



## Knavesmire Primary School Pupil Premium Grant Expenditure

**Current Financial Year 2020/2021 (September 2020)**

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll (including Nursery)	445
Total number of pupils eligible for PPG  The PPG is paid to the school for pupils recorded on the January 2019 school census who were eligible and receiving Free School Meals (FSM), for pupils who have been eligible and receiving FSM on any of the termly censuses since Summer 2012, including January 2019 School Census, known as 'Ever 6 FSM' – and the children who have been looked after continuously for more than six months. An amount is also paid for service children and children adopted from care.	43
Amount of PPG received per pupil	£1,345 (Service children - £310) (Adopted from care - £2,345)
<b>Total amount of PPG received</b>	<b>£61,455</b>

<b>Principles of PPG</b>
Schools will have the freedom to spend the Premium, which is additional to the underlying schools budget, in a way they think will best support the raising of attainment for the most vulnerable pupils.

The targeted and strategic use of pupil premium will support us in achieving our vision.

### **Principles**

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. A majority of any group will be made up of FSM children.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### **Focus of PPG spending 2020/21**

#### **Provision**

The range of provision considered in making for this group can include:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress.
- Providing small group work with an experienced teacher focussed on overcoming gaps in learning.
- 1-1 support.
- Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies.
- All our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. Initially this will be in communication, English and maths – but will also targets attitudes for learning.
- Pupil premium resources may also be used to target able children on Free School Meals to achieve Expected National Standard or Higher.
- Provision will not be aimed at statemented children as funding for need is already in place.
- SENCo additional release time to plan and implement targeted support

- Specific training e.g. implementation of Emotional Literacy Support Programme in school.
- 'The Knavesmire Offer' to support parents with trip contributions, residential visits, uniform, - reducing barriers to accessing school.

The table below broadly outlines the areas of funding as a percentage of the total PPF income:

T&L Area:	Spending profile:	Description:
SENCO out of class release	18% (approx. £11K)	PPF contributes to additional SENCO release time this year. This will support and quality-assure effectiveness of intervention projects.
In class TA/teacher support	20% (approx. £12K)	Vulnerable cohorts are supported by additional teaching assistant/teaching hours.
Additional teacher	15% (approx. £9K)	Additional teacher to support vulnerable cohort or groups.
TA interventions/training	18% (approx. £11K)	Targeted groups' progress is accelerated by focused intervention projects.
One-to-one support/additional teaching small group support	5% (approx. £3K)	One-to-one support targets vulnerable pupils for who intervention projects are not sufficiently closing gaps.
Knivesmire support package	12% (approx. £7K)	Knivesmire support fund is to support those vulnerable to missing out on broader experiences due to FSM financial difficulties.
Learning clubs	7% (approx. £4K)	Homework clubs/ learning clubs will target appropriate groups where additional home support is possible.
Learning attitude enrichment support.	5% (approx. £3K)	Enrichment supports engagement in learning. This supplements Knivesmire Support Package to ensure engagement in rich learning experiences.

## Measuring the impact of PPG spending

### Reporting

It will be the responsibility of the Head, or a delegated member of staff, to produce regular reports for the Governing Body of:

- the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- an outline of the provision that was made since the last meeting.
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education (TBC) and will appear on our school website.

## PPG Report for 2019/20

Our allocation for Pupil Premium 2019/2020 was £61,700

This year's expenditure can only be reported upon in a qualitative manner rather than quantitative due to Covid-19, i.e. children were not all in school from March 20<sup>th</sup> 2020.

While in school, the expenditure focused upon the implementation of 1-1 support and small group work in reading, writing and maths, alongside specialist area support time for early intervention of phonics skills for disadvantaged pupils. It also provided small group work with a skilled teacher focussed on overcoming gaps in learning. Additional teaching and learning opportunities were provided through trained teaching assistants, and experienced teachers. The focus of this funding was to support standards in core areas of learning, both to close gaps, accelerate progress, and extend to higher attainment and progress. SENCO release time also supported both training and identification of need, and accountability of effective use of resource.

During the time in school in 2019/20 we began to introduce the 'The Boxall Profile' with our PP pupils. This online invaluable resource will help us to assess the children's social, emotional and behavioural development. By understanding the SEMH needs of pupils, we can tailor our approach to improving their mental health and behaviour and

consequently introduce suggested strategies, targets and resources for effective support. This will all contribute to improved learning, understanding and achievement.

Before lockdown, we had begun assessing the 6 PP+ pupils (children in care/adopted from care) first and we were beginning to work through the remaining 36 PP pupils but then Covid-19 hit. From the initial assessments that we were able to complete, the teachers of the pupils were able to create bespoke learning plans to support whole class learning. Understanding what lies behind behaviour can help all teachers to be confident in understanding individual pupil's behaviour, and ultimately help them with managing their class dynamic, which is where the Boxall Profile comes in.

As we move forwards into the 2020-2021 year, we'll be able to utilise the Boxall Profile for all out PP pupils and provide teachers with materials for: Early identification assessment, Target setting and intervention, Tracking progress and Whole-class dynamic.

Once schools closed in March, we set Home Learning for our vulnerable pupils but also:

- Before school was closed, we identified pupils we felt were vulnerable. These are in addition to the DfE definition of vulnerable (CP, CiN, LAC). (54 pupils – 11%)
- These pupils were all contacted on a regular basis. Some daily, some a few times a week, some once a week. They were contacted by which ever form of communication was appropriate to the relationship with the child/family.
- We had a 'live' google doc which was updated by staff following welfare checks and monitored by SLT.
- A variety of staff kept in touch and supported pastorally.
- ELSAs and our pupil mentor kept in touch with specific pupils regularly.
- We delivered food vouchers (£15 per week) to FSM families every two weeks (whether the government scheme worked or not).
- We collected prescriptions for vulnerable parents.
- Food parcels were dropped to those who we identified as in need.
- We made welfare visits to families where we had no response from our welfare check phone calls.
- Vulnerable pupils were risk assessed and we were comfortable that pupils in need were in school. This was reviewed constantly.

**\* It should also be noted that recognition of PP pupils as a vulnerable group is not exclusive. The school identifies and supports other vulnerable groups of pupils albeit through other identified funding.**