

# Kings Oak Primary Learning Centre

## Pupil Premium Strategy

2017-2018



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.

*Our next Pupil Premium Review will be held in September 2018. Our financial funding will be reviewed and updated in April 2018.*

### 2017/2018 Expenditure Plan

Number of pupils and Pupil Premium Grant (PPG) received	
<b>Total number of pupils eligible for PPG</b>	191 459 on roll
<b>Total amount of PPG received</b>	£257,640
<b>Total amount of PPG received Early Years</b>	£604
<b>Amount received per learner:</b>	
<b>FSM</b>	£1320
<b>LAC</b>	£1900
<b>Barnsley LAC</b>	£1500
<b>Service child</b>	£300

<u>Item</u>	<u>Cost</u>	<u>Description/reasoning</u>	<u>Monitoring Impact</u>	<u>Evaluation</u>
Thrive resources and training	£5000	Continue the use of Thrive throughout school by purchasing an annual Thrive license. Licensed Practitioners to receive annual CPD. A new Thrive room to be set up and used for one to one interventions. Thrive will support our children emotionally- helping staff and children to understand needs signaled by their behaviour and providing us with targeted activities to help the children re-engage in learning.	Half-termly progress meetings to identify Thrive children and review progress of individual children on Thrive Action Plans.  Termly monitoring of PP attendance and exclusion rates.	2 more members of staff are now trained to be Thrive Practitioners. One member of staff is trained as a lead trainer. Behaviour Support Lead is now trained as a Thrive Practitioner.  Thrive Actions Plans are now being delivered across school to all children identified as requiring support on whole class screenings. Progress can be seen against individual targets on actions plans. Resulting in our highly vulnerable children remaining in school.  All children on Thrive Action Plans have an identified named adult to make them feel safe and supported.
Supplement staffing of three additional Thrive practitioner salaries	£25000	Three additional practitioners to lead in each Key Stage team to support Thrive practice through school. Thrive will support our children emotionally- helping staff and children to understand needs signaled by their behaviour and providing us with targeted activities to help the children re-engage in learning. Thrive practitioners will be used to run a lunch time club in order to support children with interruptions to develop socially.	Monitoring of lunchtime behaviour incidents.  Monitor progress of staff completing Thrive training- offer mentoring and support from Thrive Lead Trainer.  Discussions with children regarding feeling safe at school.  Regular monitoring of Thrive plans by Thrive lead in school.	Lunchtime behaviour incidents have decreased through the implementation of lunchtime club- delivered by a Thrive Practitioner and through the presence of a Thrive Practitioner on the playground during unstructured times. Whole school Thrive approach has supported children in re-engaging in learning. Data shows that in 2018 our PP children achieved above PP children nationally in R,W,M combined and are closing the gap to national for all pupils. KS1 2018- 63% R,W,M KS2 2018- 58.1% R,W,M

Level 3 Safeguarding Training	£300	<p>Ensuring staff are up to date with relevant legislation and guidance in order to effectively safeguard and promote the welfare of our children. All 5 Designated Safeguarding Leads to complete Educare Child Protection Level 3.</p> <p>Three members of Designated Safeguarding Leads to attend LA Level 3 training.</p>	<p>Monitoring that statutory duties continue to be in line with Working Together document.</p> <p>Monitoring that Safeguarding Leads training is up to date.</p>	<p>All staff have updated safeguarding certificates and correct safeguarding procedures are being followed in school.</p> <p>All Safeguarding Leads completed Level 3 Educare training.</p> <p>2 Safeguarding Leads attended LA safeguarding level 3 training.</p>
Whole school training-challenging behaviour	£2000	<p>Whole school training focusing on 'conquering challenging behaviour for effective learning' – twilights and support to staff in school.</p> <p>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>Behaviour lead to monitor number of behavioural incidents logged on school CPOMS monitoring system.</p> <p>Behaviour monitoring reviews with the support of Jason Bangbala.</p> <p>Number of exclusions of PP children to be monitored.</p> <p>Monitoring of individual behaviour plans for PP children.</p>	<p>Behaviour policy was reviewed January 2018. Learning walk observations show all staff are consistently following guidelines highlighted within the new behaviour policy.</p> <p>Children with challenging behaviour have been identified and individual behaviour plans have now been implemented for these pupils.</p> <p>Individual records kept by Behaviour Lead show a reduction of behavioural incidents for the majority of pupils.</p> <p>Staff report that they feel more confident and proactive at using practical behaviour strategies since the training from Jason Bangbala. The support from Jason Bangbala is ongoing and continuing into the academic year 2018/2019.</p>

