

Pupil Premium allocation, spending and impact at King's Oak Academy – September 2015

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.

The following outlines a fresh approach to allocating our pupil premium funding from September 2015. Our new leadership team has brought a fresh approach to supporting our disadvantaged children:

- We believe that the greatest impact for closing the gap is in the classroom. As a result we have developed our CPD programme for this academic year with a focus on differentiation and assessment for learning. We will be relentless in ensuring that these areas develop consistently across the academy through supportive and rigorous observations.
- We continue to focus on constructive feedback. Our external research has confirmed that effective feedback has the most impact for closing the attainment gap and on student progress in general. Our learning with colleagues from across the Cabot Learning Federation and beyond will help us to develop the use of feedback. Our current system focuses on identifying errors through highlighting, and developing learning dialogues through 'green pen' student responses.
- The introduction of the 'KOA Way' has helped us to further improve an already strong school ethos, allowing the opportunity for students from all backgrounds to contribute to the wider academy community.
- We have raised our expectations with **all** pupils to ensure that children are able to work in a safe, supportive and challenging environment.

In addition to these key strategies 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:

Number of pupils and pupil premium grant received September 2015 - August 2016	
Number eligible for pupil premium	228 @ £935 per pupil
Total Pupil Premium	£213,180
Total plan expenditure	£240,290
Expenditure over PP received	£27,110

Outcomes of Disadvantaged students 2016

	Basics	3LP English	3LP Maths
2016 PP	36% ↑	58%	52% ↑
2016 Non-PP	53%	82%	60%
Gap	-17% ↑	-24%	-8% ↑
2015PP	29%	55%	36%
2015 Non-PP	56%	78%	55%
Gap	-25%	-23%	-19%
National gap	-27%	-17%	-23%

1. Teaching and learning				
Action	Cost	Details of action and intended outcomes	How impact is to be measured	Impact of Intervention
MINTCLASS seating plan programme purchased for the new academic year 2015 - 16	£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.	Staff voice Class outcomes/subject outcomes	So far this has saved teachers time on producing seating plans, meaning that they can focus on strategies of improving in class support for all children including pupil premium. This allows teachers to differentiate and target key groups of students in the classroom thus helping them make progress.
PiXL membership	£1500	PiXL is supporting us in strategies for raising attainment in year 11, particularly that of disadvantaged students.	Year 11 exam performance 2016	PiXL approaches were used only by a number of subjects. English and Art adopted the PLC approach and produced good outcomes.
Homework club	£2,695	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.	Student voice Student outcomes	A number of disadvantaged children used homework club and as a result are producing better homework. There is still not enough evidence to show this is having an impact on all Pupil premium students targeted.
Whole school CPD focussed upon differentiation, AfL and feedback.	£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.	Learning walks and lesson observations and class/subject data indicate that all students including disadvantaged are making good progress	Work started in 2015-16 has demonstrated an improvement in consistency across these key areas. For example, 92% of teachers are effectively using green pen responses. There needs to be a greater focus on teachers and departments on tracking the impact of teaching and learning strategies.
100 steps	£2601	100 steps is a class taught by our SENCO to ensure that key disadvantaged students have caught up with regard to literacy in year 9.		This wasn't used
Pupil Premium target on performance management of all	£0	All teachers and classroom support staff have a target on their performance management relating to the progress of Pupil Premium students.		Through this action (and that of others in this document) we have raised the profile of disadvantaged pupils across the academy. 100% of lessons in a year 8 learning walk demonstrated that staff were aware of the pupil premium students.

2. Driving a strong ethos				
Action	Cost	Details of action and intended outcomes	How impact is to be measured	Impact of the intervention
House system	80% contribution for Heads of House @ £166,792	<ul style="list-style-type: none"> - The house system and vertical tutor groups offer a supportive environment for disadvantaged students - 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. 	Impact will be measured across the year in the following ways: <ul style="list-style-type: none"> - Outcomes of disadvantaged students - Attendance - Behaviour points 	<p>The outcomes of disadvantaged students in year 11 improved in certain areas e.g. Basics and 3LPs in Maths. However the gap is still too wide when comparing their performance to non-disadvantaged students.</p> <p>Case studies indicate the impact of pastoral leaders on individual student Attendance and behaviour.</p>
Aspirational assemblies	£0	House assemblies drive no excuse ethos whilst Phase assemblies focus on motivation and aspiration		
Parental engagement drive	60% contribution towards admin support £57.	Parents are invited in on a regular basis. These meetings are as follows: SSP – An academic focussed meeting chaired by the phase leader BSP – A behaviour focussed meeting chaired by the house leader Attendance meetings – chaired by the house leader	The impact will be measured as we progress through the year through analysis of outcomes and results. Also individual case studies indicate progress with student outcomes, attendance and behaviour due to parental support meetings.	Case studies and parent voice show that many parents are working well with the school and this helps improve areas of their child's progress in school. There is still a need to improve the engagement of harder to reach parents and how parents can actively support their child with their school work.
Academic Intervention	£3000	Funding has been reserved for academic intervention. As yet, this funding has not been allocated as we need to use it for high impact with disadvantaged children in year 11 towards the end of the year.	KS3 and 4 outcomes	KOA attainment is above the floor target. The average grade has increased from a D in 2014-15 to a D+ with many of the key groups improving their average grade. Phase leaders provide detail of the impact their intervention strategies with a small cohort of students. Marginal progress in Attainment, basics and 3LP in Maths for disadvantaged students.
KOA way driven tutor time.	£0	Structured tutor time that ensures involvement for all, including our disadvantaged students.		KOA way is no longer in use.
Student Mentoring/counselling/Therapy	£9000	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 have reduced.
Pupil Premium students are prioritised for the Wates mentoring and interviews	£0	These aim to offer a high quality experience delivered with a business slant	Pupil voice tells us this is proving very successful, and some less engaged Yr11 students are beginning to show more positive attitudes at school	This didn't take place. The main careers support is below

