



# Knowle C of E Primary Academy

## Pupil Premium Allocation 2020 - 2021



1. Summary information					
<b>School</b>	Knowle Church of England Primary Academy				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	£70,900		
<b>Total number of pupils</b>	501	<b>Number of pupils eligible for PP</b>	48	<b>Date for next internal review of this strategy</b>	26 February 2021 25 June 2021
<p><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></p> <p><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></p>					

2. Barriers to future attainment (for pupils eligible for PP, including high ability)
<p><b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills) / <b>External barriers</b> (issues which also require action outside school, such as low attendance rates)</p>
<p>We reopened fully at the beginning of September 2020. After using the first few days to 'settle in' and focus on new restrictions and routines, we embarked on two weeks of assessment to establish a baseline for where each pupil was on their learning journey. This gave us a valuable insight into the impact of the Covid-19 pandemic and a secure starting point for prioritising our initial response to providing a 'Recovery Curriculum'.</p> <p>Pupils eligible for the Pupil Premium Grant continue to be identified in each year group and tracked on a half termly basis. Targeted support is in 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 therefore, the main barriers that are appearing for the pupils awarded the Pupil Premium Grant are:</p> <ul style="list-style-type: none"> <li><b>A.</b> Personal, Social and emotional difficulties and needs, such as behaviour and mental wellbeing magnified by COVID 19 (having not been in school since March 2019), family circumstances, confidence and attendance</li> <li><b>B.</b> Core Curriculum ~ Reading (Phonics, Fluency and Comprehension)</li> <li><b>C.</b> Specific difficulties with communication and language</li> </ul>

**3. Planned Expenditure This strategy may have to be adapted to meet with restrictions, risk assessments and / or staff shortages due to COVID 19 and the guidance we are given as schools.**

- Malachi, an organisation who support children and families through a range of counselling based therapeutic interventions to create lasting change will be employed to work one full day a week in school. They will work closely with some of our children and their families to see a better future, believe it is attainable and support to make it happen.
- A Child and Family Mentor will support and continue the Malachi work throughout the week by running specific intervention groups or one-to-one support targeted on issues such as improving levels of attendance, improving confidence and self-esteem, supporting children with their emotional literacy skills, 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
- 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 includes Language Links (Infant and Junior), Phonics, Precision Teaching, Comprehension Skills, Time to Talk, Friendship Formula, Socially Speaking, Nessy ~ Reading and Spelling and Nessy Fingers, SNIP Spelling Programme, etc.
- All new staff in EYFS and Key Stage 1 to be trained in 'Sounds Write Phonics'
- Additional TA support to deliver focussed interventions in order to consolidate and improve learning
- Highly skilled and qualified teacher to deliver targeted and focussed teaching and support, for children with very specific learning needs throughout the day
- Highly skilled and qualified TA's to deliver targeted and focussed teaching and support, under the direction of the class teachers, for children with emotional needs throughout the day.
- Additional 1:1 sessions with specialist Advisory Teachers, from the Specialist Inclusion Support Service (CLD TEAM / ASD TEAM), as well as the Educational Psychologist team ~ to give support and advice for key staff
- 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**

<b>Academic year</b>	2020-2021	
<b>Barriers</b>	<b>How we will spend the pupil premium allocation to address in-school and external barriers</b>	<b>Reasons for these approaches</b>

A.	<ul style="list-style-type: none"> <li>✓ A support worker from Malachi to be in school for a full day, once a week from January 2021, using a range of therapeutic interventions to support the most vulnerable children in school. ~ <b>£6,600 (approx.)</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Malachi will support through using a range of counselling based therapeutic interventions to create lasting change for these children and their families. They will help the families to see a better future, believe it is attainable and support them in making it happen. Through this the children, will increase their attendance and this will impact on their overall achievement and engagement in school and learning.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ 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. ~ <b>£4,575</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ 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.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Support for transition in each year group ~ making of Passports / Videos, spending time with children talking through transition, extra transition visits to next class and attending additional visits to Secondary schools. (this will be guided by the COVID 19 guidance for schools at the given time) ~ <b>£1,350</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ To ensure that all transition periods are smooth and seamless for each pupil. This in turn will lessen anxiety and impact on achievement.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ 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. ~ <b>£2,364</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Providing professional development and support for staff will ensure that they are well equipped to better meet the needs of all children.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Highly qualified and skilled TA's to run specific intervention groups, targeted teaching support and individualised programmes of learning for a small group of children with very specific learning and emotional needs, throughout the academic year ~ <b>£16,750</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ To improve and increase the overall achievement, as well as enhance the engagement in learning through small group and individualised programmes of learning.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Daily and weekly monitoring of specific attendance issues, including close liaison with parents ~ <b>£1,450</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Improved attendance impacts positively on achievement.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Subsidising/contributing towards educational visits and enrichment activities including sporting events~ <b>£1,000</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ To ensure that all children are able to access enrichment activities and educational visits.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Supporting children's emotional well-being, through the attendance of Breakfast Buddies ~ <b>£327</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ To promote a positive start to the school day and ensure that they are ready to access the learning.</li> </ul>