<u>Item</u>	<u>Cost</u>	<u>Description</u>	<u>Monitoring</u>	<u>Evaluation</u>
EWO	£2000	Service support for PSA to monitor twelve hard to reach families, whose attendance, is well below national. Actions to include home visits, coffee mornings, offering support from parenting groups with the aim to achieve greater engagement from these families.	PSA to monitor strategies to improve attendance with identified families and Action Plan implementation.	School attendance target remains at 97%. School PP attendance target remains at 96% - reducing gap by 4%.  Key families to receive targeted support have been identified and support offered. EWO supporting key families with persistent absences. Attendance continues to be a whole school issue and will continue to be addressed through school improvement planning.
Educational Psychology & BESST	£10,065	Provide access to Educational Psychology and BESST team- observations, assessments and advice for individual pupils with specific needs. Aim to support key children in overcoming barriers to learning.	Monitor progress of key children.  Monitoring of Personalised Learning Plans.	48 PP pupils have PLP's – evidence in Personalised Learning Plans shows that advice from professionals is being followed in order to meet childrens' needs. The majority of children are showing progress towards their personal targets when professional advice has been implemented.

<p>Support salaries of PSA, Behaviour Lead and Learning Mentor</p>	<p>£50,000</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>Parent workshops were a success and targeted the following:</p> <ul style="list-style-type: none"> <li>Cook and Eat- 9 PP families</li> <li>Food Hygiene- 3 PP families</li> <li>Nutrition- 9 PP families</li> <li>Webster Stratton- 1 PP family</li> <li>Attendance forum- 5 PP families</li> </ul> <p>PSA continued to support targeted PP families. Our PSA has worked closely alongside the EWO (see EWO Item section).</p> <p>Barriers to learning are being removed and the attainment gap is narrowing. School Provision Map clearly identifies PP children receiving wave 2/3 interventions. Targeted SEMH interventions are in place and being delivered by a member of the well-being team. A Spring Term learning walk showed children on interventions were engaged and progress within interventions was evident. Data shows that in 2018 our PP children achieved above PP children nationally in R,W,M combined and are closing the gap to national for all pupils.</p> <p>KS1 2018- 63% R,W,M KS2 2018- 58.1% R,W,M</p>
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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.	SENCOs out of class enabled monitoring role to be fulfilled. All policies and procedures for SEND/PP were followed. Learning walks and book scrutiny's (including PLP books) showed effective provision to be in place. The overall KS1/KS2 data for PP children supports this. Release time enabled PP lead in school to deliver targeted interventions in reading to KS2 PP children. KS2 reading data shows 83.9% pupils achieved expected+ in reading compared to 63.3% in 2017.
Breakfast Club staff supplement and resources	£12,500	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 accessed breakfast club daily ensuring that they were at school on time and ready for learning (see breakfast club register). Breakfast club received new resources- pupil voice indicated that this engaged and motivated pupils towards attending.
Lunchtime provision for sports	£4000	Team Activ to support structured physical activities at lunchtime to help raise awareness and levels of fitness for PP children through school.	All PP children will access additional physical activity three times a week all year. Behaviour lead to monitor level of engagement.	School received best lunchtime provision award with high level of engagement and positive feedback from children. Lunchtimes outside are now a very positive experience for the overall majority of children. Observations show children are engaged in activities leading to improved social interaction and increased fitness levels. Pupil voice indicates enjoyment and engagement of pupils in different activities including access to Team Activ.

Increase skill level of support staff	£5000	Training in Maths, Reading and writing interventions. 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.	Termly SLT observations - involving Maths and Literacy leads.	TA effectiveness research (training attended by SENCOs) supported the Endowment Trust findings that small targeted proven interventions provide accelerated progress.
Employ 4 additional Teaching Assistants	£65000		Analyse data half- termly.	TAs have been trained in numerous interventions (see CPD log) which have targeted individual needs and ensured progress has been made throughout school. KS2 progress scores of PP children remained above national in Reading and Maths (writing to become an area of focus for 2018/2019). Attainment for R,W,M combined has also closed the gap to national compared to 2016/2017 data.

