

Kings Oak Primary Learning Centre
Pupil Premium Expenditure and Impact Plan
2014-2015



Pupil Premium Grant (PPG) is an additional amount of funding given to schools with the aim to raise the attainment of disadvantaged pupils, close the gap between these pupils and their peers and to support these pupils in reaching their full potential, both academically and socially. Pupil Premium Grant is available for children registered as eligible for free school meals at any point in the last six years (Ever 6 FSM), Looked After Children (LAC) and children whose parents are in the Armed Forces (Service Pupil Premium-SPP).

Schools can spend this money as they see fit in order to 'close the gap' between pupils who are perceived to be 'disadvantaged' and other pupils. It is not linked to a specific child but used for overall impact. This funding is provided directly to the school from the Government therefore schools are held accountable for the expenditure and impact of this funding.

2014/2015 Expenditure Plan

Number of pupils and Pupil Premium Grant (PPG) received	
Total number of pupils eligible for PPG	171
Total amount of PPG received	£228,816
Amount received per learner:	
FSM	£1300
LAC	£1900
Service child	£300

<u>Item</u>	<u>Cost</u>	<u>Description</u>	<u>Impact</u>
Thrive resources and training	£6336.03	Continue embedding of Thrive throughout school. Practitioner training for one more member of staff and Licensed Practitioners to receive annual CPD. Vulnerable children to be supported with behaviours through the Thrive approach. Children will then become more self-assured and ready to engage with life and learning.	<p>5 staff now trained as Thrive Licensed Practitioners and using Thrive to support vulnerable learners in school. One more member of staff began Licensed Practitioner training. Evidence shows that children with individual Thrive Action Plans have made progress against personal targets set.</p> <p>Head Teacher in the process of training as a Thrive trainer.</p> <p>Thrive room now set up and being used in school with appropriate resources in place.</p>
Active Phonics Resources	£300	Staff to receive training for Active Phonics in order to develop systematic synthetic phonics in school. Resources to be purchased in order to allow phonics to be taught in a fun and engaging way whilst addressing educational, social and emotional needs of our pupils.	<p>Active Phonics is now effectively being delivered as an intervention in school-see Provision Map. All staff took part in a staff meeting around Active Phonics.</p> <p>2015 Y1 phonics data shows that the school gap between PP and Non-PP children has closed by 21.0% from 2 years ago. School to continue to work on further narrowing this gap with the aim to be in line with national data in 2015/2016.</p>

<p>Success @ Arithmetic Training</p>	<p>£950</p>	<p>A teacher and member of support staff to take part in Success @ Arithmetic training with the aim of supporting vulnerable children in Upper KS2 in their Mathematics learning.</p>	<p>A teacher and member of support staff successfully completed Success @ Arithmetic training.</p> <p>Data shows that 92% of our Pupil Premium children achieved L4 or above in their 2015 SATs. Out-performing PP children nationally by 12% and narrowing the gap in school (between PP and Non-PP) to 2% compared to 9% from the year 2013/2014.</p>
<p>Self-harm and self-injury training (Anxiety, Anger and Rage training)</p>	<p>£120</p>	<p>Behaviour and Well-Being Manager to complete training in order to support vulnerable children in school.</p>	<p>Training completed by Behaviour and Well-Being Manager who now uses this knowledge to support vulnerable pupils across school. CPD supported school in recognising children requiring support and has resulted in earlier intervention for referrals. There has been a reduction in the number of children that our Behaviour and Well-Being Manager has been involved with for self-harming.</p>

<p>Whole school INSET- Differentiation</p>	<p>£760</p>	<p>Teaching staff to receive CPD (training) on how to use differentiation to support vulnerable pupils across school.</p>	<p>All teaching staff took part in differentiation CPD. Staff now refer to vulnerable pupils in their planning and differentiate appropriately (this has been evident when SLT have completed learning walks).</p> <p>Effective differentiation has resulted in 2015 data which shows PP children in KS1 have out-performed PP nationally for children achieving 2b+ R: 78% (National: 72%) W: 78% (National: 59%) M: 78% (National: 71%). The KS1 gap has also closed between PP and Non-PP in school in Writing. The KS1 gap in Reading and Maths has narrowed to 3%.</p> <p>At the end of Key Stage 2 our Pupil Premium children out-performed our Non-PP children in Reading, Writing and Maths combined with 81% of PP children achieving L4+ (11% higher than PP children nationally) and 23% of PP children achieving L5+ (10% higher than PP children nationally).</p>
<p>Conquering challenging behaviour training</p>	<p>£320</p>	<p>Two members of staff to be trained in 'conquering challenging behaviour' in order to support vulnerable children in school.</p>	<p>Trained staff used knowledge gained from training when supporting vulnerable groups in school. Learning Mentor (who received training) delivered interventions to support challenging behaviour in school with a focus on Y2-evidence in Provision Map of groups of children. In lesson observations Y2 children displayed more engagement and increased positive attitudes to learning and as a result 2015 data shows PP children in KS1 have out-performed PP nationally for children achieving 2b+ R: 78% (National: 72%) W: 78% (National: 59%) M: 78% (National: 71%). The KS1 gap has also closed between PP and Non-PP in school in Writing. The KS1 gap in Reading and Maths has narrowed to 3%.</p>

