



Knowle C of E Primary Academy

Pupil Premium Allocation 2019 - 2020



1. Summary information					
School	Knowle Church of England Primary Academy				
Academic Year	2019-2020	Total PP budget	£52,800		
Total number of pupils	514	Number of pupils eligible for PP	40	Date for next internal review of this strategy	24 February 2020 26 June 2020
<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)
<p>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> <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) / Educational Psychologist to support the learning and development of vulnerable pupils with specific emotional needs • CPD and Training both in-house and from the Local Authority • 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
- Highly skilled and qualified TA to deliver targeted and focussed teaching and support, under the direction of the class teachers, for children with very specific learning and emotional needs every morning
- 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
- At least one key member of staff in each year group to be trained in 'Sounds Write Phonics' ~ 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 TT Rockstars etc

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

Academic year	2019-2020	
Barriers	How we will spend the pupil premium allocation to address in-school and external barriers	Reasons for these approaches
A.	<ul style="list-style-type: none"> ✓ 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. ~ £4,575 	<ul style="list-style-type: none"> ✓ 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.
	<ul style="list-style-type: none"> ✓ 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. ~ £1,350 	<ul style="list-style-type: none"> ✓ To ensure that all transition periods are smooth and seamless for each pupil. This in turn will lessen anxiety and impact on achievement.
	<ul style="list-style-type: none"> ✓ Provision of specialist support e.g. from the Social, Emotional and Mental Health Service (SEMHS) and Educational Psychologist to support the learning and development of vulnerable pupils with specific emotional needs. To give support and advice to key staff. ~ £2,164 	<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"> ✓ A highly qualified and skilled TA to run specific intervention groups, targeted teaching support and individualised programmes of learning for a small group of 	<ul style="list-style-type: none"> ✓ To improve and increase the overall achievement, as well as enhance the engagement in learning through small

	children with very specific learning and emotional needs, as they transition into Key Stage 2 and throughout the academic year ~ £13,750	group and individualised programmes of learning.
	✓ Daily and weekly monitoring of specific attendance issues, including close liaison with parents ~ £1,450	✓ Improved attendance impacts positively on achievement.
	✓ Subsidising/contributing towards educational visits and enrichment activities including sporting events~ £1,000	✓ To ensure that all children are able to access enrichment activities and educational visits.
B	✓ 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 ~ £2,350	✓ Providing professional development and support for staff will ensure that they are well equipped to better meet the needs of all children.
	✓ Purchase of specific computing programmes/reading resources to support home learning e.g. Busythings, TT Rockstars, Nessy ~ Reading, Writing and Spelling, Nessy Fingers ~ £1,250	✓ To impact positively on and raise achievement
	✓ 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) ~ £12,486	✓ Ensuring that focussed support is evident and specifically targeted will raise achievement.
	✓ Small group targeted intervention and booster groups run by teachers and support staff e.g. Write Dance, Smart Moves, Movers and Creators and BEAM ~ £4,225	
	✓ Extra Teaching Assistant/s support in class to review, consolidate and accelerate learning where appropriate. ~ £6,808	✓ Ensuring that focussed support is evident and specifically targeted will raise achievement.
	✓ Action Plans in place for all vulnerable children ~ these are implemented, monitored and evaluated each half term to identify the pupils next steps.	
	✓ High quality first teaching by all staff which provides timely intervention and support in order to reinforce and accelerate progress	✓ To impact positively on and raise achievement
Total budgeted cost		£51,408

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 2018 - 2019			
Number of Pupil Premium Pupils in the Academic Year 2018-2019	40	Total amount received in 2018-2019	£52,800
Record of Pupil Premium spending for Academic year 2018 - 2019			
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		£25,646

1:1 / small group Reading support with a specialist 'Reading Champion'.	Children have grown in their love of reading for pleasure and fun. Parents have been engaged in this process and have now begun to support their children more successfully at home, by the way in which they ask questions / support homework / read more frequently etc. This has impacted on the amount of time the children spend reading and the quality of reading interaction that has occurred both at home and at school. Children's love of reading has certainly grown and the children have made progress in line with their peers.	£3,450
1:1 phonics intervention for Year 1 by teaching assistants	Year 1 ~ 3 PP children were able to access 1:1 support in Phonics. 2 out of 3 of these children ~ 66% met the expected standard in Phonics at the end of Year 1 2 of the children 66% ~ got 35+ on the Phonics check 1 child attained full marks ~ 33%, with the other child achieving 39/40	£1,915
An extra teaching commitment of 1.5 hours daily to support the teaching of both Maths and English in Year 6	See data tables listed below	£5,935
Educational visits and enrichment activities including sporting events costs were subsidised / paid	All children were able to take part in all of the activities on offer during the academic year.	£856
Set up and ran a Change4Life Healthy Lifestyle Club	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.	£935
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.	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.	£4,275

