



Co-op Academy  
Oakwood

## September 2018 Review of Pupil Premium Expenditure 2017-18

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### What has been the impact of the 2017-18 Pupil Premium?

Number of pupils and pupil premium grant (PPG) received	
Number of pupils eligible for PPG 2017-18	246
Total amount of PPG received	£320,025
Planned Expenditure	£340,000

### Key expenditure

Area of spend	Focus	Total allocation
Intervention teacher	Phonics, reading and writing.	£45,000
Reading boosters	Reading.	£12,000
Additional teacher support for small group teaching in year 6	Reading, writing and maths.	£42,000
Writing interventions	Writing.	£5,000
Staff writing CPD	Writing.	£5,500
Early Talk Boost training and resources	Speaking and listening, reading and writing.	£1,300
Additional TA support	Reading, writing and maths.	£50,000
Pastoral support	Attendance, behaviour and SEMH.	£80,000
School minibus	Attendance and curriculum experiences.	£8,000
Active Literacy support	Reading and writing.	£12,000
After-school provision and care club	Attendance and behaviour.	£15,000
EAL support	Attendance and attainment RWM.	£72,000
Expressive arts project	Personal and social.	£2,500
First Aid training for children	Personal and social and attendance.	£1,000
Subsidy for educational visits and visitors	Attendance, personal and social.	£15,000

## Rationale for Expenditure

As identified in the 2017-18 PP plan, accelerated progress is required for PP pupils in reading, writing and maths at key stage one and key stage two.

### Pupil Premium Impact 2017-18

Action	Intended Outcomes	Impact
<ul style="list-style-type: none"> <li>Retain intervention teacher:</li> </ul>	<ul style="list-style-type: none"> <li>To provide 1:1 support to children to improve achievement in the Year 1 phonics measure.</li> <li>To support catch –up phonics in Year 2</li> <li>To raise levels of attainment in reading and writing at the end of KS1</li> <li>To provide small group and 1:1 support to improve the progress measure in writing and reading at the end of KS 2 by providing targeted intervention.</li> </ul>	<p>Attainment in year 1 and 2 phonics increased from previous years to be in line with 2017 national results.</p> <p>The % of pupils in receipt of PP attaining the expected standard or above increased in reading (+2%) and writing (+8%) from the start of year baseline.</p> <p>The progress measure in reading and writing at the end of KS2 has increased from 2017 (R: -1.5, W: +0.1) to 2018 (R: -1.1, W: +1.6).</p>
<ul style="list-style-type: none"> <li>To provide reading booster sessions for Year 6 from September to May 2017</li> <li>8 adult led groups 3x a week 16 weeks – 30mins – 4 additional adults for individual work</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<p>The % of pupils in receipt of PP attaining the expected standard or above increased in reading (+8%), writing (+26%) and maths (+21%) from the start of year baseline.</p> <p>Pupils in receipt of PP made more progress than their peers in reading (+10%) and writing (+13%) when measured from the start of year baseline.</p> <p>Attainment and progress in reading, writing and maths in 2018 increased from 2017.</p>
<ul style="list-style-type: none"> <li>Additional teaching staff in Year 6 to allow for smaller teaching groups in maths.</li> </ul>	<ul style="list-style-type: none"> <li>To reduce class size to accelerate progress and raise standards</li> </ul>	
<ul style="list-style-type: none"> <li>Writing – intervention to raise standards in Year 6</li> </ul>	<ul style="list-style-type: none"> <li>Improve attainment and progress measures at End of Key Stage 2</li> </ul>	
<ul style="list-style-type: none"> <li>Writing Coaching project for staff to improve engagement</li> </ul>	<ul style="list-style-type: none"> <li>Improve engagement and therefore quantity and quality of writing, Year 1 to Year 6</li> <li>Improve attainment and progress against 2017 baseline data</li> </ul>	<p>Teacher assessment data Summer 2018 shows that an increased proportion of pupils in each cohort are achieving AT+ in writing than in Summer 2017. KS2 writing attainment increased from 50% (2017) to 59% (2018). Progress increased from 0.1 (2017) to 1.6 (2018). For the PP group, progress increased from 0.9 (2017) to 1.1 (2018).</p>

