

Pupil Premium allocation, spending and impact at King's Oak Academy – 2018 - 2019

What is pupil premium funding?

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 September 2017. PPG provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

Pupil premium provides funding for pupils in the following categories:

- Who have been in receipt of free school meals (FSM) since the age of 4 in year groups reception to year 6.
- Who have been in receipt of free school meals (FSM) at any point in the past 6 years
- Who have been continuously looked after for the past six months
- Who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order (Post LAC)
- Those children whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years

King's Oak Academy Pupil Premium Profile 2018-2019 (current on role)	
Total number of pupils in the school:	919
Number of PP-eligible pupils:	183@£935 per pupil (£171,105) 34 @ £1320 per pupil (£44,880) 7 @ £2,300 per pupil (£16,100)
Percentage of whole school total:	24%
Total pupil premium budget:	£232,085
Total pupil premium plan expenditure:	£228,889

Focus of Funding allocated 2018-2019

The aim of our Pupil Premium (PP) funding at King's Oak Academy is to address the current underlying inequalities between disadvantaged pupils with other pupils in our care. We do this by ensuring that the funding is strategically and effectively targeted to address barriers to success and academic progress/achievement between PP and non-PP pupils. When identifying strategies and allocating funding to particular projects we consider the impact of previous experience within our school context, as well as applying knowledge gained from external research including the Educational Endowment Foundation and the Sutton Trust. We are committed to using a range of measures to evaluate the impact of the spend as an ongoing process throughout each academic year. These include headline measures (for example national trend shows a 33% gap in attainment between Pupil premium and non-pupil premium pupils) as well as individualised monitoring and evaluation processes which are developed in conjunction with staff who have specific responsibilities for reviewing the pupil premium spend. The school allocates its funding in the following key areas.

Leaders have taken time to identify the barriers to the attainment and progress of disadvantaged students and will seek to address them in the following ways:

- **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 in comparison the national average. Students who are absent are not catching up with the work they have missed and are falling further behind.
- **Transition and Aspirations** – Early intervention in the transition phase to remove barriers and support students who are worried about starting primary or 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.

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 2019)
MINTCLASS	£432	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.	The intention will be to offer pupil premium student's premier seats within the classroom which will improve their chances of being successful and therefore improve their academic outcomes.	Monitoring the attainment of PP students in school headline/subject and teachers assessments.	See section 5 for Pupil premium outcomes
Homework	£664	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. Sutton Trust :Homework +5months	SMHW/homework club will help students to complete their homework. It will also enable students to catch up on work missed so as they don't fall behind in their learning	To analyse the impact of homework club attendance on outcomes. Also look at individual case studies. Parent and student voice.	
Whole school CPD focussed upon developing and improving teaching and learning	£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. One of the strands of the CLF 5 year strategic plan is pedagogy. All academy staff attended the CLF Autumn conference which was solely focused on improving pedagogy and teaching and learning.	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.	The developmental teaching cycle (including CPD) was launched at the end of term 1. The impact of this will be seen in the headline data for pupil outcomes. Acorn Staff meetings held on 19/9/18, 26/9/18 and 7/11/18 specific focus on maths, English and key questions teaching. PAC on 21/11/18 focused on pedagogy 'I do, we do, and you do'. Staff meeting to be held on 28/11/18 specifically about PP children. Impact to be measured in term 2 data drop.

