

Pupil Premium:

Funding 2014-2015 and impact

Income: £85,800



The Pupil Premium is allocated to children who are known to be, or who have previously been eligible for free school meals in the last 6 years, those whose parents are in the armed forces and those children who are looked after (i.e. in care) or have recently been in care. It was designed to help schools remove barriers to good learning that may be experienced by certain children in more difficult circumstances.

We received £56,700 in Pupil Premium funding for 2013/2014. The figure has risen this year to £85,800. The funding is based on the number of eligible children. This year the number of children is 59, less than the previous year. We received additional funding this year as we have 3 pupils who qualify for pupil premium plus.

At Shire Oak we want the very best education for all our children. Our focus is on the progress that children make, and we monitor this very closely. We do this by tracking all children's assessments and discussing this with the headteacher and senior leaders at least three times a year in our Pupil Progress Meetings. We separately track different groups at school and along with Pupil Premium children we track able children, boys and girls, children with Special Educational Needs, BME children, and children with English as an Additional Language as well as any children who are in danger of not making the progress they are capable of.

It is important that we use this key element of our funding on removing barriers to learning for these children and to use methods that have been shown to work. It is also important that we monitor the use of this money, and evaluate the impact that the provision has made.

There is no single approach to using Pupil Premium funding that works for all children in all schools. There is a balance to be struck between how effective and how expensive different interventions are. It is important that whilst we ensure all children who attract Pupil Premium benefit from the money, it is the children who have the biggest attainment gap with their peers in school and nationally that we prioritise for any high value spending.

The budgeting and spending of Pupil Premium money is overseen by the Resources sub-committee of the governing body. Both Teaching and Learning and PPP sub-committees monitor and evaluate the impact of such spending.

Impact on school data:

Our key objective in using the Pupil Premium grant was to narrow the gap between pupil groups. As a school we have a good track record of ensuring that pupils make good progress and once again this is the case.

Our end of KS2 data for the pupil premium group show that 100% of these children made expected or better than expected progress from KS1. The attainment data at KS2 reflects a 100% of the group obtained ARE for reading with 45% achieving level 5. 91 % attained ARE in Maths with 27% achieving level 5/6. In writing this group, 91% attained ARE with 9% achieving a level 5. This group did significantly better than previous years.

KS1 data shows that 88% of pupil premium children were at ARE in Reading and writing while only 75% were at ARE in Maths. 13% of this group achieved a level 3 in maths which was better than the previous year.

"Disadvantaged pupils presently in the school are making the same good progress as non-disadvantaged pupils. This is a significant improvement from the previous inspection and reflects improvements in teaching." OFSTED report 2015.

Please contact us if you'd like to know more about how we use Pupil Premium in school.

Funding investment 2014 -2015

Initiative/Provision	Intention	Cost	Outcomes
Leeds Philosophy Exchange Project	This year all of KS1 and KS2 children are involved in the Philosophy Enquiry Project. Key stage 2 has a significantly high proportion of pupil premium children. We work with a community philosopher and undergraduates and postgraduates from the University of Leeds to work on developing children's philosophical enquiry skills. This helps all children to develop their academic and cognitive language, their reasoning skills, academic resilience and the ability to argue in a positive way.	£1067.00	<p>This initiative is raising aspiration for higher achievement. Children with high learning potential had the opportunity to extend their thinking. End of Key stage 2 data showed an increase in pupil premium children getting a Level 5/ 6 in maths and reading. KS1 also had an improvement of pupil premium children achieving level 3.</p> <p>The project has engaged groups of quieter children. Lesson observations show that they have increased confidence and self-esteem and this enabled them to form positive relationships with peers and therefore feel able to learn in a social environment (Emotional literacy). These children were more confident to talk and give their views and opinion than earlier in the year.</p> <p><i>'Leeds Philosophy Exchange Project' has particularly helped to develop the pupils' skills to understand and develop skills that reflect the school's commitment to prepare them for life in modern Britain. Pupils learn how to look at everyday and complex issues in a variety of ways. This helps them to develop their ability to justify why they hold the views they do in relation to British values such as democracy, tolerance and liberty and respectfully challenge those whose views differ to their own."</i> OFSTED 2015.</p>
Improving provision in maths. Implementing Numbers Count intervention.	To raise attainment and give confidence, for children to be more independent. A dedicated 'Numbers Count' teacher who	£22098.00	It is one of our most effective strategies and children typically make more than expected progress, after just a short time on the programme.

