

Knowleswood Primary School Pupil Premium Statement 2019 - 2020



1. Summary information					
Academic Year	2019 – 2020	Total PP budget	£326,900	Date of most recent PP Review	July 19 Ofsted
Total number of pupils	428	Number of pupils eligible for PP	236	Date for next internal review of this strategy	Dec 19

2. Current attainment (Year 2 and Year 6)		
Year 6	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average 2018)</i>
% Achieving in Reading, Writing and Maths	(15/43) 35%	72%
% Reading ARE	(16/43) 37%	82%
% Writing ARE	(28/43) 65%	82%
% Maths ARE	(26/43) 60%	90%

Year 2	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% Reading ARE	(18/39) 46%	79%
% Writing ARE	(16/39) 41%	79%
% Maths ARE	(18/39) 46%	74%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
Barrier to learning (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low attainment on entry of PP children especially language skills
B.	Significant numbers of children requiring emotional support to be able to access learning
C.	Children may be disadvantaged because of home financial constraints with regards to equipment.
D.	Children may be disadvantaged due to a lack of food and nutrition
E.	Children's experiences are limited due to home financial constraints
F.	Lower attendance rates of PP children especially children currently in receipt of FSM, higher than national average Persistent absence for PP children
G.	PP children having less sessions in Nursery when compared to non-PP children

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	There will be no significant difference in the attainment of PP pupils at the end of KS2 and PP children who have fallen behind will make accelerated progress – measured through end of KS outcomes and in year data.	At the end of KS2 there will be no difference between PP children and non – PP children in school and there will continue to be no significant gap between non-PP children nationally. In EY and KS1 outcomes gap will close between non-PP children nationally.
B.	No difference in the engagement of PP and non-PP pupils in lessons – measured through lesson observations and classroom behaviour logs.	All children will receive support they need and there will be no difference between % of children who are PP and % of children who are not PP.
C.	Every child has the correct equipment to succeed in school ie uniform, sports kit, reading books etc.	Children have a sense of pride in themselves and school
D.	All children to be offered our free breakfast club, during which the amount of cereal, bagel and juice they have is unlimited.	No child begins their school day feeling hungry
E.	Engagement in activities ie clubs, breakfast club, Nursery sessions, trips is the same as PP children	No child is disadvantaged due to home circumstance
F.	Improved attendance and punctuality with a reduction in the numbers of PA children to national averages.	No persistent absenteeism or gaps between PP and non-PP student attendance.
G.	Nursery children have access to FOC additional Nursery sessions so that they have the best possible start to school life.	PP children make strong progress from their starting points in Nursery and a greater number of PP children are on track.

5. Planned expenditure					
Academic year	2019 / 2020				
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?
A / B	Dialogic teaching embedded across school	Children have low communication skills when they enter school below what is considered typical for their age and stage.	SLE in school to lead and monitor approach, evidence from baseline tests for impact. Several staff trained in approach.	EM	At Pupil Progress meetings throughout the year.
A / B	High ratio of adults to ensure that children do not have gaps in learning including; one to one precision teaching, additional teachers in R YR 2 and YR6.	Children whose progress slows or are not at ARE receive additional targeted interventions to make sure that no child is left behind academically.	Children's progress reviewed at rigorous pupil expectations and progress meetings. Children targeted and tracked.	CC	Ongoing
A / B	Focus on Early Reading / Phonics to ensure that all children have the basic skills needed to access the curriculum at Knowleswood.	Evidence of approach evidenced through previous outcomes at Knowleswood. OFSTED report recognises the effectiveness this of.	Systematic early phonics teaching and early reading teaching led by class teachers in school. RWI developmental days to monitor impact. Progress reviewed regularly.	CR English Team	At pupil progress meetings and developmental days.
A / B	Focus on basic reading skills in KS2 to ensure that all children have the skills needed to access the wider curriculum – including the purchase of new reading scheme.	Evidence of previous reading outcomes demonstrates impact of regular reading on PP group	Regular drop in's to monitor morning reading and reading systems in school.	English Team	At pupil progress meetings and monitoring as per AME.
Total budgeted cost					£181,660