Additional boosting for more able Reading and Maths groups	£25000	More able pupils identified early and booster sessions to be operational before and after school to ensure higher % of children achieving at greater depth at KS2.	Jan – April booster clubs	PP children achieving higher standards in Reading and Maths in 2018 showed an increase on 2017 data.  R- 16.1% 2018 (13.3% 2017) M- 12.9% 2018 (3.3% 2017)
Early Years outdoor provision, resources and training to identify and challenge more able pupils.	£5000	EYFS practitioners to visit Milefield outdoor provision. Resource sheds and all areas of learning to be in place and operational. All children identified early to target for exceeding. Embed use of Tapestry (assessment)	EYFS leader to lead and monitor effectiveness of provision- Tapestry to be used as part of the monitoring process. EYFS leader to conduct observations of provision.	Tapestry is now embedded for monitoring of EYFS.  2018 data shows 68.4% of pupils achieved GLD. This is above national for disadvantaged pupils and an increase on 2016 and 2017 data.

Further training for staff to observe greater depth teaching at Hoyland Common (Teaching School)	£2000	Staff released and cover to go and observe focused greater depth KS2 teaching at Hoyland Common, similar catchment with high level of children achieving greater depth especially in Y6.	SLT to monitor in Autumn Term.	Staff completed observations.  PP children achieving higher standards in Reading and Maths in 2018 showed an increase on 2017 data.  R- 16.1% 2018 (13.3% 2017) M- 12.9% 2018 (3.3% 2017) Greater Depth writing to be a focus for 2018/2019.
Subsidising school trips, residentials and extra-curricular activities	£9000	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.	All PP children had the opportunity to experience school visits to enhance first hand learning. Including trips to Kingswood (residential), Conisbrough Castle and Manchester Museum.  Pupil voice following these visits indicated enjoyment and motivation towards learning. 20 places for residential to Kingswood were subsidised for PP pupils. Extra-curricular activities continued to be offered across school with a high % uptake.
Larger than Life Enterprise	£900	30 PP children to participate in the enterprise project and compete against other Barnsley schools. Skills to include relationship, team building, design and business for outside world.	KS to lead and monitor.	Observations showed children developed effective team building skills. Resulting in stronger relationships for key PP pupils.
Music Tuition (19 children x £28 per child)	£532	Disadvantaged children to receive music tuition from a qualified music teacher. PP children to be engaged in music opportunities. Opportunities for G@T PP to be involved in Samba band workshops.	Termly assessments to show children making progress in music.	19 pupils performed at Elsecar Heritage Centre music festival and a group of Gifted and Talented PP pupils performed 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 that will enable them to swim competently, confidently and proficiently and use a range of strokes effectively.	Monitoring/assessments of Pupil P r e m i u m children against National Curriculum requirements.	All Y4 PP children accessed swimming lessons.
Resources for extra-curricular activities	£2093	Resources to support extra-curricular activities e.g. sports equipment and resources for lunch time club; after-school clubs. Opportunity for PP children to extend learning.	Pupil feedback.	A wide range of well-resourced extra-curricular activities continued to be offered across school with a high % uptake.
Total	£257,640			

# Impact of Pupil Premium Spending on Attainment and Progress

## Key Stage 1

% of Pupils	2018 (working at expected/above)			2018 (Greater Depth)		
	PP school	National PP	National All Pupils	PP school	National All	National PP
Reading, Writing Maths	63%	50.3%	65.3%	0%	11.7%	5.3%

% of Pupils	2017 (working at expected/above)			2017 (Greater Depth)		
	PP school	National PP	National All Pupils	PP school	National All	National PP
Reading, Writing Maths	60.5%	49.1%	63.7%	2.6%	11%	4.9%

% of Pupils	2016 (working at expected/above)			2016 (Greater Depth)		
	PP school	National PP	National All Pupils	PP	Non-PP	National PP
Reading, Writing Maths	57.9%	46.4%	60.3%	0%	8.9%	4%

% of Pupils	2018 (working at expected/above)				2018 (working at greater depth)			
	PP		National PP	National All Pupils	PP		National PP	National All Pupils
Reading	66.7%		62.5%	75.4%	14.8%		14.2%	25.6%
Writing	63%		55.4%	69.9%	3.7%		7.7%	15.9%
Maths	74.1%		62.8%	76.1%	3.7%		11.8%	21.8%

