

Oakfield CE (Aided) Primary School

Pupil Premium Spend 2014/15 – 108 Pupils

Income received:	Free School Meal based income	
	(Includes 2 Service Children)	£150,099.00
	Looked After Children: (5)	£ 7,574.00

	Total Pupil Premium:	£157,673.00
	Contribution from School Budget:	£ 6,176.89

	Total Spend:	£163,849.89
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What did we spend it on:	What difference has it made:	How much did we spend:
1:1 time for every class teacher. (this is in addition to PPA time) Music specialist 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. MFL teacher to take KS2 classes for one session each week.	This effective initiative has continued from last year. It has released class teachers to implement 1:1 support for their own pupils once a week to accelerate their progress. Teachers indicate on their planning 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 engagement and progress has been seen and pupils feel valued having this 1:1 time with their own teacher.	£21,052.00
Maths specialist intervention group/individual support for Years 5 and 6. 4 mornings each week a tutor with maths specialism works with the class teachers in	This is a new initiative that has been prompted by the SDP focus on maths. This has enabled gaps in learning to be filled and allowed a flexible approach to timetabling groups or individuals as necessary. The more able have	£17,821.00

<p>Years 5 and 6 to support the teaching of maths.</p>	<p>benefited especially. More accelerated progress has been noted in many children in Year 5 in particular. It has raised aspirations of all and motivated children to work hard to join the accelerated group. Careful assessment and a close working arrangement between teachers has enabled pupils in Year 6 who are working towards Level 5 to be targeted specifically. One Year 6 boy was given support to enable him to access the Level 6 KS2 test summer 2015. He also achieved 81% on a practise GCSE maths paper which would equate to a grade C pass.(If he attains Level 6 he will have made 4 levels progress since KS1)</p>	
<p>Mathletics interactive computer programme for all year groups. 1 year's subscription.</p>	<p>This has been continued as has proved an excellent resource, especially linking home learning and encouraging parental involvement in their child's learning. Pupils in all year groups access 'Mathletics' in their classrooms. 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 now embedded in the curriculum so that more rapid maths progress is made. Pupils are able to access Accelerated Maths practice through Mathletics at home. Each child has their own password to access the site and parents are 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 Mathletics tasks at home.</p>	<p>£847.40</p>

<p>Specialist maths support – Intervention groups for Year 6 pupils two mornings a week (8.45am to 12.15pm) February to end of April.</p> <p>This initiative was deemed necessary this year for Year 6 because out of a cohort of 26 children, 8 pupils had joined the school since Reception (2 joined in Sept 2014). Many had gaps in learning in their maths which needed an intensive programme to raise their attainment levels. 9 pupils had attained 2C or below at KS1.</p>	<p>The specialist teacher worked with two groups of children, 5 in each group. Sometimes it was appropriate for her to work 1:1 with individuals. The pupils were able to be assessed accurately and their weaknesses targeted. Progress was monitored effectively. The teacher gave weekly feedback to the class teacher so that the class teachers could build on the progress made. Pupils responded well and the majority made steady progress in the sessions, some made excellent progress. Home tasks were not regularly completed by the pupils although this gradually improved. Mental maths improved and many maths gaps were filled. The children became more confident and attainment has been raised in most who took part.</p>	<p>£2,660.00</p>
<p>New maths resource – Sandwell Diagnostic testing.</p> <p>This is for KS1 children to assess their maths and identify gaps in learning.</p>	<p>This has proved very useful in identifying gaps in learning for individual pupils. The class teacher is then able to decide how to best ‘close the gaps’, thus leading to better progress.</p>	<p>£364.20</p>
<p>New resource for assessing reading. – New Revised Salford Test, including assessment of comprehension.</p> <p>New spelling resource.</p>	<p>Better identification of attainment, gaps and next steps. We have particularly seen skill development improvements in comprehension.</p>	<p>£372.50</p>
<p>Mike Fleetham training/coaching sessions for staff.</p>	<p>Using Iris/Coaching support to improve quality of teaching and learning – quality first, especially impact of effective use of TAs to support learning for pupil premium children.</p>	<p>£2,811.07</p>
<p>Health Interventions:</p> <ul style="list-style-type: none"> • Anxiety Management Resources • Therapy Resources • Mental Health Interventions • Nurture Suite • Sensory Room • Specialist Behaviour support for identified individuals with more complex and challenging behaviour. 	<p>These continue to be used effectively with staff allocating appropriate interventions where individual children require them. Improvements 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</p>	<p>£62,760.00</p>

	<p>sensory room. This has had a positive effect on pupils' emotional well-being and social skills. LAC pupils have especially benefitted from accessing nurture suite staff in their lunch breaks.</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 the school DLT regarding looked After Children.</p>	<p>This additional support for pupils and families who are identified as vulnerable has helped to improve attendance figures for most of 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 when class teachers do not spend as much time dealing with challenging behaviour from pupils and parents. The Inclusion 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, particularly those where neglect or child well-being is an issue.</p>	<p>£40,015.00</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 6 LAC pupils and by the beginning of the summer term there were 4.</p> <ul style="list-style-type: none"> • Purchase of own ukulele and music instruction for a Year 5 LAC pupil.- Pupil also funded to attend Italy Residential Trip in June 2015. Hugely raised self-confidence and improved general well-being of this pupil. • 1:1 emotional interventions for a Year 6 LAC pupil. Talk 2 Barnados course of 6 counselling sessions. • Ukelele lessons for a Year 3 LAC pupil and Residential Trip to HMS Belfast, London. Increased confidence and independence developing. 	<p>£25.00</p> <p>£520.00</p> <p>£270.00</p> <p>£241.96</p> <p>£220.00</p>

Forest School training for a member of staff who works specifically to support pupils with more complex social, emotional and behavioural needs	Improvement in pupils' well-being and sense of self. Emotional and behavioural support for individuals and groups of children. In the case of one pupil it has prevented the need to exclude.	£940.00
Writing interventions for Year 6 pupils for 6 weeks. – supply cover for one teacher for 6 mornings leading up to the summer term and the KS2 writing portfolios.	This 1:1 intervention has led to improvement in targeted pupils' writing. It has also increased the pupils' enjoyment of the writing progress, probably because the feedback given by the teacher is immediate. Confidence to write has improved.	£594.76
Additional adult in EYFS.	They have been pupil premium pupils who need high levels of support socially and emotionally this has been crucial to support the delivery of the EYFS curriculum.	£12,082.00
Coding training + ICT Club – This has enabled more pupils reach or get close to GLD	This has been necessary to support the delivery of the new ICT curriculum. Pupil Premium pupils with interest in IT have been given additional time in and IT Club.	£220.00
	Total:	£163,849.89 =====