

Oakfield CE (Aided) Primary School

Pupil Premium Spend 2013/14

Income received:	Free School Meal based income	£114,360.00
	Looked After Children:	£ 1,200.00
	Service Children:	£ -----
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	Total Pupil Premium:	£115,560.00
	Contribution from School Budget:	£ 15,409.57
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	Total Spend:	£130,969.57
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What did we spend it on:	What difference has it made:	How much did we spend:
MFL/Creative Arts teacher to take each class for one session a week allowing the Class Teacher to take their own children for One to One and Small Group Intensive support.	This has enabled class teachers to implement 1:1 support for their own pupils to accelerate their progress. Teachers indicate on their weekly planning sheets which of their pupils are eligible for pupil premium. No time lost on transferring 'Next Steps of Learning' for pupils to another teacher. Teaching staff pleased that they have that extra time to support their own children and can then draw on that learning and progress within whole class lessons. This flexibility has allowed teachers to add or remove pupils from their Intensive support timetable as they require. Improved motivation, engagement and progress have been noted.	£20,783
One to One and Small Group Intensive Learning Support for reading in KS2	This initiative has continued from last year as was found to be effective and have a good impact on raising reading standards. FSM pupils in Y3/4/5/6 received additional support through intensive small group work for reading. This used the Rapid reading resources and new SATs Buster resources to improve comprehension.	£3,856.00

	<p>One Year 6 pupil, who had a reading age of 7.09 years in Sept 2013, has made 2 years reading age progress in 9 months (Salford Reading Test). At June 2014 her reading age is now 9.10 years and her self-confidence and raised self-esteem was noticed during the recent KS2 tests. All children are keen to read to an adult and enjoy their reading and talking about books and reading material in general.</p>	
<p><b>New resource for mathematics.</b> –Mathletics interactive computer programme for all year groups. 1 year’s subscription.</p>	<p>Pupils in all year groups are accessing ‘Mathletics’ in their classrooms on the class computers. Children are assessed through online tests then class teachers identify maths objectives and ‘gaps in learning’ for their pupils to work on and practice exercises are generated. Mathletics is becoming embedded in the curriculum so that more rapid maths progress is made. Pupils are able to access Accelerated Maths practice through Mathletics tailored to their individual needs at home. Each child has their own password to access the site and parents have been informed personally through meetings with their child’s teacher at Parents Evenings. Improved attainment and progress has been noted particularly for those pupils who access the Mathletics tasks at home and increased parental involvement. A year 6 LAC pupil has particularly benefitted, closing her ‘gaps’ so that she is now operating at NC Level 4 - this has also helped prepare her for the KS2 tests and raise her self-esteem and confidence. <i>See Progress grids for all classes.</i></p>	<p>£847.40 (software)</p> <p>£239.00 (1 days supply for training)</p>

<p><b>Coaching training programme for staff.</b></p>	<p>This coaching training is for the last cohort of staff at Oakfield so most are now trained in coaching techniques. This has improved staff expertise in the technique of coaching both staff and pupils through problem-solving and implementing their own solutions. It is enabling pupils to take personal responsibility for their own learning, talk through specific problems and discuss barriers to learning. An increase in independent thinking has been noted as has the ability to articulate and this is having a positive impact on pupil progress.</p>	<p>£7,000.00  (7 Staff)</p>
<p><b>New resource – Education City for KS1</b></p>	<p>Online Literacy and MFL activities to support the curriculum and enable embedding of skills in English and Spanish. Interactive software is enabling our younger children to practise their spelling, grammar and punctuation in an enjoyable way at their own level so that they then embed this in their own writing. This is having a positive effect on reading and writing and also encouraging pupil’s independence and attitudes to learning. The children are accessing exercises using the computers in their classrooms. Teachers plan for their pupils by targeting their ‘next steps’ and gaps in skills necessary for them to progress.</p>	<p>£600.00</p>
<p><b>New resources for KS2 Reading, English grammar, punctuation, spelling and maths: SATs BUSTER books for test practice and technique.</b></p>	<p>These new books have been used during group interventions for the Year 6 pupils leading up to the KS2 tests. The pupils have found the tasks helpful and they have enjoyed them. Generally self- confidence improved and pupils have been able to discuss their progress with their peers. The Reading tasks have been particularly useful to improve pupils’ response to the AF3 questions. Mental maths practise tests have helped hone the pupil’s mental maths skills and improve their test techniques prior to the summer term tests.</p>	<p>£ 32.00</p>
<p>New Playground Equipment for playtimes and lunchtime.- some of this is replacing worn out and damaged equipment.</p>	<p>Children more active and engaged in games and social activities on the playground during morning and lunchtime break. Less playtime conflicts and</p>	