<b>B</b>	<ul style="list-style-type: none"> <li>✓ Highly qualified and skilled Teacher to run targeted teaching support and individualised programmes of learning for a small group of children with very specific learning needs, throughout the academic year ~ <b>£10, 401</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ To improve and increase the overall achievement, as well as enhance the engagement in learning through small group and individualised programmes of learning.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Purchase of specific computing programmes/reading resources to support home learning e.g. Nessy ~ Reading, Writing and Spelling, Nessy Fingers ~ <b>£1,250</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ To impact positively on and raise achievement</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Small group targeted intervention and booster groups run by teachers and support staff e.g. Language Links, Alpha to Omega, Toe by Toe, Sounds Write Phonics, SNIP spelling programme and 1:1 Reading (Daily) ~ <b>£10,486</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Ensuring that focussed support is evident and specifically targeted will raise achievement.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Three new teachers in Early Years and Key stage 1 have received the Sounds Write Phonics training. ~ <b>£1,290</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ To provide continuity within the Key Stages on the approach to teaching phonics in school. This will ensure the best outcomes for children at the end of EYFS, the phonics screening check, as well as at the end of Key Stage 1.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Additional Teaching Assistant to run individualised programmes of support, under the direction of the year group teachers to accelerate learning where appropriate. ~ <b>£4,808</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Ensuring that focussed support is evident and specifically targeted will raise achievement.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Action Plans in place for all vulnerable children ~ these are implemented, monitored and evaluated each half term to identify the pupils next steps.</li> </ul>	
	<ul style="list-style-type: none"> <li>✓ High quality first teaching by all staff which provides timely intervention and support in order to reinforce and accelerate progress</li> </ul>	<ul style="list-style-type: none"> <li>✓ To impact positively on and raise achievement</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>✓ 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 ~ <b>£2,350</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Providing professional development and support for staff will ensure that they are well equipped to better meet the needs of all children.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Small group targeted intervention and booster groups run by teachers and support staff e.g. Friendship Formula, Socially Speaking and Time to Talk, ~ <b>£5,486</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Ensuring that focussed support is evident and specifically targeted will raise achievement.</li> </ul>

		<b>Total budgeted cost</b>	<b>£70,487</b>
<b>5. How we will measure the impact of pupil premium</b>			
<b>A</b>	<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>B</b>	<p>Data will be collated and analysed ~ focussing on both progress and attainment termly  Children who were 'off track' due to not having been in school since March 2019 (COVID 19) will be back at the 'Expected' level.  The reading fluency of the pupils will be at the expected level of 90 words per minute  The children in Year 1 and 2 will met the 'Expected' standard for the Phonics Screening check in June 2021  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.</p>		
<b>C</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>		

### COVID - 19

**Regrettably, COVID -19 has had a direct impact on the majority of our planned interventions / provision for 2019-20. It should be noted that the staff involved in delivering the interventions / provision were already in place and many went on to play a key role in our liaison with and provision for key worker and vulnerable children including, children in receipt of Pupil Premium.**

