



Oakwood Primary Academy

Plan for Pupil Premium Expenditure: 2016-17

Overview of the school

| Number of pupils and pupil premium grant (PPG) received | |
|---|----------|
| Total number of pupils on roll | 474 |
| Total % of pupils eligible for PPG | 61% |
| Estimated total amount of PPG to be received | £336,515 |
| Planned Expenditure | £367,000 |

Expected Outcomes

Increase progress and attainment at KS1 and KS2 assessments for children in receipt of Pupil Premium. 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. End of Key Stage outcomes of the school's disadvantaged pupils are compared to non-disadvantaged pupils nationally.

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. Many 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.

Review of plan and with Autumn term pupil performance- Pastoral and Curriculum Sub Committee

All objectives stated in the plan are in place with exception of Year 5, who have been taught as two classes for English and maths and not in three groups. This is due to long term staff absence, this situation will be reviewed to consider the impact of 3 way splitting, analysing end of year performance and feedback from Year 5 teaching staff at the end of the school year. The Pastoral and Curriculum subcommittee recognises that there was a 0.8% gap between the attendance of pupil premium children (disadvantaged) and non-pupil premium pupils (non-disadvantaged) for the Autumn term 2016 and Spring term 2017. Whilst this gap needs to be acknowledged, the Committee discussed the need to compare the actual number of pupils and the support/intervention for parents from Jane Dodds, Attendance Officer (case studies produced and shared during the Committee's review of Pupil Premium expenditure).

| % Absenteeism by group | Overall % 2015-16 | Target 2016-17 | Autumn Term | Spring term | Overall |
|--|----------------------|----------------|--------------------|-------------|---------|
| Attendance | 95.8% | ≥96% | 95.1% | 96.82% | 96.1% |
| Disadvantaged | | | 95.3 % | 96.3% | |
| Non disadvantaged | | | | 96.1 % | |
| Persistent absenteeism | 10.4% | ≤9% | 14% | 9.1% | 8.3% |
| Persistent Pupil Premium Absence (90% or less attendance) | 11.7% (29 children)* | ≤9% | 9.1% (31 children) | 9.1% | 8.2% |
| Persistent Non pupil premium Absence | 8.5% (15 children) | ≤9% | 6.3% (16 children) | 6.2% | 8.5% |
| Fixed term exclusions as a percentage of the year | 1% | 0% | 0% | 1.3% | 1.3% |
| Fixed term exclusions of Pupil Premium pupils as % of year | 1% | 0% | 0% | 1.1% | 1.1% |
| Fixed term exclusions of non-Pupil Premium pupils as % of year | 0% | 0% | 0% | 0.2% | 0.2% |

*8 of these 29 children are no longer persistent absentees, above 90% in Autumn term due to support/intervention

It should be noted that on entry into the academy, new to English pupils (NtE) are included in the Non- disadvantaged group. Two members of the Pastoral and Curriculum Sub Committee will carried out a review of provision for PPG (Disadvantaged) pupils on 10th March 2017. This report is available

| Year 1 phonics screening outcomes | Number of children and % working at expected standard |
|---|--|
| Disadvantaged | 14 children 48% |
| Other | 18 children 60% |
| | |
| Years 1 and 2 phonics screening outcomes | Number of children and % working at expected standard |
| Disadvantaged | 29 children 94% |
| Other | 26 children 90% |

This demonstrates that our PPG pupils respond to a further year of phonics teaching/intervention. The catch-up phonics programme in Year 2 is effective in closing the gap between 'disadvantaged' and 'other'

| Year 6 outcomes | % working at expected standard (estimated validated %) | % working at greater depth (estimated validated %) |
|--|---|---|
| Reading | | |
| Disadvantaged | 37% (39%) | 0% (0%) |
| Other | 35% (55%) | 6% (9%) |
| Writing | | |
| Disadvantaged | 51% (54%) | 7% (7%) |
| Other | 29% (36%) | 7% (7%) |
| Maths | | |
| Disadvantaged | 51% (52%) | 7% (7%) |
| Other | 41% (54%) | 6% (8%) |
| Spelling, punctuation and grammar | | |
| | | |
| | | |
| Combined | | |
| Disadvantaged | | |
| Other | | |