% of Pupils	2017 (working at expected/above)				2017 (working at greater depth)			
	PP	Non-PP	National PP	National All Pupils	PP	Non-PP	National PP	National All Pupils
Reading	71.1%	83%	63%	76%	13.2%	31%	14%	25%
Writing	63.2%	81%	54%	68%	7.9%	19%	8%	16%
Maths	68.4%	90%	62%	75%	5.3%	19%	11%	21%

% of Pupils	2016 (working at expected/above)				2016 (working at greater depth)			
	PP	Non-PP		National All Pupils	PP	Non-PP		National All
Reading	63.2%	87.1%		74%	15.8%	20%		24%
Writing	57.9%	77.4%		65%	0%	8%		13%
Maths	63.2%	83.9%		73%	15.8%	12%		18%

## Key Stage 2

FSM6 (2018) =31 Pupils

Not FSM6 (2018) =27 Pupils

% of Pupils	2018 (working at expected/above)				2018 (working at greater depth)			
	PP	Non-PP	National PP	National All Pupils	PP	Non-PP	National PP	National All Pupils
Reading, Writing and Maths	58.1%	93%	50.6%	64.4%	0%	0%	4.4%	9.9%

% of Pupils	2017 (working at expected/above)				2017 (working at greater depth)			
	PP	Non-PP	National PP	National All Pupils	PP	Non-PP	National PP	National All Pupils
Reading, Writing and Maths	53.3%	68%	48%	61%	3.3%	0%	4%	9%

% of Pupils	2016 (working at expected/above)				2016 (working at greater depth)			
	PP	Non-PP	National PP	National All Pupils	PP	Non-PP	National PP	National All Pupils
Reading, Writing and Maths	61.1%	61.5%	39%	53%	0%	0%	2%	5%

% of Pupils	2018 (working at expected/above)			
	PP	Non-PP	National PP	National All Pupils
Reading	83.9%	96%	64.2%	75.3%
Reading higher standard	16.1%	26%	17.8%	28.1%
Writing	64.5%	93%	67.4%	78.3%
Writing greater depth	0%	0%	11.2%	19.9%
SPAG	77.4%	85%	66.8%	77.7%
SPAG higher standard	6.5%	30%	23.5%	34.4%
Maths	71%	96%	63.8%	75.6%
Maths higher standard	12.9%	22%	13.7%	23.6%

% of Pupils	2017 (working at expected/above)			
	PP	Non-PP	National PP	National All Pupils
Reading	63.3%	76%	60%	72%
Reading higher standard	13.3%		14%	25%
Writing	70%	76%	66%	76%
Writing greater depth	3.3%		10%	18%
SPAG	70%	80%	66%	77%
SPAG higher standard	13.3%		21%	31%
Maths	93.3%	88%	63%	75%
Maths higher standard	3.3%		13%	23%

% of Pupils	2016 (working at expected/above)			
	PP	Non-PP	National PP	National All Pupils
Reading	72.2%	69.2%	53%	66%
Reading higher standard	22.2%		10%	19%
Writing	77.8%	92.3%	64%	74%
Writing greater depth	22.2%		8%	14.7%
SPAG	72.2%	76.9%	61%	72%
SPAG higher standard	0%		14%	22%
Maths	66.7%	92.3%	58%	70%
Maths higher standard	5.6%		9%	16.6%

	Progress Score				Progress Gap PP to National All pupils	Progress Gap PP to National PP
	2018					
	PP	Non PP	National PP	National All pupils		
R	2.4	0.9	-0.6	0	+2.4	+3
W	-3.0	0.8	-0.5	0	-3.0	-2.5
M	0.6	1.5	-0.6	0	+0.6	+1.2

	Progress Score				Progress Gap PP to National All pupils	Progress Gap PP to National PP
	2017					
	PP	Non PP	National PP	National All pupils		
R	1.6	2.35	-0.8	0	+1.6	+2.4
W	1.2	0.5	-0.4	0	+1.2	+1.6
M	3.5	2.35	-0.7	0	+3.5	+4.2

	Progress Score				Progress Gap PP to National All Pupils	Progress Gap PP to National PP
	2016					
	PP	Non PP	National PP	Natio nal		
R	1.8	2.69	-0.9	0	+1.8	+2.7
W	4.1	5.07	-0.4	0	+4.1	+4.5
M	-1.7	0.81	-0.7	0	-1.7	-1.0

