

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Knowles Primary School
Number of pupils in school	335
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020 - 2022
Date this statement was published	28 <sup>th</sup> September 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Jamie Nairn
Pupil premium lead	Sarah Rice
Governor / Trustee lead	Stacey Harrison

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,505
Recovery premium funding allocation this academic year	£16,385
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£190,890

# Part A: Pupil premium strategy plan

## Statement of intent

At Knowles Primary School, all children enjoy and have access to a wealth of resources and experiences to enrich their lives, make memories and foster a life-long love of learning that equips them with the skills and attributes which will allow them to flourish both in school and beyond. Each child is encouraged to reach their full potential both academically and personally in our happy, safe and stimulating environment.

Our aim is to ensure that no child gets left behind.

From time to time children can face additional challenges which may act as barriers to learning. Sometimes families need practical and/or emotional support with short or long term difficulties. Some children may have additional social, emotional and welfare needs and may be working with agencies such as social care, children's family practice, the Inclusion and Intervention Team, CAMHs and other emotional and behavioural support services. Some children may need support with attendance and punctuality. Some children have specific learning needs or complex needs which require additional provision both in and out of class.

For all children we aim to enrich their experiences in school with opportunities to learn beyond the classroom.

We aim to minimise barriers to learning on an individual basis so that every child can be successful and reach their potential.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Children eligible for PP perform below all children nationally at the expected standard in Reading and Writing at the end of Key Stage One. This slows reading and writing progress down in Key Stage Two. <i>Children eligible for PP 'catch up' in Reading and Writing by the end of Key Stage Two and perform well in line with their peers both at Knowles and nationally.</i>
2	Mobile children (joining us in Year 5 or after) eligible for PP perform significantly below all children nationally at the expected standard in Maths at the end of Key Stage Two
3	Children eligible for PP perform below all children nationally at the expected standard in phonics at the end of Year 1

	<i>This however, has improved significantly over time due to targeted interventions.</i>
4	Attendance rates for pupils eligible for PP (93.72%) are below national averages for all. <i>This however continues to improve due to rigorous attendance procedures and targeted intervention.</i>
5	A significant percentage of families with children eligible for PP are experiencing short or long term difficulties through their home lives that act as barriers to children's learning. 88% of our children / families working with Family Support are eligible for PP.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Higher rates of attainment for pupil eligible for PP at the end of Key Stage One in Reading and Writing.	Pupils eligible for PP in Year 2 make rapid progress across KS1 so that they meet age related expectations (in line with National)
Higher rates of attainment for pupils at the end of KS1 and KS2 in Maths	Pupils eligible for PP make rapid progress so that they meet age related expectations (in line with National)
Higher rates of attainment for pupils eligible for PP reaching the expected standard in Phonics by the end of Year 1	Pupils eligible for PP in Year 1 make rapid progress in phonics so that they meet the expected standard by the end of Year 1 (in line with National)
Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absenteeism among pupils eligible for PP to 10% or below. Overall PP attendance improves from 93.72 to 95% in line with their peers.
Early help supports vulnerable children and families	Family Support continue to prevent families getting to 'crisis' and remove barriers to learning for children through early intervention.  Early Intervention removes barriers to learning and ensures no child is left behind.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £21,613

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Introduce Read Write Inc as a systematic, synthetic phonics programme</b></p> <p>A programme of face to face training and online CPD for all leaders, teachers and support staff</p> <p>Focus: Staff are experts in the teaching of phonics and early reading and writing</p> <p>Focus: Coaching and Mentoring by phonics specialist Jenny Rolnick and Reading Leader for staff through weekly practise sessions</p>	<p>Read, Write, Inc is one of the 14 SSP programmes validated and approved by the DfE to provide:</p> <ul style="list-style-type: none"> <li>● All that is essential to teach SSP to children in Reception and KS1</li> <li>● Sufficient support for children in Reception and KS1 to become fluent readers</li> <li>● A structured route for most children to meet or exceed the expected standard in the Year 1 phonics screening.</li> <li>● All national curriculum expectations for word reading through decoding by the end the KS1</li> </ul>	<p>1,3</p>
<p><b>A programme of expert training for our EYFS leaders and staff</b></p> <p>Focus: Expert practitioners in continuous provision to create a well-structured, permanent framework for children’s play and provide a rich context for children’s experiences</p> <p>Focus: Effective adult interaction in continuous provision ensures learning is both enjoyable and challenging leading to good outcomes.</p>	<p>Early Excellence centre for inspirational learning is a leading provider for Early years training in the UK.</p> <p>Early Excellence is an established national leader of pedagogy, provision and practice specialising in young children’s education. They champion the development of inspirational learning and teaching, offer expert advice, support and training for schools.</p>	<p>1,2,3,4</p>

