



Pupil Premium Grant (PPG) Expenditure Report 2021-2022

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 have been registered as eligible for Free School Meals within the last six years or those who are looked after (LAC) or previously looked after (PLAC) by the Local Authority.

The grant is able to be spent at the school's discretion with the aim being to improve outcomes for pupils subject to Pupil Premium and to narrow the gap between disadvantaged pupils and their peers

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	340 (<i>October 2020 census</i>)
Total number of pupils currently eligible for PPG	156 (<i>October 2020 census</i>)
Percentage of children currently eligible for PPG	46%
Amount of PPG received per pupil	£1,345
Total amount of PP received	£174,505

The key ways that Pupil Premium is spent is summarised below

Support 2021-2022

Teaching and Learning - Read, Write, Inc

Focus: Staff are experts in the teaching of phonics and early reading and writing
Focus: Coaching and Mentoring by phonics specialist Jenny Rolnick and Reading Leader for staff through weekly practise sessions

Staff development:

- **Leadership Implementation Day** - Face to face training day with a phonics expert to ensure that the reading leader, team leader and senior leaders are confident and have expert knowledge of teaching phonics. Additionally, senior leaders were supported with the strategic implementation of a systematic, whole school approach to the teaching of phonics through Read, Write, Inc.
- **2 x Face-to-face Training Days** – expert CPD for all teaching and support staff in the delivery of high quality phonics teaching and the teaching of early reading and writing.
- **Annual subscription to Read Write Inc. Phonics training films and more** - staff have access to support for weekly practise sessions to ensure expert modelling is available and also support for fast track tutor to deliver high quality phonics intervention.
- **Development Day** – Continued development for senior leaders to work alongside phonics specialist to analyse phonics data, share expertise and coach staff.
- **Progress meetings** – continued development for reading leader focusing on analysing half-termly progress data and identifying the next steps.

Teaching and Learning - Read, Write, Inc

Focus: Staff are experts in the teaching of phonics and early reading and writing
Focus: Coaching and Mentoring by phonics specialist Jenny Rolnick and Reading Leader for staff through weekly practise sessions

High quality resources:

High quality plans, written by specialists, guides and supports staff to deliver systematic and consistent expert phonics teaching.

Teaching and Learning - Excellence in the Early Years

Focus: Staff provide high quality continuous provision which deeply engages all children.
Focus: Continuous provision supports predictable interests, developmental schemas and innate curiosity, ensuring children achieve well against early learning goals.

Staff development:

- **Leading your EYFS with confidence:** An in-depth course delivered by Early Excellence over two days for senior and EYFS leaders who want to develop and support expert teaching in Early Years.
- **Implementing the Revised EYFS: Strengthening Your Observation & Assessment Practice:** opportunities to reflect on the new EYFS framework and support continued staff development.

Teaching and Learning - Curriculum Enrichment

Focus: An inclusive curriculum for all
Focus: High quality trips and visits to enrich the curriculum for all

'Big Dreams'

What experiences build a childhood? At Knowles all children have access to amazing opportunities to enrich their educational experiences.

'Big Hearts'

We are the centre of a unique and amazing community here at Knowles Primary School, each year our children work in our community to support those around us.

Our programme of 'Big Hearts' and 'Big Dreams' provides all children with the experiences that build a childhood. Each child gets the chance to experience one 'Big Hearts' visit or experience and one 'Big Dreams' every year. We developed this in response to the needs of our community following the covid-19 pandemic. Children have been unable to experience the normal childhood opportunities such as: visiting museums and new places and spending social times with friends and members of the community. In addition to this, many families have faced significant financial hardship during the pandemic putting pressure on families and priorities for spending.

Reading Leader and Fast Track Tutor

Focus: Children in the lowest progress groups receive additional daily tuition to ensure that nobody gets left behind

Focus: Staff are experts in the teaching of phonics and early reading and writing

Focus: Coaching and Mentoring by phonics specialist Jenny Rolnick and Reading Leader for staff through weekly practise sessions

Reading Leader:

The Reading Leaders are expert teachers who have a strong voice in the school. They are enthusiastic, highly trained, well organised and have the ability to build a strong team of reading teachers. Reading leaders demonstrate coach and practise with teachers every day to ensure that new methods become second nature to the team.

Fast Track Tutoring:

Fast Track Tutoring provides targeted support to accelerate childrens reading progress through the Read, Write Inc phonics programme and ensures that no child is left behind.

Fast Track Tutoring is a daily intervention for children in the lowest progress group or children with Special Educational Needs and Disabilities.

Teaching and Learning Support Practitioner led Specialist Intervention Programmes:

Focus: Developing mental health and well being

Focus: Removing barriers to learning

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 - 12 weeks school programme.

Open to up to 8 children in a school group

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.

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.

Benefits of Kaleidoscope colour therapy:

- 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.

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 fine difficulty in socialising. 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

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: Children in the lowest progress groups in phonics receive additional daily tuition to ensure that nobody gets left behind

Focus: Children receive targeted tuition to ensure progress against personal targets

Focus: Developing confidence and self-esteem

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 afternoons). Class teachers and leaders 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

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.)