



Pupil premium grant expenditure: Report to governors – 2014/15

This is a breakdown of how we allocate our Pupil Premium funding from our school budget. This is funding allocated to the school and is based on the number of pupils who have been eligible for Free School Meals in the last six years, whose parents have been in service in the past 4 years or who are looked after by the Local Authority. The Pupil Premium money which Oakbank School receives in our school budget is used to make a contribution to the cost of a range of intervention and support programmes. This targeted support ensures that all of our students are supported in their learning and wellbeing so that they can make the best possible progress. We track the student's progress through half termly data points along with the impact of individual interventions. The costs of the interventions are highlighted below along with the impact they have had. You will also find an analysis of cost effectiveness of each intervention that will help make informed decisions about how best to allocate the funding in 2015-16.

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	251
Total number of Pupil Premium Ever 6	76
Total number of Ever 4 In Service	1
Total number of LAC (Looked After Child)	1
Amount of PPG received per Pupil Premium Ever 6	£935
Amount of PPG received per Ever 4 In Service	£300
Amount of PPG received per LAC	£1900
Total amount of PPG received	£73260

Summary of PPG spending 2014/15

Objectives in spending PPG:

In October it was decided to focus the Pupil Premium Funding in 3 main area that were in line with whole school objectives.

- Improve progress in English and Maths
- Improve attendance
- Improve behaviour and well being

Summary of spending and actions taken to date:

Focus	Example interventions	Total spending
Progress in Maths and English	Lexia, one to one/ small group tutoring, splitting of classes, Pupil Premium TA, work books	£40696.12
Attendance	Attendance Officer, Positive attendance trip, taxis	£9347.50
Behaviour and well being	Year 7 behaviour, Jack (Equine therapy) Educated off sight, equipment, widening horizons	£14709.39
Pupil Premium Lead	c 20% of MCA time is spend on Pupil Premium, monitoring and planning	£8506.99
TOTAL		£73260.00

Outcomes to date: Based on T4 data, to update from T6 at the end of the year.

Progress in Maths

	APS progress of Non Pupil Premium from KS2	APS progress of Pupil Premium from KS2
Progress of year 7 students	4.41	3.22
Expected progress (4APS)		
Progress of year 8 students	8.68	7.24
Expected progress (8APS)		
Progress of year 9 students	12.38	12.53
Expected progress (12APS)		

Due to progress not being linear the gap between progress and expected progress here can be class as minimal. Pupil premium students are doing nearly as well as non pupil premium students in year 7 and 8. In year 9 Pupil Premium students are making more progress than non pupils premium. This is a fantastic result since raising year 9 attainment has been a core focus.

Progress in English

	APS progress of Non Pupil Premium from KS2	APS progress of Pupil Premium from KS2
Progress of year 7 students	3.48	2.67
Expected progress (4APS)		
Progress of year 8 students	8.21	7.17
Expected progress (8APS)		
Progress of year 9 students	9.99	9.47
Expected progress (12APS)		

Due to progress not being linear the gap between progress and expected progress here can be class as minimal. Pupil premium students are doing nearly as well as non pupil premium students in year 8. Up until T6 data In year 9 Pupil Premium students were making more progress in general than non pupils premium students however the average has been pulled down dramatically by a student that has joined midyear. This pupil is a focus of the English department next year. The progress is due mainly to the splitting of the middle ability sets into a male and female class backed up by quality first teaching. This progress is a huge achievement since year 9 students were previously not making expected progress in English.

In year 7 Pupil premium students are not making as much progress as non pupil premium. As a result the English department have decided to split a low ability class to boost progress.

Attendance

	Whole school	Pupil Premium	Gap
Sept 2013- July2014	93.80%	89.85%	3.95%
Sept 2014 – Date	95.30%	94.60%	0.70%

It is clear that attendance of both the whole school and pupil premium has improved from last year and that the gap is closing. This is due to a whole school focus on attendance along with the attendance officer having dedicated pupil premium time to make phone calls home and liaising with the educational welfare officer regarding pupil premium. The improvement of the pupil premium attendance is extremely pleasing since students being in school is the deciding factor in progress.

Behaviour

Behaviour Group Impact															
Students	Stage 2					Stage 3					FTE				
	T2	T3	T4	T5	T6	T2	T3	T4	T5	T6	T2	T3	T4	T5	T6
Student 1	7	11	5	8	3	9	8	1	2	3	0	1	1	1	0
Student 2	10	15	3	4	10	1	1	0	1	0	0	0	0	0	0
Student 3	6	13	7	2	4	2	2	2	1	1	1	0	0	0	0
Student 4	n/a	18	10	12	19	n/a	4	1	3	5	0	0	0	0	1
Student 5	1	12	8	7	11	0	0	0	1	1	0	0	0	0	0
Student 6	5	14	9	7	12	0	2	0	0	0	0	0	0	1	0
Student 7	8	19	13	n/a	n/a	2	1	0	n/a	n/a	0	0	0	n/a	n/a
Student 8	13	18	9	14	23	10	3	2	3	4	0	1	1	0	0

The table above shows the success of the year 7 behaviour group. This started in T2 and continued up to T4 where you can see there was a decrease for all students in stage 2 behaviour points. All pupils in the group have decreased the number of stage 2s from T3 and all except 2 have reduced the number of stage 3s (the two staying the same, one not being able to decrease.)The focus will now be on students 1, 2, 4 and 8 for the next academic term.

