

## Pupil Premium allocation, spending and impact at King's Oak Academy – September 2016

### Raising the attainment of disadvantaged learners

One of my key foci in my new role as 'Assistant Principal – Outcomes' will be closing the attainment 'gap' between disadvantaged children and their peers. It must be acknowledged that currently disadvantaged students are leaving the academy (as with many schools and academies) with lower attainment, and therefore opportunities, as children from more affluent backgrounds. This is something that we must, as educationalists, change.

Leaders have taken time to identify the barriers to the attainment and progress of disadvantaged students. Below is an outline of those barriers:

- **Teaching and learning** – The academy has introduced a developmental teaching programme, where teachers will focus on developing their teaching to support the attainment and progress of all students including disadvantaged. Investment in developing teachers as coaches and a CPD programme which is centred around closing the gaps in teacher's pedagogy and practice.
- **Ethos and culture**– Students whose behaviour is a barrier to learning will be supported by pastoral and phase leaders. This team will work closely with all parents and engage them as partners in their child's education.
- **Attendance** – the overall attendance including attendance of disadvantaged students is low. Students who are absent are not catching up with the work they have missed and are falling further behind.
- **Transition** – Early intervention in the transition phase to support students who are falling behind to make progress or be in line with their peers at the start of secondary school. Ensuring all students particularly those in year 10/11 are inspired and informed to pursue further educational opportunities after GCSE's.
- **Interventions** – in order to support all students including disadvantaged students, a large investment is placed upon supporting students with 1-1, small group literacy and numeracy sessions so they can effectively access the learning in the classroom. Also supporting students whose social and emotional well-being is a barrier to learning is extremely important.

We have carefully allocated our funding to other areas of the academy to ensure that our disadvantaged students will attain in line with our non-disadvantaged students on new government accountability measures. Further details of this funding are detailed below:

<b>Number of pupils and pupil premium grant received September 2015 - August 2016</b>	
Number eligible for pupil premium	221 @ £941 per pupil
Total Pupil Premium	£208,175
Total plan expenditure	£236,314
Expenditure over PP received	£28,139

**1. Teaching and learning; ensuring that the day to day teaching meets the needs of all learners, especially the most vulnerable**

Areas of spend	Cost	Description of intervention	Intended Impact	How the impact is to be measured	Impact of intervention (further evidence to follow by summer 2017)
<b>MINTCLASS</b>	£1800	MINTCLASS allows all teachers to identify the pupil premium students in their classes. This then allows us to detail the individual support that students receive in the classroom.	Ensuring that the seating plan is having impact in the classroom Monitoring the attainment of PP students in individual assessments, intervening where required.	Monitoring the attainment of PP students in school headline/subject and teachers assessments.	
<b>PiXL membership</b>	£3150 (total cost)	PiXL is supporting us in strategies for raising attainment in year 11, particularly that of disadvantaged students.	Departments will develop and improve their approach to raising attainment by using PiXL strategies.	Audit of PiXL strategies being used to raise attainment and match those with impact on student outcomes.	
<b>Show my Homework and Homework club</b>	£2766	Homework club is funded to ensure that all children improve the submission of homework. We arrange for key disadvantaged children to attend on a regular basis. SMHW will help students to organise the completion of their homework and it will allow their parents to engage in homework.  <b>Sutton Trust :Homework +5months</b>	SMHW/homework club will help students to complete their homework. It will also enable students to catch up on work missed and provide parents with information on home learning.	To analyse the impact of SMHW/homework club attendance on outcomes. Also look at individual case studies. Parent and student voice.	
<b>Whole school CPD focussed upon developing and improving teaching and learning</b>	£0	We need to improve the consistency across the academy in these areas. It must be noted that we have many excellent classroom practitioners who are asked to lead these sessions. With the new developmental teaching model, which will aim to effectively diagnose the weak areas of teaching and encourage teachers to commit to improving their overall practice.	Quality first Teaching and Learning is effectively supporting the progress of all learners and closing the gaps in attainment between disadvantaged and non- disadvantaged students.	To evaluate the impact of CPD actions in subject/teacher outcomes with all student including disadvantaged as the year progresses. This will be seen in overall outcomes and department and teacher improvement plans.	