Pupil premium students are encouraged to access the high quality and aspirational work experience placements		Disadvantaged students able to make more informed choices Post 16.	Work experience tracker.	100% of Year 10 students took part in work experience placement on an annual basis
Careers Interviews	£2800	Disadvantaged students in years 10 and 11 all have access to bespoke careers interviews.	Analysis of students from disadvantaged backgrounds who are not in education, training or employment.	Destination data shows that 96% of disadvantaged students secured a place in further education or training

3. Transition Year 6 to 7 and to Post 16					
	Action	Cost	Details of action and intended outcomes	How impact is to be measured	Impact of intervention
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.	Student and parent voice	Students that had extra visits are already settled into the academy as recognised through student voice.
	Summer school targeted at Pupil Premium students	Additional funding secured	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.		Students at summer school gave excellent feedback about their experiences. 100% of students suggested that they were more confident since the start of the week, and 100% said they were looking forward to starting secondary school.
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	90% of students eligible for pupil premium funding have a destination secured (2015 – 16).	Destination data as above. 30/31 (96%) PP students secured a college place/apprenticeship.
	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		

4. Attendance

Action	Cost	Details of action and intended outcomes	How the impact is to be measured.	Impact of intervention
Attendance booklet shared with all parents	£10	Policy and procedures clear and transparent for all parents.	Attendance data indicates that PP student's attendance will rise over time to be at least in line with their peers. Attendance of all will be above 96%	Parents were aware of the school's expectations and importance of attendance in relation to their child's outcomes.
EWO working closely with heads of House and attendance officer to ensure appropriate action when attendance falls below 94%	60% contribution towards EWO and towards Attendance Officer salary EWO @ £5616 Attendance officer @ £9244.	EWO is invited in for fortnightly meetings. They would also support with individual cases, including home visits.		The school's attendance is low for all students including disadvantaged and needs improvement.
Inclusion Manager	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.		Evidence of disadvantaged and other students being effectively re-integrated to KOA or other schools/education providers.
Attendance target on PM of Heads of House	£0	Maintained focus on attendance		
Tutor group and House focus on attendance	£0	Sense of competition and a shared responsibility		

5. Interventions and ensuring functional literacy and numeracy

Action		Cost	Details of action and intended outcomes	How the impact is to be measured?	Impact of intervention
PLC (Personalised Learning Centre)	The PLC is an intervention where disadvantaged students are given individual support. This may include individual timetables, small group support, social skills groups and literacy/numeracy catch up lessons.	£30,700	Individual Timetables – Students that may not be able to cope with a full timetable are given a slightly reduced one where they can work independently on work to catch up, with support. Groups – Some children benefit from small group work. The objectives are personally tailored to each individual and may cover a range of things.	Lesson scores Case studies	Individual case students show the considerable impact of the PLC on the more vulnerable students who access it. Improvement of behaviour logs for supported students, and increased engagement in education.
More vulnerable learners targeted for GCSE intervention	CLF intervention	£0	CLF leads in English and Mathematics give in class support. Many after school sessions are offered (particularly for year 11) where disadvantaged student attendance is targeted. We run a focussed revision session in school holidays for year 11 students. Mathematics and English leads give extra support to year 11 disadvantaged students during tutor time.	Year 11 outcomes	The impact was successful for some students including disadvantaged students meaning that the schools attainment improved form the previous year. The gap in progress and attainment between disadvantaged and non-disadvantaged is still too big.
	After school sessions	£0			
	Easter and half term revision	20% contribution to cost @£400			
	Tutor time intervention	£0			
	SLT in key lessons	£0			
Whole school literacy focus	LEXIA	£3,275	High profile, literacy levels improved. All students read	Lexia tracker/report	Lexia has contributed to the literacy progress of students in the lower school. There has been (to date) more progress made by non – disadvantaged pupils which is something that we will work on.
Data tracking to identify underachievement with follow up by Phase Leader		£0	Underachievement addressed quickly so that students are brought back on track. Good communication with parents/carers	.	The impact of individual tracking is strong as there is a strong knowledge by phase leaders and team leaders as to who is underachieving in KS3 and 4.