<p>Funding towards E-Safety and Cyber Bullying training</p>	<p>£200</p>	<p>ICT Leader and Behaviour and Well-Being Manager to receive training on E-safety and Cyber-Bullying as it was recognised our vulnerable pupils and parents required an increased awareness.</p>	<p>Staff completed E-safety training and confidently delivered an E-safety session to parents. Parents commented that they now had increased awareness of E-Safety. An awareness session was also delivered to Y6 pupils in the Summer Term- following this there were '0' recorded incidents involving E-Safety and Cyber-bullying.</p>
<p>ELKLAN training</p>	<p>£149</p>	<p>Two members of staff to complete ELKLAN training to support children with Speech and Language difficulties in school (main focus two PP children with SLCN).</p>	<p>The two staff members trained completed ELKLAN training and worked with two key PP children on Speech and Language programmes. Both children successfully completed their current episode of work from Speech and Language therapy.</p>
<p>Team Teach Training</p>	<p>£185</p>	<p>Train two further members of staff in using Team Teach in order to support our vulnerable children through using de-escalation strategies.</p>	<p>Two members of one to one staff (supporting PP children) were trained in Team Teach. These members of staff are now able to effectively use de-escalation strategies with these two children.</p>
<p>Education Psychology Service</p>	<p>£6050</p>	<p>Provide access to Educational Psychologist team-observations, assessments and advice for individual pupils with specific needs.</p>	<p>Educational Psychologist (EP) service supported vulnerable children in school through completing observations, assessments and advice- evidence in reports.</p> <p>EP particularly supported assessments for three of our Pupil Premium children in the Statutory Assessment process.</p>

Booster Groups	£1200	Funding towards supporting PP children in Y6 achieving national expectations or above in Maths and Writing.	<p>One to one tuition completed in Maths for a LAC child with the aim of the child achieving national expectations- the child achieved a high level 4 in SATS tests.</p> <p>Easter school for vulnerable Y6 pupils in Maths and Writing. This supported 81% of our PP pupils achieving L4+ in Writing (out-performing our Non-PP by 12%) and 92%of our PP children achieving L4+ in Maths (closing the gap to 2% between PP and Non-PP in school).</p>
Support salaries of PSA, Behaviour and Well-Being Manager and Learning Mentor	£48,910	PSA to continue to support vulnerable children and their families e.g. support with attendance, raising aspirations and monitoring well-being. Staffing structure ensures disadvantaged children with SEMH receive group or one to one support e.g. through nurture groups, Socially Speaking programmes or personalised interventions, such as transition work.	<p>Staffing structure has allowed for our vulnerable pupils & parents to be supported through a range of intervention groups. See Provision Map and case studies of individual pupils. See 2014/2015 data following this table for overall impact on attainment of PP children.</p>

SENCOs release time	£53,008	Release time to ensure that provision for disadvantaged children can be supported and monitored.	SENCOs continue to support and monitor disadvantaged pupils in school. Attending CIN, LAC, PEP, TAC and TAF reviews. See 2014/2015 data following this table for overall impact on attainment of PP children.
Breakfast Club staff supplement and resources	£7500	Provide Breakfast Club facility with access for targeted learners. Support disadvantaged pupils to develop a 'readiness for learning.'	Breakfast Club continues to be offered to support families and vulnerable children by developing a 'readiness for learning'. See 2014/2015 data following this table for overall impact on attainment of PP children.
Teaching Assistants	£90,000	Support staff to allow small group and one to one support in Maths and Literacy-focusing on supporting vulnerable children in small groups and in one to one situations. Further support staff to deliver Maths, Literacy and social interventions across school.	Positive feedback from Inclusion Learning walk. Intervention groups contributed to progress made across school by children. With 92% of PP children making expected progress in Reading from KS1 to KS2 in 2014/2015. 96% of PP children making expected progress from KS1 to KS2 in Maths and Writing.
Subsidising school trips and extra-curricular activities	£12,500	Disadvantaged children to gain life experience and enhanced learning opportunities through ensuring that they are all offered the opportunity to attend all school trips and extra-curricular activities.	All children continue to be offered the opportunity to access out of school learning opportunities and extra-curricular activities. Children have access to a wide and varied range of experiences, which enables them to expand their knowledge and views of the world and develop as well rounded adults. See 2014/2015 data following this table for overall impact on attainment of PP children.

