

Kings Oak Primary Learning Centre

Pupil Premium Expenditure and Impact Plan

2016-2017



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.

2016/2017 Expenditure Plan

Number of pupils and Pupil Premium Grant (PPG) received	
Total number of pupils eligible for PPG	165 (Sept 16)
Total amount of PPG received	£231,865
Amount received per learner:	
FSM	£1320
LAC	£1900
Barnsley LAC	£1500
Service child	£300

<u>Item</u>	<u>Cost</u>	<u>Description</u>	<u>Monitoring Impact</u>	<u>Update 2016/2017</u> <u>Impact on School Standards</u>
Thrive resources and training	£2000	Continue the use of Thrive throughout school by purchasing an annual Thrive license. Licensed Practitioners to receive annual CPD. All teachers to receive training on whole class Thrive screening. Vulnerable children to be supported with behaviours. Children will then become more self-assured and ready to engage with life and learning.	Half-termly progress meetings to identify Thrive children and review progress of individual children on Thrive Action Plans.	3 more staff trained to deliver thrive b 17 PP children received 3 x a week thrive action plans to enable them to overcome barriers to learning in class Observations of pu 2016
NASEN live 2016 (inclusion exhibition)	£102	Exhibition which provides the opportunity for inclusion leaders in school (SEND & PP) to refresh and update their knowledge regarding inclusion of all pupils. Practitioners will have the opportunity to learn from evidence based practice and feel supported throughout the year by increased knowledge of appropriate interventions and support available for PP children.	Termly provision maps will show relevant and current provision in place in order to support Pupil Premium children in school. Monitoring of interventions will show an impact on progress relevant for that intervention e.g. socially or academically.	Quality of provision observed was 100% good Key evidence of pupils on interventions show that 85% of pupils making accelerated progress Key interventions are on language/literacy and communication therefore gap is reducing
Level 3 Safeguarding Training	£151	Ensuring staff are up to date with relevant legislation and guidance in order to effectively safeguard and promote the welfare of our children.	Statutory duties will be in place September 2016.	All staff have updated safeguarding certificates All staff given copies of section 1 Working together to keep children safe Sept 2016

<p>Whole school training-challenging behaviour</p>	<p>£1000</p>	<p>Whole school training focusing on 'conquering challenging behaviour for effective learning' (continued from last year's INSET). Supporting staff in developing an understanding of the motives behind some of the behaviour displayed by our vulnerable Children. Supporting staff in developing practical and proactive strategies to encourage good behaviour and motivate and engage all children in learning.</p>	<p>Well-Being lead to provide Termly Monitoring sheets to demonstrate numbers of behavioural incidents logged on school CPOMS monitoring system. Numbers to show a reduction. Number of exclusions to show a decrease from 2015/2016 data.</p>	<p>Jason Banabala 24th April – behaviour review will be used as evidence Pupil questionnaire February – 95% of pupils felt safe and 98% of pupils felt adults addressed any issues relating to behaviour in school</p>
<p>Team Teach Training</p>	<p>£1565</p>	<p>Train further staff in using Team Teach (twilight training) in order to support our vulnerable children through using de-escalation strategies. Focus on teaching staff and one to one members of staff who support PP children.</p>	<p>Lesson observations/learning walks (Sept/Jan/June) which show no learning to be disrupted by challenging Behaviour. There will be a reduction in the number of positive handling situations in school as a result of de-escalation strategies being used.</p>	<p>Lesson observations evidence behaviour is at least good in each class, children are engaged, polite, sharing, learning and motivated to learn</p>

<p>Educational Psychology & BESST</p>	<p>£10,065</p>	<p>Provide access to Educational Psychology and BESST team-observations, assessments and advice for individual pupils with specific Needs.</p>	<p>Evidence in Personalised Learning Plans will show that advice from professionals is being followed in order to meet children's needs.</p> <p>Children will be making progress towards Personalised Targets.</p>	<p>69 PP pupils have PLP's – their progress data is positive and is being monitored to close the gap in all areas. Gaps are closing in Maths, Writing and Reading</p>
<p>Support salaries of PSA, Behaviour and Well-Being Manager, Behaviour Support Assistant and Learning Mentor</p>	<p>£46,300</p>	<p>PSA to continue to support vulnerable children and their families e.g. support with attendance, raising aspirations and monitoring well-being.</p> <p>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>	<p>Analyse data half- termly – monitor the progress of children receiving intervention programmes.</p> <p>Provision Map will clearly identify PP children receiving Wave 2/3 interventions.</p> <p>Intervention learning walks termly.</p>	<p>Attendance target is aspirational 97%</p> <p>School review in March highlighted the good work done by school and attendance officers in increasing attendance of PP pupils</p> <p>Gap is narrowing from 8% to 5 %</p>

