



Pupil premium grant expenditure: 2014-15

Overview of the school Oxley Park Academy

| Number of pupils and pupil premium grant (PPG) received | |
|--|-------------------|
| Total number of pupils on roll | 535 |
| Total number of pupils eligible for PPG | 50 |
| Amount of PPG received per pupil | £1320 |
| Total amount of PPG received | £66,000.00 |

ACHIEVEMENT FOR 2015

Early Years Foundation Stage Profiles Outcomes 2015

| | Cohort | % of Pupils achieving a good level of development |
|-------------------|---------------|--|
| All Pupils | 59 | 56% |
| Pupil Premium | 2 | 50% |
| Non-Pupil Premium | 57 | 56% |

Year 1 Phonics Results 2015

| Year 1 | Cohort | % Achieving the expected standard |
|-------------------|---------------|--|
| All Pupils | 70 | 78% |
| Pupil Premium | 4 | 75% |
| Non-Pupil Premium | 67 | 78% |

Key Stage 1 Average Point Scores 2015

| Year 2 | Cohort | Reading | Writing | Maths |
|-------------------|---------------|----------------|----------------|--------------|
| All Pupils | 89 | 17.4 | 15.8 | 16.9 |
| Pupil Premium | 5 | 14.6 | 11.4 | 13.4 |
| Non-Pupil Premium | 84 | 17.5 | 16.1 | 17.1 |

Key Stage 2 Results 2015

| Year 6 | % of Pupils obtaining Level 4 or higher in KS2 SATs | | | | |
|-------------------|--|----------------|---------------------|--------------|-------------|
| | Cohort | Reading | Writing (TA) | Maths | SPAG |
| All Pupils | 60 | 88% | 93% | 92% | 78% |
| Pupil Premium | 9 | 78% | 89% | 67% | 56% |
| Non-Pupil Premium | 51 | 90% | 94% | 96% | 82% |

PROGRESS

| Year 6 | % of Pupils making expected progress from Key Stage 1 | | | |
|-------------------|--|----------------|---------------------|--------------|
| | Cohort | Reading | Writing (TA) | Maths |
| All Pupils | 59 | 85% | 90% | 93% |
| Pupil Premium | 9 | 89% | 78% | 78% |
| Non-Pupil Premium | 50 | 84% | 92% | 96% |

Summary of PPG spending

Objectives in spending PPG:

- To remove barriers to learning.
- To accelerate pupil progress and raise attainment
- To narrow the gap between FSM and non-FSM children in English and maths.
- To support social and emotional development that enables children to learn.
- To broaden experiences and widen opportunities for children.

Summary of spending and actions taken:

PP was focussed on raising achievement of our disadvantaged children through targeted smaller group setting in numeracy and literacy in Y6 and through smaller targeted intervention groups throughout the school. This along with high quality teaching the employment of additional teaching staff has helped to narrow the gap within the school.

PPG ensured that some disadvantaged children were also able to attend school trips and be given more opportunities within curriculum enrichment this has assisted in developing self-esteem, confidence, social skills, friendship and the like.

(see summary below)

Outcomes to date:

Our school self-evaluation to date shows that the additional support, opportunities, resources and intervention strategies put in place through the Pupil Premium have been, and continue to be, successful; they are having a positive impact upon progress, standards and achievement for those pupils entitled. This aspect of our whole school self-evaluation will continue in order to judge the effectiveness and value for money of initiatives put in place through the Pupil Premium.

(See summary below)

Further actions (future priorities)

Involving parents and carers and making the family central to Pupil Premium is a key priority and working with transition schools to ensure support is maintained to continue to best benefit families.

Rigorous and thorough assessment of pupil premium children will be developed to ensure that support and interventions in place are evaluated effectively in terms of the impact in closing the gap and ensuring maximum value for money. This information will then be used effectively in strategic meetings to inform future provision, policy, actions and practice.

As a school we will continue to investigate and explore innovative and creative interventions to ensure we utilise our pupil premium resources to the utmost effect.

Our Strategic team and Pupil Premium Governor will ensure a whole school vision continues to be shared to ensure excellent standards of provision for our Pupil Premium pupils.

