



Co-op Academy Oakwood

Plan for Pupil Premium Expenditure: 2017-18 - Review

January 2018

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	475
Total % of pupils eligible for PPG	61% (approx)
Estimated total amount of PPG to be received	£336,515
Planned Expenditure	£340,000

Expected Outcomes

Increase progress and attainment at KS1 and KS2 assessments for all children and including those in receipt of Pupil Premium funding. One of the key measures of a school's success is the closing of the gap between children classed as disadvantaged (Pupil Premium) and 'other' (those deemed not to be disadvantaged) children

Note: at Oakwood 'Other' children includes a significant number of children who are technically disadvantaged but who do not meet the Free School Meals criteria as they are not yet eligible for benefits. Some are new arrivals to the UK.

The DfE state that PPG must be used to raise attainment and close the attainment gap. Schools may spend the money as they see fit and do not need to spend equal amounts on eligible children. PPG can be spent on *all* pupils provided it is used to close the gap. Parents do not have the right to make demands about how funding is spent but schools must summarise their spending and publish it on the website. Over two thirds of pupils at Oakwood generate pupil premium funding therefore it is neither desirable nor practical to allocate or account for funding on an individual basis. In their final year at Oakwood 75% or more of the cohort are likely to be identified as disadvantaged.

The plan

Item/project	Cost	Objective	How impact is to be measured.
<ul style="list-style-type: none"> ➤ Retain intervention teacher to provide: 	£45,000	<ul style="list-style-type: none"> ➤ To provide 1:1 support to children to improve achievement in the Year 1 phonics measure. <ul style="list-style-type: none"> ➤ To support catch-up phonics in Year 2 ➤ To raise levels of attainment in reading and writing at the end of KS1 ➤ To provide small group and 11:1 support to improve the progress measure in writing and reading at the end of KS 2 by providing targeted intervention. 	To measure the impact of this expenditure Governors will look at improvements in attainment in Year 1 and 2 phonics. End of Key Stage 1 and Key Stage 2 outcomes.
<ul style="list-style-type: none"> ➤ To provide reading booster sessions for Year 6. September to May 2017 ➤ 8 adult led groups 3x a week 16 weeks – 30mins – 4 additional adults for individual work 	£12,000	<ul style="list-style-type: none"> ➤ To accelerate progress in Year 6 and therefore raise % of pupils achieving the expected standard by the end of Key Stage 2 and progress score of PPG pupils 	To measure the impact of this expenditure Governors will look for improvements in the attainment and progress measure in reading at the End of Key Stage 2

<ul style="list-style-type: none"> ➤ Additional teaching staff in Year 6 to allow for smaller teaching groups in maths. 	£42,000	<ul style="list-style-type: none"> ➤ To reduce class size to accelerate progress and raise standards 	To measure the impact of this expenditure Governors will look for improvements in the attainment and progress measure in reading, writing and maths at the End of Key Stage 2
<ul style="list-style-type: none"> ➤ Writing – intervention to raise standards in Year 6 	Staffing £5000	<ul style="list-style-type: none"> ➤ Improve attainment and progress measures at End of Key Stage 2 	To measure the impact of this expenditure Governors will look for improvements in the attainment and progress measure in writing at the End of Key Stage 2
<ul style="list-style-type: none"> ➤ Writing Coaching project for staff to improve engagement 	£3500 Cover £2000	<ul style="list-style-type: none"> ➤ Improve engagement and therefore quantity and quality of writing, Year 1 to Year 6 ➤ Improve attainment and progress against 2017 baseline data 	To measure the impact of this expenditure Governors will look for improvements in the attainment and progress measure in writing at the End of Key Stage 1 and 2 and through internal tracking in other year groups.
<ul style="list-style-type: none"> ➤ Early Talk Boost Resources ➤ Talk Boost Resources and Training 	£800 resources £500 cover costs	<ul style="list-style-type: none"> ➤ Improve the quality of speaking to support raising standards and improve progress in reading and writing in Foundation Stage and KS1 	To measure the impact of this expenditure Governors will look for specific tracking of this intervention to demonstrate impact.
<ul style="list-style-type: none"> ➤ Retention of additional skilled classroom assistants to provide targeted support. 	£50,000	<ul style="list-style-type: none"> ➤ To ensure accelerated the progress of key individuals in reading, writing and maths 	To measure the impact of this expenditure Governors will monitor progress of cohorts and key groups including the disadvantaged group across all key stages and in all cohorts.
<ul style="list-style-type: none"> ➤ Enhancement of the pastoral team (2 pastoral support, 2 family support workers) 	£80,000	<ul style="list-style-type: none"> ➤ To maintain strong attendance and reduce persistent absenteeism ➤ To provide individual support for families in challenging circumstances ➤ To provide support for identified pupils with social, emotional and mental health needs. 	To measure the impact of this expenditure Governors will monitor attendance for key groups and particularly look for evidence of improvements in the number of children identified as persistently absent. In addition Governors will monitor the impact of the pastoral support team and look for minimal use of exclusion and fewer 'Red' and 'Amber' behaviour incidents.
<ul style="list-style-type: none"> ➤ Maintain the school minibus 	£8,000	<ul style="list-style-type: none"> ➤ To further improve attendance, providing transport to school for targeted pupils ➤ To facilitate new experiences for targeted pupils 	To measure the impact of this expenditure Governors will monitor attendance for key groups and particularly look for evidence of improvements in the