## 2. Ethos and culture

Areas of spend	Cost	Description of intervention	Intended Impact	How the impact is to be measured	Impact of intervention (further evidence to follow by summer 2017)
<b>House system</b>	80% contribution for Heads of House @ £143,865	<p>The house system and vertical tutor groups offer a supportive environment for disadvantaged students</p> <p>We have changed the remit of heads of house to focus on academic achievement for individual students. Altered line management of heads of house will ensure a focus on attainment. Line management meetings will include a forensic look at pupil premium students.</p> <p>Sutton Trust: Social and emotional learning +4 months, mentoring +1 month</p>	<p>Improvement in the following areas:</p> <ul style="list-style-type: none"> <li>- Outcomes of disadvantaged students</li> <li>- Attendance</li> <li>- Behaviour</li> </ul>	<p>Impact will be measured across the year in the following ways:</p> <ul style="list-style-type: none"> <li>- Outcomes of disadvantaged students</li> <li>- Attendance</li> <li>- Behaviour points</li> </ul> <p>Evidence of successful casework from Heads of House.</p>	
<b>Aspirational assemblies</b>	£1200	<p>House assemblies drive no excuse ethos whilst Phase assemblies focus on motivation and aspiration. In addition we acquired the services of a motivational speaker and mentor to work with Year 11 and a group of pupil premium students around raising their aspirations, self-esteem and preparation for exams.</p>	<p>Reduction in the number of students who are NEET. Progress on pupil outcomes particularly pupil premium students.</p>	<p>Review destinations data termly and at the end of the year.</p>	
<b>Parental engagement drive</b>	60% contribution towards admin support £250	<p>Parents are invited in on a regular basis. These meetings are as follows:</p> <p>SSP – an academic focussed meeting chaired by the phase leader</p> <p>BSP – a behaviour focussed meeting chaired by the house leader</p> <p>Attendance meetings – chaired by the house leader</p>	<p>An increased engagement from parents of disadvantaged students in attending key meetings to support their child's progress in school.</p>	<p>Parent voice and evidence of successful engagement with parents of disadvantaged students where progress in outcomes, behaviour or attendance is seen. Also review of attendance at parents evening.</p>	

3. Transition						
Areas of spend	Action	Cost	Description of intervention	Intended impact	How the impact is to be measured	Impact of intervention (further evidence to follow by summer 2017)
Year 6 to 7 transition	Additional visits for more vulnerable	£0	Students confident about move to KOA, very strong transfer of information so that individual strengths and needs are known and can be addressed.			
	Summer School targeted at Pupil Premium students	£2,500 (resources) £2000 (staffing)	Conversations with primary colleagues, students and parents identify individual barriers so that students can hit the ground running. PRE-CAF/change tracker for all pupil premium students, key barriers shared with all staff. Parents are invited in during term 6. Invite students with low literacy and numeracy scores for additional transition days in the summer.  <b>Sutton Trust: small group tuition +4 months, summer schools +3months</b>	100% students said they were looking forward to starting secondary school. 100% of students and parents found the transition days helpful and enjoyable. 100% of students involved in the additional days with a focus on boosting their literacy and numeracy.	Student voice Parent voice Literacy and numeracy assessment data.	
Year 11 to Post 16	Individual Post 16 interviews	£0	Students make informed choices Post 16 and are encouraged to be aspirational in those choices. Aim for no students to become NEET 1 year after leaving	100% of students eligible for pupil premium funding have destinations secured in further education or training (2016 – 17).	Destinations data	
	SSG transfer of information to Post 16 staff		More vulnerable students are known to Post 16 staff so that additional support can be put in place			
	Careers Advisor	£2800	Disadvantaged students in years 10 and 11 all have access to bespoke careers interviews.  <b>Sutton Trust: Mentoring + 1 month</b>			