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 2019)
Heads of House and Acorn Primary pastoral lead	80% contribution for Heads of House @ £134,962 Acorn Primary Lead - £23,631 Total = £158,593	The house system and tutor programme offer a supportive environment for disadvantaged students We have changed the remit of heads of house and primary pastoral lead 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. Sutton Trust: Social and emotional learning +4 months, mentoring +1 month	Improvement in the following areas: <ul style="list-style-type: none"> - Outcomes of disadvantaged students - Attendance - Behaviour - Thrive practitioners (2 for the secondary and 1 for the Acorn) 	Impact will be measured across the year in the following ways: <ul style="list-style-type: none"> - Outcomes of disadvantaged students - Attendance - Behaviour points Evidence of successful casework from Heads of House and Acorn Primary pastoral lead.	Secondary The impact of the Heads of House on outcomes, attendance (section 4) and behaviour (section 5) will be outlined in the relevant sections below. Acorn Children who have had difficulties separating from their parents work with Mrs Baker in the morning. All children come into school sensibly and are able to access the learning by 8:50am. Attendance of PP students is up by almost 1 % when comparing year 1-3 attendance from last year.
Parental engagement drive	60% contribution towards admin support £300	Parents are invited in on a regular basis. These meetings are as follows: <ul style="list-style-type: none"> • ISSP (Individual student support plan) – a behaviour focussed meeting chaired by the house leader • Attendance meetings – chaired by the house leader • Parent forums once a month • Acorn parent workshops • Acorn showcase of learning Acorn Thrive coffee morning once a week	An increased engagement from parents of disadvantaged students in attending key meetings to support their child's progress in school.	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 parent's evening/forums.	The secondary has held 4 parent forums in September, October, November and December, however attendance of pupil premium parents has been low. The year 8 parents evening was in November and 16/25 PP parents attended, the remaining 9 were invited to attend an alternative meeting to discuss progress, attendance and behaviour, 5 of these meetings took place. A high number of attendance and behaviour support meetings have taken place and this has supported the improvements we are seeing in both (see section 5) Acorn Thrive coffee mornings continue to be well attended with an average of 15 parents per session. All parents who attend are very positive with one PP parent commenting 'thank you so much for all of the support you give me and my son. I was really worried but you have eased my concerns and I couldn't have picked a better school for him'.
Uniform and equipment for learning	£1000	Students in need, who have financial difficulties are given uniform and equipment where appropriate. A number of PP students benefit from this opportunity.	Increases inclusion and removes a barrier to learning.	Number of students receiving free uniform. Less students sent home or in SLR for lack of uniform/equipment. Uniform/equipment given out, removing a barrier to students learning and inclusion.	

3. Transition, Aspirations and life experiences						
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 2019)
Year 6 to 7 and Nursery to reception transition	<p>Summer School targeted at Pupil Premium students</p> <p>Additional visits for more vulnerable</p> <p>Invite in vulnerable families</p> <p>Support parents with paper work</p>	<p>17% of contribution towards resources (£425) and staffing (£340)</p> <p>Total = £765</p>	<p>Students confident about move to KOA, very strong transfer of information so that individual strengths and needs are known and can be addressed.</p> <p>Conversations with primary/nursery 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 year 6 students who will find the transition to Secondary school difficult for additional transition days in the summer.</p> <p>Sutton Trust: small group tuition +4 months, summer schools +3months</p>	<p>100% students said they were looking forward to starting secondary school/Acorn. 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.</p>	<p>Disadvantaged students in Year 7 and reception are visibly happy and thriving at school and this is demonstrated through their levels of attendance, behaviour and literacy and numeracy.</p>	<p>Year 7 Secondary (24 students)</p> <p>Average attendance is 96.4% which is above national. No students are considered to be persistently absent.</p> <p>No exclusions for year 7 students</p>
	<p>Acorn (Primary) – term 1 of reception, pupils will receive a bespoke timetable to help them adjust to starting school</p>	<p>£0</p>				<p>Acorn</p> <p>All Reception children have settled well into school. Parents have commented that their children love school and enjoy coming. A PP child who has started in year 3 has been supported to feel part of our community through the purchase of school uniform.</p>
Aspirations	<p>Careers Advisor</p>	<p>34% contribution @£1,190</p>	<p>Disadvantaged students in year 11 all have access to bespoke careers interviews. We have prioritised PP and our most vulnerable students to receive their 1-1 careers interview in term 1 and 2.</p> <p>Sutton Trust: Mentoring + 1 month</p>	<p>100% of students eligible for pupil premium funding have destinations secured in further education or training (2018 – 19).</p>	<p>Year 11 Destinations data</p>	<p>40/45 (89%) students have had their careers meetings. All students have opted for an appropriate level of course based on their attainment band. In term 3 we need to ensure that students have made an application to at least 2 colleges for the course of their choice. This will happen in preparation for life sessions and tutor time.</p>
	<p>Aspirational assemblies and life experiences</p>	<p>£0</p>				<p>Assemblies will drive our ethos; develop motivation and aspiration in our students. The Acorn follow jigsaw PSHE programme of study.</p>

