



Knowle C of E Primary Academy

Pupil Premium Allocation 2018 - 2019



1. Summary information					
School	Knowle Church of England Primary Academy				
Academic Year	2018-2019	Total PP budget	£54,720 (anticipated)		
Total number of pupils	449	Number of pupils eligible for PP	40	Date for next internal review of this strategy	15 February 2019 7 June 2019
<i>The Pupil Premium Grant is given to school to support service children, children from low income families and children who are looked after or adopted.</i>					
<i>Please note: due to very small numbers of children on Pupil Premium in each cohort, every effort has been made not to identify any individual children / family on this form.</i>					

2. Barriers to future attainment (for pupils eligible for PP, including high ability)
In-school barriers (issues to be addressed in school, such as poor oral language skills) / External barriers (issues which also require action outside school, such as low attendance rates)
<p>Pupils eligible for the Pupil Premium Grant are identified in each year group and tracked on a half termly basis. Targeted support is put into place to ensure that their attainment and progress is in line with Non Pupil Premium children.</p> <p>From the tracking and analysis of data that has been completed so far the main barriers that are appearing for the pupils awarded the Pupil Premium Grant are:</p> <ul style="list-style-type: none"> A. Social and emotional difficulties and needs, such as family circumstances, confidence, attendance, behaviour and mental wellbeing B. Specific difficulties with communication and language, core areas of the curriculum, gross / fine motor skills
3. Planned Expenditure
<ul style="list-style-type: none"> • A Child and Family Mentor to run specific intervention groups or one-to-one support targeted on issues such as improving confidence and self-esteem, improving levels of attendance, support with homework, supporting parents and improving attitude and engagement in learning. • Provision of specialist support e.g. from the Social, Emotional and Mental Health Service (SEMHS) to support the learning and development of vulnerable pupils with specific emotional needs • CPD and Training provided through HOSTA ~ 'Building Emotional Resilience and well-being in children' November 2018 • Teaching Assistants to deliver Nurture Groups through the implementation of JIGSAW 'A mindfulness approach of teaching PSHE.'

- Central school attendance and welfare service (CSAW) advice and support
- Subsidising/contributing towards educational visits and enrichment activities including sporting events Small group targeted intervention and booster groups run by teachers in response to assessments undertaken. A small selection include Language Links (Infant and Junior), Dough Gym, Funky Fingers, Phonics, Time to Talk, Smart Moves, BEAM, Nurture groups linked to JIGSAW, Nessy ~ Reading and Spelling and Nessy Fingers, SNIP Spelling Programme, etc.
- Additional TA support in class and to deliver focussed interventions in order to consolidate and improve learning
- Additional 1:1 sessions with specialist Advisory Teachers, from the Specialist Inclusion Support Service (CLD TEAM / ASD TEAM) ~ to give support and advice for key staff
- A key member of staff in each year group to be trained in 'Talk for Writing' ~ they will then disseminate the information and give support and advice to their year group partner
- Purchase of specific computing programmes/reading resources to support home learning e.g. Mathletics, Busythings, Nessy etc
- An extra teaching commitment of 1.5 hours daily in Year 6 to support the core curriculum

4. How we will spend the pupil premium allocation to address in-school and external barriers and reasons for these approaches

Academic year	2018-2019	
Barriers	How we will spend the pupil premium allocation to address in-school and external barriers	Reasons for these approaches
A.	✓ A Child and Family Mentor to run specific intervention groups or 1:1 support targeted on issues such as improving confidence, behaviour, motivation, self-esteem and mental well-being. ~ £4000	✓ To improve and increase the social and emotional well-being, which in turn will impact on overall achievement, as well as enhance the engagement in learning.
	✓ Training for all staff provided through HOSTA ~ 'Building Emotional Resilience and well-being in children' ~ £1000	✓ All staff will incorporate the teaching of 'resilience' as a specific learning skill enabling our pupils to be more effective learners.
	✓ Support for transition in each year group ~ making of Passports, spending time with children talking through transition, extra transition visits to next class and attending additional visits to Secondary schools. ~ £1200	✓ To ensure that all transition periods are smooth and seamless for each pupil. This in turn will lessen anxiety and impact on achievement.
	✓ Provision of specialist support e.g. from the Social, Emotional and Mental Health Service (SEMHS) to support the learning and development of vulnerable pupils with specific emotional needs. To give support and advice to key staff. ~ £864	✓ Providing professional development and support for staff will ensure that they are well equipped to better meet the needs of all children.