	<p>works for 5 half days a week making sure all children enter KS2 with secure number skills.</p> <p>KS2 children get extra help if they are not making good progress due to having significant gaps. She also supports the teachers with diagnostic assessments of children's difficulties with maths and helps to design appropriate programmes for them as well as making sure that all children are benefitting from a multi-sensory approach to learning maths through support and CPD for colleagues.</p> <p>She has also `team` taught with the year 3 teacher to ensure there is no significant gap from year 2 to year 3 for vulnerable children.</p>		<p>We measure this by using the Sandwell Early Numeracy Test on entry and once the children have completed the programme. This measures a child's 'mathematical age' and typically shows a gain of 9 months. At KS1 our pupil premium children attain at least as well as pupil premium children nationally.</p> <p>Year 2 and Year 3 children made 4.5 points progress and their computational fluency was developed.</p> <p>We had 20% of Y6 pupil premium children achieve better than level 5, which was an improvement on the year before.</p>
<p>Behaviour for learning</p>	<p>A behaviour for learning specialist was employed in the summer term in the Year 5 class. He worked on a "Risk" project with pupil premium children to develop their resilient and improve leaning behaviours in class.</p>	<p>£1400</p>	<p>"Vulnerable pupils are well supported as the school works with external agencies to meet their needs" OFSTED 2015.</p>

<p>Specific interventions:</p> <p>1.Catch up Reading</p> <p>2.EAL</p> <p>3. Introduction of Alpha to Omega</p>	<p>Catch Up Reading is a specific literacy intervention that is led by an experienced LSA.3 x 20mins sessions a week per child for up to 12 weeks. To develop a love of reading with increased confidence and ability ultimately leading to longer term improvement in attainment and progress.1:1</p> <p>EAL support for children new to acquiring English. 1 hour a week per child or small group whilst they settle in and get used to classroom learning.</p> <p>Small group intervention which was implemented in February 2015. Training for staff took place over 4 sessions.</p> <p>This intervention was then implemented in Summer 2015.</p>	<p>£8237.00</p> <p>£8059.00</p> <p>£650.00</p>	<p>Again, this is one of our more effective interventions. All children in this intervention have made accelerated progress. 1 child in Y3 has made 5 points progress. Internal data shows that children are making an average of 4 points progress in reading in a year. 100% of KS2 children achieved ARE with an increased amount getting level 5.</p> <p>The children have had a smooth and effective induction into school and 70% have accelerated acquisition of English. 2 children in year 5 have made amazing 6 points progress in reading and 5 in writing.</p> <p>No data or evidence available as yet. It is too early see differences between % of FSM or non –FSM children.</p>
<p>Engaging Parents –parental aspirations may be low and parents/carers may feel unable to support learning or participate in school life.</p>	<p>We offer Stay and Play sessions for Reception, Y1 and Y2. This offers opportunities for parents/carers to talk to staff and spend time in school and to provide resources to support homework. Parents are invited to assemblies. These help to explain the learning we do, as do afterschool events (such as Maths Day). We run workshops on English and maths to help new parents in Reception Class to</p>	<p>£250</p>	<p>The parent survey results showed that a high percentage of parents felt welcome in school.</p> <p>Whole school events held straight after school with an outdoor element are the most popular with the widest range of parents. Workshops held for reception children parents/careers in English and</p>

	understand how to support their child's learning.		maths was well supported. <i>"Parents are encouraged to be actively involved with their children's learning through opportunities to 'stay and play', join children in 'sharing assemblies' and contribute to their 'learning journeys'.</i> OFSTED 2015
After school programme- to engage and enrich	We run a number of after school and lunchtime extracurricular activities. Some of these are for enrichment, but others have a stronger (and therefore more effective) curriculum link: Book Club, Take it easy club, Philosophy Club, and Team Sports.	£400 –equipment, sport staff £150 –Books and magazine subscriptions	Children regularly take part in a wide range of enrichment activities and are growing in confidence which is reflected in our lessons and data as well as in a large number of performances/sporting events where they represent the school. <i>"I enjoyed taking part in the book club at lunch time as I got to read a book, I couldn't read by myself". Year 3 pupil.</i>
Curriculum Enrichment/Enhancement Activities Outdoor adventure activities	Educational visits. For children from disadvantaged backgrounds, real life experiences are key to them understanding a topic and making the links necessary for good, deep learning. Residential visits: These are a good way for children to develop their independence and social interactions whilst developing healthy habits	£230 Robinwood £547.50 Bewerley Park Coach transport and subsidised educational visits £3 800.	The Y6 cohort will leave school independent, resourceful and ready for secondary school. Secondary school feedback from last year indicates no issues on transition days or first two weeks at secondary school.
House Team Hobbies Afternoon	To release teachers to moderate and improve learning for vulnerable children and improve the gap between pupil premium and non - pupil premium. 1 x afternoon per term.	£1500	Data : 100% of pupil premium children made 2 levels of progress across all areas. The school received a congratulations letter from Nick Gibb, the minister of state schools as we were in the top 100 top performing schools based on sustained improvement.