Review of expenditure in Previous Academic Year 2019 - March 2020			
Number of Pupil Premium Pupils in the Academic Year 2018-2019	40	Total amount received in 2018-2019	£65,606
Record of Pupil Premium spending for Academic Year 2019 – March 2020			
Provision for the Pupil Premium Pupils	Impact		Cost
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)	Initial assessments were undertaken.  Children of concern were identified and the intervention programmes were started.  They were able to run for Autumn Term 2 and Spring Term 1, before school closed in March 2020 for the majority of the pupils.		£12,823
1:1 / small group Reading support with a specialist 'Reading Champion'.	Key children had additional reading sessions weekly from the beginning of the Autumn Term, until March 2020.  Indications were that this was extremely beneficial to progress. COVID - 19 suspended this intervention, however, wherever possible class teachers supported these children through the home learning. Parents were given individualised programmes for these children and supported by the class teacher, via email / telephone conversations.  Information regarding these children has now been transferred to the new class teacher.		£1,725

<p>1:1 and small group phonics intervention for Year 1 by additional teacher for three days a week.</p>	<p>Year 1 ~ 6PP children were able to access either 1:1 or small group support in Phonics.</p> <p>100% had made progress from November 2019 ~ February 2020.</p> <p>33% were already less than 5 marks off passing the screening in the last assessments in February 2020.</p> <p>COVID -19 suspended this intervention. Information regarding these children has been transferred to their new class teacher and support is already in place for these children in Year 2.</p> <p>33% of these children have passed the Phonics screening check in December 2020. 66% achieved over half marks and it is hoped that with continued intervention and support they will pass the Phonics Screening check in June 2021.</p>	<p>£6,300</p>
<p>A highly qualified and skilled TA to run specific intervention groups, targeted teaching support and individualised programmes of learning for a small group of children with very specific learning and emotional needs, as they transition into Key Stage 2 and throughout the academic year</p>	<p>Initial assessments were undertaken.</p> <p>The children who were to access this provision were identified and the individualised programmes were in place from September 2019 to March 2020.</p> <p>For these children they continued to be ably supported either through home learning or in school as they were vulnerable / key worker children.</p> <p>The provision showed there was a real need to support these children in school and even more so since COVID 19. They continue to be supported this academic year (2020 – 2021) by a highly skilled and qualified teacher. It is hoped that gaps will be filled through there dedicated individualised learning programmes that they are having.</p>	<p>£6,875</p>
<p>Educational visits and enrichment activities including sporting events costs were subsidised / paid</p>	<p>All children were able to take part in all of the activities on offer during the time they were in school.</p> <p>COVID 19 halted all other trips and the residential in July 2020</p>	<p>£0</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>During the first term and a half 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.</p>	<p>£4,275</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>Ongoing support was able to be offered to identified children and their families throughout the lockdown period via remote contact phone calls and email.</p> <p>Vulnerable children who remained in school were very well supported, including regular targeted 1 :1 support.</p>	<p>£258</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>COVID -19 suspended this intervention.</p> <p>Alternative provision was provided where possible, including</p> <ul style="list-style-type: none"> <li>○ emailed passports</li> <li>○ communication with new teacher</li> <li>○ virtual tours</li> <li>○ close liaison between schools wherever possible,</li> <li>○ close liaison with the SENCO and parents of SEND and vulnerable children.</li> </ul>	<p>£423</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>The support was in place from the Autumn Term until Spring Term 1</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 was then seen to be having a positive impact on the children both emotionally and socially.</p> <p>Through liaison the SENCO, Class Teacher and SEMH service were able to continue to support the children and families at home throughout the COVID 19 pandemic until the full opening of school in September 2020</p>	<p>£864</p>

<p>Specific computing programmes/reading resources to support home learning were purchased e.g. TT Rockstars, Nessy ~ Reading, Writing and Spelling, Nessy Fingers</p>	<p>These computer programmes had a positive impact on the children and were continued to be used to support home learning. Initially while in school they were used in small group teaching activities and as general classroom practice.</p> <p>Class teachers then supported children and families to continue these interventions while at home.</p>	<p>£1,275</p>
<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.</p>	<p>This was very effective and happened at the start of the Autumn Term. 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 to be a real focus and any gaps plugged straight away.</p>	<p>£674</p>
<p>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.</p>	<p>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.</p> <p>COVID 19 suspended this until the return of the full opening of school in September 2020.</p>	<p>£1,586</p>
<b>Total expenditure</b>		<p>£37,078</p>

### Data Summary

In response to the COVID-19 pandemic, the Department for Education cancelled the 2019/20 national curriculum assessments and associated data collections.

**Therefore, there is no current data for the attainment / progress of PP pupils for the academic year 2019 - 2020**