



Pupil Premium:

Funding 2018-2019 and impact

Income: £ 64,680

The Pupil Premium is allocated to children who are known to be, or who have previously been eligible for free school meals, 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 £64,680 in Pupil Premium funding for 2018/2019 which was less than the £76,928 from the previous year. The funding is based on the number of eligible children. This year the number of children is 40. This is less than the previous year. This figure also includes Adopted from Care Pupil Premium children.

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 head teacher and senior leaders termly in our Pupil Progress Meetings.

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.

Funding investment 2018 -2019

Specific nature of funding	Rationale/aims	How will we measure impact?	Review and outcomes and costs
We invested Pupil Premium money in the following:	The aim of the provision:	We measure the impact of the investment through:	What was the outcome? What conclusions can we make? Will we repeat this support? What was the cost?
<p>Supporting children in core subjects, reading, writing and maths</p> <p>Research shows that disadvantaged pupils may be more likely to have limited vocabulary and delayed language skills as well as limited opportunities to use and apply number and other mathematical concepts. This could be the result of lack of books, lack of time or lack of interest. A “fear” of maths might also be a significant barrier.</p>			
Deploying staff effectively to enable staff to work with small groups	<p>Evidence shows that targeted, structured support can have a positive impact. <i>‘The new findings suggest that, when used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment.’</i> Education Endowment Foundation.</p> <p>We ensure all children benefit from quality adult interactions. Well trained and supported teaching assistants working on specific learning interventions and in close collaboration with the teacher can make very strong contribution to children’s learning.</p> <p>Intervention groups: Spelling Bee, maths, writing, tables etc.</p> <p>Whilst our Pupil Premium numbers are decreasing, an increasing proportion of these children are also classed as having SEND. We need to resource additional early identification and support particularly as SEND units are now funded at a lower rate.</p> <p><i>Information from Education Endowment Foundation shows that those involved in</i></p>	<p>Weekly check lists to see if Pupil Premium children are receiving additional support from LSA staff.</p> <p>Continued support from SENCO for LSAs and staff in the use of the assessment tool B2 to track progress for vulnerable children and Inset days to develop planning and Support Plans for SEND pupils. Monitoring of these assessments by SENCO.</p> <p>Regular monitoring- book scrutiny</p> <p>Termly Pupil Premium meetings as part of Pupil Progress Meeting cycle.</p> <p>Additional staff needed to support access arrangements in Y2 and 6 over SATS period to ensure children are assessed accurately. (see access arrangements).</p> <p>Timetabling and monitoring interventions are taking place -by Inclusion manager</p>	<p>Team teaching in Y6 was successful resulting in better results for the Pupil Premium group. Early indicators suggest we will be above the national average for this group with 70% achieving ARE across all 3 subjects.</p> <p>B2 is enabling children to make better progress in all classes, teaching staff and LSA work more collaborately. See Staff meeting notes. Teachers were more accurate in building on small steps for academic vulnerable pupils.</p> <p>Data shows those children, with support 46% made ARE across all 3 subjects</p> <p>£200 -SATS ,inset costs £300 Senco release time for admin</p> <p>Our external data and feedback from all parties (children, parents, governors and staff) show that this is a worthwhile expenditure we will continue with this in the next year.</p>

	<i>small group tuition in the Early Years on average make 4 months' extra progress</i>		
<p>Maths specialists</p> <p>Numbers Count</p>	<p>In addition, for 2018-19, we wanted to improve outcomes for disadvantaged pupils in maths. This stems from consideration of external data at the end of KS1 and KS2 assessments, which showed disadvantaged pupils did not perform as well as we wanted them to. The additional part time teachers meant maths was taught in smaller groups. This enabled more targeted feedback, more effective mastery learning and smaller groups.</p> <p>Numbers count was used as an additional support in the Year 3 class.</p> <p><i>Education Endowment Foundation: +8 months' progress (targeted feedback); +5 months (mastery learning); and +3 months (smaller groups).</i></p>	<p>Attainment and progress: a higher proportion of children in end-of-year assessments who reach the expected standard in Maths.</p> <p>More pupils reaching aspirational FFT estimates.</p> <p>DHT working with Year 6 team.</p> <p>Internal data</p>	<p>This year we used an experienced teacher for more targeted support with PP children in UKS2, in addition to our Numbers Count teacher who works primarily in KS1 and Y3. KS2 data show that 87% of the children receiving additional support in maths achieved age related expectations, with all making good progress.</p> <p>KS1 attainment data does not look as good with only a small number achieving ARE. KS1 is a key area to improve next year. See data section.</p> <p>Case studies are available on request from the SLT £23,167.00 £12,911.00.</p> <p>SLT has reappointed the KS2 teacher to continue working with targeted children in year 6. Numbers Count teacher has been deployed in the Year 3 class until Christmas to support vulnerable pupils. She will also take a Greater Depth group in Year 2.</p>
<p>Additional after school classes for KS2</p> <p>Pizza Club</p>	<p>In our monitoring of homework, Pupil Premium children do not always receive the additional support from home and therefore, do not practise skills learnt in class.</p>	<p>Attainment and progress: a higher proportion of children in end-of-year assessments who reach the expected standard in maths, writing and reading.</p>	<p>See data section. We had good outcomes for Year 6 with 90% of the class attending all the after school sessions. This year the sessions were equally spread between maths, writing and reading sessions. Reading results at the end of KS2 were above the national average. However, writing still requires attention more emphasis will be put on this subject in these sessions next year £556.13.</p>