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?
A / B	<p>Speech Therapist employed by school for 1 day a week. Supporting children who require SALT.</p> <p>Support staff attend with children so they are able to deliver interventions to chosen children.</p>	High levels of children entering school with low communication and language levels, several PP children missing external appointments for SALT.	<p>Regular monitoring of children receiving SALT in school; ie provision map evaluations, SEND reviews</p> <p>Observations of children with speech and language children by SENDCO</p>	GL	At regular intervals ie pupil progress meetings, SEND reviews and provision map reviews.
C	Children in receipt of PP grant receive uniform including a PE kit FOC.	No children are disadvantaged by home circumstance.	<p>Office staff are responsible for ensuring PP children receive vouchers and use of vouchers is monitored.</p> <p>Regular monitoring of uniform in school.</p>	CC	N/A
E	Attendance officer, attendance team, traded EWO time and attendance rewards.	Despite the schools best efforts attendance continues to be a cause for concern at school. Large numbers of unauthorised absences and children classed as persistently absent.	Head of school responsible for attendance. Regular reporting to FGB and to local authority link worker.	CC	Weekly with attendance team.
B	Pastoral team support vulnerable learners.	Removal of barriers linked to PP children to ensure access to our curriculum.	Monitoring by SENDCO; PP children with individual plans access learning.	GL	Ongoing
Total budgeted cost					£102,343

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?
C / D	Trips and events are subsidised to ensure that all children have access to enrichment activities (including 2 x residential). This also includes after school clubs.	Children will have the experiences to impact on the wider curriculum at school.	Each year group has two funded trips that are booked in advance. All children are allocated a place.	AHTs	Monitor uptake on after school clubs / ie % of PP children. Monitoring of children attending residential
F	All PP children in Nursery receive extra FOC nursery sessions.	Children have the best possible start to school life.	Monitoring of cohort (PP) at end of Nursery ensuring children are ready to begin their reception year.	CR	Monitor of uptake on Nursery provision chart. Review of Nursery progress.
C / E	All children have access to Breakfast club and breaktime snack (FOC for PP children)	Hunger at Knowleswood has been a barrier to learning. Approximately 100 children attend Breakfast club each day creating a calm start to the day.	Monitoring of numbers of PP children attending breakfast club.	CC / GL	Half termly reviews of numbers of children attending Breakfast club. Weekly drop ins to monitor Breakfast club provision.
Total budgeted cost					£42,897

6. Review of expenditure

Previous Academic Year 2018 / 2019

Overall Impact

The school can demonstrate the improved achievement of pupil premium pupils across KS1 and KS2. Attainment gaps in school are closing overtime between PP and non-PP.

Attendance and attendance of PP children continues to be a cause for concern for the school and will remain a priority for the academic year 2019/2020.

Item	Objective	Actions / targeted support	Success Criteria	Resources	
Pastoral manager and pastoral team	Pupils receive support from the pastoral team to help overcome emotional barriers.	<p>Continued development of pastoral team focusing on PP children.</p> <p>Increased adult support in classes to ensure that all children are ready to learn and that no learning time is wasted.</p> <p>Pastoral team work with parents to encourage involvement in child's learning.</p> <p>Children have individual plans where required to make sure outbursts are managed effectively.</p>	<p>PP children are ready to learn with less time wasted.</p> <p>Gaps between PP and non PP diminish.</p>	<p>Head of School, SENDCO</p> <p>Pastoral team</p> <p>£106,068</p>	<p>Established team to remove barriers to learning.</p> <p>Key pastoral staff to support learning of vulnerable children.</p>
Enrichment activities such as school trips/ project based learning and after school clubs	All children to be provided with curriculum enrichment activities; school asks for a donation for trips. Enrichment activities are planned in school and out of school to allow all children to engage fully in the	<p>Fund used to pay for school trips so that no child is disadvantaged.</p> <p>Residential in Year 6 is free for all pupils.</p> <p>Themed weeks and days throughout the year to provide</p>	<p>Children can apply experiences across the curriculum.</p> <p>The whole child is educated.</p>	£22,504	Enrichment activities well attended by PP children.