<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>£1,286</p>
<p>Training for all staff provided through HOSTA ~ 'Building Emotional Resilience and well-being in children'</p>	<p>This was delivered to both teachers and teaching assistants to maximise the impact of its messages. From this we have used the NHS 'Five steps to mental wellbeing' and adopted these through 'SMILE' in our curriculum. These steps are used with the children to enhance their well-being and in turn have a positive impact on their learning, as they have become more resilient learners and know that 'it is OK to get things wrong and that is how we learn.'</p>	<p>£1,275</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>£864</p>
<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.</p>	<p>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 again particularly successful in the Foundation Stage, where the % of children achieving the expected + standard for the PSED ELG continued to increase. This year 95%+achieved the expected standard in all three strands, which will then have positive impact on the outcomes for the children as they move into Key stage 1 and throughout the school.</p>	<p>£1,364</p>
<p>Specific computing programmes/reading resources to support home learning were purchased e.g. Busythings, TT Rockstars, Nessy ~ Reading, Writing and Spelling, Nessy Fingers</p>	<p>These computer programmes had a positive impact on the children and raised their attainment. They were used in small group teaching activities and as general classroom practice. 'I love TT Rock stars ~ it is good fun but it helps me learn too. I can now do my 3 and 4 times tables and they were tricky for me before'. 'Nessy Fingers helps me to type quickly on the keyboard. I'm getting better I know where lots of the letters are now without looking.'</p>	<p>£1,275</p>

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.	£674
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.	£1,586
Total expenditure		£51,336

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. 20% of the disadvantaged children also had significant SEND 50% of the children who were disadvantaged but had no significant SEND achieved the Expected standard in 'Reading, Writing and Maths' combined. 															
<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;"><i>Reading, Writing and Maths combined</i></th> <th style="text-align: center;">% Achieving Expected + Standard</th> <th style="text-align: center;">% Achieving a Higher Standard</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged ~ School</td> <td style="text-align: center;">40</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Non-disadvantaged pupils ~ National Average</td> <td style="text-align: center;">65</td> <td style="text-align: center;">11</td> </tr> </tbody> </table>				<i>Reading, Writing and Maths combined</i>	% Achieving Expected + Standard	% Achieving a Higher Standard	Disadvantaged ~ School	40	0	Non-disadvantaged pupils ~ National Average	65	11			
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<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;"><i>Reading</i></th> <th style="text-align: center;">Progress Score</th> <th style="text-align: center;">% Achieving Expected Standard</th> <th style="text-align: center;">% Achieving a Higher Standard</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged ~ School</td> <td style="text-align: center;">-0.9</td> <td style="text-align: center;">40</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Non-disadvantaged pupils ~ National Average</td> <td></td> <td style="text-align: center;">73</td> <td style="text-align: center;">27</td> </tr> </tbody> </table>				<i>Reading</i>	Progress Score	% Achieving Expected Standard	% Achieving a Higher Standard	Disadvantaged ~ School	-0.9	40	0	Non-disadvantaged pupils ~ National Average		73	27
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<i>Writing</i>	Progress Score	% Achieving Expected Standard	% Achieving a Higher Standard
Disadvantaged ~ School	0.4	60	0
Non-disadvantaged pupils ~ National Average		78	20

<i>Maths</i>	Progress Score	% Achieving Expected Standard	% Achieving a Higher Standard
Disadvantaged ~ School	-0.4	60	20
Non-disadvantaged pupils ~ National Average		79	27

Key Stage 1

- In a cohort of 90 children only **7% (7 children)** were disadvantaged pupils.
- **29%** of the disadvantaged children also had SEND.

<i>Reading</i>	Reading Attainment	
	At least expected standard in Reading	
	Expected Standard +	
	School %	National%
Disadvantaged Pupils	43	62
All Pupils	77	75

<i>Writing</i>	Writing Attainment	
	At least expected standard in Writing	
	Expected Standard +	
	School %	National%
Disadvantaged Pupils	43	55
All Pupils	76	69

<i>Maths</i>	Maths Attainment	
	At least expected standard in Maths	
	Expected Standard +	
	School %	National%
Disadvantaged Pupils	29	62
All Pupils	79	76

Phonics ~ Year 1

- In a cohort of 60 children only **5% (3 children)** were disadvantaged pupils
- **33%** of the disadvantaged children also had SEND.
- **66%** 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	66	71
All Pupils	92	82

Early Years Foundation Stage

- In a cohort of 60 children only **8% (5 children)** were disadvantaged pupils.
- 20% of the PP got a GLD
- 100% made the expected progress and predominantly good to outstanding progress in the 12 strands needed for a GLD
- 100% made the expected progress and predominantly good to outstanding progress in all 17 strands of the Early Years Foundation Stage