Record of PPG spending by item/project 2014/15

Item/project	Cost per Pupil	Number of pupils benefit	Impact	Evaluation/RAG	Note for use next year
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Improve progress in English and Maths

Small group tutoring for maths	£210 to £630	24	Average of 1.55 APS between track 2 and track 4 compared to 1.02 for non-intervention students. Year 9 students that focused on their GCSE exam technique recently attained an average of 29/70 compared to a class average of 31/70 despite being of a lower ability	x1.16 expected progress	The small group tutoring is more cost effective compared to 121 in relation to the impact. It is important to note that the confidence and exam skill gained by year 9 students are not reflected in the expected progress percentage
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Lexia	£50.34	26	Average of 14.3 months progress	x2.60 expected progress	Fantastic intervention that has yielded great impact in relation to cost
Differentiated Homework/workbooks/mymaths	£4.50	3	Pupils seem more motivated to do work at home knowing they are being stretched	Too early to measure impact	Revision guides for over the holidays
Specific Pupil Premium TA employed for class and one to one work for Maths and Science	£520.00	75 (25 directed)	Average of 1.12 APS in a half term compared to 0.67APS for students not receiving help	x1.67 expected progress	The pupil premium TA has not only had a direct impact on progress he has also helped to motivate students and in a student voice survey 100% said they found his assistance helped their progress
Split classes year 7	£433.08	15	Both classes have benefitted from the separation 4APS/15. The separation allowed pupils in the higher sets to progress with a total of 8 APS/4. The pupils in the lower ability, some made negative progress but stages decreased significantly	x3.00 for 7S4a, negative progress for 7S4b	Splitting the class has benefited all students with respect to confidence and behaviour since the classes have been merged back together has greatly improved.
Split classes year 9	£636.57	7	Total of 52 APS Average of 7.42APS	x3.01 expected progress	Expensive but great results. Shows quality first teaching has the greatest impact
Improve attendance					
Attendance officer with dedicated time spent of pupil premium	£88.14	75	Gap between non pupil premium and pupil premium closed from 3.95% 2013-14 to 1.2% 2014-15	x3.29 expected attendance improvement	The time the attendance officer spends focused on pupil premium has made a huge impact, however this is expected to level out over the coming years
Improve behaviour and wellbeing					

Year 7 behaviour group	£163.49	8	All pupils have had a reduction in Stage 1, 2 and 3	N/A	This intervention has worked for the majority of student. These students are now using the self-management strategies in their lessons that will ultimately have an impact on progress.
Trips	£8.29	16	Pupils are more focused on careers and the trip has aided them in making informed decisions regarding their GCSE options	N/A	Pupils feedback after the trip indicated they were more focused on the career path and what GCSE options they were planning on taking

How RAG works

RAG	Criteria	Use for forward planning
Green	>double (x2.00) expected and < £200 per pupil	Definitely continue for next year
Orange	>double (x2.00) expected progress and >£200 per pupil Or between x1.00 and double (x2.00) expected progress and <£200 per pupil	Consider how the intervention could be amended to yield better results for next year
Red	Between x 1.00 and x 2.00 expected progress and > £200 per pupil	Serious consideration if to continue

Total PPG received	£73260
Total PPG expenditure	£73260
PPG remaining	£0

Summary

Strengths:	Areas of Development:
<p>Splitting English classes has had a huge impact on year 9 progress this year. Year 9 progress in Maths Lexia has had fantastic impact on reading ages; This is so important for students to be able to access GCSE papers across the curriculum. The pupil premium TA has improved progress, promoted good attitude to learning and has helped students to gain confidence Role of the attendance officer in improving attendance.</p>	<p>Maths one to one tutoring to more towards small group tutoring or splitting classes. Pupil premium students on trips</p>
Next Steps:	
<p>Continue to use the funding to split classes where appropriate. The best results come from good quality first teaching. Introduce Lexia asap in September initially based on CATs results for the new year 7s followed by the standardised reading test. Train some TAs to be pupil premium champion whose main role is to monitor and support specific pupil premium students. Employ a good Maths teacher to help with splitting of classes to ensure good quality first teaching leads improves progress. Next year pupil premium funding will be used to ensure all pupil premium students go on all one day educational visits to ensure they have the same experiences as all Oakbank students. Widening horizons activities will be covered by pupil premium funding. Needs of all pupil premium students will be assessed at the start of term including internet access at home. This will lead the allocation of spending along with T6 and T1 data.</p>	