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<ul style="list-style-type: none"> <li>▪ Early Talk Boost Resources</li> <li>▪ Talk Boost Resources and Training</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improve the quality of speaking to support raising standards and improve progress in reading and writing in Foundation Stage and KS1</li> </ul>	<p>7 nursery pupils accessed the Early Talk Boost intervention during 2017-18. Across the strands of 'listening and attention', 'speaking', 'reading' and 'writing', this group made better than typical progress. In 'listening and attention' and 'speaking', they also made better progress than their peers:</p> <table border="1" data-bbox="624 344 1489 640"> <thead> <tr> <th></th> <th>Listening &amp; Attention</th> <th>Speaking</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>Early Talk Boost group average progress:</td> <td>+4.3</td> <td>+4.1</td> <td>+3.9</td> <td>+3.7</td> </tr> <tr> <td>Class average progress:</td> <td>+4</td> <td>+4</td> <td>+4</td> <td>+4</td> </tr> </tbody> </table> <p>4 year 1 pupils accessed the Talk Boost intervention during 2017-18. Progress for these pupils:</p> <table border="1" data-bbox="624 775 1453 1032"> <thead> <tr> <th rowspan="2">EYFS average point score</th> <th colspan="3">Assessment at start of intervention</th> <th colspan="3">Assessment at end of intervention</th> </tr> <tr> <th>R</th> <th>W</th> <th>M</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>P6</td> <td>P5</td> <td>P7</td> <td>P7</td> <td>E</td> <td>E</td> </tr> <tr> <td>18</td> <td>P6</td> <td>P5</td> <td>P8</td> <td>P7</td> <td>P7</td> <td>E</td> </tr> <tr> <td>19</td> <td>E</td> <td>P6</td> <td>P7</td> <td>D</td> <td>E</td> <td>P8</td> </tr> <tr> <td>19</td> <td>P7</td> <td>P6</td> <td>P8</td> <td>P8</td> <td>P7</td> <td>E</td> </tr> </tbody> </table> <p>From their below-average end of EYFS start points:</p> <ul style="list-style-type: none"> <li>▪ One pupil is now working towards age-related expectation within the appropriate programme of study in both reading and writing.</li> <li>▪ Three pupils are working at an emerging level within their age-related programme of study in maths, of whom one is also working at an emerging level in writing.</li> <li>▪ All pupils have progressed through the p-scales making good progress in each of reading, writing and maths.</li> <li>▪ Two of the four pupils passed the year 1 phonics screening check.</li> </ul> <p>Talk Boost is assessed on entry and exit against 5 strands with scores ranging between 3 and 15:</p> <table border="1" data-bbox="624 1469 1489 1749"> <thead> <tr> <th></th> <th>Understanding spoken language</th> <th>Understanding and using vocabulary</th> <th>Sentences</th> <th>Storytelling and narrative</th> <th>Social interaction</th> </tr> </thead> <tbody> <tr> <td>Ave score (start)</td> <td>8.3</td> <td>5.7</td> <td>9</td> <td>7.3</td> <td>8</td> </tr> <tr> <td>Ave score (end)</td> <td>13</td> <td>10.3</td> <td>13.7</td> <td>10.7</td> <td>11.3</td> </tr> <tr> <td>Ave gain</td> <td>+4.7</td> <td>+4.6</td> <td>+4.7</td> <td>+3.4</td> <td>+3.3</td> </tr> </tbody> </table> <p>Tracking shows average gains of 4.5 across these areas for these pupils.</p>		Listening & Attention	Speaking	Reading	Writing	Early Talk Boost group average progress:	+4.3	+4.1	+3.9	+3.7	Class average progress:	+4	+4	+4	+4	EYFS average point score	Assessment at start of intervention			Assessment at end of intervention			R	W	M	R	W	M	17	P6	P5	P7	P7	E	E	18	P6	P5	P8	P7	P7	E	19	E	P6	P7	D	E	P8	19	P7	P6	P8	P8	P7	E		Understanding spoken language	Understanding and using vocabulary	Sentences	Storytelling and narrative	Social interaction	Ave score (start)	8.3	5.7	9	7.3	8	Ave score (end)	13	10.3	13.7	10.7	11.3	Ave gain	+4.7	+4.6	+4.7	+3.4	+3.3
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<ul style="list-style-type: none"> <li>▪ Retention of additional skilled classroom assistants to provide targeted support.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To ensure accelerated the progress of key individuals in reading, writing and maths</li> </ul>	<p>Teacher assessment data Summer 2018 shows that an increased proportion of pupils in each cohort are achieving AT+ in all subjects than in Summer 2017.</p>																																																																																