Supporting individual pupils			
Individual pupils may encounter various barriers to learning; the opportunities that Pupil Premium provide are designed to overcome these barriers in addition, there may be other barriers which may be less obvious. Supporting individual pupils is our way of meeting pupils' needs.			
<p>Dedicated extra time with teacher</p>	<p>To make sure that interventions time met individuals' needs and that quality teaching happens in small groups as well as quality first teaching in the class room; to provide time to reflect and discuss learning experiences and be fully aware of what they are aiming and capable of.</p> <p><i>Education Endowment Foundation evidence: 8 months extra progress can be made through extra feedback.</i></p>	<p>Attainment and progress in all classes to ensure more children reach age related expectations. This was monitored at termly pupil progress meetings.</p> <p>Staff discussions of learning feedback given during House Team Hobby Half Days.</p> <p>Use of B² assessments</p> <p>The PASS report showing children's confidence in their learning.</p>	<p>KS2 children's data was above national in all 3 subjects. See data below The data system B² was used to support tracking of individual and their needs. Staff were able to plan more effectively for children with SEND. (See documents for evidence.) "You use the school's assessment information effectively to identify priorities for improvement so that pupils achieve well" OFSTED June 2019</p> <p>In year 4 we have seen an improvement in tables test scores in preparation for the external test next year.</p> <p>Our staff believe all children can achieve well, regardless of their background. Our external progress data is testament to this - See data. We expect to maintain this culture next year and extend this to meeting our OFSTED target of <i>having higher expectations in key stage 1.</i></p>
<p>Dedicated time with learning mentor</p> <p>This also falls under the heading of emotional and social wellbeing of children,</p>	<p>To support learning behavior in class and to develop good social and emotional aspects of learning (e.g. self-esteem, social skills, etc.) <i>Education Endowment Foundation evidence: 4 months' extra progress.</i></p>	<p>Learning walks around school and weekly report /data analysis on behaviour.</p> <p>Regular meetings with SLT</p> <p>Behaviour plans -IBP</p> <p>Positive Behaviour Support Plans</p>	<p>Behaviour and learning behaviour of the majority is good across school because systems are embedded, consistently implemented and expectations high. We regularly discuss behaviour issues and receive weekly reports. Straight to 5 data has sustained the improvement across school. Termly Governors behaviour report. A weekly behaviour overview is circulated to SLT by the behaviour support worker.</p>

			<p>The progress of key children in both Y2 and Y6 was exceptional with 90% of these children being able to access external assessments and some exceptional outcomes. Case study.</p> <p>Cost: £14 952.64</p>
Invest in Drawing and Talking Therapy	To support pupils with complex and additional needs, a practitioner employed 2 days a week.	<p>Reports from the therapist.</p> <p>PASS report</p>	<p>Drawing and Talking supported 15 children. Lesson observations showed that engagement and learning significantly improved. A greater understanding of these children helped staff to support their development.</p> <p>Evidence can be found in our annual PASS report.</p> <p>Two year 6 children from this group made good progress in the end of key stage tests.</p> <p>Parent feedback: "I could see the difference in my child's willingness to come to school during and after the Drawing and talking sessions and engage in learning". "Child," These sessions helped me to focus on my learning and do well in my SATS. I am proud of myself"</p> <p>Cost: £4624.00</p> <p>We will continue to support this therapy.</p>
In-house professional development for all our teachers on reading comprehension on reading and how to teach it effectively.	To address the new, higher demands in the National Curriculum for higher-level reading and writing skills and therefore have a positive impact on all children's reading outcomes.	<p>CPD- Training on Reading Comprehension</p> <p>Local experts on writing (observe their lessons and work in school)</p>	<p>We have had good success in achieving outstanding results in KS2 with Progress for Pupil premium significantly above national. Release time for the English lead to attend and disseminate new initiatives.</p>