The plan

| Item/project | Cost | Objective |
|--|---|---|
| <ul style="list-style-type: none"> ➤ Retain intervention teacher to provide: <ul style="list-style-type: none"> • 1:1 support for identified children • KS2 writing interventions • KS2 reading interventions • KS2 maths interventions • KS1 group interventions | £45.000 | <ul style="list-style-type: none"> ➤ To raise levels of attainment in reading and writing at the end of KS2 ➤ To improve the progress measure in writing for all children and close the gap between those identified as disadvantaged. ➤ To improve the progress and attainment of children identified as disadvantaged in Maths in the Year 3 cohort ➤ To focus on catch –up phonics in Year 2 |
| <ul style="list-style-type: none"> ➤ To provide reading booster sessions for Year 6. Jan to May 2017 ➤ 8 adult led groups 3x a week 16 weeks – 30mins – 4 additional adults for individual work | 288hrs additional adult time approx. approx. £30per hour = £8640approx. | <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 |
| <ul style="list-style-type: none"> ➤ Establish additional settings and resource appropriately to create additional learning environments for smaller classes in Year 5 | Additional Teachers £18,000 | <ul style="list-style-type: none"> ➤ To reduce class size to accelerate progress and raise standards |
| <ul style="list-style-type: none"> ➤ Additional teaching staff in Year 6 to allow for smaller groups | £42.000 | <ul style="list-style-type: none"> ➤ To reduce class size to accelerate progress and raise standards |
| <ul style="list-style-type: none"> ➤ Modular build to provide necessary space to accommodate the smaller groups in Year 6 and to deliver bespoke teaching for children new to the academy and English | £4,000 approx. (until the completion of the extension to academy- which will include designated learning areas, so no longer requiring modular build) | <ul style="list-style-type: none"> ➤ To accelerate progress and raise standards |
| <ul style="list-style-type: none"> ➤ Retention of additional skilled classroom assistants to provide targeted support. | £42,000 | <ul style="list-style-type: none"> ➤ To ensure accelerated the progress of key individuals in reading, writing and maths |

| | | |
|---|--|---|
| ➤ Additional interventions in Year 6 to be identified through pupil progress meetings- establishment of maths and English booster groups | £10,000 | ➤ To accelerate progress in Year 6 and therefore raise standards |
| ➤ Enhancement of the pastoral team (2 behaviour workers, 2 family support workers) | £80,000 | <ul style="list-style-type: none"> ➤ To raise 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. |
| ➤ Maintain the school minibus | £5,000 | <ul style="list-style-type: none"> ➤ To further improve attendance, providing transport to school for targeted pupils ➤ To facilitate new experiences for targeted pupils such as visits to activity centres ➤ To raise the self-esteem and confidence of key children playing in the football team- travelling to other schools to showcase their skills. |
| ➤ To provide identified children with support on Active literacy programme | £4000 5 hours P/W -2 members of staff(10 hours) | <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 |
| ➤ Deployment of dedicated learning support assistants for delivery of catch- up programmes | £34,000 | <ul style="list-style-type: none"> ➤ To close the attainment gap for key groups ➤ To increase progress of identified children with additional needs ➤ Focus on catch-up phonics in Year 2 ➤ Support phonics attainment at Year 1 |
| ➤ Support for individual activities for key students e.g. Attendance at clubs, including holiday clubs organised by the school | £800 | <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 |
| ➤ 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 | ➤ Improve engagement and attendance all children with particular focus on the group who identify as GRT |
| ➤ Provide pupils with the opportunity to work on a sustained project with expressive arts practitioners (Y4 Shakespeare project) | £1500 | <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 |

To be reviewed January 2017. Reviewed 27/1/1, 3/7/17