SENCOs and Pupil Premium Lead release time	£30,000	Release time to ensure that provision for disadvantaged children is in place and monitored. Deliver targeted intervention groups for PP children. Release time to ensure policies and procedures are being followed. Time to attend meetings- LAC, PEP, EHA, TAC, TAF and CIN.	Ensure all policies and procedures are in place for Pupil Premium children. Monitor progress of PP children in targeted intervention groups.	SENCO out of class is able to fulfil monitoring role and demonstrate through pupil progress data, book scrutiny and case studies that PP pupils make better than expected progress. Raise on line supports this
Breakfast Club staff supplement and resources	£10,000	Provide Breakfast Club facility with access for targeted learners. Support disadvantaged pupils to develop a 'readiness for learning.'	Summer Term- Monitor attendance of Pupil Premium children who attend Breakfast Club. Analyse impact.	30 PP pupils access breakfast club daily ensuring they are at school on time and ready for learning (see breakfast club register)
Installation of a virtual room to support writing	£30,000	Funding towards a virtual room which will enable us to give children virtual/sensory experiences in order to provide a stimulus for the children's writing. The virtual room will improve children's attainment and progress in writing- with a key focus on Pupil Premium children.	Analyse writing data half-termly. Learning walks to include lessons involving the Virtual Room.	Virtual room has been set up to support writing improvements in school. Accessed by all PP pupils to ensure they receive experiences, which will support talk for writing and overcome language/literacy barriers. PP gap in writing is closing and more able PP pupils are targeted group for this year to be in line with National
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.	Termly SLT observations - involving Maths and Literacy leads. Analyse data half-termly.	TA effectiveness research supported the Endowment Trust findings that small targeted proven interventions provide accelerated progress PP Children on read ./ write / inc programmes/ Reading Catch up/ Maths Mastery make better than expected progress

Subsiding school trips and extra-curricular activities	£7000	Disadvantaged children gain life experience and enhanced learning opportunities through ensuring that they are able to attend all school trips and extra-curricular activities.	Pupil feedback. Data analysis- analyse links to learning opportunities.	All PP children will experience school visits to enhance first hand learning
Music Tuition (19 children x £28 per child)	£532	Disadvantaged children to receive music tuition from a qualified music teacher.	Termly assessments to show children making progress in music.	19 pupils have performed recorder at Elsecar Heritage centre and a group of gifted and talented PP pupils will perform in June in a samba band
Swimming for Y4 PP children (25 children x 15 weeks x £6 a week)	£2250	Disadvantaged children to receive funding towards accessing swimming lessons which will enable them to swim competently, confidently and proficiently and use a range of strokes effectively.	Monitoring/assessments of Pupil Premium children against National Curriculum requirements.	20/25 pupils can now swim and others will continue with additional lessons
Resources for extra-curricular activities	£900	Resources to support extra-curricular Activities e.g. sports equipment and resources for lunch time club/after-school clubs.	Pupil feedback. Data analysis- analyse links to learning opportunities.	Pupil voice enables the clubs from their choice to be formed and resourced enabling PP pupils to feel valued and that they have influence.
	Total £231,865			

Impact of Pupil Premium Spending on Attainment and Progress

Key Stage 1

% of Pupils	2016 (working at expected/above)				2016 (Greater Depth)	
	PP	Non-PP	National PP	National Non-PP	PP	Non-PP
Reading, Writing and	57.9%	74.2%	46.3%	64%	0%	6%

% of Pupils	2016 (working at expected/above)				2016 (working at greater depth)			
	PP	Non-PP	National PP	National Non-PP	PP	Non-PP	National PP	National Non-PP
Reading	63.2%	87.1%	61.9%	77.3%	15.8%			
Writing	57.9%	77.4%	52.2%	69%	0%			
Math's	63.2%	83.9%	59.9%	76%	15.8%			

% 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
Math's	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
Math's	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
Math's	81	92	94	4	8	27

Key Stage 2

% of Pupils	2016 (working at expected/above)				2016 (working at greater depth)			
	PP	Non-PP	National PP	National Non-PP	PP	Non-PP	National PP	National Non-PP
Reading, Writing and	58.8	61.5	38.5	59.4	0	0	1.8	6.8

% 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	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	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	71	90	63	81	0	10	10	26

% of Pupils	2016 (working at expected/above)			
	PP	Non-PP	National PP	National Non-PP
Reading	70.6	69.2	52.4	71.5
Writing	76.5	92.3	63.5	78.4
SPAG	70.6	76.9	60.5	77.4
Math's	64.7	92.3	56.9	75

% 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
Math's	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

% 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
Math's	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				
Math's	96	100	86	91				

Value Added Score KS1 to KS2					Progress Score				Progress Gap PP to National Non-PP
	2015				2016				
	PP	Non PP	National PP	National Non PP	PP	Non PP	National PP	National Non PP	
Reading	102.3	101.8	99.7	100.0	0.9	3.2	-0.8	0.3	+0.6
Writing	100.9	100.1	99.8	100.0	3.8	5.3	-0.4	0.0	+3.8
Math's	101.5	102.0	99.7	100.1	-2.2	1.0	-0.6	0.2	-2.4

% of Pupils	KS2 Gap between PP and Non-PP National (% expected or above levels)			
	2013	2014	2015	2016
Reading	+11%	-5%	-0%	-0.9%
Writing	-16%	-12%	-9%	-1.9%
SPAG	-36%	-28%	-3%	-6.8%
Math's	+2%	-10%	+2%	-10.3%