Professional development on progression in teaching writing.	<i>Education Endowment Foundation evidence: 6 months' extra progress.</i>	Staff feedback on attainment and progress: a higher proportion of children at the end of Key Stage 1 and 2 who reach the expected standard in Reading and writing. Local school Learning Alliance (focus 18-19 reading)	SLT will continue to prioritise this in the new academic year. See English action plan. 4 days' supply: £600
Supporting learning in other subjects and outside the curriculum Limited life experiences sometimes impact on the way our disadvantaged pupils approach their learning. The characteristics of effective learning (resilience, confidence, motivation, etc.) might mean learning is affected. Early observations show that disadvantage pupils often demonstrate less secure wellbeing and involvement in activities. These all act as barriers to learning.			
Enrichment Activities Music lessons Theatre/cinema trip	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 Take children to the theatre to see productions. It enriches the learning experiences and, for some disadvantaged pupils, broadens what might be limited life experiences (therefore having a positive effect on pupils' cultural development, part of SMSC). <i>Education Endowment Foundation evidence: 2 months' extra progress</i>	Pupil feedback forms and other pupil feedback Music data report sent to LMEP each year. Attendance to book club at lunch time. Book reviews from children when evaluating the books for The Leeds Book Awards.	We had over an 90% attendance at book club over lunch times. The book awards were a big motivational factor in 2 children moving from ARE to greater depth in reading at the end of Y6. This is an activity has a small cost but the impact of engaging KS2 children to read is very beneficial. The Playhouse theatre was closed in 2018-2019. We took children to see a screening at a private cinema in Armley instead £150
After school clubs	Our own in-house afterschool clubs (also subsidised by Pupil Premium). A small contribution from Pupil Premium is used to pay for disadvantaged pupils who participate in clubs run by external providers To develop life skills, including social skills through teamwork, as well as to increase physical activity – healthy body, healthy mind. <i>Education Endowment Foundation evidence: 2 months' extra progress.</i>	Pupil Feedback Analysis report on after school clubs -data	Drama New clubs this year were very well supported, drama especially was oversubscribed throughout the year. The quality of class assemblies and termly productions have improved with children becoming more confident. Our after school club provision is growing each year and we have a good proportion of Pupil Premium children taking part.

			<p>We will contact another survey at the end of 2020 to look at the proportion of up take by Pupil Premium children.</p> <p>Cost: on average £350</p>
<p>Residential Our pupils enjoy a residential in Year 4 and Year 6. Disadvantaged pupils may have this subsidised</p>	<p>To develop life skills, including social skills through teamwork, as well as to increase physical activity in ways other than sport; to broaden what might be limited life experiences (therefore having a positive effect on pupils' social development, part of SMSC).</p> <p><i>Education Endowment Foundation evidence: 2 months' extra progress.</i></p>	<p>Pupil Feedback</p>	<p>Y4 parent: "I never expected my child to be so independent and resilient, it was an amazing opportunity we could never have afforded."</p> <p>Y6 pupil: "At learnt a lot at Robinwood about myself and having a go. The experience showed me I could persevere and try harder.. Practice makes perfect." This activity is a big part of making our children feel special and we will continue to fund these.</p> <p>Robinwood: £545 Lineham Farm: £290</p>
<p>Supporting social and emotional aspects of learning At Shire Oak Primary School, as elsewhere, a small minority of disadvantaged children experience some difficulties around the social and emotional aspects of learning and this can act as a barrier to progress e.g. behaviour which indicates that they have increased emotional needs; a lack of self-confidence and self-esteem; peer problems, etc.</p>			
<p>Opportunities for all children to partake in educational visits and other experiences</p>	<p>To ensure that all pupils can engage in topic 'hooks' so their subsequent learning in topics is enthusiastic and successful.</p>	<p>Attendance on visits Pupil feedback Outcomes in Topic Books</p>	<p>Pupil feedback forms evidence that memorable experiences have provided highlights and excitement for children – they matter. No child was excluded from any paid school trip or activity school subsidised these trips and opportunities.</p> <p>The cost is difficult to account but on average £300 (£50 per class)</p>