	<p>arguments as children enjoying the new equipment. Children voted via School Council meetings for their favourite types of play equipment so more purchased: e.g. stilts, skip its, skipping ropes, balls and cat's cradle. Some pupils are now bringing in their own play equipment and taking personal responsibility for their own activity and games. The 'Sports Organising Crew' of KS2 children continues under the guidance of a TA for ½ hour a day during lunchtime play to organise and assist with playground games and sports. The result is more active participation of children in games and social sports activities and improving leaderships skills for the 'Organising crew'</p>	<p>£311.21 Cost of equipment</p> <p>£1,655.00 staffing</p>
<p>Health Interventions:</p> <ul style="list-style-type: none"> <li>• Heart Math</li> <li>• Anxiety Management Resources</li> <li>• Therapy Resources</li> <li>• Mental Health Interventions</li> <li>• Nurture Suite</li> <li>• Sensory Room</li> <li>• Specialist Behaviour support for identified individuals with more complex and challenging behaviour who have previously disengaged with school.</li> </ul>	<p>These continue to be used effectively with staff carefully allocating appropriate interventions where individual children require them. Improvements were evidenced for all children in the assessments used at the start and end of interventions, (Boxall Profiles and GA Assessments). Again the improvements in children's emotional well-being have had a positive impact on their rates of progress in class. Good use has been made of the specialist resources by the trained staff, including the sensory room and heart maths programme. This has had a positive effect on pupils' emotional well-being and social skills. LAC pupils have especially benefitted from the heart math interventions and one LAC pupil's language, communication and social skills have progressed so well that he was confident enough to speak through a microphone in front of the whole school.</p>	<p>£ 3,170.00</p> <p>Bridges for Learning training and support</p>
<p>'Chicago Class' Alternative provision for KS2 pupils who require a higher level of support. – The school SENCO is the class teacher, supported by HLTA's. There is a high ratio of staff to pupils.</p>	<p>This class of 16 boys with highly complex needs, some with statements of SEN and many with behavioural problems. All pupils have personalised learning programmes tailored to their individual needs. The SENCO oversees the whole group of pupils who range in age from Year 3 to Year 6. The</p>	<p>£16,114.70</p>