<p><b>Curriculum Enrichment for all</b></p> <p>Focus: An inclusive curriculum for all</p> <p>Focus: High quality trips and visits to enrich the curriculum for all</p> <p>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.</p> <p>'Big Hearts' – We are the centre of a unique and amazing community and each year our children work in our community to support those around us.</p> <p>'Big Dreams' – At Knowles all children have access to amazing opportunities to enrich their educational experiences e.g. a day in the woods with a picnic, a visit to the farm, to see a live show, to visit a museum.</p>	<p>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.</p>	<p>4,5</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £120,151

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Reading Leader and Fast Track Tutor</b></p> <p>Focus: Children in the lowest progress groups receive additional daily tuition to ensure that nobody gets left behind</p> <p>Focus: Staff are experts in the teaching of phonics and early reading and writing</p> <p>Focus: Coaching and Mentoring by phonics specialist Jenny Rolnick and Reading Leader for staff through weekly practise sessions</p>	<p>Read, Write, Inc is one of the 14 SSP programmes validated and approved by the DfE to provide:</p> <ul style="list-style-type: none"> <li>• All that is essential to teach SSP to children in Reception and KS1</li> <li>• Sufficient support for children in Reception and KS1 to become fluent readers</li> <li>• A structured route for most children to meet or exceed the</li> </ul>	<p>1,3</p>

<p>Reading Leaders: 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.</p> <p>Fast Track Tutoring provides targeted support to accelerate children’s reading progress through the Read, Write Inc phonics programme and ensures that no child is left behind.</p> <p>Fast Track Tutoring is a daily intervention for children in the lowest progress group or children with Special Educational Needs and Disabilities.</p>	<p>expected standard in the Year 1 phonics screening.</p> <p>All national curriculum expectations for word reading through decoding by the end the KS1</p>	
<p><b>TA led Specialist Intervention Programmes:</b></p> <p>Focus: Children in the lowest progress groups in phonics receive additional daily tuition to ensure that nobody gets left behind</p> <p>Focus: Children receive targeted tuition to ensure progress against personal targets</p> <p>Focus: Developing confidence and self-esteem</p> <p>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.</p>	<p>EEF:</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact on learner outcomes.</p> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes.</p>	<p>1,2,3,5</p>

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £42,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Family Support Workers:</b></p> <p>Focus: Raise attendance Focus: Engage with parents Focus: Remove barriers to children’s learning</p> <p>Knowles employs two Family Support Workers who will support families to break down barriers to children’s learning such as attendance and home life.</p> <p>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.</p>	<p>We aim to continue to implement the successful strategies from last year. We have rigorous procedures in place to work in partnership with parents and MK council to raise attendance.</p> <p>Attendance for all is good and continues to improve and persistent absence is declining.</p> <p><b>Attendance last year was good (16.7.21): 95.02%</b> <b>Primary National (24.6.21): 90%</b></p> <p>Attendance for vulnerable groups continues to improve</p> <p>Pupil Premium: April 2020: 93.53% April 2021: 94.41%</p> <p>The school will continue to use our Family Support team to offer early help to families and children, to support them before situations get to crisis point. They successfully support many families with issues such as housing, finances, domestic abuse, health problems, bereavement, parenting, family separation, attachment issues and any other things that may have a negative impact on children and families.</p> <p>Their specialist training allows them to provide high quality interventions for children and to signpost families effectively.</p>	<p>4,5</p>
<p><b>Forest Schools</b></p>		