Record of PPG spending by item/project

| Item/project | Objective | Impact | Cost |
|--|--|--|---------|
| <i>Smaller set sizes for core subjects in Year 6</i> | To ensure children make at least 2 levels of progress. To narrow the gap between FSM and non-FSM children. | 100% of PP achieved level 4+ In Reading 89% of PP achieved level 4+ writing 78% of PP achieved level 4+ Maths Gap closed between PP and non PP ch Reading 100%PP 94% non-PP Writing 86% PP 85% non-PP Maths 100% PP 85% non-PP | £15,637 |
| <i>Targeted Reading, writing and maths clubs before and after school</i> | To target specific pupil premium ch to ensure every child makes good or outstanding progress. To narrow the gap between FSM and non-FSM children. | Data shows that the school is narrowing the gap because of targeted support. | £1432 |
| <i>School hardship – Curriculum Enrichment Educational Visits, music tuition</i> | To provide increased opportunities for specific children raising confidence, self-esteem, social skills and enhance life experiences. | Children are more confident and willing to try new things. They are now applying these skills into other aspects of school life. This has also raised children's aspirations. | £1584 |
| <i>Year 2 additional teacher for Spring and summer term</i> | To focus on targeted children to raise attainment in reading and writing. (narrow the gap) | 100% of ch achieving age related expectations in Reading and maths with 75% of children achieving in writing. (25%=1 child of which is SEN) | £4994 |
| <i>Year 2 additional adult for Spring and summer term</i> | To focus on targeted children to raise attainment in reading, writing and maths. (narrow the gap) | 100% of ch achieving age related expectations in Reading and maths with 75% of children achieving in writing. (25%=1 child of which is SEN) | £4784 |
| <i>T.A interim support for children with severe and complex needs</i> | To provide enabled personalised support for high level SEN children. To enable children to remain in a mainstream environment. | Targeted children have made appropriate progress specific to their learning needs and development. | £16,680 |
| <i>Social and Emotional Intervention *Talking partners *Kaleidoscope</i> | To enhance social and emotional development. Increase children's focus and confidence within lessons. | From observations children's speaking and listening skills and confidence have developed and children are now beginning to use these skills in a class situation. | £500 |

| | | | | | | |
|---|---|--|----------------|------------|--------------|----------------|
| <i>Attendance Officer</i> | Monitor and track trends in attendance for pupil premium children. | | Total absences | Authorised | Unauthorised | £2060 |
| | | All Pupils | 4.0% | 3.4% | 0.6% | |
| | | Pupil Premium | 6.5% | 5.0% | 1.5% | |
| | | Non-Pupil Premium | 3.7% | 3.2% | 0.5% | |
| <i>EAL support</i> | Through pre-teaching children will be able to access the curriculum. | Scaffolded support has enabled children to access the curriculum. | | | | £2952 |
| <i>Funding for out of hours and holiday clubs</i> | To provide Increased opportunities for specific children raising self-esteem, confidence, social skills and friendships. | Enabled specific children to access activities they would not otherwise have been able to. | | | | £1824 |
| <i>Bilateral Training</i> | To provide a training programme which will use strategies to develop excellent coordination, balance and postural control allowing for appropriate development and enhancement of sensory systems and the establishment of moving and thinking skills which lead to multi-processing and multi-tasking abilities. | Children will have a better understanding of their bodies, how to move it, use it to become better thinkers in the classroom. | | | | £1286 |
| <i>Enhanced curriculum opportunities</i> <i>Engineering Workshop</i> <i>Lunch clubs – gardening/wacky woods</i> | Opportunities to enhance our children are learning experiences which will be utilised to support children who have additional needs or who learn in very practical ways. Enhance well-being and mental health at challenging times. | Children are more confident and willing to try new things. They are now applying these skills into other aspects of school life. This has also raised children's aspirations. | | | | £1681 £3378 |