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<ul style="list-style-type: none"> <li>Enhancement of the pastoral team (2 pastoral support, 2 family support workers)</li> </ul>	<ul style="list-style-type: none"> <li>To maintain strong attendance and reduce persistent absenteeism</li> <li>To provide individual support for families in challenging circumstances</li> <li>To provide support for identified pupils with social, emotional and mental health needs.</li> </ul>	<p>Attendance increased from 95.7% (2017) to 95.9% (2018). The % of children identified as persistently absent fell from 9.4% (2017) to 6.6% (2018). Pupil premium attendance was 95.3%. Persistent absence for PP was 8.6%. There were no exclusions during 2017-18 and no children attending off-site provision. Behaviour monitoring indicates that the number of 'red' and 'amber' incidents recorded fell from 1586 in 2017 to 759 in 2018. The number of pupils reaching 'red' and 'amber' fell from 263 to 104.</p>																								
<ul style="list-style-type: none"> <li>Support for After- School Provision including Care Club – staff subsidy and resources.</li> </ul>	<ul style="list-style-type: none"> <li>To raise the self -esteem of key children and improve enjoyment and engagement</li> <li>Improve behaviour and engagement</li> <li>To employ extra staff to enable children to receive individual support during holiday clubs</li> </ul>																									
<ul style="list-style-type: none"> <li>Maintain the school minibus</li> </ul>	<ul style="list-style-type: none"> <li>To further improve attendance, providing transport to school for targeted pupils</li> <li>To facilitate new experiences for targeted pupils such as visits to activity centres</li> <li>To raise the self-esteem and confidence of key children playing in the football team- travelling to other schools to showcase their skills.</li> </ul>	<p>Attendance increased from 95.7% (2017) to 95.9% (2018). The % of children identified as persistently absent fell from 9.4% (2017) to 6.6% (2018). Pupil premium attendance was 95.3%. Persistent absence for PP was 8.6%.</p>																								
<ul style="list-style-type: none"> <li>To provide identified children with support on Active literacy programme</li> </ul>	<ul style="list-style-type: none"> <li>To raise the self-esteem of key children and improve enjoyment and engagement</li> <li>To accelerate the progress of the key children</li> <li>To narrow the gap in reading/writing for the key children</li> </ul>	<p>13 children accessed this intervention during 2017-18. Progress is measured using reading ages from the Salford Reading test:</p> <table border="1" data-bbox="884 1234 1495 1473"> <thead> <tr> <th>Time in intervention</th> <th>Group size</th> <th>Average gains in reading age</th> </tr> </thead> <tbody> <tr> <td>&lt; 6mths</td> <td>4 ch'n</td> <td>1 year 6 mths</td> </tr> <tr> <td>6-9 months</td> <td>3 ch'n</td> <td>6 mths</td> </tr> <tr> <td>&gt; 1 year</td> <td>6 ch'n</td> <td>1 year 6 mths</td> </tr> </tbody> </table>	Time in intervention	Group size	Average gains in reading age	< 6mths	4 ch'n	1 year 6 mths	6-9 months	3 ch'n	6 mths	> 1 year	6 ch'n	1 year 6 mths												
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<ul style="list-style-type: none"> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>Improve engagement and attendance all children with particular focus on the group who identify as GRT</li> <li>Improve engagement and attendance all children with particular focus on the group who identify as Asylum Seekers</li> </ul>	<p>9 children accessed EAL support intervention during 2017-18, of whom 7 were new to the country and new to English during this academic year. 4 pupils have made sufficient progress to have secured 'independence of the basic listening skills needed to engage with learning' and to work independently in class. These pupils no longer receive intervention. The further 5 pupils (all new to English within the last 6 months) continue with intervention:</p> <table border="1" data-bbox="884 1854 1495 2098"> <thead> <tr> <th></th> <th>EAL Band</th> <th>Reading attainment</th> <th>Writing attainment</th> </tr> </thead> <tbody> <tr> <td>Pupil 1</td> <td>A/B</td> <td>P6</td> <td>P8</td> </tr> <tr> <td>Pupil 2</td> <td>A</td> <td>1E</td> <td>0E</td> </tr> <tr> <td>Pupil 3</td> <td>A/B</td> <td>2E</td> <td>0At</td> </tr> <tr> <td>Pupil 4</td> <td>A/B</td> <td>1E</td> <td>1E</td> </tr> <tr> <td>Pupil 5</td> <td>A</td> <td></td> <td></td> </tr> </tbody> </table>		EAL Band	Reading attainment	Writing attainment	Pupil 1	A/B	P6	P8	Pupil 2	A	1E	0E	Pupil 3	A/B	2E	0At	Pupil 4	A/B	1E	1E	Pupil 5	A		
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Action	Intended Outcomes	Impact
<ul style="list-style-type: none"> <li>▪ First Aid training for all children</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improve children’s knowledge around first aid. Increase confidence and engagement and therefore maintain good attendance and further reduce persistent absenteeism.</li> </ul>	<p>The % of pupils in receipt of PP attaining the expected standard or above increased in reading (+8%), writing (+26%) and maths (+21%) from the start of year baseline.</p> <p>Pupils in receipt of PP made more progress than their peers in reading (+10%) and writing (+13%) when measured from the start of year baseline.</p> <p>Attainment and progress in reading, writing and maths in 2018 increased from 2017.</p>
<ul style="list-style-type: none"> <li>▪ Provide pupils with the opportunity to work on a sustained project with expressive arts practitioners (year 4 Shakespeare project)</li> </ul>	<ul style="list-style-type: none"> <li>▪ To raise confidence and self esteem</li> <li>▪ To raise standards in reading/writing in Year 4</li> <li>▪ To give pupils new experiences linked to our cultural heritage</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Subsidy for educational visits and visitors e.g. <ul style="list-style-type: none"> <li>▪ Robinwood</li> <li>▪ Murton Park</li> <li>▪ Filey</li> <li>▪ Ilkley Moor</li> <li>▪ Bolton Abbey</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Maintain good attendance and continue to reduce PA</li> <li>▪ Improve language skills and social skills</li> <li>▪ As a result of improved language skills and vocabulary standards and progress will improve in reading and writing; evidenced in end of Key Stage data.</li> </ul>	