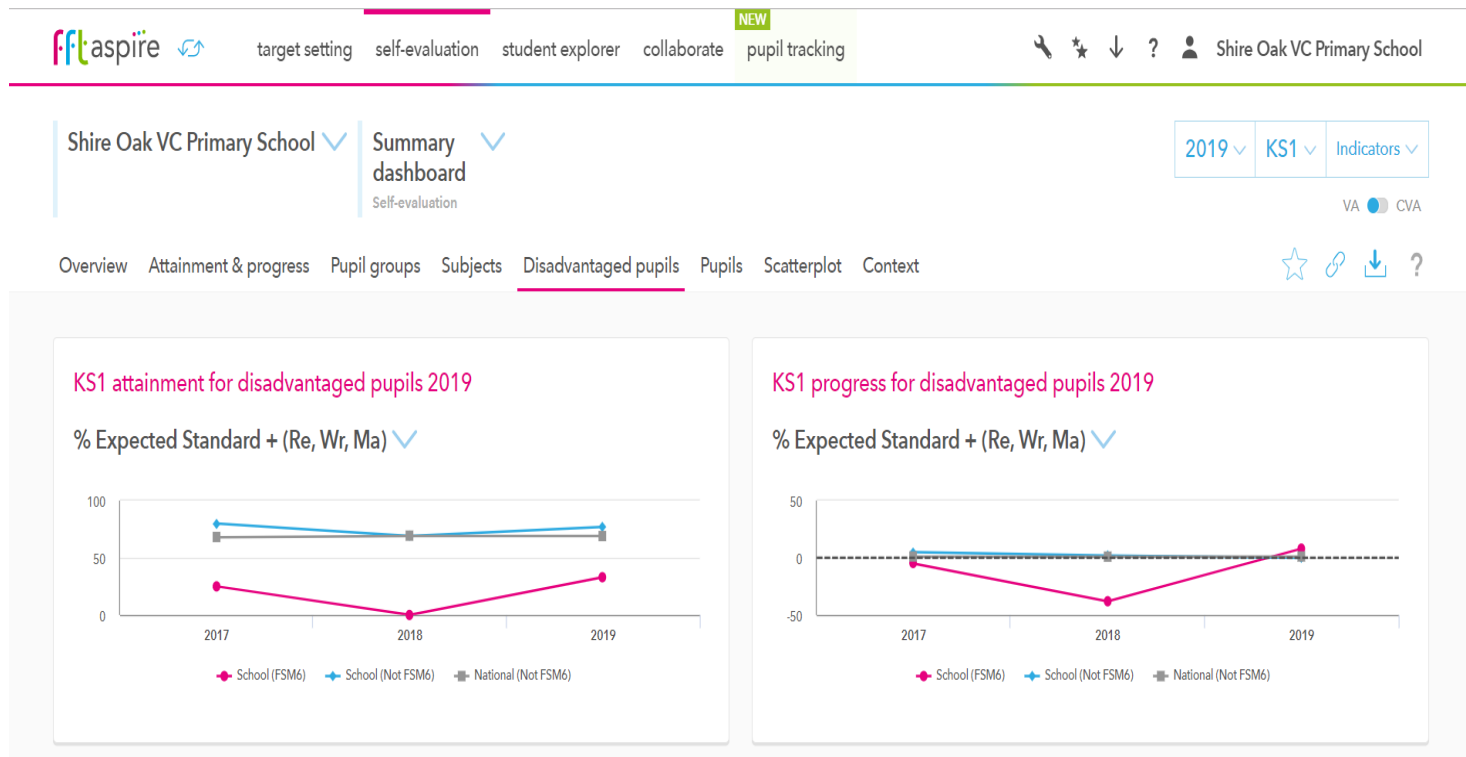
<p>Dedicated time with Behaviour support worker</p>	<p>To support learning behaviour in class and to develop good social and emotional aspects of learning (e.g. self-esteem, social skills).</p> <p><i>Education Endowment Foundation evidence: 4 months' extra progress</i></p>	<p>Learning walks in school which focus on learning behaviour Weekly data reports Behaviour logs Behaviour support plans Lunch time clubs attendance</p>	<p>This has transformed our lunch times, with behaviour incidents declining over the lunch time period. Children are supported in focus groups and activities. See lunch time club menu.</p> <p>Dedicated support from the support worker and personalised plans enabling children, who find unstructured play difficult, to feel successful. Plans available on request.</p> <p>Cost accounted for in above section.</p> <p>This role will be rolled into the next academic year. <i>"Pupils are confident that the school's behaviour policy is used fairly. They have a thorough understanding of consequences and have a full understanding of why good behaviour is important for effective learning."</i> Ofsted June 2019</p>
<p>Breakfast box Super stars</p>	<p>FSM eligibility is not a reliable indicator of deprivation/need therefore universal subsidy offered to maximise engagement</p>	<p>Disadvantaged and Pupil Premium children are attending school and coming in on time. Attendance records Monitoring of attendance for PP pupils Attendance and punctuality data</p>	<p>Attendance data shows an improvement with 94.86% for the year. This is an improvement from previous years. Lates have improved as well. It is a successful intervention with vulnerable children accessing this provision confidently, we therefore will continue with this next year.</p> <p>£110.74</p>
<p>Learning Mentor/ Raising Families Consultant (providing child and family support work)</p>	<p>Targeted focus work with families to enable them to support their child's learning and well-being</p> <p>Peer mediation scheme in school</p>	<p>Early Help Plans Parent workshops Parent feedback Intervention map</p>	<p>This work has had a massive impact on vulnerable children who now can access learning as they feel well supported in school. <i>"Parents talk about the nurturing and positive approach that the school adopts to support pupils."</i> <i>"You have created a school with a caring ethos and you know your families well."</i></p>

