



## **Pupil Premium:**

### **Funding 2015-2016 and impact**

#### **Income: £89,049**

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 £85,800 in Pupil Premium funding for 2014/2015. This figure rose in 2015/2016 to £89,049. The funding is based on the number of eligible children. This year the number of children is 56. This is less than the previous year. We received additional funding this year as we have one looked after child.

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.

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

### Funding investment 2015 -2016

Initiative/Provision	Intention	Cost	Outcomes
Leeds Philosophy Exchange Project	<p>This year we extended this program across the whole school. All the classes, including reception children are involved in the Philosophy Enquiry Project. We work with a community philosopher and undergraduates 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.</p> <p>We were also able to offer training to key Stage 1 and reception staff this year as well as a learning support assistant who works in the year 6 classes.</p>	<p>£ 2567</p> <p>Cover costs for teacher release PDM:</p> <p>7 X£150 = £1050</p>	<p>This initiative raising aspiration for higher achievement. Gifted and Talented children had the opportunity to extend their thinking. The project has engaged the younger children this year and as they move up in school will be able to tackle more in depth arguments.</p> <p>Lesson observations show that in general children 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). Most of the vulnerable children spoken to were more confident to talk and give their views and opinion than earlier in the year and is consistent with the confidence level developing throughout the project.</p> <p>Philosophy teaching is more consistent across all classes now and elements of learnt are been feed into other curriculum areas. Year 2 teacher:" <i>I have a used a lot of the techniques from the training in day to day teaching, with great success.</i>"</p>
Improving provision in maths. Implementing Numbers count intervention.	<p>To raise attainment and give confidence, for children to be more independent. A dedicated 'Numbers Count' teacher who works for 5 half days a week making sure all children enters KS2 with secure number skills. This year the teacher not only works</p>	<p>£24 339</p>	<p>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> <p>We measure this by using the Sandwell Early Numeracy Test on entry and once the children have completed the programme.</p>

	<p>with individuals but has worked in the year 3 class maths session to support children's transition from KS1.</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>This measures a child's 'mathematical age' and typically shows a gain of 6 months.</p> <p>Majority of our KS1 and KS2 maths data for this year is in line with national trends and our pupil premium children have made progress.</p> <p><i>"The extra numbers count sessions were helpful. They made me feel better as I knew my son was getting the push he needed"</i> a year 2 parent.</p>
<p><b>Learning behaviour</b> Struggle with changes to learning environment</p>	<p>Transition Group of year 6 children – support for vulnerable children during the key stage and high school transition. To support readiness for learning between key stages and ensure child specific needs are recognised and planned for.</p> <p>These children needed an appropriate learning environment which had to be provided by an extra staff member.</p>	<p>£3390 for pupil in Y6</p> <p>4000 for support in KS1</p>	<p>All the year 6 children were able to access the end of year assessments with 11 children been granted additional support.</p> <p>Our internal data (PLASC) for the end of ks2 indicates that vulnerable children made progress in all areas of the curriculum.</p>

<p><b>Specific interventions:</b></p> <p><b>1.Catch up Reading</b></p> <p><b>2.EAL</b></p> <p><b>3. Alpha to Omega</b></p> <p><b>4. Assessment B2</b></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.</p> <p>1:1 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 work to support children with a diagnosis or symptoms of dyslexia .2 groups of 2x 30 minute sessions per week.</p> <p>Due to the introduction of this program last year we now have a large group of children diagnosed and a staff member in each class now is being trained.</p> <p>To close the gap between all groups we felt we needed a more robust system to track progress in much more measurable ways, capturing the small steps that the students make.</p>	<p>£8913</p> <p>£420.00</p> <p>£1334.50</p> <p>£350</p>	<p>A love of reading, with increased confidence and ability, ultimately leading to longer-term improvement in attainment and progress (existing data analysis shows this is boosting children's reading skills). The Education Endowment Foundation evidence: 5 months' extra progress.</p> <p>The children have had a smooth and effective induction into school. 2 children out of 3 in year 6 achieved age related expectation across all areas. Only 1 child missed out by a fraction in English reading.</p> <p>We have had an increase in awareness across school and thus an increase in diagnosis. This has led to a concern regarding our weak SPAG data in year 6 and spelling targeting vulnerable children been added to our SDP. (see SDP plan 2016/2017)</p> <p>SLT and Senco researched the B2 program and decided it was the way forward. It has been purchased and training to following in 2016.</p>
<p><b>Engaging Parents</b> –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. To provide resources to support homework. Parents are invited to assemblies. These help to explain the learning we do and we</p>	<p>£250</p>	<p>The parent survey results showed that <b>98%</b> of parents felt welcome in school. <i>Parent Surveys</i></p> <p>Workshops held for reception children parents/carers. These were well attended</p>

