

OXLEY PARK ACADEMY PPG EXPENDITURE 2015-16

Record of Pupil Premium Spending and Outcomes			
Project/intervention/strategy	Cost	Objective	Impact
Additional TA staff employed throughout the school to support year groups whose PPG pupils demonstrate need (including talent) 2x 30 hours per week	£26936	<ul style="list-style-type: none"> • Plugging gaps • Narrowing the gaps • Boosting confidence • Social & communication skills 	Children receiving PP funding are allocated support in all aspects of the curriculum and school life not just interventions
Focussed role on PPG to monitor and track performance 2 afternoons per week for 1 term	£2000	Research shows that leadership with direct responsibility provides focussed assessment and evaluation of intervention in order to ensure that children get the right support they require.	This role is one which should continue as an SLT responsibility in future years as it challenges & supports provision on PP
Additional interventions/clubs run by teachers based on identified needs. Y4 – THRASS club (30 mins weekly x 25 weeks) Maths club 1 (30 mins weekly x 15 weeks) Maths club 2 (30 mins weekly x 15 weeks)	£187.50 £240 £187.50	<ul style="list-style-type: none"> • Plugging gaps • Narrowing the gaps between peers • Boosting confidence • Identified 	Early intervention to build understanding of core mathematical concepts to scaffold and accelerate later learning
Attendance Officer 1 morning per week	£3500	<ul style="list-style-type: none"> • Monitor & track trends in attendance for PPG children & support where required 	Attendance for children who were not coming to school improved as support was given
EAL Support (TA x 15 hours per week)	£6535	<ul style="list-style-type: none"> • Scaffolded support to enable access to curriculum and pre-teach to support learning 	EAL & PP children generally perform at a higher than expected level due to support given
Mathematics Specialist programme (MaSt)	£1500 +	<ul style="list-style-type: none"> • Further training to develop a mathematics champion with deep subject and pedagogical knowledge 	Support for PPG children who need additional input in Mathematics improved
Additional teacher employed to support in Y1 in Summer term Additional teacher in Y4 to support new teacher x 3 days from Sept - Feb	£6000 £11500	<ul style="list-style-type: none"> • Smaller class sizes to allow for more targeted support • Intensive support to scaffold transition into next year group 	Outcomes in the KS1 year group were enhanced in the Summer term to support transition

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			Smaller class sizes in the short term helped specific identification of children's gaps and needs
<p>Additional individualised and group intervention for phonics, spelling, speaking and listening, speech and language, memory and handwriting/ fine motor skills</p> <p>FS – Developing language group 3 afternoons per week (HLTA) £3342</p> <p>Y1 - Speech & language 3 times a week – 20 mins (HLTA) £558</p> <p>Reading/sounds group daily x 15mins (HLTA) £696</p> <p>Y2 – PTP target group – 3x week 15mins – TA £249</p> <p>Spelling group – 3x week 15mins – TA £249</p> <p>Y3 – PTP target group – 2x week 20mins – TA £288</p> <p>Y4 – PTP support work – 5x week 20 mins – HLTA £1014</p> <p>Y4 – Understanding & using spoken language programme twice a week for 20 mins x4 weeks TA/HLTA £219</p> <p>Y5 – Talking partners – 3x week 30 mins – TA £525</p> <p>PTP target group – 3x per week 20 mins – TA £348</p> <p>Y6 – Memory games – 3x per week 20 mins – TA £303</p> <p>Gross motor skills – 5x week 15mins – HLTA £618</p>		<ul style="list-style-type: none"> • Plugging gaps • Narrowing the gaps between peers • Boosting confidence 	Every year group received additional support based on the Year group development plan needs
<p>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.</p> <p>Y2 – Social games – 2x week 15mins – TA £165</p> <p>Y5 – Kaleidoscope – 1x week 15mins – TA £87</p> <p>Y6 – Socially Speaking – 2x per week 20 mins – TA £201</p>		<ul style="list-style-type: none"> • Year group development plan intervention requests due to identified need within cohort 	Children in school suffering from social anxiety & wellbeing issues received nurture and support to boost confidence and therefore assist progression, particularly in oracy
<p>Partly funded extended schools provision, including excursions, trips, extra-curricular clubs and wrap around care.</p> <p>Team building activities</p> <ul style="list-style-type: none"> - Kingswood - Caldecotte - Kingspark - Big Rock - Bowling - Curriculum enrichment 	£2475	<p>Children are more confident and willing to try new things. They are now applying these skills into other aspects of school life.</p> <p>This has also raised children's aspirations.</p> <p>Participation can stop feelings of isolation and help to develop more positive opinions and attitudes</p>	More inclusive practices Team bonding Sense of well-being & belonging Confidence to try new things (life skill) Sense of achievement encourages

