



## **Pupil Premium Grant (PPG) Expenditure Report 2020-2021**

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	408
Total number of pupils currently eligible for PPG	164
Percentage of children currently eligible for PPG	40%
Amount of PPG received per pupil	£1,345
Total amount of PP received	£181,878

The Pupil Premium for 2020 to 2021 includes pupils recorded in the January 2020 school census who are known to have been eligible for Free School Meals since May 2013, as well as those first eligible in January 2020. 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 £2,345 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 £2,345 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 2020-2021

**Teaching and Learning**

**Focus: By the end of year 1, all children will be fluent readers and have a good understanding of early writing ready for year 2**

**Focus: Children quickly learn the skills they need to be able to read fluently and confidently**  
**Focus: Improve the expertise of those tasked with teaching children to read**

**Read Write Inc. Phonics** is a structured programme that teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step. Read Write Inc. will replace separate phonics, reading and literacy lessons in FS and Year 1 with the aim that by the end of year 1, all children will be fluent readers and have a good understanding of early writing ready for year 2.

We have decided to implement Read Write Inc following Ofsted feedback on reading; 'Some pupils do not learn to read quickly enough. Leaders need to improve the expertise of those tasked with teaching pupils to read, so that pupils quickly learn the skills they need to be able to read fluently and confidently. This includes matching books to the sounds that pupils are learning, and their developing reading ability, to support pupils' progress.' We feel that by taking this approach to teaching early reading, that it will ensure consistency across teaching in FS and KS1 and result in more children being able to read by the time they leave year 1. Read Write Inc will also be used in Years 2, 3 and 4 next year as an additional intervention to support children working below ARE.

**Power Maths**

Power Maths is a mastery programme designed to spark curiosity and excitement and nurture confidence in maths. It has been written by leading mastery experts and recommended by the Department for Education. Power Maths develops a child-centred lesson that models and embeds a growth mindset approach to maths and focuses on helping all children to build a deep understanding of maths concepts. Assessment is integrated throughout the Power Maths lessons and unit structure to help teachers make regular assessments of children's understanding to inform their teaching and measure progress.

**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

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 (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 8 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.

### **TQUK Level 2 Certificate in Counselling Skills (RQF) - Nicola Quilter**

A four month level 2 distance learning qualification in counselling skills. Focusing on:  
Counselling Skills and Personal Development  
Diversity and Ethics in the Use of Counselling Skills  
Introduction to Counselling Skills Theories  
Using Counselling Skills

An awareness of these skills helps to develop healthy helping relationships which will impact on strengthening relationships with parents and staff, as well as supporting children to feel heard and valued; promoting good mental health and wellbeing.

### **Art Therapy: Centre of Excellence - Cheryl Weight**

A 1 year course learning how to utilise and work with art to provide therapy for trauma, PTSD, mindful creativity, colour and creation. It enables the practitioner to understand and interpret different arts that children produce in order to provide them with further support.

This will enable school to deliver Art Therapy sessions for vulnerable children that have experienced trauma or require additional mental health support.

### **Diploma in Bereavement and Grief Counselling. Institute of Counselling - Cheryl Weight**

This course covers the clinical and pastoral aspects of bereavement counselling and is of special interest to those who use counselling skills with bereaved clients. This is a two module Diploma course.

The first module covers the basic skills of counselling with an emphasis on the person-centred approach. The Grief and Bereavement module will cover the major theorists of bereavement care and counselling and demonstrate how practical skills can enhance the counselling care you offer.

This will enable school to provide additional support to children and families who have experienced bereavement and/or loss.

### **Youth Mental Health First Aid Training - 2 day training delivered by Nasen 5 staff to attend.**

Youth Mental Health First Aid (MHFA) courses are for everyone who works with, lives with or supports young people aged 8-18. This two day course qualifies staff as a Youth Mental Health First Aider, giving them:

- An in-depth understanding of young people's mental health and factors that affect wellbeing
- Practical skills to spot the triggers and signs of mental health issues
- Confidence to reassure and support a young person in distress
- Enhanced interpersonal skills such as non-judgemental listening
- Knowledge to help a young person recover their health by guiding them to further support – whether that's through self-help sites, their place of learning, the NHS, or a mix – engaging with parents, carers and external agencies where appropriate
- Ability to support a young person with a long term mental health issue or disability to thrive
- Tools to look after own mental wellbeing

### **Kaleidoscope Colour Therapy**

A programme designed to help children with their wellbeing and mental health.

Kaleidoscope is a practical and therapeutic programme that all teachers and support staff can use with some training to improve the life chances of children by equipping them with the tools and techniques needed to build self confidence in order to flourish, succeed and have good mental health.

Children's mental health has always been important to us but now we would like to build on the practices of daily mindspace to support our children.

Over the years Kaleidoscope has developed and adapted in response to school needs, on-going research and feedback from practitioners. Kaleidoscope has had several significant endorsements over the years, including Ofsted, The Open University, Margot Sunderland, Director of the Children's Mental Health Institution and Milton Keynes Council Educational Psychologists. More recently, in 2017 Kaleidoscope was endorsed by the Royal College of Psychiatrists and 'YoungMinds' as an outcome of the Government commissioned Children's and Young People's Coalition Report.

Benefits of Kaleidoscope colour therapy:

Inclusive and flexible

Suitable for children between the ages of 4 and 14

It reduces stress and anxiety

It breaks down barriers to learning

It builds learning capacity

It reframes negative mindsets

Builds confidence and self esteem

Builds resilience and resourcefulness

The sessions allow children to model respect and acceptance

Sessions can be led by our own members of staff whom the children know and trust

The resource is available in our own setting on a daily basis and so accessible to more

There are 7 steps in a Kaleidoscope session known as:

Relaxation

Visualisation

Expression

Move and 'shift' mindset

Build and connect

Exploration

Affirmation

Kaleidoscope is designed to work with specific difficulties such as: sadness, anger, anxiety, trauma, loss or separation, disconnection, difficulty with friendships, bullying, underachievement, lack of confidence and low self-esteem.

**Boxall Profile training and online subscription**

The Boxall Profile is an invaluable resource for the assessment of children and young people's social, emotional and behavioural development. It supports staff to develop their observational skills and their understanding of children and young people's difficulties. It allows staff to set individualised, achievable targets that reinforce target behaviour and skills.

### **Theraplay**

Theraplay is a structured form of play therapy supporting parents and children to feel more connected. The aim is to enhance attachment, self-esteem and trust in others. Theraplay is useful for a wide variety of children, including those who are withdrawn, depressed, over active, aggressive, have phobias or find socialising difficult. Children with learning disabilities and developmental delays also benefit hugely from theraplay. The sessions are interactive, playful and last around 20-40 minutes.

### **Protective Behaviours**

Protective Behaviours is a practical down to earth approach to personal safety. It is a process that encourages self-empowerment and brings with it the skills to raise self-esteem and to help avoid being victimised. This is achieved by helping individuals to recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection. The Protective Behaviours process encourages an adventurous approach to life that satisfies the need for fun and excitement without violence and fear.

### **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.

## **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 (17 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.).