<p><b>Refurbishment of community room:</b></p>	<p>have been making more of an effort to help parents understand how to support their child's learning by doing work shops.</p> <p>Due to the need for some of our vulnerable parents requiring parent support and accessing parent workshops. We have released our community room to them for a Thursday morning to deliver these sessions. It therefore needed to be refurbished with suitable furniture ,painting etc.</p>	<p>Hiring to Children Centre: £250 per term</p> <p>£750</p> <p>Labour and furniture:</p> <p>£500</p>	<p>in the Autumn term.</p> <p>The workshops have been fully booked throughout the year and the environment is now a safe, welcoming area which has helped to target some of our in school parents.</p>
<p><b>After school programme- to engage and enrich</b></p>	<p>Our own in-house after-school clubs are free to all (funded by the PE premium). However, a small contribution from pupil premium is used to pay for disadvantaged pupils who participate in clubs run by external providers</p>	<p>£100 –external football</p> <p>£80 – athletics club</p> <p>£100 – multisport club –equipment</p> <p>£100 - Dance</p> <p>£100 transport</p>	<p>This develops life skills, including social skills through teamwork, as well as to increase physical activity – healthy body, healthy mind. Research shows: Education Endowment Foundation evidence: 2 months' extra progress</p> <p>Pupil voice: “The athletics club has given me confidence to try anything” –Y5 girl</p> <p>“If I try and work hard at my maths like I do in rugby I will be able to do division” – Y3 child.</p>
<p><b>Subsidised trips</b></p> <p><b>Outdoor adventure activities</b></p>	<p>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.</p> <p>Our Shire Oak pupils enjoy a residential in Year 4 and Year 6. Disadvantaged pupils have this subsidised: they are partly subsidised (50% from pupil premium)</p>	<p>£605. Robinwood</p> <p>£665</p> <p>Bewerley Park</p> <p>Extra staff member</p> <p>£350</p>	<p>Residential visits: These are a good way for children to develop their independence and social interactions.</p> <p>‘I didn't want to go on the zip wire, I was really scared, but then I listened to the guide. My friends were helping me and cheered me when I finished. It was great’ (Year 6 pupil premium child)</p>

<p><b>Teaching assistants</b></p>	<p>There is a strong health warning on using Pupil Premium money for teaching assistants, but there are clear arguments for doing so. The person in the classroom who makes the biggest difference to the pupils is the teacher, and the LSAs can have an important role in ensuring that teacher time is freed up to be spent with the most vulnerable children. This is shown in our Pupil Progress Meetings where the lowest attaining children are now receiving the most teacher attention. Moreover, well trained and supported teaching assistants working on specific learning interventions and in close collaboration with the teacher can make a very strong contribution to children's learning. Our LSAs are, almost without exception, focused on learning rather than task completion and are increasingly aware of the need to open up children's thinking and talking, rather than closing it down.</p>	<p>£8 000</p> <p>Additional staff needed to support needs in Year 6 over SATS period. @ £200 a day 5 days</p> <p>£1000</p>	<p><i>External data for prior attainment at Key stage 2 provides evidence that we are reducing the children in the low band year by year –thus having an upward trend.</i></p> <p><i>Our pupil premium children`s progress is good considering their correlation with SEN needs.</i></p> <p><i>“The new findings suggest that, when used to support specific pupils in small groups or through structured intervention, teaching assistants can be effective at improving attainment.”- Education Endowment foundation February 2014</i></p> <p><i>“Seeing and helping the same children over a few sessions is really productive as together we can work on things they find difficult and build up confidence.” (TA quote)</i></p>
<p><b>SATs revision club</b></p> <p><b>Breakfast club</b></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 promote a positive attitude and raise confidence to do their best in the SATS.</p>	<p>£230</p> <p>LSA days in lieu for booster classes.</p> <p>£500</p> <p>£140</p>	<p>Increase impact on learning.</p> <p><i>‘I like the revision pizza club, because you can just do a quick exercise in it for 5 minutes and you can remember how to do something.’ (Year 6 child)</i></p> <p><i>‘The extra sessions were helpful. They made me feel better as I knew my daughter was getting the push she needed’ (Year 6 parent)</i></p>

