



Co-op Academy
Oakwood

Plan for Pupil Premium Expenditure: 2018-19

Amount of Pupil Premium funding received 2018-19:

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	472
Total % of pupils eligible for PPG	56% (approx)
Estimated total amount of PPG to be received	£310,000
Planned Expenditure	£319,800

Identified barriers to educational achievement

Co-op Academy Oakwood has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to language.
- Access to extra-curricular activities – educational experiences such as trips, and participation in physical activities.
- Attendance.
- Parental engagement with school.
- The number of pupils who are in receipt of Pupil Premium and also on the SEND register for cognition and learning.
- Behaviour – pupils with specific social and emotional needs which affect their learning.
- Pupils as new arrivals to the country, including asylum seekers.

Rationale

The DfE state that the PPG must be used to raise attainment and close the attainment gap between pupils in receipt of the pupil premium and their peers. 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.

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.

At Co-op Academy Oakwood, the spending of PPG is allocated to provide additional support to accelerate progress and increase attainment primarily in reading, writing and mathematics. Additional intervention teacher time has been dedicated with particular focus on children not on target to achieve ARE (age-related expectation), with a specific focus on children in year 3, where the attainment gap between children in receipt of PP and those not in receipt of PP is greatest. Specialist speech and language provision, AHT release time and TA hours have been allocated across all year groups to provide further support to PP pupils with specific difficulties in reading, writing and maths.

Retention of support within the pastoral support team is designed to maintain strong attendance as well as to provide support for identified pupils with social, emotional and mental health (SEMH) needs and family support. Some children have been identified as benefiting from receiving resources to support their learning and these have been purchased from the PP budget. Many parents of children in receipt of PP are unable to afford to pay for school trips, residential and music tuition. In order to support their learning in all areas of the curriculum and to build confidence, the school has allocated funding to pay for these additional expenses throughout the academic year.

The Plan

Item/project	Cost	Objective	How impact will be measured.
<ul style="list-style-type: none"> Intervention to support closing the gap for year 3. 	£25,000 (6 months part time)	<ul style="list-style-type: none"> To provide small group support to close the gap for pupils who did not make sufficient progress in KS1 and pupils whose attainment was below the national standard at the end of KS1; specifically the pupil premium group, to close the PP gap in this cohort. 	Improvements in attainment in year 3 outcomes.
<ul style="list-style-type: none"> To provide reading booster sessions for Year 6. 	£8,000 January to May	<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. 	Improvements in the attainment and progress measure in reading at the End of Key Stage 2.
<ul style="list-style-type: none"> Subject leader mentoring for staff to accelerate progress. 	£12,000	<ul style="list-style-type: none"> To improve the quality of classroom provision and practice so that outcomes for pupils are improved. 	Improvements in attainment and progress.
<ul style="list-style-type: none"> Writing – intervention to raise standards in Year 6 	Staffing £5,000	<ul style="list-style-type: none"> Improve attainment and progress measures at End of Key Stage 2 	Improvements in the attainment and progress measure in writing at the End of Key Stage 2.
<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 	Specific tracking of this intervention to demonstrate impact.
<ul style="list-style-type: none"> Teaching assistant full time 	£15,000	<ul style="list-style-type: none"> Improve the quality of speaking to support raising standards and 	Specific tracking of this intervention to demonstrate

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intervention.		improve progress in reading and writing in Foundation Stage and KS1	impact.
<ul style="list-style-type: none"> ▪ Additional speech and language hours ½ day provided by Chatterbug. 	£5,000.	<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 	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 	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"> ▪ 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 	Specific tracking of this intervention to demonstrate impact.
<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) 	£72,000	<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 	Specific tracking of this attendance, attainment and progress data for this group.
<ul style="list-style-type: none"> ▪ Staffing and resourcing of 'Relaxed Kids' intervention 	£4,000	<ul style="list-style-type: none"> ▪ To provide calming techniques and to help children cope with stress and anxiety and learn to ways to self-regulate and release tension. 	Specific impact report for this intervention.
<ul style="list-style-type: none"> ▪ Enhancement of the pastoral team (2 pastoral support, 2 family support workers) 	£70,000	<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. 	Monitor attendance for key groups and particularly look for evidence of improvements in the number of children identified as persistently absent. Monitor the impact of the pastoral support team and look for minimal use of exclusion and fewer 'Red' and 'Amber' behaviour incidents.

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<ul style="list-style-type: none"> ▪ Maintain the school minibus and provide support staff. 	£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 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. 	Monitor attendance for key groups and particularly look for evidence of improvements in the number of children identified as persistently absent
<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 	Monitor attendance for key groups and particularly look for evidence of improvements in the number of children identified as persistently absent. 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"> ▪ Provide pupils with the opportunity to work on a sustained project with expressive arts practitioners ▪ (Y4 Shakespeare project) 	£1,500 Travel and Staffing £1,000	<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 	Wider improvement in all data as a result of this and similar activities.
<ul style="list-style-type: none"> ➤ Subsidy for educational visits and visitors e.g. <ul style="list-style-type: none"> • Robinwood • Filey • Ilkley Moor • Bolton Abbey 	£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 language skills and vocabulary standards and progress will improve in reading and writing; evidenced in end of Key Stage data. 	Wider improvement in all data as a result of this and similar activities.

To be reviewed January 2019 – quantifiable measures will be judged against the annual milestone document (see the Academy Improvement Plan).