	curriculum. All children encouraged to attend Year 6 residential free of charge.	children with a wider range of experience and knowledge.			
Speech Therapist is employed for 1 day per fortnight	Children with Speech and Language difficulties are provided with quality intervention by qualified Speech and Language therapist.	Speech Therapist to provide support for children who require Speech and Language therapy; several PP children miss appointments outside school so by providing support in school barriers are removed.	PP childrens speech and language skills in EY and KS1 improve.	£6,538	Implemented and ongoing. Support staff are attending sessions to allow for intervention to be delivered in school.
Emergency fund for purchasing items including uniform vouchers for all PP children	Set allocation for emergency purchasing of items such as uniform, PE kit, food and resources needed to ensure children are ready to learn and have pride in their appearance.	Budget allocation set by LT to provide basic school items. Spare items of clothing kept in school for pupils. Washing machine available to wash pupils clothing.	PP children have a sense of pride at Knowleswood. No PP child is disadvantaged at Knowleswood.	£10000	Fund supported school uniform – all children wear the uniform with pride. Children and families feel well supported in school.
Specific learning intervention linked to individual needs.	PP pupils who have fallen behind or are at risk of falling behind receive appropriate intervention to remove barrier and close the gap.	PP children identified at pupil expectation meetings and a plan is implemented to ensure that barriers are removed. Small group tuition and one to one tuition in year groups where gap is exists.	Gap between PP and non PP closes.	£11,223	Set up and ongoing – resulted in improved KS2 outcomes.
Attendance officer and traded EWO time	PP children's attendance improves with attendance for PP children at 95% with <10% persistent absences.	Restructured attendance team with Attendance Officer taking responsibility for contacting 'hard to reach' parents. EWO time purchased to form good attendance habitats through attendance challenge.	Attendance increases PA group reduces with no difference between progress of PA group and non-PA group.	£22,913	Attendance improved slightly through academic year when compared to 16/17 levels.

		<p>Attendance policy to be updated and shared with parents with reference to unauthorised absences.</p> <p>AHTs / phase leaders organise interventions to minimise impact of non-attendance.</p>			<p>Attendance team was restructured at Christmas with HoS leading. Attendance improved to 94.6 Jan – Summer 18.</p> <p>Impact of work to be evaluated weekly during Autumn term.</p>
Breakfast Club / Snack at Break time	To ensure that children are not hungry and receive a calm start to the day.	Set up to ensure children receive calm start to the day and receive breakfast. Breakfast club starts at 8.00 and helps ensure all children are ready to learn at 8.45 am - FOC.	<p>Children have an orderly and calm start to the day.</p> <p>Children are ready to learn.</p>	£12,378	<p>Well attended by pupils 70+ each day.</p> <p>Additional money to be spent on resources to make sure that the time spent at BC is well utilised.</p>
Free uniform for PP children	Children have a sense of pride and are not disadvantaged by financial difficulties.	Uniform All FSM children to be provided with uniform with new school logo on to ensure that there is a sense of pride at Knowleswood.	All children wear Knowleswood uniform with pride.	£7,427	Set up and all children look smart and are proud in school.
High ratio of adults to provide inclusive education	Barriers to learning are removed by providing an inclusive education.	<p>All adults identify PP children and work to remove barriers to learning.</p> <p>Support staff attend pupil expectations meetings with class teacher. Specific actions taken as a result of the meetings be staff.</p>	Children make at least same progress as non-PP peers and gap between PP and non-PP diminishes.	£127,860	Ongoing – direct impact on attainment of children.

Extra free of charge sessions for EY PP children	Nursery children receive best possible start to school life through the provision of extra FOC sessions for all PP children.	PP children identified and offered extra session PP children receive support with uniform as above	PP children are ready for their Reception year.	£4,104	Sessions set up and attended by 9 children who are eligible for the PP grant.
				Total: £331,015	