<p>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</p>	<p>We will continue to run this successful intervention this year.</p> <p>Impact reports and case studies show that this intervention helped children to develop positive healthy relationships with both their peers and adults, developed children's confidence and self-esteem and encouraged children to work together well and support each other. Individual children developed strong relationships with their key worker ensuring they always had someone to talk to.</p>	<p>4,5</p>
<p><b>Ride High</b></p> <p>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,</p>	<p>We will continue with this successful intervention from last year.</p> <p>Ride High: Ride High is a registered charity that transforms the lives of disadvantaged children by giving them the opportunity to learn to ride and look after horses and ponies. They effect lasting change in children's attitudes, wellbeing, self-confidence and life prospects so they become happy, confident young people who are positively engaged in the outside world.</p> <p>Children are assessed against outcome stars on the following areas: Aspiration, contributions, confidence, learning, people and support and communication.</p> <p>Impact reports and case studies show that there were noticeable improvements with the children's behaviour and confidence levels whilst attending Ride High. Engagement and motivation was high and they showed great improvements with their concentration span and focus. Children were able to demonstrate kind behaviours, were able to take turns</p>	<p>4,5</p>

<p>behavioural concerns or trauma in their life.</p>	<p>with their peers and listen to and follow instructions well.</p>	
<p><b>Kaleidoscope Colour Therapy</b></p> <p>A programme designed to help children with their wellbeing and mental health</p> <p>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.</p>	<p>As a school we understand that how we feel about ourselves has a profound effect on our self-esteem, behaviour, achievements and our relationships and so we ensure that we give children’s mental health and well-being the positive care and attention it needs.</p> <p>Open University evaluation: Kaleidoscope is a programme that encompasses emotional literacy, social skills, personal development and self-esteem.</p> <p>Anne Kaye (Founder and Director): Of the schools currently trained in the Kaleidoscope programme, they reported significant improvement in children’s wellbeing using the Goodman’s Strengths and Difficulties scales.</p> <p>Kaleidoscope is highlighted as good practice by the Royal College of Psychiatrists, Young Minds and the Children and Young People’s Mental Health Coalition.</p>	<p>1,3,4,5</p>
<p><b>Rock Steady</b></p> <p>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</p>	<p>We will continue with this successful intervention from last year.</p> <p>Children are assessed against outcome stars on the following areas:</p>	<p>4,5</p>

<p>learning. It supports children's teamwork, listening skills and social skills, which is required to master songs, this significantly increases memory, numeracy and literacy.</p>	<ul style="list-style-type: none"> <li>● Aspiration – interested in the things they are doing well and being determined to do well</li> <li>● Contributions – involved in ways that help others</li> <li>● Confidence – being their own person</li> <li>● Learning – doing their best</li> <li>● People and support – getting support from those around them to be their best.</li> <li>● Communication – getting ideas across in different situations.</li> </ul> <p>Impact reports and case studies show increases in confidence, children able to exercise greater self-control, children able to ask for help, greater focus on tasks, a sense of pride and an ability to try new things.</p>	
<p><b>Breakfast Club:</b></p> <p>Focus: Improved learning, attendance and behaviour at school</p> <p>Focus: Improved punctuality, healthy eating and social development</p>	<p>We will continue with this effective provision.</p> <p>EEF:</p> <p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation.</p> <p>Evaluators reported that the pupils' concentration and behaviour improved too. This suggests that breakfast clubs provide an opportunity to improve outcomes for all children, not just those who actually attend, by creating better classroom environments.</p>	4,5
<p><b>Quality Resources:</b></p> <p>Focus: Access to resources for all</p> <p>Focus: To raise aspirations through wider opportunities</p>	<p>At Knowles we are an inclusive school so our aim is to ensure all children can access our enhanced curriculum</p>	All

Focus: To provide exciting opportunities for children	through weekly enrichment, trips and visits and after school clubs.	
“Hardship” Fund (trips, uniform, visiting theatres, clubs, etc.)		

**Total budgeted cost: £183,949**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

We continue to use successful interventions and strategies from the start of our 3-year plan:

#### **Family Support Workers:**

- Raise attendance
- Engage with parents
- Remove barriers to children's learning

#### **Interventions that support children's mental health and well-being:**

- Ride High
- Rock Steady
- Forest Schools
- Breakfast club

Please see above for impact and evaluations.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider