in Key Stage Two.</p> <p>Key Stage Two Children eligible for PP perform below all children nationally at the expected standard in Maths (65% Knowles PP / 79% National all) <i>In particular, our children eligible for PP who join us in Year 5 or after (13 children) perform significantly below all children nationally at the expected standard in Maths (33%)</i></p>
C.	<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 2019: 82% This however, has improved significantly from last year due to targeted intervention: Knowles PP 2018: 56% / National All 2018: 82%)</p>

External barriers (issues which also require action outside school, such as low attendance rates)

D.	<p>Attendance rates for pupils eligible for PP are 93.97% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average. This however, has improved from last year due to rigorous attendance procedures and targeted intervention: July 2018 93.38%</p>
E.	<p>38% 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 (34% last academic year)</p>

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	Higher rates of attainment for pupils eligible for PP at the end of KS1 and KS2 in Maths.	Pupils eligible for PP make rapid progress so that they meet age related expectations (in line with National)

C.	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)
D.	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absenteeism among pupils eligible for PP to 10% or below. Overall PP attendance improves from 93.97% to 95% in line with 'other' pupils.
E.	Early help needs for vulnerable families addressed	Fewer families needing long term support from Family Support

5. Planned expenditure

Academic year 2019-2020

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.

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.

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.	Team Leaders Inclusion Manager TLSPs HLTAs	Termly impact reports Intervention feedback Book scrutinies Reading with children
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: Fischer Family Trust Trust Wave 3, Better Reading Partners, Mindspace, Rapid Reading and Writing	Professional development for staff (TLSPs, HLTAs and Teachers) will enable standards for all pupils to be further raised.	Impact overseen by Team Leaders and Headteacher	Team Leaders Headteacher TLSPs HLTAs	Termly

<p>Encourage and develop a passion for reading for all from an early age.</p> <p>Children know how to select and find books for pleasure and information.</p>	<p>We recognise the importance of fostering a love of books and reading from an early age. Bletchley Library offer a reading and book discovery session for children each week ensuring all children have access to the library and a great choice of books and literature.</p>	<p>Staff at the library lead stories, songs and rhymes to develop children's language skills, early reading and comprehension ensuring all children have the same early reading opportunities.</p> <p>All children in Early Years and Key Stage One will have regular access to the library and reading sessions with the library staff.</p>	<p>Team Leaders to lead and organise visits to the library and reading sessions.</p>	<p>Team Leaders</p>	<p>Termly</p>
<p>All children have the opportunity to experience and integrate performing arts across their learning.</p> <p>To help children to develop a growth mindset, prepare for future learning opportunities and to foster active and responsible citizenship</p>	<p>Artis holistic learning framework</p>	<p>Artis programme 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. 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</p>	<p>Team Leaders to lead and organise curriculum opportunities and access to an after school club</p>	<p>Team Leaders</p>	<p>Termly</p>
<p>Total budgeted cost</p>					<p>£52,804 Intervention Projects and Intervention TLSPs £1,710 Reading sessions at the library for all of EYFS and KS1 Artis £7, 665</p>

ii. Targeted support					
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?
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"> • Developed fluency and stamina and that enables them to read longer texts • Learned to use rich language, develop complex sentences and have the ability to carry multiple ideas in their minds. 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 2020
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 2020
Total budgeted cost					£50,826 Reading Recovery Teacher
iii. Other approaches					
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	Lost days at school mean lost opportunities for learning. Addressing attendance will improve children's chances.	Regular meetings with Family Support team and Headteacher to review families.	Headteacher	Termly July 2020

	up quickly on absences. First day response provision.			Family Support Workers	
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 2020
Improved mental health and well being leading to increased participation in lessons and removal of barriers to learning	Wow-therapy counselling	Access to external agency support is limited, thresholds for CAMHs dictates that children who require SEMH support are not able to access it or are placed on year long waiting lists leading to heightened anxieties and trauma and disruptive behaviours and inability to access learning. An increasing number of children identified with long term SEMH needs are in danger of exclusion. By buying in counselling support we can ensure more of our children can access the much needed support. 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.	Identification of children struggling to engage in learning, in particular those on the SEND register for SEMH Regular review of behaviours / incidents / exclusions SEND pupil progress meetings Regular review of children / families needing additional support	Deputy headteacher Headteacher Inclusion Manager	Half termly reviews As needed
Improved well being and confidence leading to improved attendance and improved engagement in learning	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	DSL, Headteacher, Inclusion Manager meet regularly to signpost children working with teachers and team leaders Regular review meetings including pupil progress meetings	Deputy Headteacher Headteacher Inclusion Manager	Half termly reviews As needed

	<p>Ride High</p> <p>Rock Steady</p>	<p>experience 'wild time' in a life that is too often filled with technology, social media and screen time</p> <p>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.</p> <p>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</p>	<p>Feedback from teachers, children and parents</p> <p>Monitor attendance, progress, behaviours</p>		
<p>100% of pupils participate in trips and enrichment activities</p> <p>Breakfast club places accessible for all children.</p> <p>Access to resources for all</p>	<p>Subsidise / fund breakfast club, enrichment activities, trips</p> <p>Fund places at breakfast club to ensure the best possible start to the school day</p>	<p>To raise aspirations through wider opportunities and provide exciting opportunities for all children to enrich their curriculum.</p>	<p>Financial support managed and monitored by Office Administrator</p>	<p>Headteacher</p> <p>Administrator</p>	<p>Termly</p> <p>July 2020</p>
Total budgeted cost					<p>£45,340</p> <p>Family Support Workers</p> <p>£5,710</p> <p>Enrichment opportunities / breakfast club</p> <p>£11,700 social/emotional interventions</p>

6. Review of expenditure				
Academic Year (July 2020)				
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
ii. Targeted support				
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
iii. Other approaches				
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