	<ul style="list-style-type: none"> ✓ Teaching Assistants to deliver Nurture groups through the implementation of JIGSAW 'A mindfulness approach of teaching PSHE.' ~ £1250 	<ul style="list-style-type: none"> ✓ To increase social and emotional well-being, impacting on the overall achievement of all children
	<ul style="list-style-type: none"> ✓ Daily and weekly monitoring of specific attendance issues, including close liaison with parents ~ £1285 	<ul style="list-style-type: none"> ✓ Improved attendance impacts positively on achievement.
	<ul style="list-style-type: none"> ✓ Subsidising/contributing towards educational visits and enrichment activities including sporting events~ £1000 	<ul style="list-style-type: none"> ✓ To ensure that all children are able to access enrichment activities and educational visits.
B	<ul style="list-style-type: none"> ✓ Additional 1:1 sessions with specialist Advisory Teachers, from the Specialist Inclusion Support Service (CLD TEAM / ASD TEAM) ~ to give support and advice for key staff ~ £2200 	<ul style="list-style-type: none"> ✓ Providing professional development and support for staff will ensure that they are well equipped to better meet the needs of all children.
	<ul style="list-style-type: none"> ✓ Purchase of specific computing programmes/reading resources to support home learning e.g. Busythings, TT Rockstars, Nessy ~ Reading, Writing and Spelling, Nessy Fingers ~ £1050 	<ul style="list-style-type: none"> ✓ To impact positively on and raise achievement
	<ul style="list-style-type: none"> ✓ Small group targeted intervention and booster groups run by teachers and support staff e.g. Language Links, Dough Gym, Funky Fingers, Touch typing, Alpha to Omega, Sounds Write Phonics, Time to Talk, SNIP spelling programme and 1:1 Reading (Daily) ~ £19,126 	<ul style="list-style-type: none"> ✓ Ensuring that focussed support is evident and specifically targeted will raise achievement.
	<ul style="list-style-type: none"> ✓ Small group targeted intervention and booster groups run by teachers and support staff e.g. Write Dance, Smart Moves, Movers and Creators and BEAM ~ £4750 	
	<ul style="list-style-type: none"> ✓ An extra teaching commitment of 1.5 hours daily to support the teaching of both Maths and English in Year 6 ~ £7672 	<ul style="list-style-type: none"> ✓ To maintain / accelerate progress to ensure that the children meet the expected standard or beyond.
	<ul style="list-style-type: none"> ✓ Extra Teaching Assistant/s support in class to review, consolidate and accelerate learning where appropriate. ~ £6750 	<ul style="list-style-type: none"> ✓ Ensuring that focussed support is evident and specifically targeted will raise achievement.
	<ul style="list-style-type: none"> ✓ Action Plans in place for all vulnerable children ~ these are implemented, monitored and evaluated each half term to identify the pupils next steps. ~ £1386 	
	<ul style="list-style-type: none"> ✓ High quality first teaching by all staff which provides timely intervention and support in order to reinforce and accelerate progress 	<ul style="list-style-type: none"> ✓ To impact positively on and raise achievement

Total budgeted cost		£51,553
5. How we will measure the impact of pupil premium		
A	<p>Children to be more confident in dealing with their anxieties and emotional difficulties. Children will be happier and more settled in school and this will have a positive impact on their ability to learn. Through raised self-esteem and mental well-being the children will be fostering a 'have a go' attitude and an increased resilience which will lead to raised attainment. Positive impact on social skills, attitude to work and behaviour. Improved relationships. Levels of attendance will be raised and therefore will have a positive impact on achievement levels Parent and pupil views regarding their health and well-being and the impact of the support they have received.</p>	
B	<p>Data will be collated and analysed ~ focussing on both progress and attainment termly Children will be making progress in line with their peers who had the same starting point Teacher's records will be systematic and assessment for learning opportunities will inform and ensure next steps for learning are planned for. Scrutiny of work and pupil progress meetings to take place termly.</p>	