<p>SATs revision club</p> <p>Breakfast club</p>	<p>To improve levels in year 6 with booster sessions to support targeted learners. This year the focus was on maths.</p> <p>To provide a nutritious breakfast, promote a positive attitude and raise confidence to do their best in the SATS.</p>	<p>£550</p> <p>£100</p>	<p>results in Y6 were the best in recent years – see data. Combined reading, writing and maths scores were significantly improved from 85% to 93% in external KS2 data.</p> <p><i>“Attainment at the end of Year 6 has risen to be above the national average in all subjects.” OFSTED 2015</i></p>
<p>Pastoral support:</p> <p>1.Learning Mentor</p> <p>2.Nurture Leader</p> <p>3.School Lunches-</p>	<p>The Learning Mentor meets regularly with vulnerable children and their parents and helps them develop strategies for good attendance, resilience, good learning habits, etc. If necessary, she initiates and leads a CAF to coordinate the services needed by the family.</p> <p>Introduce a breakfast box.The Nurture Leader can use the Pupil Development Centre nurture training and the Talking Partners training but she tends to combine these with the therapeutic intervention ‘Drawing and Talking’ which can help children with emotional or communication issues.</p> <p>Staff are encouraged to eat lunch with vulnerable children and develop positive relationships.</p>	<p>£600</p> <p>£10414.</p> <p>£5000</p>	<p>Children are more focussed, achieve higher, have better self-esteem, take responsibility for their learning, have improved self-confidence and are motivated.</p> <p>Improved behaviour, improved attendance and fewer unauthorised absences. The school met its target of 95.5%</p> <p>The parent survey shows a positive improvement with regards to pastoral care.</p> <p>Behaviour, social skills and attitude to learning have improved for 4 of the children and all 4 are now working at age related expectations.</p> <p>Certain children have made good relationship bonds with staff and regularly seek out these staff to discuss problems or concerns.</p>

Music and Drama	Music lessons. We have an Opportunities Fund at school to remove barriers to learning and progress, and this includes provision for children to pursue their talents and interests in music and extra-curricular activities Enrichment opportunities. Take children to the theatre to see productions based on reading books. Provide books.	£550	Children's engagement and lifelong love of reading improved. There is a noticeable improvement in how children are using the school library and choosing the books to take out. A few of these children had never experienced seeing a production before. <i>"Wow this is special I have never been to a show before it was great."</i> – Year 4 child after James and the Giant Peach performance.
Volunteers	Coordinating the work of volunteers. Our volunteers make a strong contribution to children's reading and other skills. In order to make sure they are effectively directed and properly inducted we invest in this work.	£250 –DBS applications	Pupil Premium children get to read every day in KS1. In KS2 children get extra support in reading and maths. Our external and internal data show progress made in both these areas to be good.
Research	Masters research into removing barriers for the vulnerable children in our school.	£1092.25	Masters research findings have been disseminated to other staff in school.
Management	Effective feedback (including through marking) to improve learning. Deputy head focus work – class release time.	£1000	Research shows feedback has a strong impact on children's progress. Monitoring and evaluating this has helped the teachers improve their skills and therefore the impact of their marking and feedback. <i>"The highly dedicated headteacher along with the senior leaders, governors and staff share a common sense of purpose and commitment to sustained improvement. This clarity of vision has led to an improvement in the quality of teaching, behaviour and attainment across the school."</i> OFSTED 2015
		Total expenditure: £85804.75	

Pupil Premium:

Funding 2015-2016 and impact

Income: £89,049

How we are spending it so far and future plans.



We are continuing to spend it on the following initiatives/ areas of provision:	We are extending our spending to include the following:	Impact so far:
<ul style="list-style-type: none"> • Leeds Philosophy Exchange Project • Numbers Count teacher (Intervention in maths) • Specific interventions: <ul style="list-style-type: none"> ○ Catch up Reading ○ Alpha to Omega • After school programme- to engage and enrich • Subsidised trips • Outdoor adventure activities • Teaching assistants • SATs revision club • SATs breakfast club • Pastoral support: <ul style="list-style-type: none"> ○ Learning Mentor ○ Nurture Leader • Music bursaries • Theatre trips • Organising and deploying volunteers 	<ul style="list-style-type: none"> • Purchasing Numicon resources for Y6 - will be bought when published in Spring 2016 • Further additional adult employed in Year 1 and Reception to enable all children to make good progress. • Masters research into removing barriers for the vulnerable children in our school. • Visiting drama groups • Developing spelling and grammar ,to narrow the gap between class and pupil premium (SPAG data 2015) • Developing teacher training around spelling and to invest in recourses to help this. • Reinforcement of our behaviour system and CPD . To support children who have increased emotional needs and who lack self –confidence and self-esteem. These children may exhibit behaviour problems. 	<ul style="list-style-type: none"> • Interventions such as Numbers Count and Catch Up reading continue to show the biggest gains in progress and attainment. • Our KS2 data shows we have a significant improvement with 100% of our pp children making the ARE. • Y3 children have started to make faster progress because of the use of Numicon resources and the additional support of the Numbers Count teacher. • Alpha to Omega is now up and running across KS2.

This report will be completed fully at the end of the academic year 2015-2016 when the impact of spending can be fully evaluated.