			Ofsted June 2019 £8 780.00
			Estimated total expenditure over the academic year 2018-2019 £ 67835.00

Supporting data:

This Pupil Premium data was obtained from FFT Aspire but it is only emerging data as of October 2019.

KS1:



KS1: There is a significant improvement in attainment for this group across all subjects but we are still below national. However, our progress measure for this group is above national and that of non FSM children.

Shire Oak VC Primary School

Summary dashboard
Self-evaluation

2019 KS2 Indicators

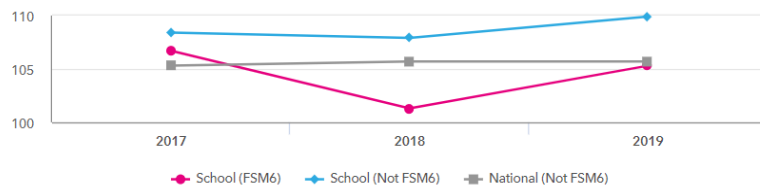
VA CVA

Overview Attainment & progress Pupil groups Subjects Disadvantaged pupils Pupils Scatterplot Context



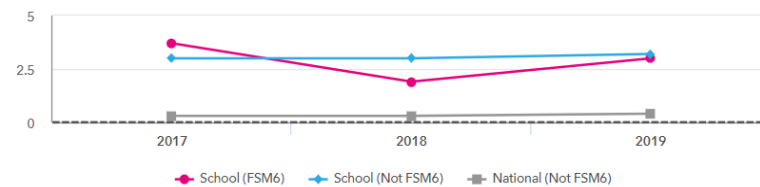
KS2 attainment for disadvantaged pupils 2019

Average Scaled Score (Re, Ma)



KS2 progress for disadvantaged pupils 2019

Average Scaled Score (Re, Ma)



KS2

All of the cohort made good progress in reading and maths, when comparing this data to national (November data available from ASP) in reading and maths we are in line with national for attainment. We are significantly above national in progress top 20%. We still are below national for writing but this is a priority on our school development plan.

This data is all consistent with our evaluation, “the longer you are at Shire Oak Primary School, the better you do.”



Funding 2019-2020 and impact

We expect to receive the amount of around £64980,00 this year. This based on 35 pupils.

How we are spending it so far and future plans.

We will review and update our plan mid-year (End February 2020)

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"> • Philosophy Exchange Project with the University of Leeds • Numbers Count teacher (Intervention in maths) • Additional support for targeted intervention work in UKS2. • Continue to consolidate learning for academically vulnerable pupils, SEND children and Pupil premium children who require this. • After school programme- to engage and enrich • Subsidised trips • Teaching assistants • SATs revision club • SATs breakfast club • Pastoral support <ul style="list-style-type: none"> • Nurture Leader (incl Drawing & Talking) • Behaviour Support worker • Music bursaries • Theatre trips 	<ul style="list-style-type: none"> • To help all children to develop their academic and cognitive language, their reasoning skills, academic resilience and the ability to argue in a positive way. • Consolidate attendance for those families who find it hard to attend school regularly. To ensure early identification and early support. • Increased emotional and mental health support for vulnerable children and parents to enable them to cope with external pressures. (Expanded safeguarding team.) • To improve the quality of writing across school supporting, engaging and giving children experiences from which to gain inspiration. • CPD for teaching staff to improve writing outcomes across school • Parent engagement sessions to educate on trends and developments in all areas. 	<ul style="list-style-type: none"> • Sessions are being held earlier in the year. Starting in Autumn 2. • Transitions meetings have already taken place in EYFS. • Anti-bullying and Internet safety workshops have been held in November to engage parents. • Additional LSA support in Y1 and Y6. • Year 3 and Year 4 book club up and running October 2019. Book linked to production at the Leeds Playhouse 2Wizard of OZ". Production tickets purchased 15 children attending sessions. • Music bursaries allocated and taken up.