		£1000	PP students will be financially and emotionally supported to take part in extra-curricular activities e.g. sporting events, and school trips.	Increased cultural capital to inspire students and develop them as individuals.		
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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 2019)															
EWO working closely with Heads of House, Acorn Pastoral leader and Attendance Officer to ensure appropriate action when attendance falls below 94%	24% contribution towards EWO £1584	EWO is invited in for fortnightly meetings. They would also support with individual cases, including home visits. Student attendance meeting with the students and parents to support the improvement of attendance. Sutton Trust: Mentoring + 1 month	Improvement of the school's overall attendance and close the gap in attendance between disadvantaged and non-disadvantaged students.	Attendance data and tracking	In the Secondary school PP year to date attendance is up by 1.1% compared to last year. When comparing term 2 this year to last attendance is up by 1.5%. Persistent absence has improved by 3% and is below national by 1% which means fewer PP students have attendance below 90%. Our tracking and focus on reducing PP PA is having a positive impact overall and there have been reductions in the number of PA students in both year 8 and year 10 from term 1 to term 2. Our PA is 1% below national for PP students. Acorn <table border="1"> <tr> <td>Y</td> <td>17/18</td> <td>18/19</td> </tr> <tr> <td>R</td> <td>N/A</td> <td>91.6</td> </tr> <tr> <td>1</td> <td>98.1</td> <td>95.6</td> </tr> <tr> <td>2</td> <td>91.8</td> <td>87.2</td> </tr> <tr> <td>3</td> <td>82.6</td> <td>92</td> </tr> </table> Early phone calls home to check in with PP children have had a big impact on raising attendance. See individual case studies for more detail.	Y	17/18	18/19	R	N/A	91.6	1	98.1	95.6	2	91.8	87.2	3	82.6	92
Y	17/18	18/19																		
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Attendance officer	60% contribution towards Attendance officer. £10,181	To deliver more rigour in tracking and intervening with students, including PPI students with attendance below 96% Sutton Trust: Mentoring +1 month	Attendance of pupil premium students improves and the gap with non-PP is reduced. The percentage of persistent absence of pupil premium students is reduced and is nearer to or better than national figures.	House/year group attendance data for disadvantaged students and individual case studies. Improved attendance of PP students																
Heads of House and Acorn pastoral leader.	£0	Heads of House to work with pupil premium students whose attendance is below 90% by setting up support meetings to address poor attendance. Trust: Mentoring +1 month																		
Tutor group, House and Acorn focus on attendance rewards	24% contribution towards rewards £420	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 2019)
Inclusion hub/SEED		£28,707	To re-integrate students with behaviour concerns to classes Internal/external exclusion. Pupils will receive 1-1 or small group mentoring. Sutton Trust: Behaviour Interventions + 4 months	Improve the engagement and progress of students by reducing the amount of time lost to exclusions.	Exclusion data and individual case studies.	In the Secondary school there has been an increase in the number of PP students excluded in term 1, this was a school wide trend as we relaunched our behaviour expectations in term 2, Despite this there is a 5.6% reduction in the number of fixed term exclusions of pupil premium students compared to this time last year. We are slightly above the national average so this needs to be addressed in term 3. In Term 2 there was a 22% reduction in incidents of poor behaviour logged for PP students. This is likely to be linked to a greater emphasis on all staff on supporting PP needs in the classroom.
More vulnerable learners in year 11 targeted for GCSE intervention	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.	Predicted attainment for Basics (combined English and Maths) is 47%, which is 3% points above national for PP and a 13% improvement on attainment last year. 9-5 attainment is predicted to improve however Maths attainment is Higher than English and in order improve the overall 9-5 % the PP cross over group needs to be a priority in term 3. Progress 8 is above national and improving this needs to be a priority. 12/14 High attaining PP students are predicted to achieve 9-4 in both English and Maths. Compared to term 1 fewer HAP students are expected to achieve a 9-5 in basics and this needs to be a priority for term 3. Progress 8 is predicted to improve compared to last year, however it is still too high.
	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	34% contribution to cost @£1,275	We run a focussed revision session in school holidays for Year 11 students.			
	Tutor time intervention	£0	Mathematics and English leads give extra support to Year 11 disadvantaged students during tutor time.			
	Seneca – online revision and	£0	Online revision app which enables students to develop knowledge, practice exam questions and retrieval practice.			