		<p>such as visits to activity centres</p> <ul style="list-style-type: none"> ➤ To raise the self-esteem and confidence of key children playing in the football team-travelling to other schools to showcase their skills. 	<p>number of children identified as persistently absent</p>
<ul style="list-style-type: none"> ➤ To provide identified children with support on Active literacy programme 	£12,000	<ul style="list-style-type: none"> ➤ To raise the self-esteem of key children and improve enjoyment and engagement ➤ To accelerate the progress of the key children ➤ To narrow the gap in reading/writing for the key children 	<p>To measure the impact of this expenditure Governors will look for specific tracking of this intervention to demonstrate impact.</p>
<ul style="list-style-type: none"> ➤ Support for After- School Provision including Care Club – staff subsidy and resources. 	£15,000	<ul style="list-style-type: none"> ➤ To raise the self -esteem of key children and improve enjoyment and engagement ➤ Improve behaviour and engagement ➤ To employ extra staff to enable children to receive individual support during holiday clubs 	<p>To measure the impact of this expenditure Governors will monitor attendance for key groups and particularly look for evidence of improvements in the number of children identified as persistently absent. In addition Governors will monitor the impact of the pastoral support team and look for minimal use of exclusion and fewer 'Red' and 'Amber' behaviour incidents.</p>
<ul style="list-style-type: none"> ➤ Retain EAL support, enhancement of EAL provision and identify translation services to support key groups. Retention of home language speakers on staff team to ensure objectives are met (4 members of staff) 	£72000	<ul style="list-style-type: none"> ➤ Improve engagement and attendance all children with particular focus on the group who identify as GRT ➤ Improve engagement and attendance all children with particular focus on the group who identify as Asylum Seekers 	<p>To measure the impact of this expenditure Governors will look for specific tracking of this attendance, attainment and progress data for this group.</p>
<ul style="list-style-type: none"> ➤ Provide pupils with the opportunity to work on a sustained project with expressive arts practitioners (Y4 Shakespeare project) 	£1500 Travel and Staffing £1000	<ul style="list-style-type: none"> ➤ To raise confidence and self esteem ➤ To raise standards in reading/writing in Year 4 ➤ To give pupils new experiences linked to our cultural heritage 	<p>The impact of this project is broad and difficult to measure – however Governors will look for a wider improvement in all data as a result of this and similar activities.</p>
<ul style="list-style-type: none"> ➤ First Aid training for all children 	£1000	<ul style="list-style-type: none"> ➤ Improve children's knowledge around first aid. Increase confidence and engagement and therefore maintain good attendance and further reduce persistent absenteeism. 	<p>The impact of this project is broad and difficult to measure – however Governors will look for a wider improvement in all data as a result of this and similar activities.</p>
<ul style="list-style-type: none"> ➤ Subsidy for educational visits and visitors e.g. <ul style="list-style-type: none"> • Robinwood • Murton Park • Filey 	£15,000	<ul style="list-style-type: none"> ➤ Maintain good attendance and continue to reduce PA ➤ Improve language skills and social skills ➤ As a result of improved 	<p>The impact of this expenditure is broad and difficult to measure – however Governors will look for a wider improvement in all data</p>

<ul style="list-style-type: none"> • Ilkley Moor • Bolton Abbey 		language skills and vocabulary standards and progress will improve in reading and writing; evidenced in end of Key Stage data	as a result of this and similar activities.
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The Governing Body review progress against the Academy Improvement Plan using a termly Milestones document. The review of Autumn Term data in January 2018 indicates that the school is broadly on track to make the improvements outlined in the milestones document. Governors have asked that the plan gives greater guidance about how the impact of each specific project or individually identified expenditure outlined in the plan can be measured. This has been done by adding an additional column. The quantifiable measures are outlined in the document below.

	2016	2017	Spring 2017 January Review	2017/18 Targets	Benchmarks
Attendance	95.8% P.A. 10.4%	96.1% P.A 9.2% To July 95.7 P.A. 9.44	Attendance in the Autumn Term 96.2% Disadvantaged 95.3% Non- Disadvantaged P.A. 11.62% Disadvantaged P.A. 14.81%	96.5% P.A < 8	2016 96.1% P.A. 8.8%
Early Years Outcomes	48%	47%	Currently on-track for 51%	55%	2016 69%
Phonics Year	68%	54%	Currently on-track for 66%	68%	2016 81%
Phonics Year 2	90%	92%	Currently on-track 85%	90%	2016 91%
End of Key Stage 1	R: 40% W 32% M 42%	R: 55% W 33% M 57%	Currently on-track with interventions to achieve milestones.	R:60% W:45% M:60% (These are draft and require further review)	2016 R:74% W:65% M:73%
Key Stage 2	R:32% W: 42%: M:44% G:46% RWM: 20% R:-1.1 W:-1.7 M:+1.1	R: 41% W: 50%: M:52% G:63%% RWM: 28% R:-1.51 W:+0.1 M+0.33	Currently on-track with interventions to achieve milestones.	R:48% W: 55%: M:58% G:65% RWM: 38% R: >0 W: > 1: M+>1.5	2017 R:61% W: 71%: M:76% G:76% RWM: 61%

This plan was reviewed by the Pastoral and Curriculum Sub-Committee on the 23rd January 2018 and shared with the Full Governing Body on 30th January 2018.