Review of expenditure in Previous Academic Year 2017 - 2018			
Number of Pupil Premium Pupils in the Academic Year 2017-2018	37	Total amount received in 2017-2018	£45,265
Record of Pupil Premium spending for Academic year 2017 - 2018			
Provision for the Pupil Premium Pupils	Impact		Cost
<p>Small group targeted intervention in Phonics, Reading, Writing and Maths delivered by teachers and teaching assistants to consolidate and improve learning (From EYFS to end of Key Stage 2) ~ Language Links, Dough Gym, Funky Fingers, Touch Typing, Write Dance, Alpha to Omega, Sounds Write Phonics, Time to Talk, SNIP spelling programme, BEAM, Smart Moves, Movers and Creators, Yoga, 1:1 Reading (Daily)</p>	See data tables listed below		£27515

<p>An extra teaching commitment of 1.5 hours daily to support the teaching of both Maths and English in Year 6</p>	<p>See data tables listed below</p>	<p>£5935</p>
<p>1:1 phonics intervention for Year 1 by teaching assistants</p>	<p>Year 1 ~ 4 PP children were able to access 1:1 support in Phonics. 3 out of 4 of these children ~ 75% met the expected standard in Phonics at the end of Year 1 2 of the children 50% ~ got 35+ on the Phonics check 1 child attained full marks ~ 25%</p>	<p>£2550</p>
<p>Set up and ran a Change4Life Healthy Lifestyle Club</p>	<p>Through the participation in this group the children established a habit of regular participation in an activity, as well as a real sense of belonging. They were given opportunities to talk, reflect and change their behaviours relating to key health outcomes, such as healthy eating, physical activity and emotional health and well-being.</p>	<p>£875</p>
<p>A Child and Family Mentor hours which enabled us to run specific intervention groups and / or one-to-one support targeted on issues such as improving confidence and self-esteem, support with homework, supporting parents and improving attitude and engagement in learning.</p>	<p>Children were helped and supported by having a specific adult that was available for them to talk to / work with about any issues, worries and anxieties that were pertinent to them. Through this work it enabled the children to develop a more positive attitude towards life / school, develop their confidence and self-esteem and be happier as a result of this. Therefore, this had a really positive impact on their progress and achievement over the year.</p>	<p>£3575</p>
<p>TA / SISS ASC support with transition ~ making Passports, spending time with children talking through transition, extra transition visits, extra meet and greet with new staff and attending additional visits to Secondary schools.</p>	<p>The transition from year group to year group / key stage to key stage / primary school to secondary school was smooth and seamless. The children settled extremely quickly and this then ensured that there was a positive impact on their learning.</p>	<p>£1250</p>
<p>Provision of specialist support from the Social, Emotional and Mental Health Service (SEMHS) to support the learning and development of vulnerable pupils with specific emotional needs.</p>	<p>Through the provision of this specialist support it helped both children and staff. Staff, with this professional development felt far more confident in facilitating ways in which they could improve the children's social and emotional well-being. This then had a positive impact on the children both emotionally and socially.</p>	<p>£576</p>

Nurture groups were introduced and children had extra sessions implementing the JIGSAW scheme of work, as well as working on developing self-esteem and confidence within a group.	Children were able to work in small groups reinforcing and consolidating the teaching from the JIGSAW session that had previously been taught. The children over the course of the sessions became far more confident in managing their feelings and relationships and were far more confident in themselves as learners and self-aware of what they needed to do to get better and succeed. These groups were particularly successful in the Foundation Stage, where the % of children achieving the expected + standard for the PSED ELG was the highest it had been in the previous three years with 90%+ in each of the three strands.	£1488
Additional 1:1 sessions were provided for teachers in Key Stage 2 with the specialist Advisory Teachers from the Specialist Inclusion Support Service (CLD and ASD Team) giving them support and advice regarding specific children in their class.	This was very effective in the class teachers were given specific guidance and support for individual children and meant that they were able to meet their needs right from the outset in September, enabling attainment to be a real focus and any gaps plugged straight away.	£576
Action Plans written by each class teacher and in place for all vulnerable children. These were implemented, monitored and evaluated each half term to identify the pupils next steps.	The children had very specific targets which were pertinent to them. This ensured that support was extremely focussed and this raised the children's achievement, both academically and emotionally.	£1386
Total expenditure		£45,726

