



## Knavesmire Primary School Pupil Premium Grant Expenditure

**Current Financial Year 2019/20 (September 2019)**

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll	415
Total number of pupils eligible for PPG  The PPG is paid to the school for pupils recorded on the January 2018 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 2018 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.	45
Amount of PPG received per pupil	£1,320 (Service children - £300) (Adopted from care - £2300)
<b>Total amount of PPG received</b>	<b>£61,700</b>

### **Principles of PPG**

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 2019/20**

#### **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.
Knavesmire support package	12% (approx. £7K)	Knavesmire 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 Knavesmire 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 2018/19

Our allocation for Pupil Premium 2018/2019 was £56,000

This 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.

Over the period of 2018/19 our support programme in EY and KS1 accelerated progress for 24 pupils through early intervention. The average rates of progress of EY & KS1 Reading Phonics intervention were measured through Phonic Phase Assessment. At the end of Early Years, 3 out of a cohort of 60 were categorised as FSM. None of these pupils achieved a Good Level of Development, compared to a school average of 73% for all

pupils. At the end of Year 1, out of a cohort of 60, 2 pupils were categorised as FSM Ever6. 50% of these pupils (1 pupil) achieved the expected standard in National Phonics Screening compared to National Average for all pupils of 83%. No pupils retaking the National Phonics Screening (in Year 2) in 2018/19 were registered as FSM Ever6.

In 2018/19, at the end of KS1, out of a cohort of 60 pupils, 3 were categorised as FSM Ever6. Progress for pupils eligible for FSM demonstrated 100% of pupils achieved the expected standard in Reading (compared to school non-disadvantaged 86%), 67% in Writing (compared to school non-disadvantaged 78%), 67% in Maths (compared to school non-disadvantaged 90%).

In 2018/19, at the end of KS2 out of cohort of 60, 6 pupils were categorised as disadvantaged. Although the statistical significance of these fairly low numbers must be taken into account, the following percentages demonstrate progress of Pupil Premium at the end of Key Stage 2:

In Reading, Writing and Maths combined two out of eight (33%) of Pupil Premium Pupils achieved the expected standard (compared with National All of 65%). In Maths 67% achieved the expected standard, 50% achieved the expected standard in Reading, 67% achieved the expected standard Writing and GPS (compared with National All of Maths 79%, Reading 73%, Writing 78%, GPS 78%). Progress of these pupils was +2.7 in Maths, -0.9 Reading, -0.6 Writing. There is no national statistical progress information available for solely disadvantaged groups.

School data demonstrates at least good, and often outstanding, value for money for PPG spending. Although it is pragmatic to say that this judgement is made over the course of the pupils' time at the school, and the breadth of quality of education. To evaluate closing the gap, evidence through to Year 6 must be taken into account. Whereas National Attainment Gap for disadvantaged has plateaued at 20% (for RWM), this is the first year when KS2 attainment outcomes (for RWM) have been wider than this (of a cohort of 6 with 2 pupils with SEND and one attending a ERP). The last 3 years of school gap has been significantly below 20% with one year a negative gap with disadvantaged (dfe definition) pupils attaining better than non-disadvantaged.

**\*Although percentage scores are provided, raw pupil numbers must be evaluated as low FSM and Pupil Premium Ever6 numbers means usual statistical insignificance. Some cohorts may have vulnerable groups of more than 10%, but many around 5% (3 pupils out of 60).**

**\*\* 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.**