The Governing Body review progress against the Academy Improvement Plan using a termly Milestones document. The quantifiable measures are outlined in the document below.

	2016	2017	Autumn 2018 September Review	2017/18 Targets	Benchmarks
<b>Attendance</b>	95.8% P.A. 10.4%	96.1% P.A 9.2% To July 95.7 P.A. 9.44	Attendance: 95.9% Attendance PP: 95.3% Attendance all: 95.9% Persistent Absence (PA) 6% P.A. PP: 8.6% P.A. all: 6.6%	96.5% P.A < 8	2016 96.1% P.A. 8.8%
<b>Early Years Outcomes</b>	48%	47%	50%	55%	2016 69%
<b>Phonics Year 1</b>	68%	54%	80%	68%	2016 81%
<b>Phonics Year 2</b>	90%	92%	90%	90%	2016 91%
<b>End of Key Stage 1</b>	R: 40% W 32% M 42%	R: 55% W 33% M 57%	R: 41% W: 44% M: 49% RWM: 39%	R:60% W:45% M:60% (These are draft and require further review)	2016 R:74% W:65% M:73%
<b>End of Key Stage 2</b>	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	R: 44% W: 62% M: 55% G: 55% RWM: 33% R: -1.1 W:+1.6 M: +1.2	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 review will be shared with the Full Governing Body on 18<sup>th</sup> October 2018.