<p><b>Pastoral support:</b></p> <p><b>1.Learning Mentor</b></p> <p><b>2.Nurture leader</b></p> <p><b>3. Masters Research</b></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. Introduce a breakfast box.</p> <p>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>Removing barriers for the vulnerable children in our school.</p>	<p>£600</p> <p>£10 896</p> <p>£1972 –Fees 3 days' supply to research in other schools £600</p>	<p>Children are more focussed, achieve higher, have better self-esteem, take responsibility for their learning, have improved self-confidence and are motivated. Improved behaviour, improved attendance and fewer unauthorised absences. There is an improvement in the attendance across school to <b>96.2%</b> compared with <b>95.5%</b> last year. 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>Masters project completed (thesis available on request) Some of the findings like quick same day intervention have been feed into SDP for 2016/2017.</p>
<p><b>Music and Drama</b></p>	<p>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.</p>	<p>£600</p>	<p>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). Education Endowment Foundation evidence: 2 months' extra progress</p> <p>The trip to the theatre to see James and the giant peach had 80% pupil premium children this year.</p>
<p><b>Volunteers</b></p>	<p>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</p>	<p>£200 –DBS Admin cover: £150</p>	<p>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 EYFS and KS1 is good</p>

	work.		we need to ensure the gap closes in KS2.
<b>Management</b>	Effective feedback on learning. Deputy head focus work – class release time.	£2000	Research shows feedback has a strong impact on children's progress. Monitoring and evaluating this has helped the teachers and had an impact on whole school data been more consistent and reliable.
<b>Staff counselling</b>	This year we supported staff with H.E.L.P counselling sessions.	£427.50	Additional supervision was required for staff working with high tariff children.
<b>Looked after Children</b>	A <b>child</b> is ' <b>looked after</b> ' if they are in the care of the local authority for more than 24 hours. Legally, this could be when they are: living in accommodation provided by the local authority with the parents' agreement. The subject of an interim or full care order or recently adopted. This year we have children who fall into this category for the first time. A designated staff member needed to be appointed and trained and attend all meetings or court appearance etc when required.	Training and supply cover £1000 Children's additional needs £2000	Training was completed and staff member appointed. All these children have high needs both emotionally and academically and support has been put into place to provide for these children (Further information is available from the CLA officer in school)
		<b>Estimated total expenditure over the academic year 2015-2016</b> <b>£80 4777</b>	



## Funding 2016-2017 and impact

### 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"> <li>• Leeds Philosophy Exchange Project - Continuing professional development on philosophy for children but develop Shire Oak as a potential P4C and/or Philosophy Exchange teaching school.</li> <li>• Numbers Count teacher (Intervention in maths)</li> <li>• Learning behaviour</li> <li>• Specific interventions:               <ul style="list-style-type: none"> <li>○ Catch up Reading</li> <li>○ EAL</li> </ul> </li> <li>• After school programme- to engage and enrich</li> <li>• Subsidised trips</li> <li>• Outdoor adventure activities</li> <li>• Teaching assistants</li> <li>• SATs revision club</li> <li>• SATs breakfast club</li> <li>• Pastoral support:               <ul style="list-style-type: none"> <li>○ Learning Mentor</li> <li>○ Nurture Leader</li> </ul> </li> <li>• Music bursaries</li> <li>• Theatre trips</li> <li>• Organising and deploying volunteers</li> </ul>	<ul style="list-style-type: none"> <li>• To explore ways to increase attendance amongst disadvantaged pupils so that it is at least in line with other pupils (a school and national issue) Attendance matters. We want all pupils to have high attendance, so they are in school</li> <li>• Implementing the B2 assessment approach to measure smaller progress steps for vulnerable children. To deliver CPD for all staff.</li> <li>• Visiting drama and in school music groups</li> <li>• Increased emotional support for all staff to enable them to cope with the needs of vulnerable children –CPD sessions with a coach.</li> <li>• Implementing same day interventions as recommended from masters research from previous year.</li> <li>• Due to the cessation of the INWHub cluster we will have to commission services ourselves to support vulnerable children and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions such as Numbers Count and Catch Up reading continue to show the biggest gains in progress and attainment.</li> <li>• First session for teaching staff of Strength Finder coaching took place in October, follow up session in January.</li> <li>• Staffs have been trained in B2 assessment tool and will trial it over the autumn /spring term.</li> <li>• Masters research findings have been disseminated to other staff in school. Same day interventions were launched at a staff training day in November.</li> <li>• Improving behaviour for learning, additional support assistant in place in Y3 and Y5 classes.</li> </ul>