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		towards school.	confidence for future confidence when facing any new opportunity/task/ experience
Continued Bilateral training for Teachers and TAs 2nd September inset – Bilateral (Andy Dalziel) 19 th October – training day for TAs and Teachers (Andy Dalziel)	£2905	Children will have a better understanding of their bodies, how to move it, use it to become better thinkers in the classroom.	Staff understanding of the link between moving & thinking and specifically the importance of bilateral integration has improved and opportunities are built into the curriculum in a variety of ways – this will take longer to show impact but will be sustainable
Star Shine Yoga (well-being)	£3300	Enhanced skills developed to support learning skills. Developed and enhanced fine and gross motor skills including co-ordination and posture.	All children supported to develop their awareness of yoga/Mindfulness as a tool for wellbeing for use now & in the future, particularly important for children whose personal circumstances prove challenging
Free Breakfast & afterschool club provision	£367.25	Ensure children are provided with a healthy balanced breakfast and snack-meal in school to support with concentration and learning within the classroom.	Attendance improved for these children. Home/school relationships improved. Open, honest, trust established which will continue to reap benefits. .
Quality first teaching: Mastery approach to learning (CQ training)	£2600	Teachers: Have a clearer understanding of depth and mastery. Have an understanding of how to	Provision enhanced in quality first teaching for all pupils including

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		differentiate for depth and mastery Are aware of ways to encourage deeper thinking in all National Curriculum subjects.	those on G & T/ PPG Staff understanding that depth of understanding is vital for children's futures rather than shallow learning where children rapidly move "up" the curriculum.
Singapore Maths – implemented in KS1 Maths lead– out of class one morning per week Teacher appointed to cover	£6502	Maths Lead is able to team teach and support colleagues in embedding the Singapore methods of teaching mathematics in year one. The Singapore Maths approach focuses on children not just learning but also truly mastering a limited number of concepts each school year. The goal is for children to perform well because they understand the material on a deeper level; they are not just learning it for the test.	Children on PPG found the approach built greater concrete understanding of mathematical concepts. Confidence in mathematical thinking improved even for those children who are SEN/PPG in year group
Be the best you can be HLTA – allocated time to work with PPG children Training & time cost	£2000	Enhance thinking of children to be independent learners and creative thinkers. The programme aims to support teachers in facilitating questioning to enhance awareness and responsibility which will provide the 'how to' of empowerment. These two concepts are linked to performance improvement.	Pupils in the year group who were SEN and particularly enjoyed sport found this approach made them try harder in all aspects of their learning & not just on the sport field. It will be a long term impact.
Free school milk – from February 2016	£330	<i>Cool Milk scheme</i> Benefits children at one of the most important times of the day, giving an important energy and hydration boost, filling the gap between breakfast and lunch. This is especially important for those who haven't had a nutritious breakfast.	Staff reported that these children were more alert & engaged. Measureable impact is difficult but for small cost the improved attitudinal change makes it worthwhile.