Data Summary		
<u><i>Key Stage 2</i></u>		
<ul style="list-style-type: none"> In a cohort of 60 children only 8% (5 children) were disadvantaged pupils. 40% of the disadvantaged children also had significant SEND 100% of the children who were disadvantaged but had no significant SEND achieved the Expected standard in 'Reading, Writing and Maths' combined. 		
<i>Reading, Writing and Maths combined</i>	% Achieving Expected + Standard	% Achieving a Higher Standard
Disadvantaged ~ School	60	0
Non-disadvantaged pupils ~ National Average	70	12

<i>Reading</i>	Progress Score	% Achieving Expected Standard	% Achieving a Higher Standard
Disadvantaged ~ School	-3.53	80	0
Non-disadvantaged pupils ~ National Average	0.31	80	33

<i>Writing</i>	Progress Score	% Achieving Expected Standard	% Achieving a Higher Standard
Disadvantaged ~ School	-1.15	60	0
Non-disadvantaged pupils ~ National Average	0.24	83	24

<i>Maths</i>	Progress Score	% Achieving Expected Standard	% Achieving a Higher Standard
Disadvantaged ~ School	-1.62	60	0
Non-disadvantaged pupils ~ National Average	0.31	81	28

The children at Knowle C of E Primary Academy also complete annual standardised tests in both English and Maths during the Summer Term. These measure the children's knowledge, understanding and application of the core subjects, which in turn helps us as a school to accurately measure how our children are performing against the national average.

<i>Reading</i> (Year 6)	Attainment Standardised Age Score of 100+	Progress Expected or better
All disadvantaged children (5 children)	80%	80%
Disadvantaged children with no SEND (3 children)	100%	66%

<i>Mathematics</i> (Year 6)	Attainment Standardised Age Score of 100+	Progress Expected or better
All disadvantaged children (5 children)	60%	100%
Disadvantaged children with no SEND (3 children)	100%	100%

Key Stage 1

- In a cohort of 60 children only **10% (6 children)** were disadvantaged pupils.
- **50%** of the disadvantaged children also had SEND.

<i>Reading</i>	Reading Attainment At least expected standard in Reading	
	Expected Standard +	
	School %	National%
Disadvantaged Pupils	33	60
All Pupils	78	75

<i>Writing</i>	Writing Attainment At least expected standard in Writing	
	Expected Standard +	
	School %	National%
Disadvantaged Pupils	0	53
All Pupils	80	70

<i>Maths</i>	Maths Attainment At least expected standard in Maths	
	Expected Standard +	
	School %	National%
Disadvantaged Pupils	67	61
All Pupils	92	76

The children at Knowle C of E Primary Academy also complete annual standardised tests in both English and Maths during the Summer Term. These measure the children's knowledge, understanding and application of the core subjects, which in turn helps us as a school to accurately measure how our children are performing against the national average.

<i>Reading</i> (Year 2)	Attainment Standardised Age Score of 100+	Progress Expected or better
All disadvantaged children (6 children)	50%	83%
Disadvantaged children with no SEND (3 children)	66%	100%

<i>Mathematics</i> (Year 2)	Attainment Standardised Age Score of 100+	Progress Expected or better
All disadvantaged children (6 children)	66%	66%
Disadvantaged children with no SEND (3 children)	100%	100%

Phonics ~ Year 1

- In a cohort of 88 children only **5% (4 children)** were disadvantaged pupils
- **25%** of the disadvantaged children also had SEND.
- **100%** of the children who were disadvantaged but had no significant SEND achieved the Expected standard in the Phonics screening test.

	Expected Standard	
	School %	National%
Disadvantaged Pupils	75	70
All Pupils	81	82

Early Years Foundation Stage

- In a cohort of 60 children only **5% (3 children)** were disadvantaged pupils.
- **33%** of the disadvantaged children also had SEND.
- 33% of the PP got a GLD
- 66% made the expected progress and predominantly good to outstanding progress in the 12 strands needed for a GLD
- 66% made the expected progress and predominantly good to outstanding progress in all 17 strands of the Early Years Foundation Stage