	<p>teacher has been supported by HLTA's who have been through or are undertaking the coaching programme. This alternative provision class is having a positive impact on both attendance and achievement for these boys. Staff have worked hard to develop the resilience and social and emotional skills of all pupils. The programme of work has been planned around the individual learning styles and interests and practical activities, e.g. cooking, ice skating and horse riding, have enhanced the learning both in and outside the classroom. There has been improved engagement in learning focus for all pupils and language and communication skills have improved immeasurably. This provision has enabled some individuals to remain 'in school' and learning, especially two year 6 pupils who were able to take their SATs in the summer term. One of these pupils had already been excluded from his previous primary school and this facility has enabled him to access the curriculum and address his significant behavioural difficulties. A FSM Lower key stage pupil who is also EAL (in his 2<sup>nd</sup> year in an English school) has made accelerated progress this year and is now exceeding age expectation in all curriculum areas. The improved self confidence of most of these boys is now enabling them to be re-integrated into mainstream classes in the summer term.</p>	<p>Teaching staff</p> <p>£31,094 TAs for 2 Terms</p>
<p>Family Inclusion Officer- This full-time post offers support for pupils and families who are identified as vulnerable to ensure improved school attendance and readiness for learning. This member of staff now works with families, liaises with Social Services, and represents the school at Child Protection meetings, Reviews and conferences. Reports to the head teacher, liaises closely with the SENCO and supports</p>	<p>This additional support for pupils and families who are identified as vulnerable has helped to improve attendance figures for these children. There is a regular dialogue with these families and support can now be given very quickly so that the children's learning and continued progress is not interrupted when family 'crises' and disputes arise. Less learning time is lost and class teachers are now not spending as much teaching time dealing with challenging behaviour from pupils and parents. The Inclusion</p>	<p>£39,272.00</p>

<p>the school DLT regarding looked After Children.</p>	<p>Officer works closely with the school's Attendance Officer and attendance has markedly improved especially for FSM children. The Family Inclusion Officer engages with and supports parents and pupils on a daily basis and this has reduced the number of problems encountered by teachers and the SLT, particularly those where neglect or child well-being is an issue.</p>	
<p>Provision and Resources for LAC pupils as agreed at PEP meetings.</p>	<p>The number of LAC pupils has altered throughout the year, at the start of the year there were 3 LAC pupils and by the summer term there are 6.</p> <ul style="list-style-type: none"> <li>• Ukulele and music instruction for a Year 5 LAC pupil.- Pupil enjoying music although the instrument is now kept in school as the pupil would forget to bring the ukulele in each week. To improve attendance and punctuality for this same pupil the school employed a TA for half an hour at the start of each day to work 1:1 with the pupil so that she could be engaged and motivated in her learning.</li> <li>• Bridges for learning intervention for a KS1 LAC for emotional and behavioural support. – this pupil is now more settled in the mornings and academic progress, particularly in reading, means that her 'gaps in learning' are closing so she is now operating nearer expected NC levels.</li> <li>• 1:1 booster sessions in reading, writing and maths and KS2 SATs intervention and test technique practice with a Year 6 LAC pupil to raise her self confidence and self-esteem. The pupil is now discussing her learning, asking questions and her independence in tackling tasks is improving. She has made expected progress in all areas of learning and, although</li> </ul>	<p style="text-align: center;">£25.00 Ukulele</p> <p style="text-align: center;">£287.00 15 minute music with Mary Teague each week</p> <p style="text-align: center;">£387.66 ½ hour every day TA for 1 term – SH.</p> <p style="text-align: center;">£1,448.00 1:1 1 hour each week with teacher</p>

	<p>very nervous, is expected to attain NC Level 4 in the KS2 tests.</p> <ul style="list-style-type: none"> <li>• Sony Tablet for a Year 3 SEN SA+ LAC pupil to use at home.- Hugely improved language and increased vocabulary and accelerated reading progress to narrow the gap in attainment.</li> </ul>	<p>£ 199.00 Tablet</p>
Peer Mediation for Year 5 and 6 pupils and 'Head's Helpers.	<p>This project has continued as a result of last year's success. Children who had playtime conflicts have been encouraged to talk through their 'differences' so that they no longer get into the same conflicts. The peer mediators are employing coaching techniques that they are learning as part of this process. The result is less learning time wasted after playtimes as most issues are sorted out prior to returning to class. Children report that they feel happy asking a Peer Mediator to support them. The Peer Mediators have shown that they can apply the skills they have gained in the classroom too, for example positively working as part of a pair or a team to solve a problem. This opportunity has helped raise confidence levels and improve their self-esteem.</p>	<p>£159.60 cost of school hats</p> <p>£3,489.00 Staffing</p>
	Total:	<p>£130,969.57 =====</p>