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Supporting families with providing uniform/food <ul style="list-style-type: none"> - School shoes - Book bags - Christmas present donations 	£34	Children are suitably dressed & fed to come to school and take part in the curriculum like their peers.	Children were more confident coming to school and their basic needs were being supported to allow them to focus on learning.
Additional resources/equipment Socially Speaking Game	£35.99	Game is being used to teach and reinforces social skills. The game focuses on social interaction in three key areas: home, school, and the wider community. Children are given the opportunity to practise vital skills such as listening, turn-taking, asking questions, making telephone calls and conveying emotions.	As per above
Curriculum funding for targeted PPG Infant theatre Legox2 Chiki Ceramiki x2 Parkour x4 Science Cooking UPAT Active Time x2 Cooking For term x 11 weeks	£550	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.	Long term impact but anecdotally staff report greater confidence in attempting new things
3 rd Space Learning online Maths tutoring (Y6)	£200 per child x 8 = £1600 + staffing	The online intervention from a one-to-one Maths specialist provides the boost that children need to clear up misconceptions, achieve their full potential and develop fluency in Maths. Their proven achievement with Third Space Learning gives them the confidence to make active contributions in lessons across the curriculum and benefits all aspects of their learning.	Year 6 SATs – all achieved outcomes above expectation
Numicon intervention and Numicon training for teachers and TAs	Resources £593.58	Specific misconception and gaps in learning addressed in maths. Children to make accelerated progress against Sandwell test.	Outcomes for these targeted pupils are above predicted
Relax Kids Coach Training (Headteacher)	£665.83+	Learn and lead relaxation and mindfulness exercises that can be incorporated into the school day.	Targeted children developed a toolbox to combat anxiety, exam nerves etc Longer term impact also

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Mindfulness Specialist teacher Training (EK)	£650	Pupils add to their toolbox of mental health strategies for now and in future	Greater impact expected next year as all staff develop expertise & confidence in this area.
Certificate in Therapeutic play skills (UQ Teacher)	£3150	BM will practice safely and effectively using therapeutic play skills in a variety of settings to provide emotional support to children with moderate problems.	Training for a staff member to develop skills and capability to run intervention programmes for children who need intensive support to cope with life circumstances.
Kingswood Trip Sept 2016 Y5 children going into year 6 in Sept 2016 To be in following years PP budget (2016-2017)	£2099	To provide children with a brilliant residential experience, maximising their potential and inspiring them to go on and learn more, experience new activities whilst stepping out of their comfort zones. We believe this residential will give the children the opportunity to develop outside of the classroom their confidence, team building and perseverance skills.	As above

Number of PPG eligible pupils/Number of pupils on roll	47/568
Amount of PPG received per child	£1320
Total PPG received 2015-16	£62,040
Total PPG expenditure 2015-16	£97,306
PPG remaining/overspending	-£35,266

PPG spending for 2015/16 has focussed on sustainable strategies to empower the PPG children in the longer term in light of the focus on children's mental health and our commitment to develop life skills in our pupils.

We have analysed in depth why any children entitled to PPG and not attaining the national expected outcomes are in this position and are confident that the funding allocated to them has been justifiably spent in ensuring their better attitude and character (the Government's "grit")

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ACHIEVEMENT FOR 2015-16

Early Years Foundation Stage Profiles Outcomes 2016

	Cohort	% of Pupils achieving a good level of development
All Pupils	88	72.7
Pupil Premium	9	55.6
Non-Pupil Premium	79	74.7

The PPG children not achieving GLD are all on the SEN Register.

Year 1 Phonics Results 2016

Year 1	Cohort	% Achieving the expected standard
All Pupils	60	63
Pupil Premium	3	67
Non-Pupil Premium	57	63

The PPG child not achieving Y1 Phonics Test outcomes is on the SEN Register.

Key Stage 1-% Achieving the expected standard or higher

Year 2	Cohort	Reading	Writing	Maths
All Pupils	90	78	59	68
Pupil Premium	6	67	33	50
Non-Pupil Premium	84	79	61	69

The PPG children not achieving the expected standard in each of the areas are all on the SEN Register.

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Key Stage 2 Results 2016

Year 6	% of Pupils obtaining scaled score of 100+				
	Cohort	Reading	Writing (TA)	Maths	SPAG
All Pupils	90	68	77	58	68
Pupil Premium	14	57	79	43	57
Non-Pupil Premium	76	70	76	61	70

2 of the PPG children not achieving the expected standard in each of the areas are all on the SEN Register. The others made progress appropriate to them..

PROGRESS FROM KS1 SATs outcomes to KS2 SATs outcomes

Year 6	% of Pupils making expected progress from Key Stage 1			
	Cohort	Reading	Writing (TA)	Maths
All Pupils	85	-2.71	-3.30	-4.02
Pupil Premium	13	-2.04	-2.14	-3.72
Non-Pupil Premium	72	-2.84	-3.51	-4.07

2 of the PPG children not achieving the expected standard in each of the areas are all on the SEN Register. The others made expected or better progress or were close to the 100.