| | | | |
|--|--|---|---------|
| <i>Mental Health Support</i> | <p>To provide Individualised support with outcomes personalized to each child.</p> <p>To help support children's physical, mental and emotional development.</p> <p>To benefits the children with special educational needs in mainstream education.</p> | <p>Children are becoming better equipped to cope in a variety of situations.</p> <p>Ch are developing a range of strategies to cope with new situations and are now applying and choosing these effectively.</p> | £6210 |
| <i>Mathematics Specialist Programme (MaSt)</i> | To develop a mathematics champion with deep subject and pedagogical knowledge. | MaSt supporting colleagues and building the capacity of mathematics within the school | £1250 |
| <i>Star Shine Yoga</i> | Top promote high levels of self-esteem, confidence and develop well-being in year 6 in preparation for SATS | Enhanced skills developed to support learning skills. Developed and enhanced fine and gross motor skills including co-ordination and posture. | £1500 |
| <i>Outstanding Teacher training</i> | The Outstanding teacher programme will empower teachers to consistently deliver high quality lessons. Through practical and interactive development sessions, participants will build confidence as they generate ideas and strategies on how to improve their practice. | Through lesson observations and work sampling high quality learning has been demonstrated. As a year leader the teacher trained in the programme has provided coaching and mentoring for colleagues in the team to enhance the quality of teaching. | £650 |
| <i>Clicker 6 Licence</i> | To provide a child-friendly writing tool that enables pupils of all abilities to significantly develop their literacy skills. | Children with educational needs are now able to access parts of the curriculum through the use of clicker 6. Children are now more confident recording their ideas using this tool. | £307.50 |

| | |
|-----------------------|------------|
| Total PPG received | £66,000.00 |
| Total PPG expenditure | £68,709 |
| PPG remaining | £0 |

Allocation of funds for 2014 to 2015:

| Record of Pupil Premium Spending and Outcomes | | |
|---|----------------------------|----------------|
| Project/intervention/strategy | Projected allowance | Outcome |
| Smaller set sizes for children in FS and Year 4 | | |
| Additional interventions/clubs run by teachers and TA' based on identified needs. | | |
| Additional Individualised and group intervention for phonics, spelling, speaking and listening, speech and language, memory and handwriting/ fine motor skills | | |
| Individualised and group intervention to support social, emotional and behavioural needs including social skills, anxiety groups, kaleidoscope groups, cooking, anger management and social and emotional groups. | | |
| Partly funded extended schools provision, including excursions, trips, extra-curricular clubs and wrap around care. | | |
| Funding during out of school hours and holiday club provision | | |
| Support for families | | |
| Continued Bilateral training for Teachers and TA's | | |
| Star Shine Yoga (well-being) | | |
| Quality first teaching: Mastery approach to learning (Chris Quigley training) | | |
| Homework Club for PP children | | |

| | | |
|------------------------------------|--|--|
| Maths Masters Programme | | |
| Singapore Maths | | |
| 'Be the Best you can be' programme | | |

Planned minimum budgeted spend for year is £75,240. This matches the allocated pupil premium funds for 2015 to 2016. The calculated figures show the intended spending in these areas. Our plans are adapted throughout the year according to pupil need and so our final spend is expected to slightly vary. The money stated above is the proportion of expenditure to be directly spent on pupil premium; additional funding is used from the school budget to support many of these interventions for ALL our pupils.

The following table shows the profile of the current Pupil Premium group (September 2015):

| Sep-15 | Total | Girls | Boys | BME | EAL | SEN |
|---------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Foundation | 7 8.2% | 2 2.4% | 5 5.9% | 4 4.7% | 2 2.4% | 1 1.2% |
| Year 1 | 3 5.0% | 1 1.7% | 2 3.3% | 1 1.7% | 0 0.0% | 1 1.7% |
| Year 2 | 5 5.6% | 3 3.3% | 2 2.2% | 1 1.1% | 1 1.1% | 2 2.2% |
| Year 3 | 6 6.6% | 4 4.4% | 2 2.2% | 1 1.1% | 0 0.0% | 3 3.3% |
| Year 4 | 5 8.5% | 0 0.0% | 5 8.5% | 2 3.4% | 1 1.7% | 2 3.4% |
| Year 5 | 11 12.2% | 8 8.9% | 3 3.3% | 8 8.9% | 3 3.3% | 2 2.2% |
| Year 6 | 15 16.7% | 5 5.6% | 10 11.1% | 8 8.9% | 3 3.3% | 4 4.4% |
| Whole School | 52 9.2% | 23 4.1% | 29 5.1% | 25 4.4% | 10 1.8% | 15 2.7% |