Resources for extra-curricular activities	£327.97	Resources to support extra-curricular activities e.g. sports equipment and resources for lunch time club.	There was a positive uptake on after-school activities (see club registers). After-school activities were well resourced and children were able to access a range of activities during lunch time club.
	<u>Total</u> £228,816		

Impact of Pupil Premium Spending on Attainment and Progress

Key Stage 1

% of Pupils	2015 (2b+)				2015 (L3+)			
	PP	Non-PP	National PP	National Non-PP	PP	Non-PP	National PP	National Non-PP
Reading	78	81	72	86	9	22	19	37
Writing	78	78	59	77	0	9	9	21
Maths	78	81	71	85	4	13	15	30

% of Pupils	2014 (2b+)			2014 (L3+)		
	PP	Non-PP	National other pupils	PP	Non-PP	National other pupils
Reading	73	96	92	3	22	35
Writing	67	87	89	3	17	19
Maths	83	96	94	10	9	28

% of Pupils	2013 (2b+)			2013 (L3+)		
	PP	Non-PP	National other pupils	PP	Non-PP	National other pupils
Reading	74	88	92	4	8	34
Writing	70	79	89	0	4	18
Maths	81	92	94	4	8	27

Key Stage 2

% of Pupils	2015 (L4+)				2015 (L5+)			
	PP	Non-PP	National PP	National Non-PP	PP	Non-PP	National PP	National Non-PP
Reading, Writing and Maths	81	69	70	85	23	13	13	29

% of Pupils	2014 (L4+)				2014 (L5+)			
	PP	Non-PP	National PP	National Non-PP	PP	Non-PP	National PP	National Non-PP
Reading, Writing and Maths	63	79	67	83	7	21	12	29

% of Pupils	2013 (L4+)				2013 (L5+)			
	PP	Non-PP	National PP	National Non-PP	PP	Non-PP	National PP	National Non-PP
Reading, Writing and Maths	71	90	63	81	0	10	10	26

% of Pupils	2015 (L4+)			
	PP	Non-PP	National PP	National Non-PP
Reading	92	94	83	92
Writing	81	69	79	90
SPAG	81	81	71	84
Maths	92	94	80	90

% of Pupils	2014 (L4+)			
	PP	Non-PP	National PP	National Non-PP
Reading	87	84	82	92
Writing	77	89	76	89
SPAG	53	79	66	81
Maths	80	89	78	90

% of Pupils	2013 (L4+)			
	PP	Non-PP	National PP	National Non-PP
Reading	100	100	78	89
Writing	71	90	73	87
SPAG	43	70	62	79
Maths	90	100	77	88

Value Added Score KS1 to KS2				
	2015			
	PP	Non PP	National PP	National Non PP
Reading	102.3	101.8	99.7	100.0
Writing	100.9	100.1	99.8	100.0
Maths	101.5	102.0	99.7	100.1

% of pupils making expected progress from KS1 to KS2								
	2013				2014			
	PP	Non PP	National PP	National Non PP	PP	Non PP	National PP	National Non PP
Reading	100	100	84	89	93	95	88	92
Writing	95	90	89	93	100	100	90	94
Maths	95	100	84	90	90	95	85	91
% of pupils making expected progress from KS1 to KS2								
	2015							
	PP	Non PP	National PP	National Non PP				
Reading	92	93	88	92				
Writing	96	93	92	95				
Maths	96	100	86	91				

Key Stage 2 – Table to show the ‘gap’ between PP children at Kings Oak and Non-PP children nationally

% of Pupils	Gap		
	2013	2014	2015
Reading	+11%	-5%	-0%
Writing	-16%	-12%	-9%
SPAG	-36%	-28%	-3%
Maths	+2%	-10%	+2%