

## Purple Oaks Pupil Premium Grant Expenditure 2018/19

1. Summary information					
<b>School</b>	Purple Oaks Academy			<b>Type of SEN</b>	ASD and/or SLD
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£1320 x 9 primary = £11880 £935 x 5 secondary = £4675 £2300 x 2 LAC = £4600 Total = £21155	<b>Date of most recent PP Review</b>	September 2018
<b>Total number of pupils</b>	60	<b>Number of pupils eligible for PP</b>	16	<b>Date for next internal review of this strategy</b>	December 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
78% making expected or better than expected progress in Reading	85% of PP students made expected or better than expected progress	75% of students that are not eligible for PP made expected or better than expected progress in English
67% making expected or better than expected progress in Writing	62% of PP students made expected or better than expected progress	67% of students that are not eligible for PP made expected or better than expected progress in Maths
84% making expected or better than expected progress in Maths	92% of PP students made expected or better than expected progress	80% of students that are not eligible for PP made expected or better than expected progress in Science
47% met the 95% attendance target	15% of PP students met the 95% attendance target	58% of students that are not eligible for PP met the 95% attendance target

3. Barriers to future attainment (for pupils eligible for PP )	
<b>In-school barriers</b>	
<b>A.</b>	Intrinsic motivation and engagement with learning – particularly writing activities
<b>B.</b>	Engagement and participation in high quality writing activities and low self-esteem in relation to writing
<b>C.</b>	Absence means that students do not access quality first teaching

External barriers	
D.	Parental Engagement and transport arrangements (distance to academy from home)

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved levels of writing across the school for our PP students to narrow the gap between their levels of reading and writing. This will be measured by English outcomes.	Students will make progress with their reading age. Writing levels are more in line with their reading levels.
B.	Improved levels of attendance for PP students	More students will have attendance above 95% and there will be a closing of the gap between attendance for PP and non PP students

5. Planned expenditure					
Academic year		2018/19			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A) Improved engagement with writing through the thematic approach being embedded – with a primary focus of English in all themes	Implement Cornerstones Curriculum	Cornerstones Curriculum has a primary focus of English in all themes, this means that English and in particular writing, will have a high priority. The use of a thematic approach is shown to engage students with autism as it makes links between areas of learning.  Cost: £54 cost per student to purchase, £54 x 16 = £864	Regular phase meeting time used to plan and discuss the curriculum implementation. Books scrutiny and internal moderation will ensure the implementation of the curriculum	SM HB LG NP	Following each theme through Leadership Meeting agenda items

<p>B) Improved levels of writing across the school for our PP students to narrow the gap between their levels of reading and writing.</p>	<p>Increased use of Independent Writing linked to thematic curriculum</p>	<p>Writing for a purpose and with successful pre-teaching has been shown to increase outcomes and engagement.</p> <p>Cost: Subject leader additional time to plan writing outcomes and themes across the academy = 2 hours per week for 1/2 term = £60.48 x 8 = £483.84  Cost: CPD for all teachers with specific follow up for identified staff = £21.56 (average hourly salary for a teacher) x 11 (members of staff) = £237.20 x 6 = £1423.18, follow up work 2 hours 1:1 work with up to 3 members of staff = 6 x 21.56 = £129.90  Cost: Salary for 1 Learning Mentor 1 day per week = £3075.20</p>	<p>Regular CPD sessions will be included within the whole academy calendar.  Regular book scrutiny will identify improved teaching across a genre leading to an improved independent writing outcome</p>	<p>LG</p>	<p>Termly</p>
<p>C) Maintain progress in mathematics and reading which is in line with, or better than, non-pupil premium peers</p>	<p>Maintain interventions which proved successful in 2017-2018</p> <ul style="list-style-type: none"> <li>○ In-class focused support in maths and English – deploy learning mentors to plan and implement</li> <li>○ 1:1 intervention (Writing, Inference, Nesy, Easimaths)</li> <li>○ All PP students have access to Easimaths at home.</li> </ul>	<p>Impact report for 2017-2018 demonstrates rates of progress which are better for PP students than non PP and therefore this intervention is to continue.</p> <p>Cost:</p> <ul style="list-style-type: none"> <li>• Salary (part) for 2 Learning Mentors 1 day per week; £3075.20 x 2 = £6150.40</li> <li>• Purchase of Easimaths £105</li> <li>• Purchase of Nesy £240</li> </ul>	<p>Half termly student progress meetings to ensure progress of PP students continues to be in line with non PP students</p>	<p>LG NP</p>	<p>Dec 2018, April 2019, July 2019</p>