4. Attendance					
Areas of spend	Cost	Description of intervention	Intended Impact	How the impact is to be measured	Impact of intervention (further evidence to follow by summer 2017)
<b>EWO working closely with Heads of House, Pastoral Student Support and Attendance Officer to ensure appropriate action when attendance falls below 94%</b>	60% contribution towards EWO and towards Pastoral Student Support and Attendance Officer salary  EWO @ £5616  Attendance officer @ £9244  Pastoral Student Support @ £7474	EWO is invited in for fortnightly meetings. They would also support with individual cases, including home visits.  <b>Sutton Trust: Mentoring + 1 month</b>	Improvement of the school's overall attendance and close the gap in attendance between disadvantaged and non-disadvantaged students.	Attendance data and tracking	
<b>Inclusion Manager</b>	80% contribution towards Inclusion Manager support £800	We use the inclusion manager in advice situations in difficult cases, as well as supporting high level meetings.		Persistent absence and exclusions data	
<b>Attendance target on PM of Heads of House</b>	£0	Maintained focus on attendance		House attendance data for disadvantaged students and individual case studies.	
<b>Tutor group and House focus on attendance</b>	£0	Sense of competition and a shared responsibility			

## 5. Interventions

Areas of spend	Action	Cost	Description of intervention	Intended Impact	How the impact is to be measured.	Impact of intervention (further evidence to follow by summer 2017)
<b>Inclusion hub</b>		£28,707	To re-integrate students with behaviour concerns to classes post seclusion or exclusion. Pupils will receive 1-1 or small group mentoring.  <b>Sutton Trust: Behaviour Interventions + 4 months</b>	Improve the engagement and progress of students by reducing the amount of time lost to exclusions.	Exclusion data and individual case studies.	
<b>Support hub</b>		Staffing cost as above	1-1 and small group support for students who are struggling academically.  <b>Sutton Trust: Small Group + 4months, one-to-one +5 months</b>	Closing the gaps in pupil's progress in learning.	SEN and PP data tracking for students accessing this support. Student voice	
<b>Seclusion</b>			Alternative to exclusion		FTE exclusion data for all students including PP.	
<b>More vulnerable learners targeted for GCSE intervention</b>	CLF intervention	£0	CLF leads in English and Mathematics give in-class support.	The improvement of year 11 outcomes and for disadvantaged students meaning that the gap is closing.	Headline and subject analysis for year 11 outcomes.	
	After school sessions	£0	Many after school sessions are offered (particularly for Year 11) where disadvantaged student attendance is targeted.			
	Easter and half term revision	20% contribution to cost @£500	We run a focussed revision session in school holidays for Year 11 students.			
	Tutor time intervention	£0				
	SLT in key lessons	£0	Mathematics and English leads give extra support to Year 11 disadvantaged students during tutor time.			
<b>Whole school literacy focus</b>	LEXIA	£3642	High profile, literacy levels improved. All students read	Lexia will contribute to the literacy progress of all students including disadvantaged.	Lexia tracking and monitoring by all English teachers. Report from Head of key stage 3 English.	
<b>Thrive</b>		£5000	Identifying and improving the emotional and social barriers to students' engagement in the classroom and with peers. Setting up a Thrive space and training staff to facilitate this intervention in an all through academy.  <b>Sutton Trust: Behaviour Interventions + 4 months</b>	Thrive will enable students to overcome the social and emotional barriers to their engagement with learning and build positive relationships with others.	Thrive progress reports for individual students in both the Acorn and Secondary. Case studies for individual students, which also looks at the impact on attendance, behaviour and student outcomes.	

<b>Academic Intervention – effective tracking programme (Phase leaders)</b>	£3000	<p>Funding has been reserved for academic intervention. As yet, this funding has not been allocated as we will use data analysis throughout the year to determine where it should be used.</p> <p><b>Sutton Trust: Small group tuition + 4 months, reduced class size +3months and one to one tuition +5months</b></p>	Outcomes of PP students in Key Stage 3 and 4 are improving and the gap is closing.	KS3 and 4 Headline and subject data.	
<b>Student Mentoring/Counselling/Therapy</b>	£12000	Funding is allocated for counselling for students as identified by Heads of House. The intended impact is to ensure that our most vulnerable students are able to access education.	Poor attendance and behaviour figures of these individuals will decrease.	Also student voice. Attendance and behaviour data	