

Purple Oaks Pupil Premium Grant Expenditure 2019/20

1. Summary information					
School	Purple Oaks Academy			Type of SEN	ASD and/or SLD
Academic Year	2019/20	Total PP budget	£1320 x 6 primary = £7920 £935 x 10 secondary = £9350 £2300 x 2 LAC = £4600 Total = £21 870	Date of most recent PP Review	September 2019
Total number of pupils	74	Number of pupils eligible for PP	18	Date for next internal review of this strategy	December 2019

2. Current attainment		
Whole academy 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	90% of PP students made expected or better than expected progress	71% of students that are not eligible for PP made expected or better than expected progress in Reading
64% making expected or better than expected progress in Writing	60% of PP students made expected or better than expected progress	66% of students that are not eligible for PP made expected or better than expected progress in Writing
62% making expected or better than expected progress in Spoken Language	65% of PP students made expected or better than expected progress	60% of PP students made expected or better than expected progress
92% making expected or better than expected progress in Number	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 Number
67% making expected or better than expected progress in Geometry	70% of PP students made expected or better than expected progress	66% of students that are not eligible for PP made expected or better than expected progress in Geometry and Measures
79% met the 95% attendance target	85% of PP students met the 95% attendance target	77% of students that are not eligible for PP met the 95% attendance target

3. Barriers to future attainment (for pupils eligible for PP)
In-school barriers

A.	Intrinsic motivation and engagement with learning – particularly writing activities
B.	Engagement and participation in high quality writing activities and low self-esteem in relation to writing
C.	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 Writing outcomes.	The gap between PP and Non PP students attainment in writing will be closed
B.	Maintained levels of attendance for PP students following the success of 2018-2019.	PP students will attain the 95% attendance target in line with their non PP peers.

5. Planned expenditure					
Academic year		2019/20			
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	Embed Cornerstones Curriculum following introduction in 2018-2019	<p>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. Develop further so that learning in a theme is recorded in one book so that students make more links between different areas of learning and understand the ‘purpose’ for their writing.</p> <p>Cost: £54 cost per student to purchase, £54 x 16 = £864</p>	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/D W HB LG KW PW	Following each theme through Middle Leadership Meeting agenda items English and Theme across the curriculum drop ins once per half term will demonstrate progress.

<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 – delivered in KS3 by English subject specialist</p>	<p>The use of an English subject specialist will increase engagement from students and also up-skill primary practitioners. Writing for a purpose and with successful pre-teaching has been shown to increase outcomes and engagement.</p> <p>Cost: English specialist time to support in class = 2 hours per week for year = £60.48 x 39 = £2358.72 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 2018-2019</p> <ul style="list-style-type: none"> ○ In-class focused support in maths and English – deploy learning mentors to plan and implement ○ All PP students have access to Easimaths at home. 	<p>Impact report for 2018-2019 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"> ● Salary (part) for 2 Learning Mentors 1 day per week; £3075.20 x 2 = £6150.40 ● Purchase of Easimaths £105 ● 	<p>Half termly student progress meetings to ensure progress of PP students continues to be in line with non PP students</p>	<p>PW JW</p>	<p>Dec 2019, April 2020, July 2020</p>

Total budgeted cost					£12 553.28
ii. Targeted support					
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?
D) Maintained 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	Impact report for 2018-2019 demonstrates rates of progress which are better for PP students than non PP and therefore this intervention is to continue. 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 2019, April 2020, July 2020
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 secondary/LAC student per visit = £18 x 12 students x 14 weeks = £3024	Monitoring of EVOLVE system to ensure access to horse riding for PP students	HB	Dec 2019, April 2020, July 2020
Total budgeted cost					£5832.12
iii. Other approaches (including links to personal, social and emotional wellbeing)					
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?
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	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	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	Uniform swap shop	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.		
Total budgeted cost					£ 3366.04
Total for all areas					£ 21 751.48