<b>Total budgeted cost</b>					£12471.52
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D) Improved attendance with more students meeting 95% attendance target	Support for Parents in appealing for transport for students and for increasing levels of attendance through attendance monitoring and meetings	The introduction of attendance meetings in 2017-2018 showed an increase in attendance overall  Cost: 1 hour per day of Learning Mentor time = £10.92 x 190 student days = £2074.80 3 hours every 6 weeks of Deputy Principal time = £40.74 per hour x3 hours x6 occasions =£733.32	Half termly monitoring of attendance	HB	Dec 2018, April 2019, July 2019
E) Improved engagement and communication leading to improved attendance, self-esteem and therefore learning.	Provision to take part in horse riding activities	Therapeutic horse riding has been shown to increase student confidence, communication and engagement.  Cost: £18 per student per visit = £18 x 10 students x 8 weeks = £1440	Monitoring of EVOLVE system to ensure access to horse riding for PP students	HB	Dec 2018, April 2019, July 2019
<b>Total budgeted cost</b>					£4248.12
<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
F) Improved attendance with more students meeting 95% attendance target	Increased rewards for attendance which is 95% or higher each term – termly tea and cake with the Principal for those students who attain 95% attendance and higher. Use of PP funds to pay for ‘Out and About contributions so that students are motivated by half termly reward visits	Students with autism can lack intrinsic motivation and are more motivated by tangible rewards. Student voice suggests that they are motivated by tangible rewards Cost: Termly tea and cake = £25 per event x 3 terms = £75 Cost: Contributions towards ‘out and about’ = £2.50 per week x 16 students x 39 weeks = £1560 Cost: Contributions towards residential activities = £100 x 16 = £1600	Half termly reward visits will be embedded as a whole academy policy. Student voice will be used to gather student feedback about the quality and enjoyment of the visits and therefore the motivational factor.	SM SF	Termly record of numbers of students meeting 95% target
G) Improved engagement with parents and therefore improved relationships	Contribution towards academy uniform  Uniform swap shop	Parents have expressed difficulty in affording academy uniform – particularly the badged jumper	Letter to all parents to explain, followed by reminders to parents if	AH SF	Weekly monitoring of student uniform by all staff

between academy and home		Cost: £100 contribution per student towards uniform = 16 x £100 = £1600 Cost: 2 hours of learning mentor time each half term to arrange the uniform swap shop = £10.92 x 12 hours = £131.04	contribution has not been spent.		
<b>Total budgeted cost</b>				£ 4966.04	
<b>Total for all areas</b>				<b>£ 21686.04</b>	

6. Review of expenditure: 2018-2019				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved engagement with writing through the thematic approach being embedded	Implement Cornerstones Curriculum	Engagement with curriculum increased – this was seen through learning walks and also parent/student voice activities. Students could talk about the themes they were learning about. Data analysis in Summer 2019 showed that 90% of PP students met or exceeded their target in reading compared to 71% of non PP students. 60% of PP students met or exceeded their target in writing compared to 66% of non PP students. 65% of PP students met or exceeded their target in spoken language compared to 60% of non PP students.	Continue the approach – however, modify slightly so that all theme learning takes place in one book – to help students ‘see’ the links visually.	£864
Improved levels of writing across the school for our PP students	Increased use of Independent writing linked to thematic curriculum	CPD for all staff was delivered and following this book scrutiny showed that for most classes there was an increase in the independent writing taking place. Data analysis in Summer 2019 showed that Non-PP students slightly outperformed PP students in writing – however, the gap has not widened from the previous academic year.	Continue this approach as the gap is closing between PP and Non PP attainment across the academy.	£5110.38

Maintain progress in mathematics and reading which is in line with, or better than. Non pupil premium peers.	Maintain successful interventions	Data analysis in Summer 2019 showed that PP students outperformed Non PP students in number with 95% of PP students meeting or exceeding their targets compared to 91% of non PP students PP students outperformed Non PP students in Geometry and Measures with 70% of PP students meeting or exceeding their targets compared to 66% of non PP students. PP students outperformed Non PP students in reading. 90% of PP students met or exceeded their target in reading compared to 71% of non PP students.	Continue this approach as it has proved successful.	£6495.40
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## ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attendance with more students meeting the 955 attendance target	Support for parents in appealing transport and through engagement with attendance meetings	85% of PP students met the 95% attendance target this is a significant increase on the 47% of PP students who met the target in the previous academic year. This is higher than the Non-PP students who only had 77% of students meet the 95% target	Maintain this approach as it is showing significant improvements in attendance.	£2808.12
Improved engagement and communication leading to improved attendance, self-esteem and therefore learning	Provision to take part in horse riding activities.	Horse riding took place for all PP students in upper KS2 and KS3. Student voice activities show that students enjoy the activity and behaviour monitoring shows a decrease in negative behaviours recorded.	Maintain this approach as it is showing improvements in engagement	£1440

## iii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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Improved attendance with more students meeting 95% attendance target	Increased rewards for attendance. Out and About contributions made	85% of PP students met the 95% attendance target this is a significant increase on the 47% of PP students who met the target in the previous academic year. This is higher than the Non-PP students who only had 77% of students meet the 95% target A particularly successful case student is a student who's attendance was below 90% in 2017-2018, achieved 100% attendance in 2018-2019 and attended the 100% reward visit and was very vocal in describing her pride at achieving this.	Maintain this approach as it is showing improvement in attendance	£3235
Improved engagement with parents and therefore improvement relationships	Contributions towards academy uniform	All PP students were wearing appropriate uniform – parental discussions show that they find this a useful support Uniform swap did not take place as, due to the academy still being new, there is not enough uniform to carry out a swap.	Maintain this approach Move the swap shop to 2019-2020 when there should be a bigger 'bank' of uniform to swap.	£1600
				Total: £21 546.90