	learning provision (covers all subjects)		Sutton Trust: Small group tuition +4 months and homework +5 months.																			
Whole school literacy focus	Reading programmes	24% contribution @£875	<p>High profile, literacy levels improved. All students read</p> <ul style="list-style-type: none"> • Secondary Reading programmes for all during tutor time • Students in year 7-9 will be using Accelerated reader. • Reading support using rapid reading for students whose reading age is below 10 years. • Acorn (Primary) – project X tracking and intervention programme aimed at years 2 and 3 not at expected progress in reading. • Daily 1-1 readers • Talk boost aimed at reception • Precision phonics years 1 and 2 	<p>Improved engagement and attainment in all year groups. Access to wider school curriculum improves Gap in reading ages reduces. Pupils access and read outside school. Pupils feel compelled to read for pleasure. Pupils reading skills are improved through the focus on guided reading and accelerated reader programme.</p>	Accelerated reading and rapid reading tracking and monitoring by all English teachers. Report from Head of key stage 3 English.	<p>Secondary Rapid Reading: 15 students took part in this intervention in term 2. 13/15 have made progress and are progressing to the next stage of the intervention. The 2 students who haven't made progress did not want to take part in the programme.</p> <p>Accelerated reader: progress will be available at the end of term 3 following the star reading tests.</p> <p>Hegarty Maths: There has been a significant increase in the number of students accessing this programme since term 1 (30% increase) across all year groups. Year 11 outcomes in Maths have seen a uplift since the mocks in June 2018, an increase of 10% on both 9-4 and 9-5 attainment. The gap between PP and non PP for 9-4 remains at 13.5% but is reduced for 9-5(18%)</p> <p>Acorn Term 2 data drop indicates:</p> <table border="1"> <thead> <tr> <th></th> <th>Y1 % T1/T2</th> <th>Y2 % T1/T2</th> <th>Y3 % T1/T2</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>50/50</td> <td>78/78</td> <td>38/33</td> </tr> <tr> <td>W</td> <td>50/50</td> <td>67/67</td> <td>13/11</td> </tr> <tr> <td>M</td> <td>33/50</td> <td>100/100</td> <td>25/44</td> </tr> </tbody> </table>		Y1 % T1/T2	Y2 % T1/T2	Y3 % T1/T2	R	50/50	78/78	38/33	W	50/50	67/67	13/11	M	33/50	100/100	25/44
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Whole school Numeracy	Numeracy programmes	24% contribution @ £1000	<ul style="list-style-type: none"> • Acorn – 123 Maths in year 2 and 3 and Max's marvellous Maths in year 1. • Secondary - Hegarty Maths 	<p>Improved engagement and attainment Access to wider school curriculum improves with pupils being able to transfer skills Pupil functional maths ability improves Pupils feel compelled and empowered to problem solve using maths skills. Pupils have the resilience to not give up on challenging mathematical problems</p>																		

						<p>Reception - 55% on track in literacy and mathematics.</p> <p>All PP students bar 5 who aren't yet on track in all 3 areas have additional SEN needs. Performance in year 2 is particularly strong. There has been an improvement in year 1 and 3 maths.</p>
Thrive	80% contribution @ £9,065.	<p>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.</p> <p>Acorn - whole school approach to Thrive including explicit links to their behaviour for learning and the language that adults used. Also whole school Thrive afternoons which focus on identified area of need.</p> <p>Sutton Trust: Behaviour Interventions + 4 months</p>	<p>Thrive will enable students to overcome the social and emotional barriers to their engagement with learning and build positive relationships with others.</p>	<p>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.</p>	<p>All of the children who receive individual Thrive support have made progress (see individual action plans for more detail).</p>	
School Counsellor	80% contribution @ £11, 838	<p>1:1 therapy for students that need are finding the demands of school/ life challenging.</p> <p>Sutton Trust: Social and emotional learning +4 months</p>	<p>Improvement in student's mood and wellbeing which enables them to be successful.</p>	<p>Student voice through questionnaires. Students exit questionnaire compared with their entry questionnaire shows an improvement in student's wellbeing.</p>		